



ST. JOSEPH'S COLLEGE, DEVAGIRI (AUTONOMOUS)

CALICUT – 673008, KERALA, INDIA

(Affiliated to the University of Calicut)

Re-accredited by NAAC with Grade A++

College with Potential for Excellence

DEPARTMENT OF PSYCHOLOGY

**CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE
PROGRAMME**

SYLLABUS

B.Sc. PSYCHOLOGY

(Effective from 2019-20 Admission Onwards)

**SYLLABUS OF CORE,
COMPLIMENTARY AND OPEN
COURSE**

**ST. JOSEPH'S COLLEGE (AUTONOMOUS)
DEVAGIRI**

**B. Sc
PSYCHOLOGY**

2019-20 ADMISSION ONWARDS

**SYLLABUS OF CORE,
COMPLIMENTARY AND OPEN
COURSE**

Course Structure of BSc Psychology
SEMESTER I

Sl. no	Course code	Course title	Total hours	Hours/week	Credits
1		Common Course I-English	64	4	3
2		Common Course II-English	80	5	4
3		Common Course III-Language other than English	64	4	4
4	GPSY1B01T	Basic themes in Psychology-I	64	4	3
5	GPSY1C01T	Human Physiology	64	4	3
6	GPSY1C02T	Psychological Statistics	64	4	3
7	*Audit Course	Environment Studies	-	-	-
Total				25	20

SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
8		Common Course IV-English	64	4	3
9		Common Course V-English	80	5	4
10		Common Course VI-Language other than English	64	4	4
11	GPSY2B02T	Basic themes in Psychology-II	64	4	3
12	GPSY2C03T	Human Physiology	64	4	3
13	GPSY2C04T	Psychological Statistics	64	4	3
14	*Audit Course	Disaster Management	-	-	-
Total				25	20

SEMESTER III

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
15		Common Course VI-English	80	5	4
16		Common Course VIII-Language other than English	80	5	4
17	GPSY3B03T	Psychological measurement and testing	48	3	3
18		Experimental Psychology Practical – I	32	2	**
19	GPSY3C05T	Human Physiology	80	5	3
20	GPSY3C06T	Psychological Statistics	80	5	3
21	*Audit Course	Human Rights/Intellectual Property Rights/Consumer Protection****	-	-	-
Total				25	17

SEMESTER IV

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
22		Common Course IX- English	80	5	4
23		Common Course X- Language other than English	80	5	4
24	GPSY4B04T	Individual Differences	48	3	3
25	GPSY4B05P	Experimental Psychology Practical –I	32	2	4
26	GPSY4C07T	Human Physiology	80	5	3
27	GPSY4C08T	Psychological Statistics	80	5	3
28	*Audit Course	Gender Studies/Gerontology****	-	-	
Total				25	21

SEMESTER V

Sl. no	Course code	Course title	Total hours	Hours/week	Credits
29	GPSY5B06T	Abnormal Psychology-I	48	3	3
30	GPSY5B07T	Social Psychology	48	3	2
31	GPSY5B08T	Developmental Psychology -I	48	3	3
32	GPSY5B09T	Psychological Counseling	48	3	3
33	GPSY5B10T	Health Psychology	48	3	3
34		Open Course	48	3	3
35		Experimental Psychology Practical-II	48	3	****
36		Experimental Psychology Practical –III	48	3	****
37		Project	16	1	
Total				25	17

SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
38	GPSY6B11T	Abnormal Psychology II	64	4	3
39	GPSY6B12T	Applied Social Psychology	64	4	3
40	GPSY6B13T	Developmental Psychology II	48	3	3
41	GPSY6B14T	Life Skill Education: Applications and training	48	3	3
42	GPSY6E0XT	Elective	48	3	3
43	GPSY6B15P	Experimental Psychology Practical – II	48	3	4
44	GPSY6B16P	Experimental Psychology Practical- III	48	3	4
45	GPSY6B17D	Project	32	2	2
Total				25	25

It is advisable to submit a report during the end of V th semester on the basis of the study tour conducted to various institutions comprising psychotherapeutic centres, managerial training institutions etc so as to familiarize the students, the application of Psychological principles and theories in different specializations.

*Course with 4 credits which is not meant for class room study and its credits are not counted for CGPA or SGPA

**External examination will be conducted at the end of IVth semester

***External examination will be conducted at the end of VI th semester

**** Colleges can opt any one of the courses

Elective Papers

1. GPSY6E01T -Organisational Behaviour
2. GPSY6E02T -Psychology of Criminal Behavior
3. GPSY6E03T -Positive Psychology
4. GPSY6E04T -Educational Psychology
5. GPSY6E05T -Cognitive Psychology

Open Course

Choice I

Code: GPSY5D01T Psychology and Personal Growth

Choice II

Code: GPSY5D02T Life skill Applications

Choice III

Code: GPSY5D03T Child and Adolescent Mental Health

Mark Distribution for Core Courses, Project and Open Course

Common : English		
Additional Language		
Core Courses(including electives)	17x75	1275
Project		50
Open course		75
Total Marks		1400

DETAILS OF COURSES CORE COURSES

- GPSY1B01T:Basic Themes in Psychology-I
- GPSY2B02T: Basic Themes in Psychology-II
- GPSY3B03T:Psychological Measurement and Testing
- GPSY4B04T: Individual Differences
- GPSY4B05P:Experimental Psychology Practical I
- GPSY5B06T:Abnormal Psychology I
- GPSY5B07T:Social Psychology
- GPSY5B08T:Developmental Psychology I
- GPSY5B09T:Psychological Counselling
- GPSY5B10T:Health Psychology
- GPSY6B11T: Abnormal Psychology II
- GPSY6B12T:Applied Social Psychology
- GPSY6B13T:Developmental Psychology II
- GPSY6B14T: Life Skill Education:Applications and Training
- GPSY6B15P:Experimental Psychology Practical II
- GPSY6B16P: Experimental Psychology Practical III
- GPSY6B17D :**PROJECT**

Complementary Courses of BSc Psychology Programme

Following are the complementary courses of BSc Psychology Programme suggested by the board

- Human Physiology
- Psychological Statistics

Audit Courses

- Environment Studies
- Disaster Management
- Human Rights/ Intellectual Property Rights/consumer Protection
- Gender Studies/ Gerontology

Open Courses

During the Vth Semester three Open courses are offered to the students of other departments. College can choose any one course from the three listed below.

- GPSY5D01T:Psychology and Personal Growth
- GPSY5D02T:Life Skill Applications
- GPSY5D03T: Child and Adolescent Mental Health

Elective Courses

During VIth Semester five elective courses are offered for BSc Psychology Programme. Colleges can choose any one course from the five listed below.

- GPSY6E01T:-:Organisational Behavior
- GPSY6E02T:-:Psychology of Criminal Behavior

- GPSY6E03T:-Positive Psychology
- GPSY6E04T:-Educational Psychology
- GPSY6E05T:- Cognitive Psychology

EVALUATION SCHEME FOR CORE AND OPEN COURSES

The evaluation scheme for each course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment : 20% of the total marks in each course are for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses.

Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20

Table 1: Components for evaluation

Sl.No.	Components	Marks
1	Class room participation based on Attendance	3
2	Test paper	6
3	Assignment	3
4	Seminar/Viva	3
	Total	15

For practical courses - Record 60% and lab involvement 40% as far as internal is concerned. (if a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.

Table 2: Split up of marks for Test paper

Range of marks in test paper	Out of 6 Marks (Maximum internal marks is 15)
Less than 35%	1
35%-45%	2
45%-55%	3
55%-65%	4
65%-85%	5
85%-100%	6

Table 2: Split up of marks for Class Room Participation

Range of CRP	Out of 3Marks (Maximum internal marks is 15)
$50\% \leq \text{CRP} < 75\%$	1
$75\% \leq \text{CRP} < 85\%$	2
85% and above	3

External Evaluation

External evaluation carries 80 % of the marks. The Core courses, Electives and Open courses will have an external examination of 2 hours duration with 60 marks.

Scheme of Examinations

The external QP with 60 marks and Internal examination is of 15 marks. Duration of each external examination is 2 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

Section A

Short answer type carries 2 marks each - 12 questions Ceiling - 20 Marks

Section B

Paragraph/ Problem type carries 5 marks each - 7 questions Ceiling – 30 Marks

Section C

Essay type carries 10 marks (1 out of 2) 1X10=10 Marks

**MODEL QUESTION PAPER OF CORE COURSE FOR ALL SEMESTERS
FIRST SEMESTER B.Sc DEGREE EXAMINATION, NOVEMBER 2019
GPSY1B01T BASIC THEMES IN PSYCHOLOGY I**

Name:
Reg No:

Time: 2Hrs Maximum Marks: 60

PART A:

Answer in Two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. Introspection
2. Placebo effect
3. Reinforcement
4. Self-awareness
5. Selective attention
6. Subliminal Perception
7. Meditation
8. Survey method
9. Figure-ground perception
10. Perceptual set
11. Phi-Phenomenon
12. REM sleep

(Ceiling 20 marks)

PART B:

Answer in a paragraph of about half a page to one page .Each question carries 5 marks. There shall be ceiling of 30 marks in this section

1. Participant versus non-participant observation
2. Cognitive views of dream.
3. Factors affecting attention.
4. Stages of sleep.
5. Psychodynamic perspective
6. Explain instrumental learning
7. Theories of color vision

(Ceiling 30 Marks)

PART C:

Essay Type Questions

Answer **Any one** of the following .Each Carries 10 Marks.

8. Define psychology. Explain in brief the history of psychology.
9. Explain the nature of attention. Give a brief description on selective and sustained attention.

(1 x 10= 10 marks)

DETAILED SYLLABI

B.SC PSYCHOLOGY

SEMESTER I

GPSY1B01T

Credits : 3

BASIC THEMES IN PSYCHOLOGY- I

64 hours

Objectives:

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life.
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and Consciousness.

Module 1 Introduction 16 hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology. Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; Correlational studies; experimental method.

Module 2 Attention and Perception 16 hours

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.

Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top- down processing.

Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon. Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module 3 States of Consciousness 14 hours

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders

Dreams: psychodynamic, physiological and cognitive views.

Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

Module 4 Learning 18 hours

Concept of learning, Nature of learning, learning curve.

Types of Learning; Associative learning (Classical, and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning.

Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/Modelling

REFERENCES

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education.

Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.

Commer, R. & Gould, E. (2011). *Psychology around Us*. New Delhi: John Wiley & Sons Inc.

Coon,D.& Mitterer,J.O.(2013)*Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed.Wadsworth, Cengage Learning

Feldman, R. (2011). *Understanding Psychology*,10th edition. New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Delhi: Tata McGraw Hill.

Weiten, W. (2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/Cole Publishing co.

Additional References:

Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of Ind

B.SC PSYCHOLOGY

SEMESTER II

GPSY2B02T

Credits: 3

BASIC THEMES IN PSYCHOLOGY- II

64 hours

Objectives:

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on the applications of Psychology in everyday life
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like cognition, memory, motivation and emotion.

Module 1 Cognitive Processes 16 hours

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language, Role of language in thinking.

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, approaches or strategies of problem solving-trial and error, heuristics, algorithm, forming sub goals, searching for analogies, changing the representation of the problem ;Culture, cognitive style and problem solving.

Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 2 Memory 18 hours

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model: sensory memory, short term memory and long term memory; Levels of processing.

Sensory memory: iconic memory and echoic memory.

STM: Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM: Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory; Flash-bulb memory, tip of the tongue phenomenon.

Implicit and explicit memory-priming.

Measuring memory: Recall, Recognition, Relearning.

Retrieval cues; Encoding specificity principle; Context dependent memory, State dependent memory; Serial position effect; Reconstructive memory; Source Monitoring; Eyewitness testimony; False memory; Metamemory.

Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering: Rehearsal, Elaboration, Organisation (Mnemonics).

Module 3 Motivation 16 hours

Motivation; A model of Motivation; Sources of Motivation-Drives, Incentives, Instincts. Theories of motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory- Yerkes-Dodson's Law; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory, Attribution theory.

Types of Motives: Biological motives and learned motives. The motivation of hunger and eating: Biological factors in the regulation of hunger; Environmental factors in the regulation of hunger: Sexual motivation; Hormones and human sexual behaviour; Sexual orientation.

Achievement motivation: Individual differences; situational determinants of achievement behaviour; Measuring achievement motivation.

Aggressive motive; Power motive; Affiliation motive.

Intrinsic and extrinsic motivation.

Module 4 Emotion 14 hours

Emotion: The elements of emotional experience; The cognitive component, The physiological component; The behavioural component; Primary emotions; Positive emotions.

Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors.

Expression of emotions: Facial expressions, non-verbal cues and body language;

Assessment of emotions.

Theories of emotion: James-Lang theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion-Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis; Evolutionary theories of emotion.

REFERENCES

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education.

Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.

Commer, R. & Gould, E. (2011). *Psychology around Us*. New Delhi: John Wiley & Sons Inc.

Coon, D. & Mitterer, J.O. (2013) *Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed. Wadsworth, Cengage Learning

Feldman, R. (2011). *Understanding Psychology*, 10th edition. New Delhi: Tata McGraw Hill.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Delhi: Tata McGraw Hill.

Weiten, W. (2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/Cole Publishing co.

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Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of India

B.SC PSYCHOLOGY
SEMESTER III **GPSY3B03T** **Credits: 3**
PSYCHOLOGICAL MEASUREMENT AND TESTING **48 Hours**

Objectives:

- To offer foundation on psychological measurement and testing
- To provide the basis of test construction and to build up skills on developing psychometric test
- To familiarize the uses of psychological tests
- To make aware of ethical principals in testing

Module 1: Introduction to Measurement and Scaling Techniques 12 Hours

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements. Sources of errors in measurement.

Concepts of psycho physics: Absolute threshold, Difference threshold, Weber's law, Fechner's law, Psychophysical/ psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.

Module 2: Nature and Use of Psychological Tests 10 Hours

Definition of psychological test, Historical perspective of psychological testing
Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker.

Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.

Module 3: Test Construction and Administration 12 Hours

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation ,Meaning of Reliability, Types of reliability: Test-Retest Reliability, internal consistency, Alternate Forms Reliability, Inter-scorer Reliability (Inter-rater Reliability); Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity,

Concept of Norms –norm referenced and criterion- referenced norms, types of norms-percentile, standard score, age equivalent, grade equivalent and T-score.

Module 4: Basics of Psychological research 14 Hours

Meaning and characteristics of scientific research, types of research: historical, basic versus applied research, experimental versus descriptive/non experimental. Qualitative versus Quantitative research

Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing the literature-sources of review, Sampling- fundamentals of sampling, Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions.

Structure of a research report, APA style of writing research report

References

Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3rd ed.). Patna: Bharati Bhawan Publishers

Chadha.N.K.,(2009).Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.

Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.).New Delhi: Prentice – Hall Of India.

Kaplan R. M.& Saccuzzo D. P,(2007), Psychological Testing –Principles, Applications And Issues. (6th Edition).New Delhi Thomson And Warsworth.

Additional references

Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2nd ed.). India: Repro India Limited

Goodwin.C J.(2002). Research in Psychology: Methods and design (3rd ed.) New York: john iley 7Sons, Inc

Evans, A. N & Rooney, B. F. (2008).Methods in Psychological Research. USA: Sage

Publications Gregory,R.J .(2000).Psychological Testing:History,Principles,And

Applications (3rd ed.) Boston:
Allyn & Bacon.

B.SC PSYCHOLOGY

SEMESTER III

32 hours

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

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

PART I

Attention

1. Span of attention
2. Set in attention
3. Division of attention
4. Distraction of attention
5. Colour blindness test
6. Depth perception

Each student is required to conduct a minimum of 4 experiments from the above experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure attention and perception. Evaluation will be made at the end of fourth semester.

References

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

B.SC PSYCHOLOGY

SEMESTER IV

GPSY4B04T

Credits: 3

INDIVIDUAL DIFFERENCES

48 hours

Objectives:

- To provide theoretical knowledge about systems and processes like intelligence and personality
- To understand the history of intelligence and Personality Testing
- To familiarize the student with various types of tests in Psychology

Module 1: Intelligence 12 hours

Definition, nature and meaning of intelligence,. Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory.

Module 2: Assessment of intelligence, Aptitude and achievement 10 hours

Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale, Kaufman's Scale, Raven's Progressive Matrices, Bhatia's Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence

Define Aptitude and Achievement, Distinction Between Aptitude Test And Achievement Test, Uses Of Achievement Tests, Types Of Aptitude Test- DAT, GATB, Sensory Tests, Motor Dexterity Test .

Module 3: Personality 12 hours

Concept of Personality, Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development. Jung: Structure of personality, Basic concepts in Individual Psychology. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,. Eysenck: dimensions of personality. Introduction to Humanistic perspective: Rogers, Maslow.

Module 4 : Assessment of Personality**14 hours**

Meaning and purpose of personality assessment. Tools of personality assessment -Self report inventories, Strength and weakness of self report inventories, 16PF, MMPI, EPQ: General outline about these tests. Questionnaires and Inventories, Projective measures of personality – Strengths and weakness of projective tests, TAT, Other measures: Behavioral Observation and Interviews, situational tests. Measurement of interest- types of interest tests, Strong Interest Inventory.

References

Passer M.W. & Smith R.E., (2007). Psychology-the science of mind and behaviour (3rd ed.). New Delhi: Tata McGraw Hill

Singh, A.K. (2008). Tests, Measurements and research Methods in Behavioural Sciences (3rd ed.). Patna: Bharati Bhawan Publishers

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Coon, D. (1983). Introduction to Psychology: Exploration and Application. New York: West Publishing Co.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill

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Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.

Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.

B.SC PSYCHOLOGY

SEMESTER IV

GPSY4B05P

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

32 hours

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

PART II

Illusion

1. Horizontal-Vertical illusion
2. Muller-Lyer Illusion Memory
3. Immediate memory span 4.Working memory scale 5.Children's memory scale
- 6.PGI Memory Scale
7. Weschler Memory Scale

Each student is required to conduct any of the above 4 experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure illusion and memory. Evaluation for Part I (III Sem) & Part II (IV Sem) will be made at the end of the fourth semester.

References

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Lt

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATIONS

Name:.....

Reg No:

GPSY4B05P Experimental Psychology-I

Maximum Marks: 60 Time: 2Hrs

Conduct any one experiment from the following. Write the introduction, plan, procedure, result and discussion.

1. Find out the immediate memory span of the subject

OR

2. Find out the division of attention of the subject.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	6 marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY

SEMESTER V

GPSY5B06T

Credits : 3

ABNORMAL PSYCHOLOGY-I

48 hours

Objectives:

- To enable students to understand the concepts of abnormal behavior
- To develop awareness about different types of anxiety and stress disorders
- To encourage the students to know different therapeutic techniques in management of anxiety and stress disorders.

Module 1: Basic concepts

8 hours

Mental disorder, concepts of normality and abnormality, classification, Historical views of abnormal behaviour, causal factors- Biological- psychosocial and socio cultural

Module2: Stress disorders and anxiety disorders

10 hours

Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: specific phobia, social phobias, Panic disorder, Generalized Anxiety disorders, obsessive-compulsive disorder. Causal factors

Module 3: Somatoform and dissociative disorder

16 hours

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors

Module 4: Personality disorders

14 hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors.

Reference

Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc.

Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers

Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). Newyork :W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry (11th ed.). U.S.A: Wolters Kluwer.

SEMESTER V

**B.SC PSYCHOLOGY
GPSY5B07T**

Credits : 2

SOCIAL PSYCHOLOGY

48 hours

Objectives:

To enable the student to

- Understand and explain behavior in social settings
- Explain the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

Module 1: Introduction to Social Psychology 10 hours

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology

Module 2: Social perception and Attitudes 13 hours

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.

Module 3: Group, Leadership and Social Influence 13 hours

Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience

Module 4: Interpersonal attraction and prosocial behavior 12hours

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

REFERENCES

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderbad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology, 7th ed.* New Delhi : Pearson Education

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage

B.SC PSYCHOLOGY

SEMESTER V

GPSY5B08T

Credits: 3

DEVELOPMENTAL PSYCHOLOGY –I

48 hours

Objectives:

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development

Module 1: Introduction and theories to Life Span Development 10 hours

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky, Periods of Development and Erikson's Theory. Developmental tasks of each stages of development.

Module 2: Prenatal Development 14 hours

Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short term use of Teratogens- Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects. Post partum period- physical, emotional adjustment.

Module 3: Physical Development 10 hours

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early & middle adulthood.

Module 4: Cognitive Development 14 hours

Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Language development: Pre- linguistic, Phonological, Semantic, Grammatical and Pragmatic Development .Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development, Sternberg - Cognitive Development of middle adulthood.

REFERENCE

Berk, L.E (2003) *Child Development* (3rd ed). New Delhi: Pearson Education Pvt Ltd.

Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J.E (2007) *Child Development* (2nd ed) New Delhi: Tata McGraw Hill Publishing Company.

B.SC PSYCHOLOGY

SEMESTER V

GPSY5B09T

Credits : 3

PSYCHOLOGICAL COUNSELLING

48 hours

Objectives:

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through role plays

Module 1: 16 hours

Counseling and Helping. Definition and scope of Counseling. Goals of counseling. Conditions facilitating effective counselling. Counsellor and counsellee characteristics. Characteristics of an effective counsellor.

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Module 2: 8 hours

Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach

Module 3: 14 hours

Counseling Skills and Techniques

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building. Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills

Module 4: 10 Hours

Applications of Counselling in various settings (briefly): School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counseling

Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.

Note: A few major skills like active listening, paraphrasing and reflecting are to be practiced through role plays in the class.

Reference:

Capuzzi, D. (2007). *Counselling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.

Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.

Jones, R.N. (2008). *Basic Counselling Skills- A helper's manual*. New Delhi: Sage Publishers.

B.SC PSYCHOLOGY

SEMESTER V

GPSY5B10T

Credits: 3

HEALTH PSYCHOLOGY

48 hours

Objectives:

- To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

MODULE 1: INTRODUCTION TO HEALTH PSYCHOLOGY 12 hours

Definition of Health Psychology, Mind Body Relationship, Need And Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model

MODULE 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION 12 hours

Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach- Health Belief Model, Theory Of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory And Attribution Theory, Models Of Prevention

MODULE 3: STRESS AND COPING 12 hours

Stress, Theoretical Contributions To Stress-Fight-Flight, Selye's General Adaptation Syndrome, Tend –Befriend, Psychological Appraisal & Stress, Coping: Moderators Of Coping-Personality, Social Support, Other Life Stressors, Stress Management Programmes

MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS 12 hours

Emotional Responses To Chronic Illness, Psychosocial Issues —Continued Treatment, Issue Of Non Traditional Treatment, Stages To Adjustment To Dying, Psychological Management Of Terminal Illness, Medical Staff And Terminal Ill Patient, Individual Counselling, Family Therapy, Management Of Terminal Illness In Children

REFERENCE

Taylor E. S. (2006). Health Psychology (6TH EDITION), MC Graw Hill Companies, California

ADDITIONAL REFERENCE

Naima Khatoon (2012). Health Psychology, Dorling kindersley (INDIA) Pvt. Ltd.

Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition). Sage Publications India Pvt. Ltd.

OPEN COURSE

One among the following three courses may be offered by Departments of Psychology for other students

CHOICE I

CODE: GPSY5D01T PSYCHOLOGY AND PERSONAL GROWTH **Credit : 3**

CHOICE II

CODE: GPSY5D02T LIFE SKILL APPLICATIONS **Credit : 3**

CHOICE III

CODE: GPSY5D03T CHILD AND ADOLESCENT MENTAL HEALTH **Credit:3**

OPEN COURSE CHOICE I

SEMESTER V

GPSY5D01T

Credits : 3

PSYCHOLOGY AND PERSONAL GROWTH

48 hours

Objectives:

- To understand the basic concepts in Psychology
- To acquaint with the students with the aspects of personal growth

Module 1 : Introduction to Psychology 10 hours

Psychology: Definition, goals of psychology, application of psychology in personal and social life : Scope of Psychology, Branches of psychology

Module 2 : Positive Psychology 14 hours

Positive Psychology: definition, assumption, and goals. Well-being : Definition, subjective and psychological well-being, eastern and western perspectives of well-being. Hope, Optimism, Mindfulness.

Module 3 : Happiness 14 hours

Positive emotions and negative affectivity. Happiness : Causes and effects of happiness, Happiness across life span, Gender, Marriage, Money and culture in happiness, Close relationship and happiness.

Module 4 : Methods of personal growth 10 hours

Stress : Distress and eustress, responses to stress, stress management techniques. Meditation and yoga techniques for enhancing personal effectiveness. Resilience : Definition, Risk, protective factors of resilience, Models of resilience.

Reference

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education Carr, Alan (2011). Positive Psychology (2nd Edn), New York: Routledge Taylor and Francis Group.

Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of India

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage Publications India Pvt. Ltd, New Delhi.

Additional Reference:

Fadiman, James Frager, and Robert. (2002). Personality and Personal Growth (5th Edn) Prentice Hall.

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE II

SEMESTER V

GPSY5D02T

Credits : 3

LIFE SKILL APPLICATIONS

48 hours

Objectives:

- To promote life skill education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

Module 1 : Introduction 8 hours

Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.

Module 2: Self awareness, Empathy and Problem solving 12 hours

Self awareness: concept, importance of self awareness, skills to become self aware and benefits of self awareness in real life.

Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems

Module 3 :Survival Skills, Effective communication and Negotiating skills

14 hours

Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations

Effective communication: listening skills, verbal and non verbal communications.

Negotiating skills: decision making-importance of effective decision making in real life, career decision making

Module 4: Life skill in different area 14 hours

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

Reference

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers Rajasenani

,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation .(2001). Life skills in Non

formal Education;A Review. Paris.
UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Lifeskills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter
- Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE III

SEMESTER V

GPSY5D03T

Credits : 3

CHILD AND ADOLESCENT MENTAL HEALTH

48 hours

Objectives:

- To gain knowledge about the importance of mental health along with physical health
- To understand general mental health issues during developmental years
- To get an insight about how to effectively handle the general mental health problems

Module 1: 10 hours

Definition of Mental Health (WHO), Prevalence of mental health issues in young people, Assessment of mental health issues in children and adolescents: Interview, Case study, Observation, Psychological testing (in brief)

Module 2: 12 hours

Factors affecting mental health in young children (brief description): Biological factors , Psychological factors: Intellectual factors, Temperament, Environmental factors: Role of parenting, peer influence, Impact of school, Impact of culture and community

Module 3: 16 hours

General mental health issues (brief description of): Emotional problems: Separation anxiety, social anxiety. Behavioural problems: Temper tantrums, conduct disorders, risk taking behavior, bullying, alcohol and drug abuse. Other common mental health issues: Attention Deficit Hyperactivity Disorders, Learning Disability, Depression and self harm and Schizophrenia.

Module 4: 10 hours

Basics of management of Mental Health Issues (brief description):-Counselling, Psychoeducation, Behaviour Therapy, Cognitive Behaviour Therapy, Play Therapy, Family Intervention.

Mental health professionals:- Psychiatrist, School Psychologist, Clinical Psychologist, Social Worker.

Reference

Dogra,N; Parkin, A; Frake,C and Gale,F(2002). A multidisciplinary Handbook of Child and Adolescent Mental health for Front-Line Professionals. Jessica Kingsley Publishers : London.

Suggested Reading:

Thompson, M; Hooper,C; Laven-Bradbury, C and Gale, C (2012). Child and Adolescent Mental Health Theory and Practice .2nd edition, Hodder Education :UK.

B.SC PSYCHOLOGY SEMESTER V
EXPERIMENTAL PSYCHOLOGY PRACTICAL II 48 hours

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

PART I

Learning

1. Massed v/s spaced learning
2. Rote V/s Meaningful learning
3. Trial and error learning Transfer of training
4. Bilateral transfer
5. Habit interference Motivation
6. Level of aspiration 7.Knowledge of result

Each student is required to conduct any 6 experiments and submit record for evaluation at the end of the semester. The list includes experiments that measure learning and motivation. Evaluation will be made at the end of sixth semester(PSY6B06) .

References

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

B.SC PSYCHOLOGY SEMESTER V

EXPERIMENTAL PSYCHOLOGY PRACTICAL III 48 hours

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

PART I

1. Standard Progressive Matrices
2. Eysenck Personality questionnaire
3. Bhatias Battery of Performance intelligence Tests
4. Tests of creativity
5. Bells adjustment inventory
6. Locus of control
7. Multiphasic interest inventory
8. Achievement value and anxiety inventory
9. Career decision making scale

Each student is required to conduct a minimum of 6 tests and submit record for evaluation at the end of the semester. The list includes psychological assessments that measure intelligence and personality. Evaluation will be made at the end of sixth semester(PSY6B08).

REFERENCES

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

B.SC PSYCHOLOGY

SEMESTER V

PROJECT 16 hours

Pursuing a *research project* enables students to pursue an original study about a topic of interest. Students are expected to conduct a small project on socially relevant topics. Project work should be carried out with the supervision of faculty members in the department. The project work must be started from the fifth semester onwards and students should submit their report at the end of sixth semester.

Guide lines for the Project work

- The project work shall be a quantitative, qualitative or exploratory study and the use of simple statistical techniques may be encouraged.
- Students must do the project work individually and submit the report in manuscript format (handwritten form).
- Preferably tool can be prepared by the students themselves such as interview schedule, observation schedule, questionnaires, categories of content analysis etc
- Authenticity of the project work should be verified.
- The report should not exceed 30 pages
- The report must have five chapters such as Introduction, review, method, result and discussion, summary and conclusion and reference (APA format).
- An abstract of the study should be submitted along with the research report.
- The project will be valued both internally and externally

SEMESTER VI

**B.SC PSYCHOLOGY
GPSY6B11T**

Credits : 3

ABNORMAL PSYCHOLOGY-II

64 hours

Objectives:

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

Module 1: Substance abuse disorder 18 hours

Alcohol Related Disorders - Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, Psychosocial Causal Factors in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence - Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives) , Hallucinogens, Ecstasy, Marijuana , Stimulants

Module 2: Schizophrenia and other psychotic disorder 18 hours

Schizophrenia - Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture- Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Subtypes of Schizophrenia, Other Psychotic Disorders - Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder , Brief Psychotic Disorder . Causal factors

Module 3: Mood Disorder 16 hours

Mood Disorders: Types of Mood Disorders. Unipolar Depressive Disorders - Major Depressive Disorder, Other Forms of Depression, Premenstrual Dysphoric Disorder , Dysthymic Disorder (Persistent Depressive Disorder). Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) . Causal Factors.

Module 4: Developmental disorders 12 hours

Attention-Deficit/Hyperactivity Disorder, Conduct Disorder, Autism Spectrum Disorder, Specific learning Disorders, Intellectual Disability. Causal factors

Reference

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). Newyork : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P. , & Rosenhan , D. L. (2001). *Abnormal Psychology* (4th ed.). Newyork : W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* (11th ed.). U.S.A : Wolters Kluwer.

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6B12T

Credits : 3

APPLIED SOCIAL PSYCHOLOGY

64 hours

Objectives:

- To familiarize the theoretical concept and research methods in applied Psychology.
- To give knowledge about application of Social Psychology in different areas like clinical, Educational, health and media.
- To understand the major social issues in India.

Module 1: Foundations of Applied Social psychology 16 hours

Social psychology and related disciplines. Applied social psychology: historical context. Social Psychological theories- cognitive dissonance theory, group think theory.

Module 2: Applying Social psychology to Clinical and Counseling Psychology 16 hours

Social psychological roots of social anxiety. Social psychological model of depression. Treatment and prevention- self presentation theory, hopelessness theory and biases in clinical decision making.

Module 3: Applying Social psychology to the Media and Aggression 16 hours

Consequence of viewing media violence- fear, aggressive thoughts. Effects of exposure to violent pornography. Reducing the harmful effects of exposure to violent sexual material. Effects of media influence on our thought. Aggression. Theoretical perspectives on aggression: role of biological factors, drive theories, modern theories of aggression. Determinants of aggression: social, personal, situational. Prevention and control of aggression.

Module 4: Social problems in India and applying Social Psychology 16 hours

The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor

REFERENCES

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt. Ltd.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi: Pearson Education.

Ram Ahuja (1999).*Social Problems in India.* Jaipur and New Delhi: Rawat Publications.

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology:*

Understanding and addressing social and practical problems. New Delhi: Sage

Publication.

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6B13T

Credits: 3

DEVELOPMENTAL PSYCHOLOGY –II

48 hours

Objectives:

- To study emotional and social development of life span periods.
- To study the vocational development and adjustments in adulthood.
- To understand the period of late adulthood.

Module 1: Emotional Development 12 hours

Emotion- types of emotions. Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Self development-role of family, parenting and peer relations in emotional development. Close relationships in adulthood. Adult life changes, marriage and family in adulthood.

Module 2: Social Development 12 hours

Process of socialization from infancy to middle adulthood. Vygotsky's theory of social development - ZPD. Development of attachment: types, Bowlby's Ethological theory of attachment, Factors affecting attachment. Marital Life Style & Parenthood in Young Adulthood. Empty nest syndrome. Attraction, love and close relationships- adult marriage life. Moral development- theories: Piaget, Kohlberg.

Module 3: Vocational Development 12hours

Vocational development and adjustment in early adulthood. Career, work and leisure in middle adulthood. Selecting a job, appraisal of vocational adjustment. Work life balancing. Vocational adjustment in Middle Adulthood-Changed working conditions that affect middle aged workers, conditions influencing vocational adjustment and satisfaction in middle age.

Module 4: Late adulthood 12 hours

Characteristic of late adulthood. Gerontology. Physical –cognitive – language- and socio-emotional development in late adulthood. Development of personality and self. Family and relationships. Biological theories of ageing. Vocational adjustment and adjustment to retirement in late adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

REFERENCES

Hurlock, Elizabeth.B(1996).*Developmental Psycholgy: A Life-Span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, Diane. E et.al(2004).*Human Development,9th ed*. New Delhi. Tata McGraw Hill Publishing Company Limited.

Santrock, J. E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company

B.SC PSYCHOLOGY
SEMESTER VI Gpsy6B14T Credits: 3
LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING. 48 hours

Objectives:

- To promote life skill education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

Module 1 Introduction to life skills 12hours

. Life skill; Need and importance-definition and interpretation by WHO-Origin and development of concept of life skill.

Module 2 Mother Skills, Survival skills and Communication skills 12 hours

Mother skills: self awareness – development of self theories-assessment ; empathy.
Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts. Effective communication: components of communication. Listening-verbal and non verbal skills.

Module 3 Thinking Skills, Coping Skills 12 hours

Thinking skills: Critical thinking & creative thinking and media thought. Negotiating skills: Decision making-problem solving.
Coping skills: Life skills for stress & time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.

Module 4 Life skill in different area 12 hours

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

References

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers Rajasenan

,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation. (2001). Life skills in Non formal Education;A Review. Paris.

UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Life skills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

B.SC PSYCHOLOGY

SEMESTER VI GPSY6E0XT Credit : 3 ELECTIVES

Each student has to opt one elective among the following five courses

1. GPSY6E01T Organisational Behaviour
2. GPSY6E02T Psychology of Criminal Behavior
3. GPSY6E03T Positive Psychology
4. GPSY6E04T Educational Psychology
5. GPSY6E05T Cognitive Psychology

B.SC PSYCHOLOGY

SEMESTER VI GPSY6E01T-01 Credits : 3

ORGANIZATIONAL BEHAVIOUR

48 hours

Objectives:

- To familiarize the concept of human Behaviour in Organizations
- To give knowledge about work-motivation, group, leadership and organizational culture

MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 12 hours

The Concept of Organization – Need and Importance of Organizational Behaviour – Goals-Scope and Challenges of Organization - Organization Structure-Types –Organizational behaviour Models.

MODULE 2: INDIVIDUAL BEHAVIOUR 12 hours

Attitude – Characteristics – Components – Formation of attitude. Perception–Importance – Factors influencing perception – Interpersonal perception- Impression Management. Motivation - Meaning and types of Motivation, content theories and process theories.

MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP 12 hours

Concept of groups - Basic groups- Theories of group formation. Communication - Processes of communication in organization-Functions of communication. Transactional Analysis. Leadership- Functions of a leader- Approaches to the study of leadership phenomenon.

MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR 12 hours

Meaning of conflict - The processes of conflict, Types and sources of conflict, Resolution of conflict. Meaning of stress- Work stressors - Consequences and management of stress- Balancing work and life. Organizational development – Characteristics –Objectives – Organizational effectiveness.

REFERENCES

Robbins, S.P.(2005) *Essentials of Organizational Behaviour*, 8th ed. New Delhi: Prentice Hall India Pvt. Ltd.

Sharma, R.A.(2000) *Organizational Theory and Behaviour*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Limited.

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6E01T-02

Credits : 3

PSYCHOLOGY OF CRIMINAL BEHAVIOR

48 hours

Objectives:

- Mold youngsters with conceptual knowledge in Criminology.
- To enable the students to build up on their analytical skills in Criminology.

MODULE 1: THEORY AND METHOD

12 hours

Crime, Criminal law and Criminals-Theories of Crime-Foundations of Modern Criminology- Theories of

Crime-Radical, Situational, and Rationality perspectives-Getting a Line on Crime: The production and Use of Data.

MODULE 2: CRIMES AND CRIMINAL OFFENDERS

12 hours

Murder and Assault-Robbery: Theft by violence and varieties of non-violent- Occupational and Organized Crime- Public Order Crime.

MODULE 3: CORRECTIONAL PSYCHOLOGY

12 hours

Correction Psychology in Adult Setting- Psychological Assessment in Corrections- Treatment and Rehabilitation in Correctional Facilities- Juvenile Corrections.

MODULE 4: FORENSIC PSYCHOLOGY

12 hours

Definition- General Concepts- Special areas: Investigative Psychology-Police Psychology- Child Forensic Psychology-Forensic Psychology

REFERENCES:

Bartol, C.R & Bartol, A.M. (2004) *Forensic Psychology*. U.K: Sage Publications. Barlow, H.D (1987). *Introduction to Criminology*, Boston: Little Brown & Co.

Howtt (2002) *Forensic and Criminal Psychology*. London: Prentice Hall. Dutta, R.K.

(2003) *Crime against Women*. New Delhi: Reference Press

Pognebin, M.R (2003) *Qualitative Approaches to Criminal Justice perspective from the field*.

London: Sage Publications.

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6E01T-03

Credits : 3

POSITIVE PSYCHOLOGY

48 hours

Objectives:

- To familiarize the important concepts in positive psychology
- To understand the importance of well being which allows people to understand what makes life worth living
- To give knowledge about the importance of factors contributing happiness

MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 12 hours

What is positive psychology? Positive Psychology: assumptions, goals and definitions

Eastern and western perspectives in positive psychology

MODULE 2 : WELL-BEING 12 hours

Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being.

MODULE 3 : HOPE,OPTIMISM AND FLOW 12 hours

Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self determination theory & intrinsic motivation, meta- motivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation

MODULE 4 : HAPPINESS 12 hours

Positive emotions, positive & negative affectivity. Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness

REFERENCES

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage publications India Pvt. Ltd, New Delhi.

Baumgardner S. & Crothers M. (2015). Positive Psychology. Dorling Kindersley (India) Pvt. Ltd. New Delhi

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6E01T-04

Credits : 3

EDUCATIONAL PSYCHOLOGY

48 hours

Objectives:

- To promote an understanding of the application of Psychological principles in the process of education.
- To familiarise the students with the characteristics of normal and exceptional children.
- To provide the ways and methods of teaching and classroom management.

Module 1: Educational Psychology 10 hours

Nature and Scope of Educational Psychology – Contribution of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey, and Gardener on Education. .

Module 2: Child Development and Learning 10 hours

Age-level characteristics and education – Physical, social, emotional and cognitive characteristics of Pre-school to Higher secondary students. Role of teacher in each stages of education.

Learning: Behavioural approach – Objectives of instruction – Mastery Learning – Behaviour modification techniques.

Module 3: Motivation 14 hours

Behavioural, Cognitive and humanistic approaches of motivation – Implication of achievement motivation and attribution theories –Techniques for enhancing student motivation. Class room communication- verbal, non- verbal and unintended communication.

Module 4: Educating Exceptional Children 14 hours

Education of Gifted Children, Juvenile delinquent, Learning Disabled , Mentally Retarded , Physically Disabled , Emotional and Behavioural Disordered. Role of special educator in dealing with exceptional children.

REFERENCES

Bichler, R. F & Snowman, J (1990) *Psychology Applied to Teaching* (6th Edn) Boston: Houghton Mifflin Company

Santrock, J.W. (2011). *Educational Psychology* (4th ed.). New Delhi: Tata McGraw-Hill.

Woolfolk, A (2004) *Educational Psychology* (9th Edn) Delhi: Pearson Education.

Seifert, K.Sutton,R. (2009) *Educational Psychology* (2nd Edn).Zurich:Global Text.

B.SC PSYCHOLOGY

Semester VI

GPSY6E01T-05

Credit: 3

COGNITIVE PSYCHOLOGY

48 HOURS

Objectives :

- To familiarize the field of Cognitive Psychology
- To enable students to gain an understanding about the development of the field of Cognitive Psychology
- Create awareness about the current shading of the field.

Module 1 : Introduction 12 hours

Define cognitive Psychology, The domains of Cognitive Psychology, Paradigms of Cognitive Psychology: the information processing approach, connectionist approach, evolutionary approach

Module 2 : History and methods 12 hours

Brief history of Cognitive Psychology: Philosophical, Psychological, and Technological roots

Methods of tapping the mind: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive neuroscience

Module 3 :Basic processes in Cognition 12 hours

Perceiving objects and recognizing patterns: Gestalt approaches, bottom –up processes, top down processes, Disruptions of perception

Memory: working memory and executive functioning

Module 4: Representation and Organization of Knowledge 12 hours

Concepts and categorization, theoretical descriptions of the nature of concepts, the nature of mental imagery, Mnemonics and memory codes

References

Galotti, M.K.,(2008).,Cognitive Psychology: Perception, Attention and Memory.,Wardworth: gengage learning.

Solso.L.R.,(2001).,Cognitive Psychology (6th Edn) .,Pearson Education Pte.Ltd,New Delhi.

Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi. Sternberg

R.J., (2007) ., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6B15P

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL II 48 hour

PART II

- 1.Simple reaction time 2.Choice reaction time 3.Tracing test 4.Steadiness tests 5.Finger dexterity 6.Tweezer dexterity
7. Conformity Behaviour
8. Social Maturity Scale
9. Self-expression Inventory
10. Parental Encouragement Scale

Each student is required to conduct any 6 experiments from the above experiments and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester(PSY6B06).

References

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	6 marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY
SEMESTER VI
EXPERIMENTAL PSYCHOLOGY PRACTICAL III

GPSY6B16P

Credits: 4
48 hours

PART II

1. 16 PF
2. Weschler adult performance intelligence scale
3. Emotional Intelligence inventory
4. Aptitude Tests
5. IAS rating scale
6. Occupational stress inventory
7. Materialism spiritualism scale
8. Family relationship inventory
9. Risk taking scale
10. Study habit scale

Each student is required to conduct a minimum of 6 tests from the above tests and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester(PSY6B07).

References

Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.

Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.

Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.

Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Pattern of evaluation of Experimental Psychology Practical III

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	6marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10 marks		
Viva Voce	10 marks		

B.SC PSYCHOLOGY

SEMESTER VI

GPSY6B17D

Credits: 2

PROJECT

32 hours

Pattern of evaluation of Project

External Evaluation 40 marks		Internal Evaluation 10 marks	
Relevance of the topic, Statement of the Objectives	8 marks	Originality	2 marks
Reference, Bibliography, Presentation, quality of Analysis, Use of Statistical Tools	8 marks	Methodology	2 marks
Findings and Reccomendations	12 marks	Scheme/ Organisation of the report	3 marks
Viva Voce	12 marks	Viva Voce	3 marks

Syllabus of Complimentary Papers of B. Sc Psychology

Human Physiology: 4 Papers (1 each in first four semesters) Syllabus Attached

Psychological Statistics : 4 Papers (1 each in first four semesters)
Syllabus attached

B. Sc PSYCHOLOGY

SEMESTER: I

GPSY1C01T

Credit: 3

HUMAN PHYSIOLOGY

OBJECTIVES

• This course familiarizes the student of Psychology with the most essential and fundamental aspects of cell biology and basics of genetics that are essential for understanding the anatomy and physiology of the nervous system in general and of the CNS that they are to master in the following semesters.

Module 1 Cellular organization

(Hours – 16)

- 1.1 Cell structure, plasma membrane (fluid mosaic model), and cell organelles.
- 1.2 Cell inclusions-brief description on the structure of carbohydrates, lipids and proteins.
- 1.3 Cell theory, cell principle.
- 1.4 Unicellularity to multicellularity, differentiation. Brief mention of spatial and temporal control of gene activity.
- 1.5 Tissues- brief description of major types.

Module 2 Genes and chromosomes

(Hours – 14)

- 2.1 Structure of D.N.A, D.N.A replication.
- 2.2 Concept of a gene - genetic code, introns, exons.
- 2.3 Morphology of chromosomes-size, shape, karyotype, idiogram, kinds of chromosomes.
- 2.4 Linkage and crossing over, sex linked chromosomes.

Module 3 Cell division

(Hours – 10)

- 3.1 Cell cycle.
- 3.2 Mitosis.
- 3.3 Meiosis.

Module 4 Elements of heredity and variation

(Hours – 10)

- 4.1 Mendel's work and laws of inheritance (monohybrid cross, dihybrid cross, test cross).
- 4.2 Brief explanation of terms-alleles, homozygosity, heterozygosity, genotype, phenotype.
- 4.3 Brief description of other patterns of inheritance and genotype expression-incomplete dominance, co-dominance, multiple alleles, epistasis, pleiotropy.

Module 5 Mutations and Genetic disorders

(Hours – 14)

- 5.1 Gene mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations).
- 5.2 Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyly.
- 5.3 Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome.
- 5.4 Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

REFERENCE

1. Vijayakumaran Nair & Jayaprakash, Cell Biology, Genetics, Molecular Biology, Academia, Thiruvananthapuram.
2. Gupta, P.K., Cell and Molecular Biology, Rastogi Publications, Meerat.
3. Dewitt-Saunders, Biology of the cell. *B.Sc. Human Physiology syllabus (CCSS) Complementary course 5*
4. Strickberger W.M-Mac Millon, Genetics.
5. Gerald Karp, Cell and Molecular Biology: Concept and Experiments.
6. Roothwell, Human Genetics, Prentice Hall.
7. Lodish; Verk; et.al; Molecular Cell Biology, W.H. Freeman publishers.
8. Verma, P. S. and Agarwal, V. K., Cell Biology, Genetics, Molecular Biology, Evolution and Ecology, S. Chand and Co. New Delhi.
9. De Robertis, E. D. P. and De Robertis, E. M. F., Cell and molecular Biology, 7th Edn, Hol-Saunders International Editions.

B. Sc PSYCHOLOGY

SEMESTER: II

GPSY2C03T

Credit: 3

HUMAN PHYSIOLOGY

OBJECTIVES

This course imparts extensive information to the Psychology student on the nervous system with special emphasis on the CNS. It also introduces the student to states of brain activities and techniques in neurophysiology.

Module 1 The Nervous System

(Hours – 16)

- 1.1 Divisions (CNS,PNS – somatic and autonomic)
- 1.2 Nervous tissue (neurons, nerve fibres, nerves, synapse).
- 1.3 Non nervous tissue and other materials (neuroglia, meninges, cerebro-spinal fluid, Blood - CSF and blood - brain barriers).
- 1.4 Nerve impulse - generation, conduction, synaptic transmission, role of calcium ions, action of transmitter substances on postsynaptic neuron, types of transmitter substances.

Module 2 The Central Nervous System

(Hours – 12)

- 2.1 Brain – an overview (Forebrain, midbrain, hindbrain).
- 2.2 Spinal cord – an overview of its structure and organization.
- 2.3 Reflex Action – monosynaptic reflex, multisynaptic reflex, crossed extension reflex, mass reflex.

Module 3 The Cerebellum and the Basal Ganglia

(Hours – 12)

- 3.1 The Cerebellum and its motor functions.
- 3.2 Anatomical functions, areas of the cerebellum.
- 3.3 Function of the cerebellum in overall motor control.
- 3.4 The basal ganglia-their motor functions, role of the basal ganglia for cognitive control, functions of neurotransmitters with basal ganglia.

Module 4 The Cerebral Cortex

(Hours – 12)

- 4.1 Functions of the specific cortical areas –association areas (parietooccipito temporal, prefrontal and limbic association areas with special emphasis on Wernike’s area and Broca’s area), area for recognition of faces, concept of the dominant hemisphere.
- 4.2 Function of the brain in communication - Sensory and Motor aspects of communication.

Module 5 States of brain activity and Techniques in neurophysiology (Hours – 12)

- 5.1 Sleep –Basic theories of sleep, Brain waves, Slow wave sleep and REM sleep.
- 5.2 Brain imaging – CT, MRI, PET, CBF, EEG, Lesioning and Electrical Stimulation of Brain (ESB).

REFERENCE

1. Schneider A.M & Tarshis B., An introduction to Physiological Psychology, Random House, New York.
2. Guyton & Hall – Textbook of Medical Physiology, 12th Edn., Saunders.
3. Sherwood L, Thomson, Human Physiology.
4. Kalat J.W, Wadsworth C.A, Biological Psychology.
5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.
6. K.Sembulingam and Prema Sembulingam, Essentials of Medical Physiology, Jaypee brothers
Medical Publishers Pvt. Ltd.
7. Chatterjee, C.C, Human Physiology, Medical Allied Agency.

B. Sc PSYCHOLOGY

SEMESTER: III

GPSY3C05T

Credit: 3

HUMAN PHYSIOLOGY

OBJECTIVES

This course familiarizes the student of Psychology with the sensory systems, pathways and perception of various senses. It also introduces the student to the endocrine system.

Module 1 The Visual System (Hours – 16)

- 1.1 Structure of the human eye, Organization of retina and visual pathways.
- 1.2 Functioning of the eye, visual coding, chemistry of vision, transduction in the retina, theories
of color vision, visual perception.
- 1.3 Visual defects (myopia, hypermetropia, presbyopia, astigmatism, cataract, color blindness, nyktelopia).

Module 2 Auditory System (Hours – 14)

- 2.1 Anatomy of the auditory system.
- 2.2 Auditory pathways, auditory perception and hearing abnormalities.
- 2.3 Statoreceptors.

Module 3 Gustatory and Olfactory system (Hours – 14)

- 3.1 Anatomy of taste buds and its function, primary sensations of taste, taste thresholds and intensity discrimination, taste preferences and control of the diet.
- 3.2 Taste pathways and transmission of signals into the central nervous system.
- 3.3 Organization of the olfactory membrane, sense of smell and stimulation of the olfactory cells.
- 3.4 Categorizing smell, transmission of smell signals into the central nervous system.

Module 4 Cutaneous senses (Somatic sensations) (Hours – 18)

- 4.3 Classification – the mechanoreceptive somatic senses (tactile and position), the thermoreceptive
senses (heat and cold), the pain sense.
- 4.4 Detection and transmission of tactile sensations – tactile receptors, detection of vibration, tickling and itch.
- 4.5 Sensory pathways for transmitting somatic signals into the central nervous system, somatosensory cortex, position senses, position sensory receptors.
- 4.6 Thermal sensations - thermal receptors, their excitation and transmission of thermal signals.
- 4.7 Pain – purpose, types, pain receptors, pain suppressive system, pain sensation.

Module 5 Endocrine system (Hours – 18)

- 5.1 Introduction to endocrinology, an overview of the importance of endocrine glands.
- 5.2 Mode of action of hormones and influence on growth and behavior.
- 5.3 Major endocrine glands – their location, structure, hormones produced and its role (Hypothalamus, pituitary, thyroid, adrenal, gonads, thymus, pineal body, placenta).

REFERENCE

1. K. Sembulingam and PremaSembulingam, Essentials of Medical Physiology, Jaypee brothers
Medical Publishers Pvt. Ltd.
2. Guyton & Hall, Textbook of Medical Physiology 12th Edn., Saunders.
3. Sebastian M.M, Animal Physiology, Madonna.
- 4 Kalat J.W, &Wadsworth C.A, Biological Psychology.
5. Barrett E. Kim, Barman M. Susan et.al; Ganong's review of Medical Physiology, Tata McGraw
Hill Education Pvt. Ltd.
6. SaradaSubrhmanian and K. MadhavanKutty, A Text Book of Physiology. Orient Longman
Publication.
7. Sujith K. Chaudhari, Concise Medical Physiology, New Central Book Agency, Delhi.
8. A. K. Jain, Text Book of Physiology Vol.1 & 2, Avichal Publications

B. Sc PSYCHOLOGY

SEMESTER: IV

GPSY4C07T

Credit: 3

HUMAN PHYSIOLOGY

OBJECTIVES

This course familiarizes the student of Psychology with the most essential and fundamental aspects

of physiological processes underlying psychological events like hunger, thirst, sexual behavior and

emotion. It also dwells on brain damage and Neuroplasticity.

Module 1 Physiological basis of hunger

(Hours – 18)

1.1 Neural control of food intake - Role of hypothalamus, Neuralcenters that influence mechanical

process of feeding.

1.2 Factors that regulate quantity of food intake, role of hormones (effect of Cholecystokinin, Peptide YY, GLP, Ghrelin).

1.3 Short-term regulation of food intake, intermediate and long-term effect of food intake. (Effect of blood concentrations of glucose, aminoacids, lipids on hunger and feeding), temperature

regulation of food intake.

1.4 Obesity - causes and treatment, Eating disorders (Bulimia, Anorexia, Inanition, Cachexia, Picca).

Module 2 Physiological basis of thirst

(Hours – 12)

2.1 Peripheral factors in water regulation.

2.2 Central factors in water regulation (cellular dehydration thirst and hypovolemic thirst).

Module 3 Physiological basis of sexual behaviour

(Hours – 18)

3.1 Hormones and sexual development – Fetal hormones and the development of reproductive

organs, Sex differences in the brain, Perinatal hormones and behavioral development, Puberty: hormones and development of secondary sexual characteristics.

3.2 Effects of gonadal hormones on adults – Male reproduction related behavior and testosterone, Female reproduction related behavior and gonadal hormones.

3.3 Neural mechanisms of sexual behavior – Structural differences between the male hypothalamus and female hypothalamus, the hypothalamus and male sexual behavior, the hypothalamus and female sexual behavior.

Module 4 Neural basis of emotion

(Hours – 16)

4.1 Role of frontal lobes.

4.2 Behavioural functions of the hypothalamus and associated limbic structures, Reward centers,

Rage – its association with punishment centers, placidity and tameness.

4.3 Functions of Amygdala.

Module 5 Brain Damage and Neuroplasticity

(Hours – 16)

- 5.1 Causes of brain damage – Brain tumors, Cerebrovascular disorders (Cerebral hemorrhage, Cerebral ischemia), Infections of the brain (Bacterial infections, Viral infections), Neurotoxins, Genetic factors, Apoptosis.
- 5.2 Neuropsychological disorders – Epilepsy (Grand Mal Epilepsy, Petit Mal Epilepsy and Focal Epilepsy), Parkinson's disease, Huntington's disease, Multiple sclerosis, Alzheimer's disease.

REFERENCE

1. Schneider A.M & Tarshis B, An introduction to Physiological Psychology, Random House, New York.
2. Guyton & Hall, Saunders, Textbook of Medical Physiology.
3. Sherwood L, Thomson, Human Physiology.
4. Kalat J.W, Wadsworth C.A, Biological Psychology.
5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.
6. Pinel P.J John, Biopsychology, Pearson.
7. Neil.R.Carlson, Physiology of behavior, Pearson publishers.
8. Barrett E. Kim; Barman M. Susan et al., Ganong's Review of Medical Physiology; Tata McGraw Hill Education Pvt. Ltd.
9. Alcock John, Animal Behavior, 6th edition, Sinauer Associates, Inc. Sunderland, Massachusetts.
10. Carlson, Neil, R., Physiology of Behavior, 8th edition, Pearson.

B.SC PSYCHOLOGY

SEMESTER I

GPSY1C02T

Credits: 3

DESCRIPTIVE STATISTICS

64 hours

Objectives:

1. To generate interest in Statistics
2. To equip the students with the concepts of basic Statistics
3. To provide basic knowledge about Statistical methods

Module 1: *A basic idea about data-* collection of data, primary and secondary data, organization, planning of survey and diagrammatic representation of data

10 Hours

Module 2: *Classification and tabulation-* Classification of data, frequency distribution, formation of a frequency distribution, Graphic representation *viz.* Histogram, Frequency Curve, Polygon, Ogives, Bar diagram and Pie diagram

10 Hours

Module 3: *Measure of central tendency-* Arithmetic Mean, Median, Mode, Geometric Mean, Harmonic Mean, Combined Mean, Advantages and disadvantages of each average

16 Hours

Module 4: *Measures of dispersion-* Range, Quartile Deviation, Mean Deviation, Standard Deviation, Combined Standard Deviation, Percentiles, Deciles, Relative Measures of Dispersion, Coefficient of variation

14Hours

Module 5: *Skewness and Kurtosis-* Pearson's and Bowley's coefficient of skewness, Percentile Measure of Kurtosis

14 Hours

References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.

B.SC PSYCHOLOGY

SEMESTER II

GPSY2C04T

Credits: 3

REGRESSION ANALYSIS AND PROBABILITY THEORY 64 hours

Objectives

1. To make the students aware of various Statistical tools
2. To create awareness about probability

Module 1: *Bivariate data*- relationship of variables, correlation analysis, methods of studying correlation, Scatter Diagram, Karl Pearson's Coefficient of Correlation, Calculation of Correlation from a 2-way table, Interpretation of Correlation Coefficient, Rank Correlation

10 Hours

Module 2: *Regression analysis*- linear regression, Regression Equation, Identifying the Regression Lines properties of regression coefficients, numerical problems

8 Hours

Module 3: *Partial and Multiple Correlation Coefficients*- Multiple Regression Equation, Interpretation of Multiple Regression Coefficients (three variable cases only)

14 Hours

Module 4: *Basic probability*- Sets, Union, Intersection, Complement of Sets, Sample Space, Events, Classical, Frequency and Axiomatic Approaches to Probability, Addition and Multiplication Theorems, Independence of Events (Up-to three events)

18 Hours

Module 5: *Random Variables and their probability distributions*- Discrete and Continuous Random Variables, Probability Mass Function, Distribution Function of a Discrete Random Variable

14 Hours

References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.

B.SC PSYCHOLOGY

SEMESTER III

GPSY3C06T

Credits: 3

PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS

80hours

Objectives

1. To get a general understanding on various probability distributions
2. To familiarize the uses of Statistical test.

Module 1: *Distribution Theory*- Binomial, Poisson and Normal Distributions, Mean and Variance (without derivations), Numerical Problems, Fitting, Importance of Normal Distribution, standard normal distribution, simple problems using standard normal tables, Central Limit Theorem (Concepts only)

20 Hours

Module2: *Methods of Sampling*- Random Sampling, Simple Random Sampling, Stratified, Systematic and Cluster Sampling, Non Random sampling, Subjective sampling, Judgment sampling and convenience sampling

18 Hours

Module 3: *Fundamentals of Testing*- Type-I & Type-II Errors, Critical Region, Level of Significance, Power, p value, Tests of Significance

14 Hours

Module 4: *Large Sample Tests* – Test of a Single, Mean Equality of Two Means, Test of a Single Proportion, and Equality of Two Proportions

10 Hours

Module 5: *Small Sample tests*-Test of a Single Mean, Paired and Unpaired t-Test, Chi-Square Test of Variance, F-Test for the Equality of Variance, Tests of Correlation

18 Hours

References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Mukhopadhyay, P. *Mathematical Statistics*. New central Book Agency (P) Ltd: Calcutta.

B.SC PSYCHOLOGY

SEMESTER IV

GPSY4C08T

Credits: 3

STATISTICAL TECHNIQUES FOR PSYCHOLOGY 80 hours

Objectives

1. To make the students aware of various Statistical test in different areas of Psychology
2. To give knowledge about applications of Statistics in different areas of Psychological studies.

Module 1: *Analysis of Variance*- assumptions, One-way and Two-way Classification with Single Observation per Cell, Critical Difference

18 Hours

Module 2: *Non Parametric tests*- Chi-square Test of Goodness of Fit, Test of Independence of Attributes, Test of Homogeneity of Proportions

18 Hours

Module 3: *Sign Test*- Wilcoxon's Signed Rank Test, Wilcoxon's Rank Sum Test, Run Test and Krushkal-Wallis Test

18 Hours

Module 4: *Factorial Design*- Basics of factorial Design, Factorial experiments and their uses in Psychological studies, Concepts of 2², 2³ factorial experiments (without derivation), simple problems

14 Hours

Module 5: *Preparation of Questionnaire*- Scores and Scales of Measurement, Reliability and Validity of Test Scores

14 Hours

References

1. Gupta, S.P. *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S.C., & Kapoor, V.K. *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H.E., & Woodworth, R.S. *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.
4. Mood, A.M., Graybill, F.A and Boes, D.C. *Introduction to Theory of Statistics*. 3rd Edition Paperback – International Edition.
5. Douglas C. Montgomery. *Design and Analysis of*