

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

**B. Sc
PSYCHOLOGY**

2018-19 ADMISSION ONWARDS

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

SEMESTER I

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
1	CENG1A01T	Common Course I-English	72	4	4	20	80	100
2	CENG1A02T	Common Course II-English	90	5	3	20	80	100
3	AMAL1A01T CHIN1A01T CFRC1A01T	Common Course III-Language other than English	72	4	4	20	80	100
4	CPSY1B01T	Basic themes in Psychology-I	72	4	3	20	80	100
5	APSY1C01T	Human Physiology	72	4	3	20	80	100
6	APSY1C02T	Psychological Statistics	72	4	3	20	80	100
Total				25	20	600		

SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
7	CENG2A03T	Common Course IV-English	72	4	4	20	80	100
8	CENG2A04T	Common Course V-English	90	5	3	20	80	100
9	AMAL2A04T CHIN2A04T CFRC2A02T	Common Course VI-Language other than English	72	4	4	20	80	100
10	CPSY2B02T	Basic themes in Psychology-II	72	4	3	20	80	100
11	APSY2C03T	Human Physiology	72	4	3	20	80	100
12	APSY2C04T	Psychological Statistics	72	4	3	20	80	100
Total				25	20	600		

SEMESTER III

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
13	CENG3A05T	Common Course VI-English	90	5	4	20	80	100
14	AMAL3A07T CHIN3A07T CFRC3A04T	Common Course VIII-Language other than English	90	5	4	20	80	100
15	CPSY3B03T	Psychological measurement and testing	54	3	3	20	80	100
16		Experimental Psychology Practical –I	36	2	*			
17	APSY3C05T	Human Physiology	90	5	3	20	80	100
18	APSY3C06T	Psychological Statistics	90	5	3	20	80	100
Total				25	17	500		

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

SEMESTER IV

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
19	CENG4A06T	Common Course IX-English	90	5	4	20	80	100
20	AMAL4A08T CHIN4A08T CFRC4A05T	Common Course X-Language other than English	90	5	4	20	80	100
21	CPSY4B04T	Individual Differences	54	3	3	20	80	100
22	CPSY4B05P	Experimental Psychology Practical –I	36	2	4	20	80	100
23	APSY4C07T	Human Physiology	90	5	3	20	80	100
24	APSY4C08T	Psychological Statistics	90	5	3	20	80	100
Total				25	21	600		

SEMESTER V

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
25	CPSY5B06T	Abnormal Psychology-I	54	3	3	20	80	100
26	CPSY5B07T	Social Psychology	54	3	3	20	80	100
27	CPSY5B08T	Developmental Psychology -I	54	3	3	20	80	100
28	CPSY5B09T	Psychological Counseling	54	3	3	20	80	100
29	CPSY5B10T	Health Psychology	54	3	3	20	80	100
30		Open Course	36	2	2	10	40	50
31		Experimental Psychology Practical- II	54	3	*			
32		Experimental Psychology Practical –III	54	3	*			
33		Project	36	2		550		
Total				25	17			

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

SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
34	CPSY6B11T	Abnormal Psychology II	72	4	3	20	80	100
35	CPSY6B12T	Applied Social psychology	72	4	3	20	80	100
36	CPSY6B13T	Developmental Psychology II	54	3	3	20	80	100
37	CPSY6B14T	Life skill Education:Applications and training	54	3	3	20	80	100
38	CPSY6E01T	Elective	54	3	3	20	80	100
39	CPSY6B15P	Experimental Psychology Practical – II	54	3	4	20	80	100
40	CPSY6B16P	Experimental Psychology Practical- III	54	3	4	20	80	100
41	CPSY6B17D	Project	36	2	2	10	40	50
Total				25	25	750		

Mark Distribution

Common:English	6x100	600	1000	
Additional :Mal/Eng	4x100	400		
Core Papers	17x100	1700	1750	
Project		50		
Open		50	50	
Complementary	Human Physiology	4x100	400	800
	Psychological Statistics	4x100	400	
Total Marks			3600	

EVALUATION SCHEME FOR CORE COURSES

THEORY: EVALUATION SCHEMES

The evaluation scheme for each course contains two parts: viz., internal evaluation and external evaluation.

1. Internal Evaluation

20% of the total marks in each course are for internal evaluation. The colleges shall send only the marks obtained for internal examination to the university.

Table 1: Components for evaluation

Sl.No.	Components	Marks
1	Attendance	5
2	Test paper I & II	5+5
3	Assignment	2
4	Seminar/Viva	3
	Total	20

Table 2: Percentage of Attendance & Eligible marks

% of Attendance	Marks
Above 90%	5
85-89%	4
80-84%	3
76-79%	2
75%	1

Question Paper pattern for External evaluation of core courses (similar for all six semesters)

Duration	Section	Pattern	Total No. of Questions	Questions to be answered	Marks for each question	Total marks for each section
3 hours	A	Objective Type: Multiple Choice-5 Fill in the Blanks-5	10	10	1	10
	B	Short Answer	10	10	2	20
	C	Paragraph type	8	6	5	30
	D	Essay	4	2	10	20
GRAND TOTAL						80

Components of internal evaluation for open course

Sl.No.	Components	Marks
1	Attendance	2.5
2	Test paper I & II	2.5+2.5
3	Assignment/seminar	2.5
	Total	10

Question Paper Pattern for External Evaluation(Open Course)

Type of Question	Questions to be given	Questions to be answered	Marks for each question	Total marks
Objective Type	8	8	½	4
Very short answers	7	5	2	10
Short Essay	6	4	4	16
Essay	2	1	10	10
Total	23	18		40

MODEL QUESTION PAPER OF CORE COURSE FOR ALL SEMESTERS
FIRST SEMESTER B. Sc DEGREE EXAMINATION, NOVEMBER 2017 CPSY1B01T : BASIC
THEMES IN PSYCHOLOGY I

Name:

Reg No:

Time: 3Hrs

Maximum Marks: 80

SECTION -A

Objective Type

Answer *ALL* Questions .Each carries One mark

Choose the correct Answer from the following options given

1. Who is described as the founder of experimental psychology.
(Freud,WilliamJames,WilhelmWundt,Rogers)
2. Identify the person who does not belong to Gestalt Psychology.
(Kohler,Koffka,Wertheimer,Kraepelin,)
3. -----is the school of thought concerned with analyzing sensations and personal experience into basic element.
- 4.Vivid images during sensory deprivationusually can be best described as-----
(Day dreams,Hallucinations,Hypnagogic,Hypodynamic)
5. -----is the statistical technique for combining the results of many studies on the same subject.
(Placebo effect,Survey,Correlation,Metanalysis)

Fill in the Blanks

6. is a decrease in perceptual response to a repeated stimulus.
7. Firmly held a belief that has no basis in reality is called.....
- 8 Any event that follows a response and decreases its likelihood of occurring again is.....
9. Archetypes is a concept put forward by
10. Learning that occurs without obvious reinforcement and that remains unexpressed until reinforcement is provided is called.....

(10x1= 10 Marks)

SECTION - B

(Answer in Two or three sentences)

Answer *all questions*. Each question carries 2 marks

11. Placebo effect
12. Structuralism
13. Circadian rhythm
14. Self-awareness
15. Selective attention
16. Perceptual Organization
17. Meditation
18. Survey method
19. Figure-ground perception
20. Perceptual set

(10x2= 20 Marks)

SECTION -C

(Answer in a paragraph of about half a page to one page)

Answer *Any SIX* questions. Each question carries 5 marks

21. Steps in scientific investigation
22. Types of variables.
23. Factors affecting attention.
24. Stages of sleep.
25. Discuss the different views on hypnosis
26. Explain cognitive learning
27. Theories of colour vision
28. Scope of psychology

(6 x 5= 30 Marks)

SECTION –D

Essay Type Questions

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

29. Define psychology.Explain in brief the history of psychology.
30. Explain the nature of consciousness.Give a brief description on altered states of consciousness.
31. Compare and contrast classical and operant conditioning.
32. Elaborate the different research methods in psychology.

(2 x 10= 20)

SEMESTER I

CPSY1B01T
BASIC THEMES IN PSYCHOLOGY- I

Credits : 3
72hours

OBJECTIVES:

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

Module 1 Introduction

20 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

20 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

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: McGraw Hill Inc.
3. Commer, R. & Gould, E. (2011). *Psychology around Us*. New Delhi: John Wiley & Sons Inc.
4. Coon,D.&Mitterer,J.O.(2013)*Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed.Wadsworth, Cengage Learning
5. Feldman, R. (2011). *Understanding Psychology*,10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/Cole Publishing co.

Additional References:

1. Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
2. Kuppaswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of Ind

SEMESTER II

CPSY2B02T

Credits: 3

BASIC THEMES IN PSYCHOLOGY- II

72hours

OBJECTIVES:

1. To generate interest in Psychology
2. To make familiar the basic concept of the field of Psychology with an emphasis on the applications of Psychology in everyday life
3. To understand the basics of various theories in Psychology
4. 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

22 hours

Key processes in memory: Encoding, Storage and Retrieval.

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

STM; Iconic memory; 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

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

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: McGraw Hill Inc.
3. Commer, R. & Gould, E. (2011). *Psychology around Us*. New Delhi: John Wiley & Sons Inc.
4. Coon, D. & Mitterer, J.O. (2013) *Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed. Wadsworth, Cengage Learning
5. Feldman, R. (2011). *Understanding Psychology*, 10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/Cole Publishing co.

Additional References:

1. Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
2. Kuppaswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of India

SEMESTER III

CPSY3B03T

Credits: 3

PSYCHOLOGICAL MEASUREMENT AND TESTING

54 Hours

Objectives:

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

Module 1: Introduction to Measurement and Scaling Techniques (14 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.

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 (12 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 (14 Hours)

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation ,Meaning of Reliability, Types of 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.

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

1. Singh, A.K.(2008). *Tests, Measurements and research Methods in Behavioural Sciences*(3rd ed.). Patna: BharatiBhawan Publishers
2. Chadha.N.K.,(2009).*Applied Psychometry*. New Delhi: Sage Publications India Pvt Ltd.
3. Anastasi, A., &Urbina, S. (2005). *Psychological Testing* (7th ed.).New Delhi: Prentice –Hall Of India.
4. Kaplan R. M.&Saccuzzo D. P,(2007), *Psychological Testing –Principles, Applications And Issues*.
5. (6th Edition).New Delhi Thomson AndWarsworth.

Additional references

1. Kothari, C. R. (2009). *Research Methodology- Methods & Techniques*. (2nd ed.). India: Repro India Limited
2. Goodwin.C J.(2002). *Research in Psychology: Methods and design* (3rd ed.) New York: john iley 7Sons, Inc
3. Evans, A. N & Rooney, B. F. (2008).*Methods in Psychological Research*. USA: Sage Publications
4. Gregory,R.J .(2000).*Psychological Testing:History,Principles,And Applications* (3rded.) Boston:

SEMESTER III
EXPERIMENTAL PSYCHOLOGY PRACTICAL I

36hours

Objectives

1. To nurture the ability in students to understand himself/herself and other persons. To develop the skills of testing and scientific reporting in psychology.
2. To familiarize the students to various psychological tests and assessment tools.
3. 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

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.
4. Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

OBJECTIVES

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

Module 1: Intelligence (14 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 (12 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 (14 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. Strengths and Weaknesses of Projective tests.

References

1. Passer M.W.&Smith.R E.,(2007).psychology-the science of mind and behaviour(3rd ed.). New Delhi: Tata McGraw Hill
2. Singh, A.K.(2008). *Tests, Measurements and research Methods in Behavioural Sciences*(3rd ed.). Patna: BharatiBhawan Publishers
3. Gerrig R.J &Zimbardo.P.G. (2005).psychology and Life(17th ed.).New Delhi: Pearson Education.
4. Anastasi, A., &Urbina, S. (2005). *Psychological Testing* (7th ed.).New Delhi: Prentice –Hall Of India.
5. Coon, D. (1983). *Introduction to Psychology: Exploration and Application*. New York: West Publishing Co.
6. Morgan,C.T., King, R.A., Weisz, J.R.,&Schopler, J. (1993). *Introduction to Psycholgy*, 7th ed. New Delhi: Tata McGraw Hill

Additional References

1. Weiten,W.(2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/ Cole Publishing Co.
2. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
3. Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: McGraw Hill Inc.
4. Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.

SEMESTER IV

CPSY4B05P

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

36hours

Objectives

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

PART II

Illusion

1. Horizontal-Vertical illusion
2. Muller-Lyer IllusionMemory
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

1. Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: BharatiBhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Name:.....

Reg No:

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATION S

Experimental Psychology-I CPSY4B05P

Maximum Marks: 80

Time: 3Hrs

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 I

External Evaluation		Internal Evaluation	
80 marks		20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks		
Result and Discussion	20 marks	Record	5 marks
Record	10		
Viva Voce	10 marks		

SEMESTER V

CPSY5B06T

ABNORMAL PSYCHOLOGY-I

**Credits : 3
54 hours**

Objectives

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

Module 1: Basic concepts 8 hours

Mental disorder, 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, generalized anxiety disorders, obsessive-compulsive disorder. Causal factors

Module 3: Somatoform and dissociative disorder 18 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 18 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

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A : Pearson Education, Inc.
2. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10 ed.).
3. Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4 ed.).
4. 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.

SOCIAL PSYCHOLOGY**OBJECTIVES:**

1. To enable the student to
2. Understand and explain behavior in social settings
3. Explain the psychological aspects of various social phenomena
4. To create awareness about the management of human behaviour in group settings

Module 1: Introduction to Social Psychology 12hours

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

Module 2: Social perception and Attitudes 15hours

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. Persuasion, cognitive approach to persuasion, resistance to persuasion. Cognitive dissonance and attitude change.

Module 3: Group, Leadership and Social Influence 15hours

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 prosocialbehaviour 12hours

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted situational determinants-Love- Triangular Model of love. Prosocialbehavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocialbehavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

REFERENCES

1. Baron, R.A., Branscombe, N.R., Byrne, D., &Bhardwaj, G. (2009). *Social Psychology, 12 thed.* New Delhi: Pearson Education.
2. Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education.
3. Chaube, S.P., &Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderbad: Neelkamal Publications Pvt.Ltd.
4. Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.
6. Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology.* Australia: Thomson Wadsworth Publication.
7. Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi : Pearson Education
8. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understandingand addressing social and practical problems.* New Delhi: Sage

DEVELOPMENTAL PSYCHOLOGY –I

54hours

OBJECTIVES

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

Module 1: Introduction and theories to Life Span Development 13 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 13 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 14hours

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

1. Berk, L.E (2003) *Child Development* (3rd de). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company
3. Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company

SEMESTER V

CPSY5B09T
PSYCHOLOGICAL COUNSELLING

Credits : 3
54hours

Objectives:

1. To acquire theoretical knowledge in the areas of psychological counseling
2. To understand the applications of counseling in various settings
3. To practice counseling techniques through role plays

Module 1: 18 hours

Counseling and Helping. Definition and scope of Counseling. Goals of counseling. Conditions facilitating effective counseling. 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: 6 hours

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

Module 3: 20 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 Counseling 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:

1. Capuzzi, D. (2007). *Counseling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.
2. Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.
3. Jones, R.N. (2008). *Basic Counselling Skills- A helper's manual*. New Delhi: Sage Publishers.

SEMESTER V

CPSY5B10T
HEALTH PSYCHOLOGY

Credits: 3

54hours

Objectives

1. To understand the psychological, behavioral and cultural factors contributing to physical and mental health health
2. 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 16 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 14 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

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

ADDITIONAL REFERENCE

2. NaimaKhatoon (2012). Health Psychology, Dorling kindersley (INDIA) Pvt. Ltd
3. Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition). Sage Publications indiapvt. Ltd.

OPEN COURSE

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

CHOICE I

CODE: **CPSY5D01T**

PSYCHOLOGY AND PERSONAL GROWTHCredit : 2

CHOICE II

CODE: **CPSY5D02T**LIFE SKILL APPLICATIONSCredit : 2

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE I

SEMESTER V

CPSY5D01T

Credits : 2

PSYCHOLOGY AND PERSONAL GROWTH

36hours

Objectives

1. To understand the basic concepts in Psychology
2. To acquaint the students with the aspects of personal growth
3. The contents and teaching of this part is general and designed to suit as a general or Peripheral paper for non-Psychology main students. The class room interaction should focus on experiential component of learning apart from the usual lectures

Module 1. 8 hours

Psychology: - Definition and history of psychology. The subject matter and scope-Branches of Psychology and its application in personal and social life

Module 2. 12hours

Positive Psychology:-History and concept of positive psychology. Concept of Happiness: - Basic nature of emotional development. Positive and negative emotional state. Control of emotional states. Happiness – causes and effect of happiness application in day to day life. Hope and Optimistic Behavior-General concepts.

Module 3. 16hours

Positive Self , social relations and methods for personal growth :- Self esteem-determinants-self efficacy-Development of social and personal self-Barriers in self development.

--Family and relationships-role of emotional intelligence in activating social life. Social well-being and personal growth. Brief out line of transactional analysis

Conflicts and frustration management- Stress management techniques.Meditation as a tool for personal growth-Yoga techniques for enhancing personal effectiveness and positive emotional and social life.

Reference

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education
2. Carr, Alan (2011). *Positive Psychology* (2nd Edn), New York: Routledge Taylor and Francis Group.
3. Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of India

Additional Reference:

1. Fadiman, James and Frager, 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

CPSY5D02T

Credits : 2

LIFE SKILL APPLICATIONS

36hours

Objectives

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

Module 1

8 hours

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

Module 2 14hours

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 insolving real life problems

Module 3

14hours

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

References

1. Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd
2. Nelson – Jones, R. (2007). Life CounselingSkills.New Delhi :Sage Publishers
3. Rajasenan ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD
4. UNESCO and Indian Natotional Commission for Cooperation .(2001). Life skills in Non formal Education;A Review. Paris.
5. UNESCO-<http://www.unesco.org>
6. Wadker,A.(2016).Lifeskills for success. Delhi:Sage Publications
7. WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva
8. WHO-<http://www.who.int/en/>

SEMESTER V

EXPERIMENTAL PSYCHOLOGY PRACTICAL II

54hours

Objectives

1. To nurture the ability in students to understand himself/herself and other persons.
2. To develop the skills of testing and scientific reporting in psychology.
3. To familiarize the students to various psychological tests and assessment tools.
4. 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
4. Transfer of training
5. Bilateral transfer
6. Habit interference
7. Motivation
8. Level of aspiration
9. 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

1. Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: BharatiBhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

SEMESTER V

EXPERIMENTAL PSYCHOLOGY PRACTICAL III 54hours

Objectives

1. To nurture the ability in students to understand himself/herself and other persons.
2. To develop the skills of testing and scientific reporting in psychology.
3. To familiarize the students to various psychological tests and assessment tools.
4. 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(PSY6B07).

References

1. Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: BharatiBhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

SEMESTER V

PROJECT

36hours

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

Objectives

1. To develop awareness about major psychological disorders
2. To acquaint the students with causes of major psychological disorders

Module 1: Substance abuse disorder 20hours

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 20hours

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 20hours

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 12hours

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

Reference

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A : Pearson Education, Inc.
2. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). Newyork : Harper Collins College Publishers.
3. Seligman, M. E. P., Walker, E. P. ,& Rosenhan , D. L. (2001). Abnormal Psychology (4th ed.). Newyork : W. W. Norton & Company, Inc.
4. 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 VI

CPSY6B12T

Credits : 3

APPLIED SOCIAL PSYCHOLOGY

72hours

Objectives:

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

Module 1: Foundations of applied social psychology 18hours

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 18hours

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. Psychiatric social work- need and role of a case worker, after-care work, data collection, help to the family and helping the patient.

Module 3: Applying social psychology to the media and aggression 18hours

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. Media violence, child abuse, domestic violence. Prevention and control of aggression.

.Module 4: Social problems in India and applying social psychology 18hours

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

1. Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Myers, D.G. (1999). *Social Psychology, 7th ed.* New Delhi: Pearson Education.
3. 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.

SEMESTER VI

CPSY6B13T

Credits: 3

DEVELOPMENTAL PSYCHOLOGY –II

54hours

Objectives:

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

Module 1: Emotional Development 13hours

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 15hours

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 14hours

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

1. Hurlock, Elizabeth.B(1996).*Developmental Psychology: A Life-Span Approach*. New Delhi:
2. Tata McGraw Hill Publishing Company.
3. Papalia, Diane. E et.al(2004).*Human Development,9th ed*. New Delhi. Tata McGraw Hill Publishing Company Limited.
4. Santrock, J. E (2007) *Child Development (2nd end)* New Delhi: Tata McGraw Hill Publishing Company

SEMESTER VI

CPSY6B14T

Credits: 3

LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.

54hours

Objectives

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

Module 1 12hours

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

Module 2 14hours

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 14hours

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 14hours

Life skill in different area: 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

1. Hurlock, B.E. (2007). Developmental Psychology. New Delhi: Tata MC Graw Hill Publishing Co. Ltd
2. Nelson – Jones, R. (2007). Life Counseling Skills. New Delhi : Sage Publishers
3. Rajasenan, U. (2010). Life skills, Personality and Leadership. Chennai, RGNIYD
4. UNESCO and Indian National Commission for Cooperation. (2001). Life skills in Non formal Education; A Review. Paris.
5. UNESCO-<http://www.unesco.org>
6. Wadker, A. (2016). Life skills for success. Delhi: Sage Publications
7. WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva
8. WHO-<http://www.who.int/en/>

Each student has to opt one elective among the following four papers

1. CPSY6E01TOrganisational Behaviour
2. CPSY6E02TPsychology of Criminal Behavior
3. CPSY6E03TPositive Psychology
4. CPSY6E04TEducational Psychology

Objectives:

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

MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 11hours

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 13hours

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 15hours

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 15hours

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

1. Robbins, S.P.(2005) *Essentials of Organizational Behaviour*, 8th ed. New Delhi: Prentice
2. Hall India Pvt. Ltd.
3. Sharma, R.A.(2000) *Organizational Theory and Behaviour*, 2nd ed. New Delhi: Tata
4. McGraw Hill Publishing Company Limited.

SEMESTER VI

CPSY6E02T

Credits : 3

PSYCHOLOGY OF CRIMINAL BEHAVIOR

54hours

Objectives:

1. Mold youngsters with conceptual knowledge in Criminology.
2. 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 14hours

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

MODULE 3: CORRECTIONAL PSYCHOLOGY 14hours

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

MODULE 4: FORENSIC PSYCHOLOGY 14hours

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

REFERENCES:

1. Bartol, C.R & Bartol, A.M. (2004) *Forensic Psychology*. U.K: Sage Publications.
2. Barlow, H.D (1987). *Introduction to Criminology*, Boston: Little Brown & Co.
3. Howtt (2002) *Forensic and Criminal Psychology*. London: Prentice Hall.
4. Dutta, R.K. (2003) *Crime against Women*. New Delhi: Reference Press
5. Pognebin, M.R (2003) *Qualitative Approaches to Criminal Justice perspective from the field*.
6. London: Sage Publications.

SEMESTER VI

CPSY6E03T
POSITIVE PSYCHOLOGY

Credits : 3
54hours

Objectives

1. To familiarize the important concepts in positive psychology
2. To understand the importance of well being which allows people to understand what makes life worth living
3. 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 14 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 14 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 14 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

1. Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.
2. 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.
3. Baumgardner S. & Crothers M. (2015). Positive Psychology. Dorling Kindersley (India) Pvt. Ltd. New Delhi

Objectives:

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

Module 1: Educational Psychology 13hours

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 13hours

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 14hours

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 14hours

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

1. Bichler, R. F & Snowman, J (1990) *Psychology Applied to Teaching* (6thEdn) Boston: Houghton Mifflin Company.
2. Santrock, J.W. (2011). *Educational Psychology* (4thed.). New Delhi: Tata McGraw-Hill.
3. Woolfolk, A (2004) *Educational Psychology* (9thEdn) Delhi: Pearson Education.
4. Seifert, K.Sutton,R. (2009) *Educational Psychology* (2ndEdn).Zurich:Global Text.

SEMESTER VI

**CPSY6B15P
EXPERIMENTAL PSYCHOLOGY PRACTICAL II**

**Credits: 4
54hours**

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

1. Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: BharatiBhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 80 marks		Internal Evaluation 20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks		
Result and Discussion	20 marks	Record	5 marks
Record	10		
Viva Voce	10 marks		

SEMESTER VI

CPSY6B16P

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL III

54hours

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

1. Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioralsciences.New Delhi: BharatiBhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Pattern of evaluation of Experimental Psychology Practical III

External Evaluation 80 marks		Internal Evaluation 20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks		
Result and Discussion	20 marks	Record	5 marks
Record	10		
Viva Voce	10 marks		

SEMESTER VI

CPSY6B17D

Credits: 2
36 hours

PROJECT

Pattern of evaluation of Project

External Evaluation 40 marks		Internal Evaluation 10 marks	
Significance of the study, Objectives, Method, Analysis of results and finding	25 marks	Novelty of the subject	2 marks
		Punctuality	2 marks
		Organisation of the report	3 marks
Presentation skill	5 marks	Viva Voce	3 marks
Viva Voce	10 marks		

Syllabus of Complimentary Papers of B. Sc Psychology

- 4.1 Human Physiology: 4 Papers (1 each in first four semesters) Syllabus attached
- 4.2 Psychological Statistics : 4 Papers (1 each in first four semesters) Syllabus attached

B. Sc PSYCHOLOGY

SEMESTER: 1

Credit: 3

Code No: APSY1C01T

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

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.

(Hours – 20)

Module 2 Genes and chromosomes

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.

(Hours – 14)

Module 3 Cell division

3.1 Cell cycle.

3.2 Mitosis.

3.3 Meiosis.

(Hours – 12)

Module 4 Elements of heredity and variation

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.

(Hours – 12)

Module 5 Mutations and Genetic disorders

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.

(Hours – 14)

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 Millan, 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, Holt-Saunders International Editions.

B. Sc PSYCHOLOGY

SEMESTER: 2

Credit: 3

Code No: APSY2C03T

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

- 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. (Hours – 20)

Module 2 The Central Nervous System

- 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. (Hours – 14)

Module 3 The Cerebellum and the Basal Ganglia

- 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. (Hours – 14)

Module 4 The Cerebral Cortex

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. (Hours – 12)

Module 5 States of brain activity and Techniques in neurophysiology

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). (Hours – 12)

B.Sc. Human Physiology syllabus (CCSS) Complementary course 6

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 PremaSembulingam, Essentials of Medical Physiology, Jaypee brothers Medical Publishers Pvt. Ltd.
7. Chatterjee, C.C, Human Physiology, Medical Allied Agency.

B. Sc PSYCHOLOGY

SEMESTER: 3

Credit: 3

Code No: APSY3C05T

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

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). (Hours – 18)

Module 2 Auditory System

2.1 Anatomy of the auditory system.

2.2 Auditory pathways, auditory perception and hearing abnormalities.

2.3 Statoreceptors. (Hours – 16)

Module 3 Gustatory and Olfactory system

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.

(Hours – 16)

Module 4 Cutaneous senses (Somatic sensations)

- 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. (Hours – 20)
- B.Sc. Human Physiology syllabus (CCSS) Complementary course 7*

Module 5 Endocrine system

- 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). (Hours – 20)

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. SaradaSubrhmmanian 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: 4

Credit: 3

Code No: APSY4C07T

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

- 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). (Hours – 20)

Module 2 Physiological basis of thirst

- 2.1 Peripheral factors in water regulation.
- 2.2 Central factors in water regulation (cellular dehydration thirst and hypovolemic thirst). (Hours – 14)

Module 3 Physiological basis of sexual behavior

- 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.

B.Sc. Human Physiology syllabus (CCSS) Complementary course8

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. (Hours – 20)

Module 4 Neural basis of emotion

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. (Hours – 18)

Module 5 Brain Damage and Neuroplasticity

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. (Hours – 18)

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: 1

Credit: 3

Code No: APSY1C02T

PSYCHOLOGICAL STATISTICS

Module 1: Pre-requisites.

A basic idea about data, its collection, organization and planning of survey and diagrammatic representation of data is expected from the part of the students.

Module 2: Classification and tabulation

Classification of data, frequency distribution, formation of a frequency distribution, Graphic representation *viz.* Histogram, Frequency Curve, Polygon, Ogives and Pie Diagram.

Module 3: Measures of Central Tendency.

Mean, Median, Mode, Geometric Mean, Harmonic Mean, Combined Mean, Advantages and disadvantages of each average.

Module 4: Measures of Dispersion.

Range, Quartile Deviation, Mean Deviation, Standard Deviation, Combined Standard Deviation, Percentiles, Deciles, Relative Measures of Dispersion, Coefficient of Variation.

Module5: Skewness and Kurtosis.

Pearson's Coefficient of Skewness, Bowley's Measure, Percentile Measure of Kurtosis.

References

1. Gupta, S. P. (1988). *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S. C., & Kapoor, V. K. (2002). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H. E., & Woodworth, R. S. (1996). *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.

B. Sc PSYCHOLOGY

SEMESTER: 2

Credit: 3

Code No: APSY2C04T

PSYCHOLOGICAL STATISTICS

Module 1: Correlation

Meaning, Karl Pearson's Coefficient of Correlation, Scatter Diagram, Calculation of Correlation From a 2-way table, Interpretation of Correlation Coefficient, Rank Correlation,

Module 2: Regression.

Regression, Regression Equation, Identifying the Regression Lines.

Module 3: Multiple Correlation and Regression.

Partial and Multiple Correlation Coefficients, Multiple Regression Equation, Interpretation of Multiple Regression Coefficients (three variable cases only).

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).

Module 5: Random Variables and Their Probability Distributions.

Discrete and Continuous Random Variables, Probability Mass Function, Distribution Function of a Discrete Random Variable.

REFERENCES

1. Gupta, S. P. (1988). *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S. C., & Kapoor, V. K. (2002). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H. E., & Woodworth, R. S. (1996). *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.

B. Sc PSYCHOLOGY

SEMESTER: 3

Credit: 3

Code No: APSY3C06T

PSYCHOLOGICAL STATISTICS

Module 1: Distribution Theory.

Binomial, Poisson and Normal Distributions, Mean and Variance (without derivations), Numerical Problems, Fitting, Importance of Normal Distribution, Central Limit Theorem.

Module2: Sampling Theory.

Methods of Sampling, Random and Non-random Sampling, Simple Random Sampling, Stratified, Systematic and Cluster Sampling.

Module 3:Testing of Hypotheses.

Fundamentals of Testing, Type-I & Type-II Errors, Critical Region, Level of Significance, Power, p -value, Tests of Significance.

Module 4 :Large Sample Tests

Large Sample Tests – Test of a Single Mean, Equality of Two Means, Test of a Single Proportion, Equality of Two Proportions.

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.

References

1. Gupta, S. P. (1988). *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S. C., & Kapoor, V. K. (2002). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H. E., & Woodworth, R. S. (1996). *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.

B. Sc PSYCHOLOGY

SEMESTER: 4

Credit: 3

Code No: APSY4C08T

PSYCHOLOGICAL STATISTICS

Module 1: Chi-square Tests.

Chi-square Test of Goodness of Fit, Test of Independence of Attributes, Test of Homogeneity of Proportions.

Module 2: Non-Parametric Tests.

Sign Test, Wilcoxon's Signed Rank Test, Wilcoxon's Rank Sum Test, Run Test.

Module 3: Analysis of Variance.

One-way and Two-way Classification with Single Observation Per Cell, Critical Difference.

Module 4:

Preparation of Questionnaire, Scores and Scales of Measurement, Reliability and Validity of Test Scores.

Module 5:

Logistic regression, Krushkal-Wallis Test, Fisher's exact test- concepts.

REFERENCES

1. Gupta, S. P. (1988). *Statistical Methods*. Sultan Chand and Sons: New Delhi.
2. Gupta, S. C., & Kapoor, V. K. (2002). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand and Sons.
3. Garret, H. E., & Woodworth, R. S. (1996). *Statistics in Psychology and Education*. Bombay: Vakila, Feffex and Simens Ltd.