

Dr. Ambedkar Government Arts College, Vyasarpadi, Chennai – 39.

Department of Psychology

The Board of Studies of the Department of Psychology was held on 11.06.2019 at 10.30 a.m. The following members constituted the B.O.S.

S. No.	Designation	Name
1	Chair Person	Dr. H. Sai Geetha
2	University Nominee	Dr. T. Lavanya
3	Subject Expert – I	Dr. Sarah Manickaraj
4	Subject Expert - II	Dr. Jayanthi Rani K
5	Industrialist	Mr. K. Senthil Adhiban
6	Guest Faculty	
7	Guest Faculty	

Sai Geetha
11/06/19

Signature of the Chairman

Agenda of Meeting

1. To present the newly framed syllabus based on TANSCH guideline.
2. To review the syllabus previously adopted and identify changes made and reason for the same.
3. To assess the relevance, coherence and competence of the syllabus.

Dr. Ambedkar Government Arts College, Vyasarpadi, Chennai – 39.

Department of Psychology

Minutes of the Meeting of the Board of Studies

The Board of Studies Meeting in Psychology was held on 11.06.2019 at 10.30 a.m. in the Department of Psychology, Dr. Ambedkar Government Arts College, Vyasarpadi, Chennai – 39.

The syllabus was revised based on the guidelines laid down by Tamil Nadu State Council for Higher Education.

The syllabus of the parent university and its suitability to the course offered in the college was considered. The members of the board discussed the course content in detail and deliberated on the changes incorporated.

The minutes of discussion/recommendation are as follows:

Changes / revision from previous syllabus	Justification
Minor changes in the syllabus provided by the TANSCHÉ core papers was done.	The overlapping contents were retained in any one mandatory paper and chapters were rearranged in logical sequence wherever necessary.
School Psychology was suggested as Allied Paper – I. Syllabus was reframed and modified.	For better job opportunities for students in future.
Organizational Psychology was suggested as Elective Paper – I. Syllabus was reframed and modified.	Organizational Psychology has better scope.
Rearrangement of chapters in NME - I – Emotional Intelligence	To follow logical sequence
Community Psychology - Allied Paper - II	Contents rearranged to suit the topic.
NME – II – Psychology for Effective Living	Chapter titles reworded in accordance with the title of the paper.
Personality Enrichment	To focus on the positive aspects of personality.

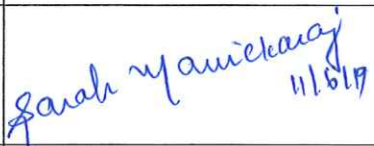
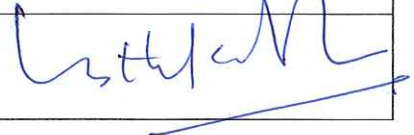
Department of Psychology

The syllabus incorporating the changes suggested by the members of the Board of Studies was approved by the Board for the academic year 2019 – 2020.

Suggestion of the Members

Updated textbooks/reference books are suggested for certain papers.

Signature of the Suggestion Members

S. No.	Name and Institution	Designation	Signature
1	Dr. H. Sai Geetha., Head & Asst. Prof, Department of Psychology, Dr. Ambedkar Govt. Arts College.	Chair Person	 11/06/19
2	Dr. T. Lavanya., Asso. Prof, Department of Psychology, University of Madras.	University Nominee	 11/06/19
3	Dr. Sarah Manickaraj., Asso. Prof, Department of Psychology, Presidency College.	Subject Expert – I.	 11/06/19
4	Dr. Jayanthi Rani K., Asst. Prof, Department of Psychology, Ethiraj College for Women.	Subject Expert - II	 11/06/19
5	Mr. K. Senthil Adhiban., Founder – Space and Sparks, Chennai – 88.	Industrial Expert	 11/06/19


11/06/19
Signature of the Chairman

Dr. AMBEDKAR GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
VYASARPADI, CHENNAI - 600 039

(AFFILIATED TO UNIVERSITY OF MADRAS)

Choice Based Credit System (CBCS)

B.A. / B.Sc. / B.Com. / B.B.A. DEGREE COURSE

(With effect from the Academic year 2019 – 2020)

Dr. Ambedkar Government Arts college (Autonomous) offers the semester System of education with credits for UG courses. Credit is related to the number of hours a teacher teaches a particular subject as well as to the number of hours a student spends learning a subject or carrying out an activity. In the semester system of study, every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours.

Differential weightage is given according to the content and duration of the course in the curriculum design. Each course is designed variously under lectures/ tutorials/ laboratory/ work/ seminar/ project work/ practical training/ viva, etc., to facilitate effective teaching and learning and the credits are assigned accordingly depending on the content and the specialization.

Regulations
(Effective from the Academic year 2019-2020 onwards)

1. Eligibility for Admission:

Candidates for admission to the Degree of Bachelor of Science, Arts and Commerce shall be required to have passed the Higher Secondary Examination (Academic or Vocational stream), conducted by the Government of Tamil Nadu, or an examination accepted as equivalent thereto by the Syndicate of the University of Madras.

2. Eligibility for the award of Degree:

A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in a college affiliated to the University for a period of not less than three academic years, passed the examination of all the six semesters prescribed earning 140 credits including 2 credits for Environmental Studies, 2 credits for Value Education and 1 credit for the compulsory Extension Services prescribed.

3. Duration

Each academic year shall be divided into two semesters. The first academic year shall comprise the first and second semester, the second academic year the third and the fourth semester and the third academic year the fifth and sixth semester respectively.

The odd semester shall consist of the period from June to November of each academic year and the even semester from December to April of each academic year. There shall be not less than 90 working days for each semester.

4. The CBCS System

All Programs (named after the Core subject) mentioned earlier are based on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course of Study

The UG program consists of several courses. The term ‘course’ is applied to indicate a logical part of the subject matter of the program and is invariably equivalent to the subject matter of a “paper” in the conventional sense.

The following are the various categories of Courses suggested for the UG programs: Language Course (LC) (Tamil), English Language Course (ELC), Core Course (CC), Allied Courses (AC), Allied Practical (ACP), Elective Courses (EC) (instead of Applied Course in the curriculum followed earlier), Non-major elective courses (NME), Skill based Elective courses (SS), Environmental studies (ES), Value Education (VE) and Extension Activity (EA).

6. Credits

The term ‘Credit’ refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, the course with six hour per week is assigned four credits, course with four / five hour per week is assigned three credits and course with two hour per week is given two credits. However, in no instance the credits of a course can be greater than the hours allotted to it. The total minimum credits, required for completing the UG program is 140.

The details of credits for individual components and individual courses are given below:

Study Components		Credit based on the department	No.of Courses	Credit per Course	Total Credits
Part – I					
Tamil / Other Languages			4	3	12
Part – II					
English			4	3	12
Part – III					
Core Courses			15	4	60
Allied Courses			4	5	20
Project / Electives with three Course			3	5	15
Part – IV					
1. (a) Those who have not studied Tamil upto XII Standard and taken a non-Tamil Language under Part-I shall take Tamil comprising of two courses (level will be at 6 th standard)					
(b) Those who have studied Tamil upto XII Standard and taken a non-Tamil Language under Part-I shall take advanced Tamil comprising of two courses					
(c) Others who do not come under a+b can choose non-major elective comprising of two courses		2	2	4	
2. Skill based courses (Elective)		4	3	12	
3. Environmental Studies		1	2	2	
4. Value Based Education		1	2	2	
Part – V					
Extension Activities		1	1	1	
	Total				140

IV (3) & (4) Environmental Studies and Value Education:

All the students shall have to undergo a course on Environmental Studies during III Semester and Value education during IV Semester.

V Extension Activity

All the students shall have to enroll for NSS/NCC/NSO (Sports & Games) Rotract/ Youth Red Cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 40 hours which shall be duly certified by the Principal of the College before 31st March in a year. If a student LACKS 40 HOURS ATTENDANCE in the First Year, he/ shall have to compensate the same during the subsequent years.

Students those who complete minimum attendance of 40 hours in One year will get HALF A CREDIT and those who complete the attendance of 80 or more hours in Two Years will get ONE CREDIT.

Literacy and Population Education Field work shall be compulsory components in the above extension service activities.

7. Selection of candidates to Non-Major Elective Courses and Skill based Elective Courses

The Non-Major and skill based elective Courses 2+4 in numbers for each UG degree, are open to all students irrespective of science, Arts or Commerce Programmes. A student shall choose at least two Non-Major Elective Courses and three skill based elective courses from outside his / her Department.

Selection of student to the EC (NME & SS):

- a. The Department Committee shall follow a selection procedure on a first come first served basis, fixing the maximum number of students, giving counseling to the students etc. to avoid overcrowding to particular course(s) at the expense of some other courses.
- b. The failed candidates in one EC are permitted to opt for another EC in another programme or they are permitted to continue with the same EC.
- c. The College shall provide all information relating to the ECs in each programme to all the students so as to enable them to choose their ECs.

8. Attendance:

A Candidate shall be permitted to appear for the examinations only if he or she secures not less than 75% attendance in each subject / paper.

Students who have 74% to 60% of attendance shall apply for condonation in the prescribed form with the prescribed fee Rs.250/- each for Theory/Practical examination towards the condonation of shortage of attendance.

Students who have secured less than 60% but more than 50% of attendance are NOT Eligible for condonation of shortage of attendance and such candidates will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year / next Semester of the course and they may be permitted to take next End Semester Examination by paying the prescribed condonation fee of Rs.250/- each for Theory/Practical separately.

Students who have below 50% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after completion of the programme by paying the fee for the break of study as prescribed by the academic council from time to time.

9. Conduct of Examination:

Examination will be conducted by the college at the end of each semester. A candidate who does not pass the examination in any paper(s) shall be permitted to appear in such failed paper(s) in the subsequent examinations.

10. College Day Proficiency Price:

Candidates who pass all the examinations prescribed for the course in the first appearance only are eligible for price.

11. Scheme of Examinations: Theory:

Continuous Assessment	: 25 Marks
End semester Examination	: 75 Marks

Total	:100 Marks

The break up for continuous Assessment is as follows:

a) Test	(1 x 10) : 10 Marks
b) Assignment	(1 x 10) : 10 Marks
c) Model Examination	(1 x 25) : 25 Marks
d) Attendance	: 5 Marks

Total	: 50 Marks

50 Marks for continuous assessment can be converted to 25 Marks.

For Major and Allied Practicals:

The breakup of marks for continuous assessment year end practical examination is as follows:

Continuous Assessment	: 40 Marks
Practical	: 60 Marks

Total	: 100 Marks

The break up for continuous assessment for major and Allied Practical's are

a. Submission of Record/Observation	: 25 Marks
b. Practical Tests (2 x 15)	: 30 Marks
c. Model Practical Examination	: 20 Marks
d. Attendance	: 5 Marks

Total	: 80 Marks (scaled down to 40)

The total marks will be converted to 25 Marks.

The duration of the academic year end practical examinations for each paper shall be 3 hours carrying 60 Marks.

12. Requirements for proceeding to subsequent Semester

- Candidates shall register their names for the First Semester Examinations after the admission in the UG Courses.
- Candidates shall be permitted to proceed from the First Semester up to Final semester irrespective of their failure in any of the semester Examinations subject to the condition that the candidate should register for all the arrear papers of earlier semester along with current (subsequent) semester papers.
- Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed, from time to time, by the University of Madras.

Provided in case of a candidate earning less than 50% of attendance in any one of the semester due to any extraordinary circumstance such as medical grounds, such candidate who shall produce medical certificate issued by the Authorized Medical Attendant (AMA), duly certified by the Principal of the College, shall be permitted to proceed to the next semester and to complete the Course of study. Such candidates shall have to repeat the missed Semester by rejoining after completion of Final Semester of the Course, after paying the fee for the break of study as prescribed from time to time.

13. Valuation of Answer Papers:

For undergraduate courses, only single valuation is permissible. Re-totaling and revaluation of theory papers are allowed. The fee prescribed for Re-totaling is Rs.250/- per paper and for revaluation Rs.500/- per script. Photo copy of the Answer scripts will be supplied to the candidate applying for revaluation.

14. Passing Minimum

- a. There shall be no Passing Minimum for Internal.
- b. For External Examination, Passing Minimum shall be of 40% (Forty Percentage) of the maximum marks prescribed for the paper for each Paper/Practical/Project and Viva voce.
- c. In the aggregate (External + Internal) the passing minimum shall be of 40%.
- d. He / She shall be declared to have passed the whole examination, if he/she passes in all the papers and practicals wherever prescribed / as per the scheme of examinations by earning 140 CREDITS in Parts-I, II, III, IV & V. He/she shall also fulfill the activities prescribed earning a minimum of 1 Credit to qualify for the Degree.

15. Classification of successful candidates:

Grading system:

The following table gives the marks, grade points, letter grades and classification to indicate the performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/ Paper)

RANGE OF MARKS	GRADE PONTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	RA	Re-appear
ABSENT	0.0	AAA	ABSENT

‘C_i’ is the credit earned for the course *i* in any semester;

‘G_i’ is the Grade Point obtained by the student for the Course *i* and ‘*n*’ is the number of Courses **passed** in that semester.

For a Semester:

$$\text{Grade Point Average [GPA]} = \frac{\text{Sum of the multiplication of the grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$$

$$\text{GPA} = \sum_i C_i G_i / \sum_i C_i$$

16. Classification of Final Results

$$\begin{aligned} \text{Cumulative Grade Point Average [CGPA]} \\ = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}} \end{aligned}$$

$$\text{CGPA} = \sum_n \sum_i C_{ni} G_i / \sum_n \sum_i C_{ni}$$

CGPA	GRADE	Classification of Final Result
9.5-10.0	O+	First Class Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	RA	Re-appear

Note: The GPA and CGPA shall be calculated separately for the following three parts:

Part I: Language

Part II: English and

Part III Core, Allied and Elective.

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE

B.Sc. Psychology - SYLLABUS FRAME WORK

Part	Subject Code	Subject Name	Credits	Hrs.
SEMESTER I				
I	19UAFTA1	Tamil – I	3	6
II	19UAFEN1	English – I	3	4
III	19UAPSC1	Core– I	4	5
IV	19UAPSC2	Core – II	4	5
V	19UAPSA1	Allied I	5	6
VI	19UAPSN1	NME – I	2	2
VII	19UASBE1	SS – I	3	2
		Total Credits	24	30
SEMESTER II				
I	19UBFTA2	Tamil – II	3	6
II	19UBFEN2	English – II	3	4
III	19UBPSC1	Core– III	4	5
IV	19UBPSC2	Core – IV	4	5
V	19UBPSA2	Allied II	5	6
VI	19UBPSN2	NME – II	2	2
VII	19UBSBE2	SS – II	3	2
		Total Credits	24	30
SEMESTER III				
I	19UCFTA3	Tamil– III	3	6
II	19UCFEN3	English – III	3	4
III	19UCPSC1	Core– V	4	5
IV	19UCPSC2	Core – VI	4	5
V	19UCPSA3	Allied III	5	6
VI	19UCSBE3	SS – III	3	2
VII	19UCEVS1	EVS	2	2
		Total Credits	24	30
SEMESTER IV				
I	19UDFTA4	Tamil– IV	3	6
II	19UDFEN4	English – IV	3	4
III	19UDPSC1	Core – VII	4	5
IV	19UDPSC2	Core – VIII (Practical– I)	4	5
V	19UDPSA4	Allied IV	5	6
VI	19UDSBE4	SS – IV	3	2
VII	19UDVBE1	VBE	2	2
	19UDEXT1	Extension Activities	1	
		Total Credits	24	30
SEMESTER V				
I	19UEPSC1	Core–IX	4	6
II	19UEPSC2	Core – X	4	6
III	19UEPSC3	Core –XI	4	6
IV	19UEPSC4	Core –XII	4	6
V	19UEPSE1	Elective – I	5	6
		Total Credits	21	30

SEMESTER VI				
I	19UFPSC1	Core –XIII	4	6
II	19UFPSC2	Core – XIV	4	6
III	19UFPSC3	Core – XV (Practical – II)	4	6
IV	19UFPSE1	Elective – II	5	6
V	19UFPSE2	Elective – III	5	6
		Total Credits	23	30
		Total credits (Core, Elective, SBS)	140	

SCHEME OF EXAMINATION

FIRST SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	Exam Hours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
LC-I	19UAFTA1	Language Paper – I	6	3	3	75	25	100
ELCL-I	19UAFEN1	English Paper – I	4	3	3	75	25	100
CC-I	19UAPSC1	Core Paper – I – General Psychology I	5	4	3	75	25	100
CC-II	19UAPSC2	Core Paper – II – Biological Psychology I	5	4	3	75	25	100
AC-I	19UAPSA1	Allied – I – School Psychology	6	5	3	75	25	100
NME - I	19UAPSN1	Emotional Intelligence	2	2	3	75	25	100
SSI	19UASBE1	Soft Skill – I – Essentials of Language and Communication	2	3	3	50	50	100
Total			30	24				700

SECOND SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	ExamHours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
LC-II	19UBFTA2	Language Paper – II	6	3	3	75	25	100
ELCL-II	19UBFEN2	English Paper – II	4	3	3	75	25	100
CC-III	19UBPSC1	Core Paper – III – General Psychology II	5	4	3	75	25	100
CC-IV	19UBPSC2	Core Paper – IV – Biological Psychology II	5	4	3	75	25	100
AC-II	19UBPSA2	Allied – II – Community Psychology	6	5	3	75	25	100
NME – II	19UBPSN2	NME – II Psychology For Effective Living	2	2	3	75	25	100
SS-II	19UBSBE2	Soft Skill – II – Essentials of Spoken and Presentation Skills	2	3	3	50	50	100
Total			30	24				700

THIRD SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	Exam Hours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
LC-III	19UCFTA3	Language Paper – III	6	3	3	75	25	100
ELCL-III	19UCFEN3	English Paper – III	4	3	3	75	25	100
CC-V	19UCPSC1	Core Paper – V – Developmental Psychology I	5	4	3	75	25	100
CC-VI	19UCPSC2	Core Paper – VI – Introduction to Theories of Personality	5	4	3	75	25	100
AC-III	19UCPSA3	Allied – III – Statistics in Psychology	6	5	3	75	25	100
SS-III	19UCSBE3	Soft Skills – III – Personality Enrichment	2	3	3	50	50	100
	19UCEVS1	EVS	2	2	3	75	25	100
Total			30	24				700

FOURTH SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	Exam Hours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
LC-IV	19UDFTA4	Language Paper – IV	6	3	3	75	25	100
ELCL-IV	19UDFEN4	English Paper – IV	4	3	3	75	25	100
CC-VII	19UDPSC1	Core Paper – VII – Developmental Psychology II	5	4	3	75	25	100
CC-VIII	19UDPSC2	Core Paper – VIII – Experimental Psychology	5	4	3	75	25	100
AC-IV	19UDPSA4	Allied – IV – Health Psychology	6	5	3	75	25	100
SS-IV	19UDSBE4	Soft Skills – IV Computer Basics and Office Automation	2	3	3	50	50	100
	19UDVBE1	Value Based Education	2	2	3	60	40	100
	19UDEXT1	Extension Activity		1				
Total			30	25				700

FIFTH SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	Exam Hours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
CC-IX	19UEPSC1	Core Paper – IX – Abnormal Psychology – I	6	4	3	75	25	100
CC-X	19UEPSC2	Core Paper – X – Social Psychology – I	6	4	3	75	25	100
CC-XI	19UEPSC3	Core Paper – XI – Psychological Research and Measurements	6	4	3	75	25	100
CC-XII	19UEPSC4	Core Paper – XII – Experimental Psychology – II	6	4	3	75	25	100
Elective – I	19PEPSE1	Elective – I – Organizational Psychology	6	5	3	50	50	100
Total			30	21				600

SIXTH SEMESTER

Course	Subject Code	Subjects	Inst. Hours	Credits	Exam Hours	Maximum Marks		
						Ext. Marks	Int. Marks	Total
CC-XIII	19UFPSC1	Core Paper – XIII – Abnormal Psychology – II	6	4	3	75	25	100
CC-XIV	19UFPSC2	Core Paper – XIV – Social Psychology – II	6	4	3	75	25	100
CC-XV	19UFPSC3	Core Paper – XV – Guidance and Counselling	6	4	3	75	25	100
Elective – II	19UFPSE1	Elective – II Positive Psychology	6	5	3	75	25	100
Elective - III	19UFPSE2	Elective - III Human Resource Management	6	5	3	50	50	100
Total			30	22				500

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (W.e.f. 2019-2020)

SEMESTER- I
GENERAL PSYCHOLOGY – I

SUBJECT CODE: 19UAPSC1

CORE : I

CREDITS: 4

Objectives:

To introduce the students to the subject of psychology, nature, scope and schools of psychology.

To familiarize the methods used in psychology and to facilitate their knowledge about causes of behavior.

To provide the knowledge of basic concepts in psychology.

UNIT I: PSYCHOLOGY - INTRODUCTION AND METHODS

Definition – Goals - History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment – Case Study – Correlation Research – Scope of Psychology: Branches of basic Psychology – Branches of applied Psychology

UNIT II: SENSATION, ATTENTION AND PERCEPTION

Sensation: Meaning – Psychophysics -Thresholds – Weber's Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation. Attention: Meaning – Types – Determinants. Perception: Meaning– Organizing principles of perception –Constancies-Pattern perception, Distance perception- Factors that influence perception – Depth perception Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception.

UNIT III: CONSCIOUSNESS

States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States.

UNIT IV: LEARNING

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

UNIT V: MEMORY AND FORGETTING

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

Textbook:

1. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

Reference book:

1. Baron, R. A. (2010). *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Morgan, C.T., King, R.A. Weisz, J.R., & Schopler, J. *Introduction to Psychology*, 7th Edition.: McGraw-Hill, Singapore.
3. Myers, D.G.(2004). *Psychology*. 5th Edition, Worth Publishers: New York.

Hilgard, E.R., Atkinson, R.L.R.C. (2003). *Introduction to Psychology*. 14th Edition Wordsworth Pub. Co.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER- I
BIOLOGICAL PSYCHOLOGY - I

SUBJECT CODE: 19UAPSC2

CORE : II

CREDITS: 4

Objectives:

- To provide students the fundamentals of biological basis of behavior.
- To acquaint students with cellular and neurological basis of behavior.
- To create an awareness about the sensory processes and its functions

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

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

UNIT II: METHODS OF STUDYING NERVOUS SYSTEM

Methods of visualising and stimulating the living human brain, Contrast X-rays, X-ray Computer Tomography, Magnetic Resonance Imaging, Positron Emission Tomography, Functional , Magnetic Resonance Imaging, Diffusion Tensor Imaging and Transcranial Magnetic Stimulation. Recording human psychophysiological activity- Scalp Electron Encephalography, Magneto Encephalography, Muscle Tension, Eye Movement, Skin Conductance, and Cardiovascular Activity. Invasive physiological research methods- Stereotaxic surgery, Lesion Methods, Electrical Stimulation, and Invasive Electro Physiological Recording Methods.

UNIT III: NEURONS- BASIC UNIT OF NERVOUS SYSTEM

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, Blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. Membrane Potential: Balance of two forces, Action Potential, Conduction of the action potential.

UNIT IV: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION

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

UNIT V: STRUCTURE AND DIVISIONS OF THE NERVOUS SYSTEM

Nervous System: Development of the central nervous system, Brain: Forebrain, Hind brain, and Midbrain, Division of Nervous System: Central Nervous System, Peripheral Nervous System- Spinal nerves, Cranial nerves, Autonomic Nervous system – Sympathetic and Parasympathetic.

Text books:

1. Carlson, N.R. (2007). *Foundations of physiological psychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.

References:

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER- I
SCHOOL PSYCHOLOGY

SUBJECT CODE: 19UAPSA1

ALLIED I

CREDITS: 5

Objectives:

- To enhance the knowledge on teacher child relationship.
- To understand the problems in school setting
- To establish and maintain a protective learning environment.

UNIT - I INTRODUCTION TO SCHOOL PSYCHOLOGY

Definition of School Psychology, Characteristics and role of School Psychologist, Becoming School Psychologist.

UNIT – II: HUMAN DIVERSITY AND EDUCATION

Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement

UNIT – III: CLASSROOM BEHAVIOR IN SCHOOL SETTING

Social Interaction between Teacher and Child-Influence of Peer Group, Conformity and non-conformity in school.

UNIT – IV: PROBLEMS IN SCHOOL

Learning Disabilities, school refusal problems and truancy.

UNIT – V: EFFECTIVE TEACHING

Teaching Methods: Teacher - centered method, Learner - centered method, Content focused method, Interactive/participative method.

Text Book:

1. S.K.Mangal, *Advanced Educational Psychology*
2. S.K.Chatterjee, *Advanced Educational Psychology*, Books & Allied (P) Ltd.

REFERENCE :

1. John W.Santrock, *Educational Psychology*, Tata McGraw – Hill.
2. Lahey R.B. Graham J. E., (2000) *An Introduction to Educational Psychology*, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

3. Santrock John W. (2010) *Educational Psychology*, Inwin Professional Publishers, Delhi.

Question Paper Pattern		
3 HOURS		75 MARKS
SECTION A – 2 x 10=20: Answer in 50 words	Choice: 10 out of 12	
SECTION B - 5x 5=25: Answers in 200 words.	Choice: 05 out of 07	
SECTION C – 3 x 10=30: Answers in 500 words.	Choice: 03 out of 05	

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER- I

EMOTIONAL INTELLIGENCE

SUBJECT CODE: 19UAPSN1

NME: I

CREDITS: 2

Objective:

To understand the concept of emotional intelligence and learn ways of developing it.

UNIT 1: INTRODUCTION

Emotional Intelligence-Definition and importance of Emotional Intelligence, Emotional Quotient and Intelligence Quotient.

UNIT 2: EQ competencies: Self

Self-awareness and Self management

UNIT: EQ competencies: Social:

Social –awareness and relationship management.

UNIT 4: MANAGING EMOTIONS

Techniques to manage emotions: Meditation, Yoga, Mindfulness, Time out, Relaxation Exercise and Be the fog.

UNIT 5: APPLICATIONS

Conflict Management, Effective Leadership, Relationships, and Workplace.

REFERENCES:

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
2. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
3. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

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

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER I

SBE I : SOFTSKILLS- ESSENTIALS OF LANGUAGE AND COMMUNICATION

Common for all UG Courses

(Effective from the Academic Year 2019-2020)

SUBJECT CODE: 19UASBE1

CREDITS 3

OBJECTIVE

This course helps the learner to improve his / her language skills by practicing the primary skills LSRW.

UNIT I : LISTENING & WRITING SKILLS

Spelling Test [Words selected from the prescribed Poems in Foundation English will be tested]

UNIT II: READING SKILL

Reading the passages from the Short Stories of the prescribed syllabus of Foundation English. Fluency and Reading aloud are the criteria for testing reading skill.

UNIT III: SPEAKING SKILL

Introducing oneself

REFERENCE BOOK:

A Course in Listening and Speaking Part I – A Textbook for I Year Undergraduate(Non-Professional)
General English Course – V.Sasikumar et al.

SUGGESTED YOUTUBE VIDEOS

<https://www.youtube.com/watch?v=VCb5qfNgNro>

<https://www.youtube.com/watch?v=zKZ1Y6oH8Fc>

<https://www.youtube.com/watch?v=chWUolYBgjA>

Internal Marks :40

External Marks – 60 [PRACTICAL PAPER]

The break up is

Unit I : Listening & Writing Skills – 20 marks

Unit II : Reading Skills – 20 marks

Unit III: Speaking Skills – 20 marks

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -II
GENERAL PSYCHOLOGY – II

SUBJECT CODE: 19UBPSC1

CORE : III

CREDITS: 4

Objectives:

- To develop an understanding of various theories and factors associated with motivation and emotion.
- To provide basic knowledge about the personality, its determinants and theories.
- To learn the basic aspects of thinking, language and intelligence.

UNIT I: MOTIVATION

Definition –Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Maslow theory of Motivation – Need theories - Social Needs - Psychological Needs, Cognitive theories – Social cognitive theory, Conflict: Meaning-Types. Frustration: Meaning- Causes.

UNIT II: EMOTION

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions. Emotional Intelligence: Meaning – Characteristics.

UNIT III: INTELLIGENCE AND CREATIVITY

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

UNIT IV: COGNITION

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

UNIT V: PERSONALITY

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality:

Roger's theory - Trait Theories Psychology – Allport – Cattell - Big Five Personality Factors.
Assessment of Personality, Uses of Personality tests.

Textbook:

1. Cicarelli, K. S., Meyer, E. G. & Misra. (2008) *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited

Reference book:

1. Baron, R. A. (2010) *Psychology* (5th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

3 HOURS	Question Paper Pattern	75 MARKS
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SECTION A – 2 x 10=20: Answer in 50 words	Choice: 10 out of 12
SECTION B - 5x 5=25: Answers in 200 words.	Choice: 05 out of 07
SECTION C – 3 x 10=30: Answers in 500 words.	Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -II
BIOLOGICAL PSYCHOLOGY - II

SUBJECT CODE: 19UBPSC2

CORE : IV

CREDITS: 4

Objectives:

- To understand the concept of Brain development and plasticity
- To understand the biological basis of learning and emotions.
- To understand the basics of hormonal action

UNIT I: BRAIN DEVELOPMENT AND PLASTICITY

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

UNIT II: BIOLOGICAL BASIS OF THIRST AND HUNGER

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

UNIT III: BIOLOGICAL BASIS OF EMOTIONS

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- Functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

UNIT IV: HORMONES AND BRAIN

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

UNIT V: BIOLOGICAL BASIS OF LEARNING AND MEMORY

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

Text books:

1. Carlson, N. R. (2007). *Foundations of physiological psychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.

References:

1. Pinel, J. (2007). *Biopsychology* (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -II
COMMUNITY PSYCHOLOGY

SUBJECT CODE: 19UBPSA2

ALLIED II

CREDITS: 5

Objective:

To learn the link between individuals and communities

To deal with social issues more effectively with people's participation

UNIT 1: INTRODUCTION

Definition of community psychology; types of communities; models, Role of Psychologist in community development.

UNIT 2: CORE VALUES

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

UNIT 3: HEALTH PROMOTION IN COMMUNITY

Process of community organization for health promotion, importance. Community program for child and maternal health, physically challenged and old age in the Indian context.

UNIT 4: COMMUNITY DEVELOPMENT

Community development: Deen Dayal Upadhyay Grameen Kaushal Yojna, Roshni: Skill Development Scheme for Tribals, Swachhh Bharat Mission, Sansad Adarsh Gra Yojna and Heritage Development and Augmentation Yojna (HRIDAY). Community empowerment: Beti Bachao Beti Padhao Scheme, One Stop Centre Scheme, Scholarships and Entrepreneur Loan.

UNIT 5: PROMOTING COMMUNITY WELLBEING

Primary prevention, Secondary prevention and Tertiary prevention.

TEXT BOOK

1. Snyder, C.R., Shane .J. Lopez., Jennifer Teramoto Pedrotti (2010). *Positive Psychology*, Sage Publication.
2. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) *Empowerment Evaluation*, New Delhi : Sage Publication.

REFERENCE

1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.
2. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.
3. Misra, G. (Ed). (2010) *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
4. Poland, B. D., Green, L.W. & Rootman, I. (2000) *Setting for Health Promotion: Linking Theory and Practice*, Sage Publication, New Delhi.
5. Murray Levine Douglas D. Perkins David V. Perkins (2005) *Principles of Community Psychology: Perspectives and Applications*, Third Edition, Oxford University Press, New York Oxford.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -II
PSYCHOLOGY FOR EFFECTIVE LIVING

SUBJECT CODE: 19UBPSN2
CREDITS: 2

NME : II

Objectives:

To enable the students to understand their self-concept acknowledge their body image.

To analyze their decision making skills

To establish and maintain healthy interpersonal relationship.

UNIT I: EFFECTIVE SELF

Self concept – core characteristics of self concept – self consistency, self esteem, self enhancement and self verification – self concept and personal growth.

UNIT II: OPTIMIZING HEALTH

Body image – Exercise and food habits – coping with illness.

UNIT III: PERSONAL GROWTH

Mastery and personal control – resolve and decision making – decisions and personal growth.

UNIT IV: HEALTHY FAMILY

Love and intimacy – Commitment – Adjustment in family life – Parent child relationship.

UNIT V: SOCIAL EFFECTIVENESS

Meeting people – impression, interpersonal attraction – friendship, self disclosure, loneliness.

TEXT BOOK

Duffy G K, Atwater E (2008). *Psychology for Living- Adjustment, growth and Behaviour today*. India. Person Education Inc.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER II
SBE II: SOFTSKILLS - ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS
Common for all UG Courses
(Effective from the Academic Year 2019-2020)
SUBJECT CODE:19UBSBE2 **CREDITS 3**

OBJECTIVE

This paper helps the learner to improve his/her speaking skills in a particular situation and also prepares for seeking job.

UNIT I

Speaking Skills - Narrating a story or incident

UNIT II

Interview Skills – Role play of Interview, Dress Code for Interviews and formal occasions

UNIT III

Reading a passage from the prescribed texts of Foundation English II. Voice modulation for direct speech, dialogues will be tested

STUDY AID

Language laboratory, Computers Software- power point, Flash

REFERENCE BOOK

A Course in Listening and Speaking Part I – A Textbook for I Year Undergraduate(Non-Professional)
General English Course – V.Sasikumar et al.

SUGGESTED YOUTUBE VIDEOS

<https://www.youtube.com/watch?v=nhTcuUvLG0E>

<https://www.youtube.com/watch?v=ncuCMZRG1wo>

<https://www.youtube.com/watch?v=AxTys2C4t68>

<https://www.youtube.com/watch?v=1mHjMNZZvFo>

Internal Marks :40

External Marks – 60 [PRACTICAL PAPER]

The break up is

Unit I : Listening & Writing Skills – 20 marks

Unit II : Reading Skills – 20 marks

Unit III: Speaking Skills – 20 marks

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -III
DEVELOPMENTAL PSYCHOLOGY – I

SUBJECT CODE: 19UCPSC1

CORE : V

CREDITS: 4

Objectives:

To acquaint students with the knowledge of human development and developmental processes along with theories.

To facilitate awareness of the methods of study to understand child development.

To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

UNIT I: CONCEPTION THROUGH BIRTH

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age, Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child Birth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

UNIT II: INFANCY

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

UNIT III: BABYHOOD

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

UNIT IV: EARLY CHILDHOOD

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

UNIT V: LATE CHILDHOOD

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

Text Books:

1. Hurlock, E. (1980). *Developmental psychology*. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). *Life span development* (7th ed.). New York, NY: McGraw Hill.

References:

1. Berndt, T.J. (1997). *Child development* (2nd ed.). Madison, WI: Brown & Benchmark Publishers.
2. Papalia, D.E., & Olds, S.W. (1994). *Human development* (5th ed.). New York, NY: Tata McGraw Hill.
3. Berk, C. L. (1996). *Child development* (3rd ed.). New Delhi, India: Prentice-Hall of India (Pvt) Ltd.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -III
INTRODUCTION TO THEORIES OF PERSONALITY

SUBJECT CODE: 19UCPSC2

CORE: VI

CREDITS: 4

Objectives:

To understand the different perspectives on personality.

UNIT I: CONCEPT AND ASSESSMENT

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

UNIT II: PSYCHOANALYTIC THEORIES

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

UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY

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

UNIT IV: EXISTENTIAL - HUMANISTIC PERSPECTIVES ON PERSONALITY

Gestalt – Kurt Lewin's Field Theory; Martin Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

UNIT V: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE ON PERSONALITY

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

Text Books:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality* (4th ed.). Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). *Theories of personality* (10th ed.). Delhi, India: Cengage Learning.

References:

1. Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.
2. Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). Boston, MA: McGraw-Hill.
3. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -III
STATISTICS IN PSYCHOLOGY

SUBJECT CODE: 19UCPSA3

ALLIED : III

CREDITS: 5

Objectives

To understand various statistical techniques in terms of their assumptions, application, and limitations.

To acquire competencies in organizing data for manual analysis.

UNIT I: INTRODUCTION TO STATISTICS

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates- Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

UNIT II: MEASURES OF CENTRAL TENDENCY AND VARIABILITY

Central Tendency:

Mean- from Frequency Distributions - Assumed Mean Method-Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability:

Range- Calculation of Range- Average Deviation- Calculation of the Average Deviation. Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. Variance and Standard Deviation- Methods of Calculating Variance and Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

UNIT III: THE NORMAL DISTRIBUTION AND CORRELATION

Normal Distribution: Properties of Normal Curve- Areas under the Normal Curve-Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. Correlation: Concept of Correlation- Scatter Plot- Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

UNIT IV: HYPOTHESIS TESTING AND INFERENTIAL STATISTICS

Hypothesis Testing: Core logic of Hypothesis testing - Hypothesis testing process – One tailed and two tailed hypothesis tests. Decision Errors: Type I Error – Type II Error. Inferential statistics: t-test – t-test for a single sample – t' test for a dependent means – Assumptions of single sample and t' test for dependent means. t' test for independent means: distribution of difference between means – Hypothesis testing with 't' test for independent means.

UNIT V: NON-PARAMETRIC METHODS

Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of Chi Square test, Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- Median Test- Run Test- Kolmogorov and Smirnov Two Sample test- Precautions of use of Non-parametric tests.

Text Books:

1. Howell, D. (2012). *Statistical method for psychology* (8th ed.). Delhi, India: Cengage Learning.

References:

1. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
2. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology* (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Heiman, G. (2013). *Basic statistics for the behavioral sciences* (7th ed.). Belmont, CA: Cengage Learning.
4. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
5. Gupta, S.P. (1999). *Statistical methods* (3rd ed.). New Delhi, India: Sultan Chand & Sons
6. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -III
PERSONALITY ENRICHMENT

SUBJECT CODE: 19UCSBE3

SOFTSKILL:III

CREDITS : 2

Objectives:

- To make students understand the concepts and Determinants of Personality
- To enable students to keep themselves abreast of general knowledge and current information
- To bring out creativity and other latent talents with proper goal setting so that self-esteem.
- To sharpen memory skills and other study skills which are vital for academic excellence.
- To give training for positive thinking, which will keep the students in a good stead at the time of crisis.

Unit I – Introduction

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

Unit II – Self-awareness and self-motivation

Definition of self, self concept and self awareness, Self analysis through SWOT and Johari window, Definition of Motivation, Types of Motivation, Techniques and strategies for self motivation, Motivation checklist and Goal setting based on the principle of SMART, Self motivation and life

Unit III- Memory and Decision making

Definition and importance of memory, Causes of forgetting, Techniques of improving memory, decision making process

Unit IV – Study skills

Definition of study skills, Characteristics of study skills, Techniques of passing exams

Unit-V – ASSERTIVENESS

Definition and characteristics, Assertive-submissive-Aggressive – differences, Assertiveness skills.

References

1. Mile, D.J. 2004. *Power of positive thinking*. Delhi: Rohan Book Company.
2. Praveshkumar. 2005. *All about self-motivation*. New Delhi: Goodwill Publishing House
3. Dudley, D.A. 2004. *Double your learning power*. Delhi: Konark Press. Thomas Publishing Group Ltd.
4. Lorayne, H. 2004. *How to develop super power memory*. Delhi: Konark Press. Thomas Publishing Group Ltd.
5. Hurlock, E.B. 2006. *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.

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B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -III
ENVIRONMENTAL STUDIES
Common for all U.G. Courses
(Effective from the Academic Year 2019 – 2020)

SUBJECT CODE: 19UCEVS1

CREDITS:2

Unit 1 : Scope and importance of Environmental Science : Definition, Multidisciplinary nature of environmental science, scope and importance; global environmental problems.

Unit 2 : Ecosystems: Concept of an ecosystem. Structure and function of an ecosystem. Producers, consumers and decomposers. Energy flow in the ecosystem. Food chains, food webs and ecological pyramids.

Unit 3 : Biodiversity and its conservation : Introduction – Definition : Value of biodiversity: consumptive use, productive use. India as a mega-diversity nation, Hot-spots of biodiversity. Brief account on biodiversity conservation.

Unit 4 : Environmental Pollution : Definition – Cause, effects and control measures of :-
a) Air pollution, b) Water pollution. Solid waste Management : Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution.

Unit 5 : Social Issues and the Environment : Water conservation, rain water harvesting. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents. Waste land reclamation.

Text Books:

1. *Environmental Studies* (UGC syllabus), Jazym Publications, Trichy.
2. Odum, E.P. 1971. *Fundamentals of Ecology*. W.B. Saunders Co. USA.
3. Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
4. Jadhav, H & Bhosale, V.M. 1995. *Environmental Protection and Laws*. Himalaya Pub. House, Delhi
5. Bharucha Erach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad India.

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B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -IV
DEVELOPMENTAL PSYCHOLOGY – II

SUBJECT CODE: 19UDPSC1

CORE : VII

CREDITS: 4

Objectives

To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.

To encourage students to know the developmental changes in various stages of adulthood

UNIT I: PUBERTY

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

UNIT II: ADOLESCENCE

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

UNIT III: YOUNG ADULTHOOD

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

UNIT IV: MIDDLE AGE

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

UNIT V: OLD AGE

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

Text Books:

1. Hurlock, E. (1980). *Developmental Psychology*. New Delhi: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). *Life span Development* (7th ed.). McGraw Hill.

References:

1. Berndt, T.J. (1997). *Child development* (2nd ed.). Madison, WI: Brown & Benchmark Pub.
2. Papalia, D. E., Olds, S. W. (1994). *Child development* (5th ed.). New York, NY: Tata McGraw Hill.
3. Berk, L. C. (1996). *Child development* (3rd ed.). Delhi, India: Prentice-Hall of India (Pvt) Ltd.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

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SEMESTER -IV
EXPERIMENTAL PSYCHOLOGY- I
(PRACTICAL - I)

SUBJECT CODE: 19UDPSC2

CORE : VIII

CREDITS : 4

Objectives:

- To facilitate comprehension of psychological concepts and constructs linked with theory through experiments.
- To develop awareness of psychological instruments and techniques.
- To provide basic training in planning and conducting experiments.
- To nurture the skills of observation and reporting through experiments

Concepts:

1. Attention
 - a. Distraction of Attention
 - b. Span of Attention
 2. Perception
 - a. Muller Lyer Illusion
 - b. Span of Apprehension
 3. Learning
 - a. Knowledge of Results
 4. Motivation & Emotion
 - a. Level of Aspiration
 - b. Colour Preference
 - c. Judging Emotion
 5. Psychomotor abilities
 - a. Tweezer Dexterity
 6. Intelligence tests
 - a. Raven's Standard Progressive Matrices Test
- A minimum of 10 experiments should be conducted per semester
- At least one experiment from each concept should be chosen

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SEMESTER -IV
HEALTH PSYCHOLOGY

SUBJECT CODE: 19UDPSA4

ALLIED : IV

CREDITS : 5

Objectives:

- To enhance the knowledge of illness and health
- To understand the models of health psychology

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour

UNIT II: MODELS OF HEALTH BEHAVIOUR

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

UNIT III: CHRONIC ILLNESS AND PAIN

Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, Coping with chronic illness, management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

UNIT IV: STRESS AND COPING

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

UNIT V: PROMOTING HEALTH BEHAVIOUR

Smoking: Effects of smoking- reasons for smoking, Interventions for reducing smoking
Alcoholism: effects- reasons - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

Text Books:

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.

References:

1. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
2. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

3 HOURS**Question Paper Pattern****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -IV

Soft Skill for the students other than Computer Science
SBE: COMPUTER BASICS AND OFFICE AUTOMATION

SUBJECT CODE: 19UDSBE4

Soft Skill : IV

Credits: 3

COURSE OBJECTIVES

The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like MS Word, MS Excel and Power point. The course is highly practice oriented rather than regular class room teaching.

UNIT - I

Introductory concepts: History - Generation - Classification - Block diagram - Memory unit – CPU.

UNIT - II

Input Devices: Key board, Mouse and Scanner. Output devices: Monitor, Printer. Introduction to Operating systems & its features: UNIX – Windows. Introduction to Programming Languages: C, C++ and its features.

UNIT - III

Word Processing: Open, Save and close word document; Editing text – tools, formatting, bullets; Spell Checker - Document formatting – Paragraph alignment, indentation, headers and footers, numbering; printing – Preview, options.

UNIT - IV

Spreadsheets: Excel – opening, entering text and data, formatting, navigating; Formulas – entering, handling and copying; Charts – creating, formatting and printing.

UNIT - V

Power point: Introduction to Power point - Features – Understanding slide types – creating & viewing slides – creating slide shows. Applying special object – including objects & pictures – Slide transition – Animation effects.

TEXT & REFERENCE BOOKS

1. Peter Norton, “*Introduction to Computers*” –Tata McGraw-Hill.
2. Jennifer Ackerman Kettel, Guy Hat-Davis, Curt Simmons, “*Microsoft 2003*”, Tata McGraw-Hill.

Note : All units need an approach through practical exposure.

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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER IV
VALUE BASED EDUCATION
Common for all UG Courses
(Effective from the Academic Year 2019-2020)

SUBJECT CODE:19UDVBE1
CREDITS 2

VBE

OBJECTIVE

The age today is marked by vast technological changes which have wrought widespread transformations in social and cultural conditions. In such a situation Education without values becomes directionless. This paper stresses the importance of inculcating values in the young minds.

UNIT- I

Values

Definition and Meaning of Values- Human Values, Social Values, Cultural and Religious Values, Ethical Values, Global Values and Spiritual Values

UNIT-II

The Power of Positive Thinking

‘Building Self-Confidence’-Norman Vincent Peale (From Touchstone: Synergy of Values)

UNIT-III

Leadership: The Challenge of Excellence

Living Excellence –Anthony Robbins (From Touchstone: Synergy of Values)

UNIT-IV

The Personal Value of Truth and Its Importance

The Story of My Experiments with Truth - M.K. Gandhi (Chapter 2)

UNIT V

Human Rights

Human Rights – Universal Declaration of Human Rights – Human Rights violations (From Touchstone: Synergy of Values)

REFERENCE BOOKS

- 1) *Touchstone : Synergy of Values* (Madras University Publication - 2003)
- 2) Swami Vivekananda- *Youth and Modern India*, Ramakrishna Mission, Chennai.
- 3) M.K.Gandhi- *The Story of My Experiments with Truth*, Maple Classic
- 4) Norman Vincent Peale-*The Power of Positive Thinking*

- 5) Martin Meadows- *How to Build Self-Discipline: Resist Temptations and Reach Your Long-Term Goals*
- 6) M.G.Chitakra- *Education and Human Values*, A.P.H Publishing Corporation, New Delhi, 2003.
- 7) Anthony Jay Robbins - *Unlimited Power: The New Science of Personal Achievement*, Free Press New York, 1986 (Pages 408 – 410)
- 8) Ed. Dr. N.Venkataiah. *Value Education*. APH Publishing Corporation, New Delhi, 2007. (Pages 1-8)

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answers in one or two sentences

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 100 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -V
ABNORMAL PSYCHOLOGY- 1

SUBJECT CODE: 19UEPSC1
CREDITS : 4

CORE : IX

Objectives:

To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders.

To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria.

To make students understand the nature and course of development of various abnormal conditions.

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE.

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

UNIT II: MODELS OF ABNORMALITY

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

UNIT III: NEURODEVELOPMENT DISORDERS

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

UNIT IV: ANXIETY RELATED DISORDERS

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - Obsessive Compulsive Disorder - Panic Disorders

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER

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

Text Books:

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology* (16th ed.). New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology* (5th ed.). Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

References:

1. Davison, G.C., Neale, J.M & Kring, A. M. (2004). *Abnormal psychology*. (9th ed.). Marblehead, MA: John Wiley & Sons Inc.
2. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co
3. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -V
SOCIAL PSYCHOLOGY – I

SUBJECT CODE 19UEPSC2
CREDITS : 4

CORE : X

Objectives:

To enable students to appreciate the influence of social and cultural factors on individual behavior.

To understand the social problems in terms of various social psychological theories.

To understand the unique features of the students' socio-cultural contexts with respect to India.

UNIT I INTRODUCTION

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

UNIT II THE SELF

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, self from the observer's standpoint, Personal identity versus social identity: importance of the social context and others' treatment

Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: measurement of self-esteem - impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on well-being - overcoming the effects of stereotype threat.

UNIT III SOCIAL BELIEFS AND JUDGEMENTS

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

UNIT IV CONFORMITY, COMPLIANCE AND OBEDIENCE

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform-

Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

UNIT V HELPING BEHAVIOR

Altruism and pro-social behaviour: Theoretical perspectives- By Stander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help – Increasing Helping Behaviour.

Text Books:

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

References:

1. Myers, D.G. (2002). *Social psychology* (7th ed.). New York, NY: McGraw Hill Book Company.
2. Baron, A., & Byrne, D. (2002). *Social psychology* (10th ed.). New Delhi, India: Prentice-Hall of India.
3. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology* (12th ed.). New Delhi, India: Dorling Kindersley (India) Private Limited

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -V
INTRODUCTION TO RESEARCH METHODOLOGY

SUBJECT CODE: 19UEPSC3
CREDITS : 4

CORE : XI

Objectives

To introduce the basics of research

To impart the knowledge of research process.

UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - Research Process - Principles of a Good Research - Problems encountered by researches in India.

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

UNIT III: SAMPLING

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling

UNIT IV: METHODS OF DATA COLLECTION

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

UNIT V: WRITING A RESEARCH REPORT

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report

Text Books:

1. McBurney, D.H. (2007). *Research methods*; New Delhi, India: Thomson Wadsworth
2. Singh, A.K. (2012). *Tests, measurements and research methods in behavioral sciences*. (5th ed.). Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). *Essentials of research methods in psychology*. New Delhi, India: Tata McGraw-Hill Education Private Limited.

References:

1. Haslam, A.S., & McGarty, C. (2003). *Research methods and statistics in psychology*. New Delhi, India: Sage Publications.
2. Ramadass, P., & Aruni, W. A. (2009): *Research and writing across the disciplines*; Chennai, India: MJP Publishers.

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER -V
EXPERIMENTAL PSYCHOLOGY II
(PRACTICAL- II)

SUBJECT CODE: 19UEPSC4
CREDITS : 4

CORE : XII

Objectives:

To create interest in psychological measurement techniques, the instruments and techniques and their uses in various settings.

To nurture the skills required for psychological testing.

To provide basic training in administering and interpreting psychological tests.

Concepts:

1. Personality
 - a. Eysenck's Personality Questionnaire
 - b. Self-esteem Inventory
 2. Aptitude
 - a. Davidson's Battery of Differential Aptitude Test
 3. Interest
 - a. Thurstone's Interest schedule
 4. Achievement tests
 - a. Achievement Motivation
 5. Stress and coping
 - a. Student Stress Scale
 - b. Coping Scale
 6. Attitudes and behavior
 - a. Job Satisfaction
 - b. Religious Attitude Scale
 7. Creativity
 - a. Creativity Questionnaire
- A minimum of 10 experiments should be conducted per semester
 - At least one experiment from each concept should be chosen

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B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)
SEMESTER -V
ORGANIZATIONAL PSYCHOLOGY

SUBJECT CODE: 19UEPSE1

ELECTIVE: I

CREDITS : 5

Objectives:

To understand the behavior of individuals in organizational context.

To facilitate students to develop skills, techniques to achieve efficiency in organization and implications of various theories related to the development of efficiency

To enable the students to understand the organizational processes and its linkages with the social context.

UNIT I INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY

Introduction: Definition and scope of Organizational psychology, Historical development of organizational psychology, Challenges and Opportunities for organizational Behavior.

UNIT II: LEARNING

Definition of Learning, Theories of Learning, Shaping, Use of Learning in Organization Setup.

UNIT III: CONCEPTS OF MOTIVATION

Definition of Motivation, Early theories of motivation-Hierarchy of Needs Theory, Theory X and Theory Y, Two factor Theory and McClelland's Theory of Needs. Contemporary Theories of Motivation- Cognitive Evaluation Theory, Goal Setting Theory, Self-Efficacy Theory, Reinforcement Theory and Equity Theory.

UNIT IV: BASIC APPROACHES TO LEADERSHIP

Definition of leadership, Leadership theories- Trait theories, Behavioral Theories , Contingency Theories, Leader member Exchange (LMX) Theory and Decision Theory.

UNIT V: ATTITUDES AND JOB SATISFACTION

Definition of Attitudes, Components of Attitude, Major Job attitudes, attitudes and Behavior. Definition of Job satisfaction, Measurement of Job Satisfaction, Causes of Job satisfaction. The impact of Satisfied and Dissatisfied Employees on the workplace.

TEXT BOOK

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

REFERENCES:

1. Schultz D. and Schultz, S.E.(2004). *Psychology and work today*, Delhi: Pearson Inc.
2. Keith, D. and Newstrom, J.W. (2014). *Human behavior at work*, 8th Edition. McGraw Hill College Publishers, New York.

3 HOURS**Question Paper Pattern****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER VI

ABNORMAL PSYCHOLOGY II

SUBJECT CODE: 19UFPSC1

CORE : XIII

CREDITS : 4

Objectives:

To provide knowledge on symptom and causes of major psychological disorders.

To understand the treatment methods of different psychological disorders.

UNIT I: MOOD DISORDERS

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

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS.

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

UNIT III: PERSONALITY DISORDER

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning- types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

UNIT IV: SUBSTANCE RELATED DISORDERS

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

UNIT V: PREVENTION AND TREATMENT

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

Text Books:

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal psychology* (16th ed.). New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*, (5th ed.). Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.

References:

1. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). *Abnormal psychology*. (9th ed.). Malden, MA: John Wiley & Sons Inc.
2. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co.
3. Cutting, J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press.

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

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CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER VI
SOCIAL PSYCHOLOGY II

SUBJECT CODE: 19UEPSC2
CREDITS : 4

CORE : XIV

Objectives:

To understand the concepts of self-impression and group.

To understand the importance of relationship

UNIT I: PERSUASION

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

UNIT II: GROUP INFLUENCE:

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

UNIT III: PREJUDICE

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

UNIT IV: AGGRESSION

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

UNIT V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS

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

Text Books:

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology* (12th ed.). New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology* (14th ed.). Chennai, India: Pearson India Education Services Private Limited.

References:

1. Myers, D. G. (2002). *Social Psychology* (7th ed.). New York, NY: McGraw Hill Book Company.
2. Baron, A., & Byrnoe, D. (2002). *Social Psychology* (10th ed.). New Delhi, India: Prentice-Hall of India.
3. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology* (12th ed.). New Delhi, India: Dorling Kindersley (India) Private Ltd.

Question Paper Pattern**3 HOURS****75 MARKS****SECTION A – 2 x 10=20: Answer in 50 words****Choice: 10 out of 12****SECTION B - 5x 5=25: Answers in 200 words.****Choice: 05 out of 07****SECTION C – 3 x 10=30: Answers in 500 words.****Choice: 03 out of 05****Questions should be chosen from each unit**

DR. AMBEDKAR GOVERNMENT ARTS COLLEGE
B.Sc., PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (w.e.f. 2019-2020)

SEMESTER VI
GUIDANCE AND COUNSELLING PSYCHOLOGY

SUBJECT CODE: 19UFPSC3
CREDITS : 4

CORE : XV

Objectives

- To acquaint the students with the nature and process of counseling.
- To create an awareness about theories and techniques of counseling.
- To enable them to understand different fields of application of counseling.
- To enable students to develop knowledge and skills required in counseling.

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING

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

UNIT II: APPROACHES TO COUNSELLING AND COUNSELLING PROCESS

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS

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

UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES

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

UNIT V: SPECIAL AREAS IN COUNSELLING

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

Text Books:

1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

References:

1. Nayak, A. K. (2007). *Guidance and counseling*. New Delhi, India: APH Publishing.
2. Barki, B. G., & Mukhopadhyay, B. (2008). *Guidance and counselling manual*. New Delhi, India: Sterling.
3. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

Question Paper Pattern

3 HOURS

75 MARKS

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Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

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SEMESTER VI
POSITIVE PSYCHOLOGY

SUBJECT CODE: 19UFPSE1
CREDITS : 5

ELECTIVE : II

Objectives:

To introduce the basic concepts of the growing approach of positive psychology

To understand its applications in various domains.

UNIT 1: INTRODUCTION: POSITIVE PSYCHOLOGY

Introduction, Perspectives of Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2: POSITIVE EMOTIONAL STATES AND PROCESSES

Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3: POSITIVE COGNITIVE STATES AND PROCESSES

Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT 4: POSITIVE PSYCHOLOGY IN CULTURAL CONTEXT

Developing strengths and living well in a cultural context, living well at every stages of life - Resilience in childhood - Positive youth development- Life tasks of Adulthood – Successful Aging

UNIT 5: UNDERSTANDING AND CHANGING HUMAN BEHAVIOR

Balanced conceptualization of mental health and behavior, positive therapy- Personal Factors affecting human behaviour.

Text book:

1. Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
2. Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press

Reference:

1. Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

3. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Question Paper Pattern

3 HOURS

75 MARKS

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Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

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SEMESTER VI
HUMAN RESOURCE MANAGEMENT

SUBJECT CODE: 19UFPSE2
CREDITS : 5

ELECTIVE : III

Objectives

- To acquaint the knowledge about the basic techniques used in Human Resource Planning.
- To develop an awareness about Human Resource Processes and Development.
- To enable students to develop knowledge and skills required in Human Resource Management.

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Definition and scope of Human Resource Management – functions of HRM – Role of HRM in the organization.

UNIT II: RECRUITMENT AND SELECTION

Human resource planning, Types of human resource planning, Job Analysis, Job Description, and Job specification, Recruitment and Selection: Sources of recruiting, Different process of recruiting, Different methods of recruitment (advantages and disadvantages), Interviews and methods of interviews.

UNIT III: TRAINING AND DEVELOPMENT

Need for training and development, Training need analysis – Designing training courses – Training methodology – Training effectiveness – Training at different levels – Managing star performance and underperformance – Grievance and Redresses – Multiskilling.

UNIT IV: PERFORMANCE APPRAISAL

Stages in performance evaluation, Performance Evaluation system – Different methods: MBO, 360 degree evaluation, Balanced score Card, Assessment centres.

UNIT V:COMPENSATING AND BENEFITS

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

TEXT BOOKS

1. Keith Davis & John W. Newstrom (2006). *Human relations at work* . New York: McGraw Hill.
2. Edwin B. Flippo (1980) *Personnel Management*. New York: McGraw Hill.
3. Rao, T.V.(2006) *Human resource Management*. New York: McGrawHill.
4. Michael Armstrong (2001). *A Handbook of Human Resource Practice*. 8th Edn, London: Kogan.

Question Paper Pattern

3 HOURS

75 MARKS

SECTION A – 2 x 10=20: Answer in 50 words

Choice: 10 out of 12

SECTION B - 5x 5=25: Answers in 200 words.

Choice: 05 out of 07

SECTION C – 3 x 10=30: Answers in 500 words.

Choice: 03 out of 05

Questions should be chosen from each unit

