Dr. AMBEDKAR GOVERNMENT ARTS COLLEGE
(AUTONOMOUS)
CHENNAI - 600 039
(Accredited by NAAC at level "B")

B. Sc PSYCHOLOGY
(FOR CANDIDATES ADMITTED FROM 2022-23 ONWARDS)

Syllabus

Under Choice Based Credit System
LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF)

DEPARTMENT OF PSYCHOLOGY

Based on UGC – Learning Outcomes-Based Curriculum Framework
Course Structure under Choice Based Credit System
(For the candidates admitted from the academic year 2022-2023 onwards)

Sem. No	Part No.	Course	Subject code	Course Title	Ins. Hrs/ Week	Credit	Exam Hrs	Int	Ext	Total
I	I	LC - I	22UAFTA1	General Tamil – I	6	3	3	25	75	100
	II	ELC - I	22UACEN1	Communicative English – I	4	3	3	50	50	100
	III	CC - I	22UAPSC1	General Psychology – I	5	4	3	25	75	100
	III	CC - II	22UAPSC2	Biological Psychology – I	5	4	3	25	75	100
	III	AC - I	22UAPSA1	Educational Psychology	6	5	3	25	75	100
	IV	NME - I		One from the Non Major Elective Subjects	2	2	3	25	75	100
	IV	SBE - I	22UAPAS1	Professional English for Art and Social Sciences – I	2	3	3	50	50	100
				Total	**30**	**24**				
II	I	LC - II	22UBFTA2	General Tamil – II	6	3	3	25	75	100
	II	ELC - II	22UBCEN2	Communicative English – II	4	3	3	50	50	100
	III	CC - III	22UBPSC1	General Psychology – II	5	4	3	25	75	100
	III	CC - IV	22UBPSC2	Biological Psychology – II	5	4	3	25	75	100
	III	AC - II	22UBPSA2	School Psychology	6	5	3	25	75	100
	IV	NME - II	@@	One from the Non Major Elective Subjects	2	2	3	25	75	100
	IV	SBE - II	21UBPAS2	Professional English for Art and Social	2	3	3	50	50	100

				Sciences – II						
				Total	**30**	**24**				

Sem. No	Part No.	Course	Subject code	Course Title	Ins. Hrs/ Week	Credit	Exam Hrs	Marks		Total
								Int	Ext	
III	I	LC - III	22UCFTA3	General Tamil – III	6	3	3	25	75	100
	II	ELC - III	22UCLTS1	Language Through Literature – I	4	3	3	50	50	100
	III	CC - V	22UCPSC1	Developmental Psychology – I	5	4	3	25	75	100
	III	CC- VI	22UCPSC2	Introduction to Theories of Personality	5	4	3	25	75	100
	III	AC - III	22UCPSA3	Statistics in Psychology	6	5	3	25	75	100
	IV	EVS	22UCEVS1	Environmental Studies	2	2	3	25	75	100
	IV	SBE - III	22UCSBE3	SS III – Personality Enrichment	2	3	3	40	60	100
				Total	**30**	**24**				
IV	I	LC - IV	22UDFTA4	General Tamil – IV	6	3	3	25	75	100
	II	ELC - IV	22UDLTS2	Language Through Literature – II	4	3	3	50	50	100
	III	CC – VII	22UDPSC1	Developmental Psychology –II	5	4	3	25	75	100
	III	CCP- VIII	22UDPSC2	**Practical - Experimental Psychology – I**	5	4	3	40	60	100
	III	AC – IV	22UDPSA4	Health Psychology	6	5	3	25	75	100
	IV	VBE	22UDVBE1	Value Based Education	2	2	3	25	75	100
	IV	SBE – IV	22UDSBE4	SS IV- Computer Basics and Office Automation	2	3	3	40	60	100
	V	Extension	22UDEXT1	Extension Activities	-	1	-	-	-	-
				Total	**30**	**25**				

Sem. No	Part No.	Course	Subject code	Course Title	Ins. Hrs/ Week	Credit	Exam Hrs	Marks Int	Marks Ext	Total
	III	CC – IX	22UEPSC1	Abnormal Psychology – I	6	4	3	25	75	100
	III	CC – X	22UEPSC2	Social Psychology – I	6	4	3	25	75	100
V	III	CC – XI	22UEPSC3	Introduction to Research Methodology	6	4	3	25	75	100
	III	CCP-XII	22UEPSC4	**Practical- Experimental Psychology – II**	6	4	3	40	60	100
	III	CEC – I	*	One from the Elective-I Subjects	6	5	3	25	75	100
				Total	**30**	**21**				
	III	CC – XIII	22UFPSC1	Abnormal Psychology – II	6	4	3	25	75	100
	III	CC – XIV	22UFPSC2	Social Psychology – II	6	4	3	25	75	100
VI	III	CC – XV	22UFPSC3	Guidance and Counselling Psychology	6	4	3	25	75	100
	III	CEC – II	**	One from the Elective-II Subjects	6	5	3	25	75	100
	III	CEC – III	***	One from the Elective-III Subjects	6	5	3	25	75	100
				Total	**30**	**22**				
				Total Credits	**180**	**140**				

CORE ELECTIVE COURSES:

Elective-I (Any one subject of the following Core Elective chosen by the candidate)		Elective-II (Choose One subject of the following Core Elective chosen by the candidate)		Elective-III (Choose One subject of the following Core Elective chosen by the candidate)	
*Sub. Code	Core Elective Courses	**Sub. Code	Core Elective Courses	***Sub. Code	Core Elective Courses
22UEPSE1A	Organizational Psychology	22UFPSE2A	Human Resource Management	22UFPSE3A	Positive Psychology
22UEPSE1B	Marketing and Consumer Behaviour	22UFPSE2B	Applied Psychology	22UFPSE3B	Cognitive Psychology

NON MAJOR ELECTIVE COURSE:

I Semester (Any one subject of the following Non Major Elective chosen by the candidate)		II Semester (Any one subject of the following Non Major Elective chosen by the candidate)	
@Sub. Code	Non Major Elective	@@Sub. Code	Non Major Elective
22UAPSN1A	Emotional Intelligence	22UBPSN2A	Psychology for Effective Living
22UAPSN1B	Enhancing Study Skills	22UBPSN2B	Promoting Interpersonal skills

SEMESTER-I

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

FIRST SEMESTER				
Course Title		**GENERAL PSYCHOLOGY I**		
Course Code		**22UAPSC1**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC - I	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

1.To introduce the nature, scope and schools of psychology.

2.To familiarize the methods used in psychology

3. To facilitate the knowledge about causes of behavior.

4. To provide the knowledge of basic concepts in psychology.

UNIT I: PSYCHOLOGY - INTRODUCTION AND METHODS   15 hrs

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   15 hrs

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 - Factors that influence perception – Depth perception- Errors in Perception - Illusion – Types; Extra Sensory Perception.

UNIT III:CONSCIOUSNESS   15hrs

States of Consciousness**:** Consciousness – Definition – Two Major Types – Natural State ofConsciousness: 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   15hrs

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 **15hrs**

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.

TEXT BOOK:

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

REFERENCE:

1. Baron, R.A. (2010). *Psychology* (5th ed.). 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.
3. Myers, D.G.(2004). *Psychology*. (5th Edn), Worth Publishers.
4. Hilgard, E.R., Atkinson, R.L.R.C. (2003). *Introduction to Psychology*. 14th Edition Wordsworth Pub. Co.

WEB REFERENCE:

http://www.worthpublishers.com/hockenbur

METHODOLOGY OF TEACHING

Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K - Levels
CO1	Explain the nature, methods and the scope of Psychology	K1, K2
CO2	Define the basic concepts of psychology	K1, K2
CO3	Summarize the theoretical underpinnings of the basic concepts	K1, K2
CO4	Relate psychological process underlying behavior	K1, K2
CO5	Recall the schools of psychology	K1
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	2	1	1	1
	CO2	3	3	3	1	1	1
	CO3	3	3	3	3	1	1
	CO4	3	3	3	3	3	3
	CO5	3	3	1			
	Total	15	15	12	8	6	6
	Average	3	3	2.4	1.6	1.2	1.2

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
>   **1 – Low**
>   **2 – Medium**
>   **3 – High**
>   **0– No Correlation**

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1, K2	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

FIRST SEMESTER				
Course Title		**BIOLOGICAL PSYCHOLOGY I**		
Course Code		**22UAPSC2**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC -II	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

1.To provide the fundamentals of biological basis of behaviour.
2.To introduce the research methods of studying brain-behaviour relationship
3.To acquaint students with cellular and neurological basis of behavior.

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR   15hrs

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

UNIT II: METHODS OF STUDYING NERVOUS SYSTEM15hrs

        Methods of visualizing 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   15hrs
        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.

UNITIV:COMMUNICATIONBETWEENNEURONS–SYNAPTICTRANSMISSION   15hrs

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   **15hrs**

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.). Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Cengage Learning India Private Limited.

REFERENCE:

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*. Sinauer Associates, Inc. Publishers.

WEB REFERENCE:

1. https://www.studocu.com/in/document/kerala-university-of-health-sciences/bachelor-of-medicine-and-bachelor-of-surgery/3-17-nervous-handout/29952066

METHODOLOGY OF TEACHING

Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K - Levels
CO1	Explain the fundamentals of biology of behavior	K1, K2
CO2	Examine various research methods of studying the nervous system	K1,K2,K3,K4
CO3	Demonstrate the neural communication of behavior	K, K2
CO4	Illustrate the structure of the nervous system	K1,K2
CO5	Outline the functions of the nervous system	K1,K2
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	**CO1**	3	3	1	1		
	CO2	3	3	1	1		
	CO3	3	3	1	1		
	CO4	3	3				
	CO5	3	3	1	1		
	Total	15	15	4	4		
	Average	3	3	0.8	0.8		

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)
Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

FIRST SEMESTER				
Course Title		**EDUCATIONAL PSYCHOLOGY**		
Course Code		**22UAPSA1**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
AC – I	**Allied**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

1.To introduce the nature, scope and need of educational psychology.
2. To introduce the theoretical basis of educational psychology
3.To expose the differences in learning styles and strategies.
4.To understand the characteristics of teachers.

UNIT I: INTRODUCTION   15 hrs

Educational Psychology – Meaning and definition, Education and Educational Psychology, Nature, Scope, and functions of Educational Psychology – Need for Educational Psychology, Methods of Educational Psychology

UNIT II: CONCEPTUAL AND THEORITICAL PERSPECTIVES   15 hrs

Behaviouristic Learning-Classical and Operant Conditioning,Social &Cognitive approaches to learning-Bandura's Social Cognitive Theory, Observational Learning, Information Processing approach-Nature,Attention, Memory, Expertise and Meta Cognition; Social constructivist approach to Teaching-Teachers and Peers as joint contributors to student's Learning

UNIT III: HUMAN DIVERSITY AND EDUCATION   15hrs

Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

UNITIV: EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT   15hrs

Characteristics of Effective Teachers; Issues related to Technological Advances; Classroom Management-Need to Manage classrooms Effectively, Designing the Physical environment of the Classroom, Creating the Positive Environment for learning, Being a good communicator.

UNIT V:LEARNERS WITH EXCEPTIONALITIES   15hrs

Labeling Controversy, Categories of Exceptionalities, Self regulations and students with exceptionalities, Using Technology to support learner with disabilities, Brain research and

exceptionalities, Teachers responsibilities in inclusive class rules-Modifying instructions to meet student needs, Collaborating with Special Educational Professionals, Promoting Social Integration and Development

TEXT BOOKS :

1.Mangal,S.K.(2019). *Advanced Educational Psychology*
2.Chatterjee,S.K.(2002). *Advanced Educational Psychology*, Books & Allied (P) Ltd.
3. Santrock, J.W. (2011). *Educational Psychology, 4th edn.* Tata McGraw Hill Publishers.

REFERENCE:

1.Lahey R.B., & Graham J. E., (2000). *An Introduction to Educational Psychology*(6th Ed.),
    TataMcGraw Hill Publishersi.
2. Santrock, J.W. (2010). *Educational Psychology.*Inwin Professional Publishers, Delhi.
3. Ramalingam, P. (2013). *Educational Psychology: Teaching and Learning Perspectives*.
    McGraw Hill

WEB SOURCE:

1.*https://www.psychologydiscussion.net/educational-psychology/educational-psychology-meaning-need-scope-and-quotations/1452*

METHODOLOGY OF TEACHING

    Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

     Upon completion of this course, the students will be able to:

CO	Course Outcomes	K - Levels
CO1	Explain the nature, scope, need and methods of educational psychology	K1,K2
CO2	Relate the theoretical perspectives of educational psychology in classroom settings	K1
CO3	Identify the human diversity in education	K1,K2,K3
CO4	Identify the effective teaching methods	K1,K2,K3
CO5	Categorize the exceptionality to meet the educational needs	K1.K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

<table>
<tr><td rowspan="8">COURSE OUTCOMES (CO)</td><td colspan="7">PROGRAMME SPECIFIC OUTCOMES (PSO)</td></tr>
<tr><td></td><td>PSO1</td><td>PSO2</td><td>PSO3</td><td>PSO4</td><td>PSO5</td><td>PSO6</td></tr>
<tr><td>CO1</td><td>3</td><td>3</td><td>3</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>CO2</td><td>3</td><td>3</td><td>3</td><td>3</td><td>2</td><td>2</td></tr>
<tr><td>CO3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>CO4</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>CO5</td><td>3</td><td>3</td><td>3</td><td>3</td><td>2</td><td>3</td></tr>
<tr><td>Total</td><td>15</td><td>15</td><td>15</td><td>13</td><td>11</td><td>12</td></tr>
<tr><td>Average</td><td>3</td><td>3</td><td>3</td><td>2.6</td><td>2.1</td><td>2.4</td></tr>
</table>

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)
Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

SEMESTER-II

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

SECOND SEMESTER				
Course Title		**GENERAL PSYCHOLOGY II**		
Course Code		**22UBPSC**		
Course No	**Course Category Core/Elective/Allied /NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC - III	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

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

UNIT I: MOTIVATION   15 hrs

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   15 hrs

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

UNIT III:INTELLIGENCE AND CREATIVITY   15 hrs

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   15 hrs

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   15hrs

        Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality:Roger'stheory - Trait Theories Psychology – Allport – Cattell - Big Five Personality Factors. Assessment of Personality, Uses of Personality tests.

TEXT BOOK :

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

REFERENCE:

1. Baron, R.A. (2010). *Psychology* (5th edn.). Pearson India Education Services Pvt Ltd.
2. Morgan, C.T., King, R.A. Weisz, J.R., &Schopler, J. *Introduction to Psychology*, (7th Edn.) McGraw-Hill, Singapore.
3. Myers, D.G.(2004). *Psychology*. 5the Edition, Worth Publishers: New York.
4. Hilgard, E.R., &Atkinson, R.L.R.C. (2003). *Introduction to Psychology*, (14th Edn.) WordsworthPub. Co.

WEB REFERENCE:
1.   https://www.faculty.washington.edu/robinet/Learning.htm
2.   https://www.ncert.nic.in/ncerts/l/kepy108.pdf

METHODOLOGY OF TEACHING

    Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):
    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K - Levels
CO1	Illustrate theories of motivation, emotion, intelligence and personality	K1,K2
CO2	Name the various assessments of personality, intelligence and creativity	K1
CO3	Compare individual differences in motivation, emotion, personality, cognition, intelligence and creativity	K1,K2,K3,K4
CO4	Identify techniques for effective problem solving and decision making	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)		PROGRAMME SPECIFIC OUTCOMES (PSO)					
Knowledge Level		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	3	3	3	3
	CO2	3	3	3	1	1	2
	CO3	3	3	3	3	3	3
	CO4	3	3	3	3	3	3
	Total	12	12	12	10	10	11
	Average	3	3	3	2.5	2.5	2.75

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (INTERNAL CHOICE) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from each Unit and same K Level	25
K4, K5	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				75

SECOND SEMESTER

Course Title	BIOLOGICAL PSYCHOLOGY II
Course Code	22UBPSC2

Course	Course Category	No of	No. of	Total Marks

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

No	Core/Elective/Allied /NME/SSE	Credits	hrs/week	(Int + Ext)
CC - IV	CORE	4	5	25+75=100

COURSE OBJECTIVES:

1. To understand the concept of Brain development and plasticity

2. To understand the biological basis of learning and emotions.

3. To understand the basics of hormonal action

UNITI:BRAIN DEVELOPMENT ANDPLASTICITY **15 hrs**

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 **15 h**rs

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 **15hrs**

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 **15**hrs

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 15hrs

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

REFERENCE:

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*. 5the Edition, Worth Publishers: New York.
4. Hilgard, E.R., Atkinson, R.L.R.C. (2003). *Introduction to Psychology*. 14th Edition Wordsworth Pub. Co.

WEB REFERENCE:

1.fhttps://www.tutor2u.net/psychology/reference/biopsychology-the-endocrine-system-hormones.

2.https://gawc.edu.in/uploads/attachments/80d5e2920005517f827e 97c48a7ee9e6/pages-152-physiological-psychology-hormones.pdf

METHODOLOGY OF TEACHING

    Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Demonstrate brain development and plasticity	K1, K2
CO2	Find the biological basis of hunger & thirst	K1
CO3	Illustrate the effect of hormones.	K1, K2
CO4	Outline types of memory and effects of brain damage on learning and memory	K1, K2
CO5	Examine the physiological basis for emotion and its effect on health	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	3	3				
CO2	3	3		1		
CO3	3	3		1		
CO4	3	3	1	2		1

	CO5	3	3	1	1		2
	Total	15	15	2	5		3
	Average	3	3	0.4	1		0.6

K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B	5 x 5	Question (a) OR (b)	25

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

	(**INTERNAL CHOICE**) EITHER (a) OR (b)		from the same Unit and same K Level	
		SECOND SEMESTER		
K3, K4 **Course Title**	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing) **SCHOOL PSYCHOLOGY**	30
Course Code			**22UBPSA2**	
Grand Total				**75**

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
AC II	ALLIED	5	5	25+75=100

COURSE OBJECTIVES:
1. To enhance the knowledge on teacher child relationship.
2. To understand the problems in school setting
3. To establish and maintain a protective learning environment.

UNIT - I INTRODUCTION TO SCHOOL PSYCHOLOGY   **15Hrs**
        Definition of School Psychology, Characteristics and role of School Psychologist, Becoming School Psychologist.

UNIT – II: HUMAN DIVERSITY AND EDUCATION   **15Hrs**
        Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement

UNIT – III: CLASSROOM BEHAVIOR IN SCHOOL SETTING   **15Hrs**
        Social Interaction between Teacher and Child-Influence of Peer Group, Conformity and non-conformity in school.

UNIT– IV: PROBLEMS IN SCHOOL   **15Hrs**
        Learning Disabilities, school refusal problems and truancy.

UNIT–V: EFFECTIVE TEACHING   **15Hrs**
        Teaching Methods: Teacher - centered method, Learner - centered method, Content focused method, Interactive/participative method.

TEXT BOOKS :

1.   Mangal,S.K.(2019). *Advanced Educational Psychology*
2.   Chatterjee,S.K.(2002). *Advanced Educational Psychology*, Books & Allied (P) Ltd.
3.   Santrock, J.W. (2011). *Educational Psychology, 4th edn.* Tata McGraw Hill Publishers.

REFERENCE:

1. Lahey R.B. Graham J. E., (2000). *An Introduction to Educational Psychology*(6th Ed.), TataMcGraw Hill Publishersi.
2. Santrock J.W. (2010). *Educational Psychology.*Inwin Professional Publishers, Delhi.
3. Ramalingam, P. (2013). *Educational Psychology: Teaching and Learning Perspectives*. McGraw Hill

WEB REFERENCE
1. *https://www.samareducation.com/2022/06/method-of-teaching-and-learning.html.*

METHODOLOGY OF TEACHING

Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define the basic concept of school psychology	K1
CO2	Identify the different cognitive styles and learning strategies	K1,K2,K3
CO3	Examine parent-teacher and peer relationship	K1,K2,K3
CO4	Outline different problems in schools	K1,K2
CO5	Identify different teaching methods in school for effective teaching	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	1	1		1
	CO2	3	3	2	2		3
	CO3	3	3	3	3	3	3
	CO4	3	3	1	3	2	3
	CO5	3	3	3	3	3	3
	Total	15	15	10	12	8	13
	Average	3	3	2	2.4	1.6	2.6

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)
Assign the value
> **1 – Low**
> **2 – Medium**
> **3 – High**
> **0– No Correlation**

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

SEMESTER-III

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

THIRD SEMESTER				
Course Title	**DEVELOPMENTAL PSYCHOLOGY – I**			
Course Code	**22UCPSC1**			
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC V	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

1. To acquaint students with the knowledge of human development and developmental processes along with theories.
2. To facilitate awareness of the methods of study to understand child development.
3. 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   15hrs
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   15hrs
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   15hrs
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   15hrs
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   15hrs

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*.Tata McGraw Hill Publishing Co.
2. Santrock, J.W. (1999). *Life span development* (7th ed.). McGraw Hill.

REFERENCE:
1. Berndt, T.J. (1997). *Child development* (2nd ed.). Brow& Benchmark Publishers.
2. Papalia, D.E., &Olds, S.W. (1994). *Human development* (5th edn.)Tata Mc Graw Hill.
3. Berk, C. L. (1996). *Child development* (3rd ed.). Prentice- Hall of India(Pvt) Ltd.

WEB REFERENCE:

1.   *https://www.cliffsnotes.com/study-guides/psychology/development-psychology/introduction-to-developmental-psychology/what-is-developmental-psychology*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define the concepts related to child birth	K1
CO2	Outline the growth during infancy, babyhood and childhood periods of human development	K1&K2
CO3	Identify the nature and components of human development during infancy, babyhood and childhood stages of development	K1,K2&K3
CO4	Analyze the threats and menace during infancy, babyhood and childhood stages.	K1,K2,K3&K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

<table>
<tr><td rowspan="9">COURSE OUTCOMES (CO)</td><td colspan="7">PROGRAMME SPECIFIC OUTCOMES (PSO)</td></tr>
<tr><td></td><td>PSO1</td><td>PSO2</td><td>PSO3</td><td>PSO4</td><td>PSO5</td><td>PSO6</td></tr>
<tr><td>CO1</td><td>2</td><td>3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>CO2</td><td>3</td><td>3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>CO3</td><td>3</td><td>3</td><td></td><td>1</td><td></td><td>1</td></tr>
<tr><td>CO4</td><td>3</td><td>3</td><td>1</td><td>2</td><td></td><td>2</td></tr>
<tr><td>Total</td><td>11</td><td>12</td><td>1</td><td>3</td><td></td><td>3</td></tr>
<tr><td>Average</td><td>2.7</td><td>3</td><td>0.25</td><td>0.75</td><td></td><td>0.75</td></tr>
</table>

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
  1 – Low
  2 – Medium
  3 – High
  0 – No Correlation

Knowledge Level	Section	Marks	Description	Total Marks

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20	
K1, K2	B (INTERNAL CHOICE) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25	
K1, K2, K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30	

THIRD SEMESTER

Course Title		INTRODUCTION TO THEORIES OF PERSONALITY
Course Code		22UGPSC2

Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
CC – VI	CORE	4	5	25+75=100

Grand Total

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

COURSE OBJECTIVES:

1. To understand the different perspectives of personality
2. To evaluate the different theories of personality

UNIT I: CONCEPT AND ASSESSMENT **15hrs**

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   15hrs

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   15hrs

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 PERSONALITY15hrs

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.

UNITV:BEHAVIORAL,COGNITIVEANDSOCIALPERSPECTIVE ON

PERSONALITY   15hrs

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 Edn.).Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). *Theories of personality* (10th Edn.).Cengage Learning.

REFERENCE:

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

WEB REFERENCE:

1. https://www.hzu.edu.in/uploads/2020/9 /Theories%20of%20Personality.pdf .

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define basic concepts in personality	K1&K2
CO2	Compare and contrast between Freudian and Neo Freudian theories of personality	K1,K2,K3&K4
CO3	Distinguish type and trait theories of personality	K1,K2,K3,K4
CO4	Examine the concepts in Humanistic existential theories of personality	K1,K2,K3,&K4
CO5	Evaluate social, cognitive and social perspectives on personality	K1,K2,K3,K4&K5
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PR OG RA M ME SP EC IFI CO

UTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	2	1		
	CO2	3	3	1	2		
	CO3	3	3	1	1		1
	CO4	3	3	2	2	1	2
	CO5	3	3	1	2	1	2
	Total	15	15	7	8	2	5
	Average	3	3	1.4	1.6	0.4	1

Le vel of Co rre lati on

between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

THIRD SEMESTER	
Course Title	**STATISTICS IN PSYCHOLOGY**
Course Code	**22UCPSA3**

Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
AC – III	**ALLIED**	**5**	**6**	**25+75=100**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

Knowledge Level	Section	Marks	Description	Total Marks	
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20	**COURSE OBJECTIVES** 1. To understand vario
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25	
K3, K4, K5	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30	
Grand Total				**75**	

us statistical techniques in terms of their assumptions, application, and

limitations
2. To acquire competencies in organizing data and data analysis.

UNIT I: INTRODUCTION TO STATISTICS   10 hrs

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   20 hrs

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

Variability:

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

UNIT III: THE NORMAL DISTRIBUTIONAND CORRELATION   15 hrs

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

UNIT IV: INFERENTIAL STATISTICS   15 hrs

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: The distribution of difference between means – Hypothesis testing with t'test for independent means

UNIT V: NON-PARAMETRIC METHODS   15 hrs

The 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 the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the

Median Test- Run Test- the Kolmogrov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

TEXT BOOK:

1. Howell, D. (2012). *Statistical method for psychology* (8th Edn.). Cengage Learning.

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

WEB REFERENCE:

1. *https://ncert.nic.in/textbook/pdf/legy302.pdf*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Recall the basics of statistics in psychology	K1
CO2	Demonstrate the measures of central tendency and variability	K1,K2
CO3	Relate normal distribution to data interpretation	K1,K2
CO4	Infer basic concepts of inferential statistics	K1,K2,K3
CO5	Choose appropriate Non-parametric statistical methods	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating,		

K6- Creating

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	2				
	CO2	3	3				
	CO3	3	3		1		2
	CO4	3	3		1		1
	CO5	3	3		2		2
	Total	15	14		4		5
	Average	3	2.8		0.8		1

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
   1 – Low
   2 – Medium
   3 – High
   0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

SEMESTER-IV

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

FOURTH SEMESTER				
Course Title		**DEVELOPMENTAL PSYCHOLOGY – II**		
Course Code		**22UDPSC1**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC - VII	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES

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

UNIT I: PUBERTY   **15hrs**

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

UNIT II: ADOLESCENCE   **15hrs**

       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   **15hrs**

       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   **15hrs**

       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   **15hrs**

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

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.

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

WEB REFERENCE:

1. *https://www.cliffsnotes.com/study-guides/psychology/development-psychology /introduction-to-developmental-psychology/what-is-developmental-psychology*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define the concepts in adolescence and adulthood	K1
CO2	Outline the changes and growth during adolescence and adulthood	K1,K2
CO3	Identify the nature and components of human development during adolescence and adulthood.	K1,K2,K3
CO4	Infer the threats and menace during infancy, babyhood and childhood stages.	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	CO1	3	3				
	CO2	3	3		1	1	
	CO3	3	3	2	1	1	
	CO4	3	3		2	1	1
	Total	12	12	2	4	3	1
	Average	3	3	0.5	1	0.75	0.25

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
> **1 – Low**
> **2 – Medium**
> **3 – High**
> **0– No Correlation**

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K2,K3,K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

FOURTH SEMESTER				
Course Title		**EXPERIMENTAL PSYCHOLOGY – I (PRACTICAL)**		
Course Code		**22UDPSC2**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CCP – VIII	**CORE**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

1. To facilitate comprehension of psychological concepts and constructs linked with theory through experiments.
2. To develop awareness of psychological instruments and techniques.
3. To provide basic training in planning and conducting experiments.
4. 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
    b. Habit interference
4. **Motivation & Emotion**
    a. Level of Aspiration
    b. Judging Emotion
5. **Psychomotor abilities**
    a. Tweezer Dexterity
6. **Intelligence tests**
    a. Raven's Standard Progressive Matrices Test

- All 10 experiments should be conducted per semester

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	How to find out attention span and distraction	K1
CO2	Demonstrate learning and motivation concepts	K1,K2,K3
CO3	Assess emotion and intelligence	K1,K2,K3,K4

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	**CO1**	3	3		1		
	CO2	3	3	2	2	2	2
	CO3	3	3	2	2	2	3
	Total	9	9	4	5	4	5
	Average	3	3	1.3	1.6	1.3	1.6

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
   1 – Low
   2 – Medium
   3 – High
   0– No Correlation

B.ScDEGREE PROGRAMME IN PSYCHOLOGY

FOURTH SEMESTER				
Course Title		**HEALTH PSYCHOLOGY**		
Course Code		**22UDPSA2**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
AC - IV	**ALLIED**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

1. To enhance the knowledge of illness and health
2. To understand the models of health psychology
3. To know the causes and effects of stress on illness.
4. To explore the pain management techniques.
5. To understand the importance of health behaviour

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR   15 hrs

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

UNITII: **MODELS OF HEALTH BEHAVIOUR   15 hrs**

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, Venues for health habit modification

UNIT III: CHRONIC ILLNESS AND PAIN   15hrs

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

UNIT IV: STRESS AND COPING   15 hrs

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.

UNIT V: PROMOTING HEALTH BEHAVIOUR   **15hrs**

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

TEXT BOOKS:

1. Sarafino, E. (1994). *Health psychology*. John Wiley & Sons.

2. Taylor, S. (1995). *Health psychology* (6th Edn.).McGraw-Hill Ryerson.

REFERENCE:

1. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd Edn.). Sage Publications.

2. Boyer, B., &Paharia, I. (2008). *Comprehensive handbook of clinical health psychology.* John Wiley & Sons.

3. Branmon, L., & Frist, J. (2010). *Introduction to health psychology.* Cengage Learning India Pvt Ltd.

WEB REFERENCE:

1. *https://www.studocu.com/en-us/document/ohio-state-university/health-psychology/lecture-notes-course-notes-introduction-health-psychology/163322*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Definethe need and importance of health psychology	K1
CO2	Outline the models and factors influencing health behaviour.	K1,K2
CO3	Identify the nature and factors influencing quality of life and illness	K1,K2,K3
CO4	List the ways of managing illness and improving health.	K1,K2,K3
CO5	Utilize knowledge of health behaviours to promote health	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	1	1	1	1
	CO2	3	3	1	2	1	2
	CO3	3	2	2	2	1	2
	CO4	3	3	3	3	2	3
	CO5	3	3	3	3	3	3
	Total	15	14	10	11	8	11
	Average	3	2.8	2	2.2	1.6	2.2

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY

UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

SEMESTER-V

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

FIFTH SEMESTER	
Course Title	**ABNORMAL PSYCHOLOGY- I**
Course Code	**22UEPSC1**

Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
CC –IX	**CORE**	**4**	**6**	**25+75=100**

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

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE   15hrs
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   15hrs
Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

UNIT III: PREVENTION AND TREATMENT   15hrs
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 -Indigenous systems: Yoga and Meditation.

UNIT IV: ANXIETY RELATED DISORDERS   15hrs
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   15hrs
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.). Pearson India Education Services Private Limited.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology* (5th Edn.). Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. Worth Publishers.

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

WEB REFDERENCE:
1. *https://egyankosh.ac.in/bitstream/123456789/21125/1/Unit-4.pdf*

COURSE OUTCOMES (CO):
     Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain the history and causes of abnormal behavior	K1
CO2	Relate the models of psychology to abnormal behaviour.	K1,K2
CO3	Identify therapies and treatment methods for abnormal behavior	K1,K2,K3
CO4	Examine the symptoms and causes of anxiety, somatic and dissociative disorders.	K1,K2,K3
CO5	Identify the treatment procedures for anxiety, somatic and dissociative disorders.	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	1	1		1
	CO2	3	3	2	1		1
	CO3	3	3	3	3		2
	CO4	3	3	2	2	1	2
	CO5	3	3	3	3	3	3
	Total	15	15	11	10	4	9
	Average	3	3	2.2	2	0.8	1.8

Level of Correlation

between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

> **1 – Low**
>
> **2 – Medium**
>
> **3 – High**
>
> **0– No Correlation**

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K2,K3,K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.ScDEGREE PROGRAMME IN PSYCHOLOGY

FIFTH SEMESTER				
Course Title	**SOCIAL PSYCHOLOGY- I**			
Course Code	**22UEPSC2**			
Course No	**Course Category Core/Elective/Allied/NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC –X	**CORE**	**4**	**6**	**25+75=100**

COURSE OBJECTIVES:

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

UNIT 1: INTRODUCTION   15hrs
        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   15hrs
        Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment
Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on well-being - overcoming the effects of stereotype threat.

UNIT III: SOCIAL BELIEFS AND JUDGEMENTS   15 hrs
        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   15hrs
        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 **15hrs**

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 Edn.). McGraw–Hill Education.

2. Branscombe, N.R., Baron, R.A.,&Kapur, P. (2017). *Social psychology* (14th Edn.). Pearson India Education Services Pvt. Limited.

REFERENCE:

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

WEB REFERENCE:

1. h*ttps://egyankosh.ac.in/bitstream/123456789/20871/1/Unit-2.pdf*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain the history of social psychology and research methods in relevance to social psychology.	K1, K2
CO2	Illustrate the concept and importance of self in relation to social context.	K1,K2
CO3	Explain the social beliefs and judgments for forming attitudes and behavior	K1,K2,K3
CO4	Identify the factors, Characteristics and resistance for conformity, compliance and obedience.	K1,K2,K3
CO5	Examine the reasons, conditions and characteristics of helping behaviour.	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

<table>
<tr><td rowspan="9">COURSE OUTCOMES (CO)</td><td colspan="7" align="center">PROGRAMME SPECIFIC OUTCOMES (PSO)</td></tr>
<tr><td></td><td>PSO1</td><td>PSO2</td><td>PSO3</td><td>PSO4</td><td>PSO5</td><td>PSO6</td></tr>
<tr><td>CO1</td><td>3</td><td>3</td><td>2</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>CO2</td><td>3</td><td>3</td><td>2</td><td>3</td><td>1</td><td>1</td></tr>
<tr><td>CO3</td><td>3</td><td>3</td><td>2</td><td>1</td><td>1</td><td>1</td></tr>
<tr><td>CO4</td><td>3</td><td>3</td><td>3</td><td>3</td><td>2</td><td>2</td></tr>
<tr><td>CO5</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Total</td><td>15</td><td>15</td><td>12</td><td>11</td><td>8</td><td>8</td></tr>
<tr><td>Average</td><td>3</td><td>3</td><td>2.4</td><td>2.2</td><td>1.6</td><td>1.6</td></tr>
</table>

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

    1 – Low
    2 – Medium
    3 – High
    0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY

Knowledge Level	Section	Marks	Description	Total Marks	**UG Degree Pattern**
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20	
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25	
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30	
Grand Total				**75**	

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

FIFTH SEMESTER	
Course Title	**INTRODUCTION TO RESEARCH METHODOLOGY**
Course Code	**22UEPSC3**

Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
CC –XI	**CORE**	**4**	**6**	**25+75=100**

COURSE OBJECTIVES:

1.To introduce the basics of research

2.To impart the knowledge of research process.

UNIT I:RESEARCH METHODOLOGY: AN INTRODUCTION   **15hrs**

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

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

15hrs

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   **15hrs**

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   **15hrs**

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   **15hrs**

      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*. Thomson Wadsworth.

2. Singh, A.K. (2012). *Tests, measurements and research methods in behavioral sciences.* (5th

Edn.). B.B. Printers.

3. Zechmeister, J.S., Zechmeister, E.B., & Shaughnessy, J.J. (2001). *Essentials of research methods in psychology*. Tata McGraw-Hill Education Private Limited.

REFERENCE:

1. Haslam, A.S., &McGarty, C. (2003). *Research methods and statistics in psychology*. Sage Publications.

2. Ramadass, P., &Aruni, W.A. (2009): *Research and writing across the disciplines*; MJP Publishers.

WEB REFERENCE

1. *https://www.formpl.us/blog/research-report*

COURSE OUTCOMES(CO):

    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Spell out the objectives, need and importance of research	K1,K2
CO2	Illustrate the process of research.	K1,K2
CO3	Choose the appropriate sampling techniques for research	K1,K2,K3
CO4	Identify the suitable methods of data collection.	K1,K2,K3
CO5	Organize a good research report	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

<table>
<tr><th rowspan="2" colspan="2" style="writing-mode:vertical">COURSE OUTCOMES (CO)</th><th colspan="6">PROGRAMME SPECIFIC OUTCOMES (PSO)</th></tr>
<tr><th></th><th>PSO1</th><th>PSO2</th><th>PSO3</th><th>PSO4</th><th>PSO5</th><th>PSO6</th></tr>
</table>

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3		1	1	
CO2	2	3	1	1	1	1
CO3	3	3	1	1	1	1
CO4	2	3		1		3
CO5	1	3	2	2	1	3
Total	10	15	4	6	4	8
Average	2	3	0.8	1.2	0.8	1.6

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

    1 – Low

    2 – Medium

    3 – High

    0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY

UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks	
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20	
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25	**B.Sc DEGREE PROGRAMME IN PSYCHOLOGY**
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30	
Grand Total				**75**	

FIFTH SEMESTER				
Course Title		**EXPERIMENTAL PSYCHOLOGY II (PRACTICAL)**		
Course Code		**22UEPSC4**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CCP –XII	**CORE PRACTICAL**	**4**	**5**	**25+75=100**

COURSE OBJECTIVES:

1. To create interest in psychological measurement techniques, the instruments and techniques and their uses in various settings
2. To nurture the skills required for psychological testing.
3. To provide basic training in administrating and interpreting psychological tests.

CONCEPTS

  1.Personality
    a. Eysenck's Personality Questionnaire
    b. Self-esteem Inventory
  2. Aptitude
    a. DBDA
  3. Interest
    a. Thurstone's Interest schedule
  4. Achievement tests
    a. Achievement Motivation
  5. Stress and coping
    a. Student Stress Scale
    b. Coping
  6. Attitudes and behavior
    a. Job Satisfaction
    b. Religious Attitude Scale
  7. Creativity

    a. Creativity Questionnaire

- All 10 experiments should be conducted per semester

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Test personality and self esteem	K1,K2,K3,K4
CO2	Measure the differential abilities and vocational interest of people	K1,K2,K3
CO3	Assess stress levels and coping styles	K1,K2,K3
CO4	Measure religious attitude and attitude towards job	K1,K2,K3,K4,K5
CO5	Assess the level of creativity	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	CO1	3	3	2	2	2	3
	CO2	3	3	2	2	2	3
	CO3	3	3	2	2	2	3
	CO4	3	3	2	2	2	3
	CO5	3	3	2	2	2	3
	Total	15	15	10	10	2	15
	Average	3	3	2	2	2	3

Level of Correlation between PSO's and CO's
(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value
   1 – Low
   2 – Medium
   3 – High
   0– No Correlation

FIFTH SEMESTER				
Course Title		**ORGANIZATIONAL PSYCHOLOGY**		
Course Code		**22UEPSE1A**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CEC – I	**Elective**	**5**	**6**	**25+75=100**

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

COURSE OBJECTIVES:

1. To understand the behavior of individuals in organizational context.
2. To facilitate students to develop skills, techniques to achieve efficiency in organization
3. To enable the students to understand the organizational processes and its linkages with the Socialcontext.

UNIT I INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY   15hrs

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

UNIT II: LEARNING   15hrs

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

UNIT III: CONCEPTS OF MOTIVATION   15hrs

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   15hrs

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   15hrs

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*, (11thEdn.). Prentice Hall of India PVT Ltd.

REFERENCE:

1. Schultz D., & Schultz, S.E.(2004). *Psychology and work today.* Pearson Inc.
2. Keith, D. & Newstorm, J.W. (2014). *Human behavior at work*, (8thEdn.). McGraw Hill College Publishers.

WEB REFERENCE:

1.   *https://getuplearn.com/blog/theories-of-motivation/*

COURSE OUTCOMES (CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain scope and history of organizational psychology and opportunities for organizational psychologist	K1,K2
CO2	Illustrate different learning theories and its uses in organizational setting	K1,K2
CO3	Identify the different types of motivation theories in an organization	K1,K2,K3
CO4	Examine the approaches of Leadership in an organization	K1,K2,K3,K4
CO5	Analyze the causes and consequences of job satisfaction	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)						
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
COURSE OUTCOMES (CO)	CO1	3	3	2	1	1	1	Level of Correlation
	CO2	3	3	2	1	1	1	
	CO3	3	3	2	2	2	1	
	CO4	3	3	3	3	1	3	
	CO5	3	3	2	2	1	2	
	Total	15	15	11	9	6	8	
	Average	3	3	2.2	1.8	1.2	1.6	

between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

      1 – Low

      2 – Medium

      3 – High

      0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

FIFTH SEMESTER				
Course Title	MARKETING AND CONSUMER BEHAVIOUR			
Course Code	22UEPSE1B			
Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
CEC - I	Elective	5	6	25+75=100

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K2,K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K2,K3,K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc. DEGREE PROGRAMME IN PSYCOLOGY

COURSE OBJECTIVES:

1. To define and understand the scope of marketing
2. To understand and illustrate the factors relating to consumer behavior
3. Outline the Market segmentation
4. To make use of research in consumer behavior
5. To explain and plan different process of buying behavior

UNIT I: INTRODUCTION TO MARKETING   15hrs

Definition, Scope of Marketing – Core marketing concepts; Direct and Online marketing-Advantages and Disadvantages.

UNIT II:CONCEPTS OF MARKET SEGMENTATION   15hrs

Market Segmentation – Levels and Patterns of market Segmentation, Segmenting consumer and Business markets; market targeting; Marketing mix

UNIT III:UNDERSTANDING CONSUMER BEHAVIOR   15hrs

Field and scope of consumer Behavior; Types of consumers; Major factors influencing Buyer Behavior; Cultural, Social, Personal and Psychological factors.

UNIT IV: BUYING DECISION PROCESS   15hrs

Buying Roles, Buying Behavior; Levels of consumers decision making; Models of Consumers; Consumer Adaption process; Stages of buying-Decision process

UNIT V: CONSUMER RESEARCH   15hrs

History, Consumer Research process; Conducting a research study; Consumerism

TEXT BOOK:

1. Philip, K. (2001). *Marketing Management.*Millenium Edition. Hall of India.

WEB REFERENCE:

1.*https://www.investopedia.com/terms/m/marketsegmentation.asp.*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Outline the basics and core concepts of marketing and	K1,K2

	consumer behavior	
CO2	Summarize levels and patterns of market segmentation	K1,K2
CO3	Explain the influence of personal, psychological, social and cultural factors in consumer behavior	K1,K2,K3
CO4	Examine different processes and models of buying behavior	K1,K2,K3,K4
CO5	Apply the research methods in marketing	K1,K2,K3,K4

K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating

PROGRA

MME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1			2
CO2	1	3	2	1	1	1
CO3	3	3	3	2		2
CO4	3	3	3	3		3
CO5	3	3		2		2
Total	12	15	9	8	1	10
Average	2.4	3	1.8	1.6	0.2	2

Knowledge Level	Section	Marks	Description	Total Marks
K1	A	10 X 2	Short Answer	20
Total	(Answer all the questions)	9	(Two questions from each unit)	

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

K2,K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K2,K3,K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

SEMESTER-VI

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

Course Title		ABNORMAL PSYCHOLOGY- II		
Course Code		22UFPSC1		
Course No	Course Category Core/Elective/Allied/NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
CC -XIII	CORE	4	6	25+75=100

COURSE OBJECTIVES:
1. To provide knowledge on symptom and causes of major psychological disorders.

2. To understand the treatment methods of different psychological disorders.

UNIT I: MOOD DISORDERS   **15hrs**
        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   **15hrs**
        Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms – Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors - Treatment

UNIT III: PERSONALITY DISORDER   **15hrs**
        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   **15hrs**
        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: NEURODEVELOPMENT DISORDERS   **15hrs**
        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.

TEXT BOOKS:
1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal psychology* (16th ed.). Pearson Publication.

2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology,* (5th ed.). Wadsworth.

3. Comer, R. (2018). *Fundamentals of abnormal psychology*. Worth Publishers.

REFFERENCE:

1. Davison, G.C., Neale, J.M., &Kring, A.M. (2004). *Abnormal psychology*. (9th Edn.). John Wiley& Sons Inc.

2. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. Tata McGraw Hill publishing Co.

3. Cutting, J. (1997) *Principles of Psychopathology*. Oxford University Press.

WEB REFERENCE:

1. *https://egyankosh.ac.in/bitstream/123456789/46062/1/Unit-3.pdf*

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain the causes and symptoms of major abnormal behaviours	K1
CO2	Identify the therapies and treatment methods for major abnormal behavior	K1,K2,K3
CO3	Analyze substance related disorders	K1,K2,K3
CO4	Apply therapies to overcome substance related disorders.	K1,K2,K3,K4
CO5	Evaluate neuro development disorders	K1,K2,K3,K4,K5
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

C O	PROGRAMME SPECIFIC OUTCOMES (PSO)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	1	2
CO2	3	3	3	3	1	2
CO3	2	3		1		2
CO4	3	3	1	3	1	2
CO5	3	3	3	1	1	3
Total	14	15	9	10	4	11
Average	2.8	3	1.8	2	0.8	2.2

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

  1 – Low

  2 – Medium

  3 – High

  0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

SIXTH SEMESTER				
Course Title		**SOCIAL PSYCHOLOGY- II**		
Course Code		**22UFPSC2**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC -XIV	**CORE**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

1. To understand the concepts of self-impression and group.
2. To understand the importance of relationship

UNIT I: PERSUASION   **10hrs**

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: **20hrs**

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

UNIT III: PREJUDICE15hrs

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: AGGRESSION15hrs

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

UNIT V:LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS   15hrs

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

TEXT BOOKS:

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology* (12th Edn.). McGraw-Hill Education.

2. Branscombe, N.R., Baron, R.A. &Kapur, P. (2017). *Social psychology* (14th Edn.). Pearson India Education Services Private Limited.

REFERENCE:

1. Myers, D.G. (2002). *Social Psychology* (7th Edn.). McGraw Hill Book Company.
2. Baron, A., & Byrn0e, D. (2002). *Social Psychology* (10th Edn.). Prentice-Hall of India.
3. Baron, A., Branscombe, N.,Byrne, D., & Bhardwaj, G. (2009). *Social Psychology* (12th Edn.). Dorling Kindersley (India) Private Ltd.

WEB REFERENCE:

1. https://s3.studentvip.com.au/notes/16263-sample.pdf.

           1.

COURSE OUTCOMES(CO):

    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Spell out the theories of persuasion and aggression	K1
CO2	Infer the influence of group on individual's behavior.	K1,K2
CO3	Summarize the nature and sources of prejudice.	K1,K2,K3
CO4	Identify the techniques to resist persuasion, counter prejudice and reduce aggression.	K1,K2,K3
CO5	Examine the sources of liking and love	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

<table>
<tr><th rowspan="9">COURSE OUTCOMES (CO)</th><th colspan="7">PROGRAMME SPECIFIC OUTCOMES (PSO)</th></tr>
<tr><th></th><th>PSO1</th><th>PSO2</th><th>PSO3</th><th>PSO4</th><th>PSO5</th><th>PSO6</th></tr>
<tr><td>CO1</td><td>3</td><td>3</td><td>2</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>CO2</td><td>3</td><td>3</td><td>2</td><td>3</td><td>3</td><td>2</td></tr>
<tr><td>CO3</td><td>3</td><td>2</td><td>1</td><td>2</td><td>1</td><td>2</td></tr>
<tr><td>CO4</td><td>3</td><td>3</td><td>1</td><td>3</td><td>2</td><td>3</td></tr>
<tr><td>CO5</td><td>3</td><td>3</td><td>2</td><td>2</td><td>1</td><td>2</td></tr>
<tr><td>Total</td><td>15</td><td>14</td><td>8</td><td>12</td><td>9</td><td>11</td></tr>
<tr><td>Average</td><td>3</td><td>2.8</td><td>1.6</td><td>2.4</td><td>1.8</td><td>2.2</td></tr>
</table>

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

<table>
<tr><td>Knowledge Level</td><td>Section</td><td>Marks</td><td>Description</td><td>Total Marks</td><td rowspan="4">B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY</td></tr>
<tr><td>K1</td><td>A
(Answer all the questions)</td><td>10 X 2</td><td>Short Answer
(Two questions from each unit)</td><td>20</td></tr>
<tr><td>K1, K2, K3</td><td>B
(INTERNAL CHOICE)
EITHER (a) OR (b)</td><td>5 x 5</td><td>Question (a) OR (b) from the same Unit and same K Level</td><td>25</td></tr>
<tr><td>K1,K2,K3</td><td>C
(Answer any three question from five questions)</td><td>3 X 10</td><td>One questions from each unit (No unit missing)</td><td>30</td></tr>
<tr><td colspan="4">Grand Total</td><td>75</td></tr>
</table>

SIXTH SEMESTER				
Course Title		**GUIDANCE AND COUNSELLING PSYCHOLOGY**		
Course Code		**22UFPSC3**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CC - XV	**CORE**	**5**	**6**	**25+75=100**

COURSE OBJECTI

VES:

1. To acquaint the students with the nature and process of counseling.

2. To create an awareness about theories and techniques of counseling.

3. To enable them to understand different fields of application of counseling.

4. To enable students to develop knowledge and skills required in counseling.

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING 10hrs

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.

UNITII:APPROACHESTOCOUNSELLING AND THE COUNSELLING PROCESS20hrs

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 15hrs

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   15hrs

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*. Tata McGraw Hill
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Pearson.
3. Gibson, R.L., & Mitchell, M.H. (2007). *Introduction to counselling and guidance* (7th Edn.). Prentice Hall.

REFERENCE:

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

WEB REFERENCE:

1. https://www.egyankosh.ac.in/bitstream/123456789/21258/1/Unit-1.pdf

COURSE OUTCOMES (CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain the nature and scope of counseling and guidance	K1,K2
CO2	Distinguish different approaches to counseling and guidance	K1,K2,K3,K4
CO3	Apply different assessment techniques in counseling	K1,K2,K3,K4
CO4	Identify the qualities of counselors	K1,K2,K3
CO5	Examine special areas in counseling	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	1	3
CO2	3	3	2	2	1	3
CO3	3	3	3	1	1	3
CO4	3	3	1	2	2	3
CO5	3	3	2	2	2	3
Total	15	15	10	9	7	15
Average	3	3	2	1.8	1.4	3

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

SIXTH SEMESTER				
Course Title		**HUMAN RESOURCE MANAGEMENT**		
Course Code		**22UFPSE2A**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Cred its**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CEC - II	**Elective**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

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

UNIT I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT   15hrs

Definition and Scope of Human Resource Management-Functions of Human Resource Management-Role of Human Resource Management in the Organization

UNIT II:RECRUITMENT AND SELECTION   15hrs

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   15hrs

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   15hrs

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

UNIT V: COMPENSATING AND BENEFITS   **15hrs**

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

TEXT BOOKS

1. Davis, K., &Newstorm, J.W. (2006). *Human relations at Work*. New York:
2. Flippo, E.B. (1980).*Personnel Management.* McGraw Hill.
3. Rao, T.V. (2006).*Human resource Management.*McGrawHill.

REFERENCE

     1. Armstrong, M. (2001). *A Handbook of Human Resource Practice*,(8ᵗʰEdn.), Kogan.

WEB REFERENCE:

  1. https://www.sscasc.in/wp-content/uploads/downloads/BBM/Human-Resource-Management.pdf

COURSE OUTCOMES (CO):
    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain the functions and scope of Human Resource Management	K1,K2
CO2	Examine the sources and process of recruitment and selection	K1,K2,K3,K4
CO3	Identify the importance and uses of different types of training methods in an organization	K1,K2,K3,K4
CO4	Examine different performance appraisal methods in an organization	K1,K2,K3,K4
CO5	Analyze about compensation benefits in organization	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	1	3	2	2	2	2
	CO2	3	3	2	2	1	1
	CO3	3	3	3	2	1	1
	CO4	3	3	3	3	2	3
	CO5	3	3	2	1	2	2
	Total	13	15	12	10	8	9
	Average	2.6	3	2.4	2	1.6	1.8

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30

B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY

SIXTH SEMESTER				
Course Title		**APPLIED PSYCHOLOGY**		
Course Code		**22UFPSE2B**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CEC -II	**Elective**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

1. To understand the fields of applied Psychology
2. To build the applications of Psychology in Industry, Community, Education and Medicine
3. To discover the role of psychologist in Environment, Marketing, Sports and medicine.

UNIT I : INTRODUCTION   15hrs

Meaning of Applied Psychology. Fields of applied psychology, the science and profession of psychology - Requirements for Applied psychologist

UNIT II: PSYCHOLOGY IN BUSINESS AND INDUSTRIAL SETTINGS   15hrs

Engineering Psychology-Role of Engineering Psychology, Industrial and Organizational Psychology – Role of Organizational Psychologist-Applied cognitive psychology-The role of applied cognitive Psychologist-Consumer Psychology-Role of Consumer Psychologist.

UNIT III: PSYCHOLOGY IN COMMUNITY SETTINGS   15hrs

Clinical Psychology-Role of Clinical Psychologist. Community Psychology-Role of Community Psychologist-Health Psychology-Role of Health Psychologist-Social Psychology-Role of Social Psychologist-Environmental Psychology-Role of Environmental Psychologist.

UNIT IV: PSYCHOLOGY AND HUMAN DEVELOPMENT   15hrs

Applied Psychology in Education-School Psychology-role of School Psychologist -Sports Psychology-role of Sport Psychologist-Developmental Psychology-Role of Developmental Psychologist.

UNIT V: PSYCHOLOGY AND MEDICINE   15hrs

Psychology in medical Practice, psychology in medical education, Psychology in health research psychosomatic medicine, Forensic Psychology.

TEXTBOOKS:

1. Anastasi, A.(1979). *Fields of Applied Psychology*. McGraw Hill Book Company

2. Gregory, W.L.&Burroughts, W.J. (1989). *Introduction to Applied psychology*. Scott, Foresman and Company

REFERENCE:

1. Hasan, O. (1998). *Applied Psychology:Indianperspectivie*. Gyan Publishing House.

WEB REFERENCE:

1. https://profilelogin.admissione.online/UploadFiles/

Documents/ProfileLgoin/Subtitle/NColge_1372_School%20Psychology.pdf

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Spell out the fields of applied psychology	K1
CO2	Demonstrate the role of psychologist in different settings	K1&K2
CO3	Explain psychological principles that are employed in different fields	K1&K2
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	CO1	1	2				
	CO2	3	3	2	1		2
	CO3	3	3	3	2	1	3
	Total	7	8	5	3	1	5
	Average	2.3	2.6	1.6	1	0.3	1.6

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

    1 – Low

    2 – Medium

    3 – High

    0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc. DEGREE PRGRAMME IN PSYCHOLOGY

SIXTH SEMESTER				
Course Title		**POSITIVE PSYCHOLOGY**		
Course Code		**22UFPSE3A**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Cred its**	**No. of hrs/week**	**Total Marks (Int + Ext)**
CEC - III	**Elective**	**5**	**6**	**25+75=100**

COURSE OBJECTIVES:

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

2. To understand the applications of positive psychology in various domains.

UNIT I: INTRODUCTION: POSITIVE PSYCHOLOGY   15hrs

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

UNIT II: POSITIVE EMOTIONAL STATES AND PROCESSES   15hrs

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

UNIT III: POSITIVE COGNITIVE STATES AND PROCESSES   15hrs

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

UNIT IV: POSITIVE PSYCHOLOGY IN CULTURAL CONTEXT   15hrs

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 V: UNDERSTANDING AND CHANGING HUMAN BEHAVIOR   15hrs

Balanced conceptualization of mental health and behavior, positive therapy- Personal Factors affecting future perspectives.

TEXT BOOKS:

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.

WEBREFERENCE:

1.https://www.studocu.com/in/document/christ-deemed-to-be-university/positive-psychology/introduction-to-positive-psychology/27688686.

COURSE OUTCOMES (CO):
     Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Illustrate eastern and western perspectives on positive psychology	K1,K2
CO2	Apply positive emotions to life	K1,K2,K3
CO3	Identify the concept of positive cognitive process	K1,K2,K3
CO4	Summarize positivity in different cultural background and different age groups	K1,K2
CO5	Identify the influence of personal factors on future perspective	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	2	2		
	CO2	3	3	2	2	1	1
	CO3	3	3	3	1		1
	CO4	3	3	1	2	2	3
	CO5	3	3	2	2	2	2
	Total	15	15	10	9	5	7
	Average	3	3	2	1.8	1	1.4

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B .Sc DEGREE PROGRAMME IN PSYCHOLOGY

SIXTH SEMESTER					
Course Title		**COGNITIVE PSYCHOLOGY**			
Course Code		**22UFPSE3B**			
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**	**COURSE OBJECTIVES:**
CEC – III	**Elective**	**5**	**6**	**25+75=100**	

1. To understand the concept of Cognitive Psychology
2. To gain knowledge on various research methods in cognitive psychology
3. To relate memory, consciousness, thinking and problem solving with cognitive neuroscience.

UNIT I: COGNITIVE PSYCHOLOGY:HISTORY, METHODS AND PARADIGMS

15hrs

Influences on the study of Cognition, Research Methods in Cognitive Psychology, Paradigms of Cognitive Psychology.

UNIT II: SENSATION, PERCEPTION AND ATTENTION: 15hrs

Sensation and Perception-Perceptual Span,Iconic Storage, Echoic Storage, Function of Sensory Store. Attention:Processing Capacity and Selective Attention, Auditory Signals, Models of Selective Attention, Visual Attention, Automatic Processing, Cognitive Neuroscience of Attention.

UNIT III: MEMORY CONCEPTS AND CATEGORIZATION   15hrs

Semantic Memory Models, Schemata, Implicit Vs Explicit Memory, Theoretical Descriptions of the Nature of Concepts, Forming New Concepts and Classifying new Instances.

UNIT IV: CONCIOUSNESS   15hrs

History of Consciousness, Framework on Consciousness-AWAREness, Functions of Consciousness, States of Consciousness, Models of Consciousness, Automatic Process.

UNIT V:THINKING AND PROBLEM SOLVING   15hrs

Classic Problems and General Methods of Solution, Blocks to Problem Solving, Problems Space Hypothesis, Expert Systems, Finding Creative Solutions.

TEXT BOOKS:

1. Galotti, K.M. (2008). *Cognitive Psychology*:Perception, Attention and Memory. Cengage Learning India Private Ltd.
2. Solso, R.L., Maclin, O.H., Maclin, M.K. (2014). *Cognitive Psychology*, 8[th]Edn. Pearson Publication.

COURSE OUTCOMES (CO):
   Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Definethe basic concept of cognitive psychology	K1,K2
CO2	Explain the cognitive neuroscience of memory, consciousness, thinking and problem solving	K1,K2,K3
CO3	Illustrate the cognitive neuroscience of sensation, perception and attention	K1,K2
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)	PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3	3	1	1		1
	CO2	3	3	2	2	1	1
	CO3	3	3	3	1	1	1
	Total	9	9	6	4	2	3
	Average	3	3	2	1.3	0.6	1

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMYUG
Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1,K2,K3	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

NON-MAJOR ELECTIVE COURSES

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

Course Title	EMOTIONAL INTELLIGENCE			
Course Code	22UAPSN1A			
Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
NME – I	NME	2	2	25+75=100

COURSE OBJECTIVES:

1.   To understand the concept of emotional intelligence.
2.   To learn self management and social management
3.   To learn the techniques of managing emotion.

UNIT I: INTRODUCTION   6hrs
        Emotional Intelligence-Definition and importance of Emotional Intelligence, Emotional Quotient and Intelligence Quotient.

UNIT II:EQ COMPETENCIES: SELF6hrs
        Self-awareness:Definition, Emotional Self-Awareness, Accurate Self-Assessment, Self-confident. Self management: Definition, Emotional Self-control,Trust worthies, Conscientiousness, Adaptability, Achievement Drive and Initiative.

UNIT III: EQ COMPETENCIES: SOCIAL   6 hrs
        Social –awareness: Definition, Empathy, Service orientation and Organizational awareness. Relationship management: Developing others, Influence, Communication, Conflict management, Visionary Leadership, Catalyzing Change, Building bonds, Team work and collaboration.

UNITIV: MANAGING EMOTIONS   6hrs
        Techniques to manage emotions: Meditation, Yoga, Mindfulness, Time out, Relaxation Exercises

UNIT V:EQ COMPETENCIES:SKILL ENHANCEMENT(Practicum)   6hrs
        Conflict Management, Effective Leadership, Relationships, and Workplace.

TEXT BOOKS:

1. Bar-On, R., & Parker, J.D.A (2000). *The handbook of emotional intelligence.* Jossey Bros.
2. Goleman, D. (1995). *Emotional Intelligence*. Bantam Book.

REFERENCE

1. Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books.
2. Singh, D. (2003). *Emotional intelligence at work* (2nded.) Response Books.

WEB REFERENCE:

1. https://www.yashada.org/yash/ttt_new/static_pgs/TC/fme-understanding-emotional-intelligence.pdf

METHODOLOGY OF TEACHING

Class lectures(chalk and talk), Group Discussion, Assignments, Power point presentation.

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define emotional intelligence and its components	K1
CO2	Building the EQ competencies	K1,K2,K3
CO3	Identify the techniques of emotional management	K1,K2,K3
CO4	Apply the emotional intelligence in different situations for self	K1,K2,K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

COURSE OUTCOMES (CO)		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	CO1	3		2	2	3	3
	CO2	2		3	3	3	3
	CO3	2		3	3	3	3
	CO4	2		3	3	3	3
	Total	9		11	11	12	12
	Average	2.25		2.75	2.75	3	3

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

Course Title	EFFECTIVE STRESS MANGEMENT			
Course Code	22UAPSN1B			
Course No	Course Category Core/Elective/Allied/ NME/SSE	No of Credits	No. of hrs/week	Total Marks (Int + Ext)
NME – I	NME	2	2	25+75=100

COURSE OBJECTIVES:

1. To Understand concept of Stress
2. To assess and identify the level of stress
3. To learn to explore different techniques to manage stress

UNIT I: INTRODUCTION OF STRESS   **6Hrs**

Definition of stress, The Stressor, Stress reactivity, Stress cycle.

UNIT II: THEORIES OF STRESS   **6Hrs**

General Adaptation Syndrome, Model of Stress.

UNIT III: MANAGING SELF   **6Hrs**

Asserting Self, Time management

UNIT IV: MANAGING OTHERS   **6Hrs**

Communication, Relationship management

UNIT V: DIFFERENT RELAXATION TECHNIQUES   **6Hrs**

Relaxation Technique: Meditation, Autogenic Training and Imagery, Progressive
Relaxation

TEXT BOOK:
1. Morgan,C.L., King R.A., Weiz, J.R., &Scholper, J. (). Introduction to Psychology. Tata McGraw-Hill.

REFERENCE:
1. Greenberg, J.S. (2002). Comprehensive Stress management (7th edn.).McGraw-Hill.

WEB REFERENCE:

1. https://www.uakron.edu/armyrotc/MS1/14.pdf

2. https://cms.emergency.unhcr.org/documents/11982/34619/Relaxation+Techniques+for
+Stress+Relief/3b3ae17a-2dbf-4cc4-b2b8-569c805bd379

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Explain different sources of stress in our daily life	K1,K2
CO2	Summarize the model of stress	K1,K2
CO3	Identify techniques for managing stress	K1,K2,K3
CO4	Examine applications of relaxation training in coping with stress	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	**CO1**	3		2	3	3	3
	CO2	1		2	1	1	1
	CO3	2		3	3	3	3
	CO4	2		1	3	3	3
	Total	8		8	10	10	10
	Average	2		2	2.5	2.5	2.5

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

2 – Medium

3 – High

0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

SECOND SEMESTER				
Course Title		**PSYCHOLOGY FOR EFFECTIVE LIVING**		
Course Code		**22BPSN2A**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
NME II	**NME**	**2**	**2**	**25+75=100**

COURSE OBJECTIVES:
1. To enable the students to understand their self-concept
2. To acknowledge their body image
3. To analyze their decision making skills
4. To establish and maintain healthy interpersonal relationship

UNIT I: EFFECTIVE SELF   6hrs
        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   6Hrs
        Body image – Exercise and food habits – coping with illness.

UNIT III: PERSONAL GROWTH   6Hrs
        Mastery and personal control – resolve and decision making – decisions and personal growth?"

UNIT IV: HEALTHY FAMILY   6Hrs
        Love and intimacy – Commitment – Adjustment in family life – Parent child relationship.

UNIT V: SOCIAL EFFECTIVENESS   6Hrs
        Meeting people – impression, interpersonal attraction – friendship, self disclosure, loneliness.

TEXT BOOK:
1.   Duffy G K, &Atwater, E (2008).Psychology for Living- Adjustment, growth and Behaviour today. India. Person Education Inc.

WEB REFERENCE:

1.   *https://www.everydayhealth.com/body-image*.

COURSE OUTCOMES(CO):

Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Define the concept of self	K1, K2
CO2	Explain the importance of diet and exercise in our health and the concept of ways of coping with illness	K1,K2,K3
CO3	Apply the adjustment strategies in family, parent child relationship and Intimate relationship	K1,K2,K3
CO4	Summarize the concept of impression formation and interpersonal relationship in effecting with friendliness, self-disclosure and loneliness	K1,K2,K3,K4
CO5	Identify different kinds of relationship with others and its importance in our healthy life	K1,K2,K3,K4
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6-Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)					
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COURSE OUTCOMES (CO)	**CO1**	2		1	2	1	2
	CO2	1			3	1	3
	CO3	1		3	3	3	3
	CO4	2		1	3	3	3
	CO5	1		3	3	3	3
	Total	6		8	14	11	14
	Average	1.2		1.6	2.8	2.2	2.8

Level of Correlation between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

       1 – Low
       2 – Medium
       3 – High
       0– No Correlation

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K3, K4	C (Answer any three question from five questions)	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

B.Sc DEGREE PROGRAMME IN PSYCHOLOGY

SECOND SEMESTER				
Course Title		**IMPROVING INTERPERSONAL SKILLS**		
Course Code		**22BPSN2B**		
Course No	**Course Category Core/Elective/Allied/ NME/SSE**	**No of Credits**	**No. of hrs/week**	**Total Marks (Int + Ext)**
NME II	**NME**	**2**	**2**	**25+75=100**

COURSE OBJECTIVES:

1. To Understand the concept of Interpersonal relationship and interpersonal skills
2. To understand and apply the interpersonal skills in different situations
3. To Learn the techniques to improve interpersonal relationship

UNIT I: MEANING AND CONCEPT OF QUALITIES OF INTERPERSONAL SKILLS   6hrs

Interpersonal Skills-Meaning; Qualities for Interpersonal Effectiveness: Warmth, genuineness, empathic understanding unconditional positive regard

UNIT II: GROUPS   6hrs

Assertiveness: Definition, Assertiveness Vs Aggression, Types and out comesof Assertiveness Training-BehavioralTraining and Cognitive Restructuring and working in groups and barriers to interpersonal effectiveness

UNIT III: GROUPS6hrs

Attribution, Impression management, dealing with interpersonal attraction and peer pressure

UNIT IV: ACTIVITY BASED EXERCISE   6hrs

Ice breaking,self analysis exercise, brainstorming exercise, listening activity, alternating chair activity, questioning activity, understanding body language.

UNIT V:ACTIVITY BASED EXERCISE   6hrs

Interpersonal skills in action –expressing feeling activity, assertiveness skills activity, Team building activity, Behavioral skills training.

TEXT BOOK

1.Baron, R.A., Byrne, D. &Bhardwaj. G (2010).*Social Psychology* (12th Ed).Pearson.
      References.

REFERENCE:

1. Philip, B. (1995). Interpersonal skills training: a source book of activities for trainers. Kogan
      Page Ltd.

WEB REFERENCE:

1. *https://www.mindtools.com/pages/article/Assertiveness.htm*

COURSE OUTCOMES(CO):

    Upon completion of this course, the students will be able to:

CO	Course Outcomes	K – Levels
CO1	Outline qualities of interpersonal relationship skills	K1,K2
CO2	Identify individual and group functioning	K1,K2,K3
CO3	Recall the ways of dealing with interpersonal relationship	K1,K2,&K3
CO4	Utilize suitable techniques for effective Interpersonal relationship	K1,K2,&K3
K1 – Remembering, K2 Understanding, K3 Applying, K4 Analysing, K5- Evaluating, K6- Creating		

PROGRAMME SPECIFICOUTCOMES (PSO) –COURSE OUTCOME (CO) MAPPING

		PROGRAMME SPECIFIC OUTCOMES (PSO)						
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Level of Correlation
COURSE OUTCOMES (CO)	CO1	1	1	2	3	3	3	
	CO2	2	1	2	3	3	3	
	CO3	2	1	2	3	3	3	
	CO4	2	1	2	3	3	3	
	Total	7	4	8	12	12	12	
	Average	1.75	1	2	3	3	3	

between PSO's and CO's

(Suggested by UGC as per Six Sigma Tool – Cause and Effect Matrix)

Assign the value

1 – Low

    2 – Medium

    3 – High

    0– No Correlation

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer all the questions)	10 X 2	Short Answer (Two questions from each unit)	20
K1, K2, K3	B (**INTERNAL CHOICE**) EITHER (a) OR (b)	5 x 5	Question (a) OR (b) from the same Unit and same K Level	25
K1, K2, K3	C (Answer any three question from five questions))	3 X 10	One questions from each unit (No unit missing)	30
Grand Total				**75**

QUESTION PAPER PATTERN BASED ON BLOOM'S TAXONOMY
UG Degree Pattern