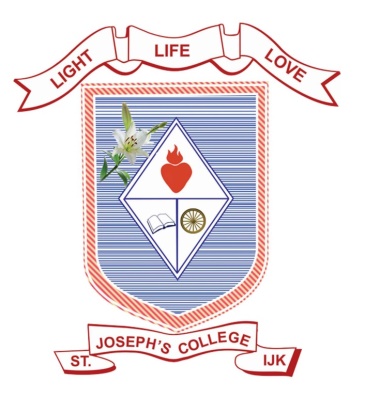
****desST. JOSEPH’S COLLEGE (AUTONOMOUS)

IRINJALAKUDA

**­(Affiliated to University of Calicut)­**

****

**CURRICULAM AND SYLLABI FOR**

**BSc PSYCHOLOGY**

Under Choice Based Credit & Semester System

**2020 Admissions**

**St. Joseph’s College (Autonomous), Irinjalakuda**

**DEPARTMENT OF PSYCHOLOGY**

**BOARD OF STUDIES IN PSYCHOLOGY (UG)**

|  |  |  |  |
| --- | --- | --- | --- |
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| 10 | Remya Chithran K | Department of Psychology  St. Josephs college, IJK | Member |
| 11 | Sanjana George | Department of Psychology  St. josephs college, IJK | Member |
| 12 | Premi T C | Department of Psychology  St. Josephs college, IJK | Member |

**Name and designation of stake holders**

|  |  |  |
| --- | --- | --- |
| **Sl.no** | **Name** | **Designation** |
| **1** | Dr. Varghese Paul. K | Associate Professor & HOD(retired)  Department of Psychology  Prajyoti Niketan College, Pudukad |
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| **5** | Dr. Shanty .K.J. | Consultant Psychologist, Palarivattom, |
| **6** | Dr. Seena. M. Mathai | Assistant Professor, Department of Psychology, UC College, |
| **7** | Dr. Nice Mary Francis.P | Assistant Professor, Department of Psychology, Prajyoti Niketan College, Pudukad |
| **8** | Dr.Soumya Mohan C | Assistant Professor & HOD, Sri C Achutha Menon Government College, Thrissur |
| **9** | Dr. R. Malini | Assistant Professor, Department of Psychology, UC College, |
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**FOREWORD**

Higher Education scenario in Kerala has been going through turbulent transformations in recent times with the grant of autonomy to colleges by the State Government. There is no doubt about the qualitative worth of the institutions handpicked for autonomy. However, there are apprehensions about the absorption and implementation of the package of autonomy. St. Joseph’s College was given autonomy in the year 2016, and has since then been endeavoring to reinvent itself.

Academic autonomy has given us the freedom to recreate our own curriculum and syllabus keeping in mind the challenges and changing needs of the society, the nation, the industry and the world. Hence, a structured feedback on the requirements of the new millennium was sought from all the relevant stakeholders of the institution- students, faculty, alumnae, parents, industry experts, employers etc.

The suggestions of the stakeholders were incorporated into the curricula and syllabi, and presented in the respective Boards of Studies for discussion. The changes pointed out were duly considered and the restructured syllabi are then presented to, and ratified by, the Academic Council.

The role of the IQAC of the college in the above exercise is laudatory. The Cell spearheads all the quality enhancement endeavors, including that of curriculum and syllabus redesigning. By organizing workshops, seminars and hands on training sessions, the cell has facilitated a smooth conduct of the restructuring process. At the end of the year, an evaluation of the syllabi followed is also undertaken, with suggestions noted down for future changes.

As an institution that wishes seriously to provide enhanced quality education to young women students in order to empower them to be fit for the changing world, St. Joseph’s College is bravely facing the challenges even as it is happily handling the possibilities, that autonomy has brought to it. Academic enriching programs, skill – based micro credentials, ICT up gradations, promotional activities for a culture of research, etc. are a few of the multifarious responsibilities invested with the college in its restructuring of curriculam and redesigning of syllabus.

I specially thank the IQAC, the Heads of various departments the faculty, and staff, directly in charge of the syllabus updation, for their sincere and dedicated efforts.

Principal

**ACKNOWLEDGEMENT**

I am extremely grateful to Dr. Monsy Edward Associate Professor and HOD, Department of psychology, Prajyoti Niketan College, Pudukad and Dr. Shiju Joseph, Assistant Professor, Department of Psychology, Govt. College for Women, Vazhuthakkadu for their selfless and timely guidance in the restructuring of the syllabus. I extend my heartfelt thanks to Dr. Soumya Starlet .C.T. and Dr. Nice Mary Francis P, Assistant Professors, Department of Psychology, Prajyoti Niketan College, Pudukad for their support in this endeavor. I also extend my gratitude to Dr.Soumya Mohan C, Assistant Professor, Sri C Achutha Menon Government College, Thrissur and Dr. Seena. M. Mathai and Dr. R. Malini , Assistant Professors Department of Psychology, UC College, Aluva, for their support and guidance. I gratefully place on record my sincere gratitude to the members of Board of Studies, Department of psychology, St. Joseph’s College (Autonomous), Irinjalakuda, for their active participation and valuable suggestions, and for making the syllabus pertinent to the needs of the student community.

Femi Francis

Chairperson

Board of studies in psychology

**CONTENT**

|  |  |
| --- | --- |
| **Title** | **Page Number** |
| Preface | **7** |
| Student Attributes | **8** |
| Aims and Objectives | **10** |
| Course Design | **11-16** |
| Course Code Format | **16-17** |
| **Programme Structure** | |
| Programme | **18** |
| Scheme – Core Course | **18-19** |
| Scheme – Open Course | **22** |
| Scheme – Choice Based Course | **21** |
| Scheme – Complementary Course | **21-22** |
| Examination | **23-29** |
| **Syllabus** | |
| Core Course | **45-122** |
| Choice Based Course | **151-158** |
| Complementary Course | **123-148** |
| Open Course | **159-166** |

**ST. JOSEPH’S COLLEGE, (AUTONOMOUS), Irinjalakuda**

**DEPARTMENT OF PSYCHOLOGY**

**2020 ADMISSION**

**PREFACE**

As an autonomous college under Calicut University, St. Joseph’s College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of The University/Higher Education Council, to ensure a well-balanced Curriculum. Within the Constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution. The Syllabus restructuring of 2019 aims to provide the students many opportunities to engage with authentic, real world learning. Opportunities for engagement in work based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning. I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross- cultural educators. I congratulate the efforts taken by the Principal Dr.Sr.Isabel and the team for restructuring the syllabi under the leadership of Dr. Monsy Edward in a meaningful manner. Transformation is what makes St. Joseph’s distinctive. Transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and these resources we hope will enable you to reflect on learning gain in our own institution



**STUDENT ATTRIBUTES**

The motto of the institution is “Light, Life, Love”

**Light**  for the illumination of the heart and mind

**Life** for the fullness of growth – physical, mental, intellectual and spiritual

**Love** for fellowship with the Supreme & with one another

The motto enshrines the vision of the Founders for the students and constitutes the foundation for the acquisition of the following student attributes envisioned by the institution.

* Empowerment
* Life Long Learning
* Holistic Development
* Value Orientation
* Social Responsibility
* Nation Building Capacity
* Green Thinking
* Creativity & Innovation
* Acquiring Life Skills
  + Discipline
  + Leadership / Team skills
  + Problem solving skills
  + Communicability

The above Student Attributes will be attained in the span of their student life at St. Joseph’s College through various activities such as

* Curricular, Co-curricular & extra-curricular
* Sports, games, fine arts and cultural
* Enrichment / certificate courses
* Extension / outreach programmes
* Healthy / Best practices

**PROGRAMME OUTCOMES**

At the end of a UG programme, a student would have:

1. acquired adequate knowledge of the subject
2. crafted a foundation for higher learning
3. been initiated into the basics of research
4. Imbibed sound moral and ethical values
5. become conscious of environmental and societal responsibilities
6. attained skills for communication and career
7. learned to tolerate diverse ideas and different points of view
8. become empowered to face the challenges of the changing universe

**PROGRAMME SPECIFIC OUTCOME**

|  |  |
| --- | --- |
|  | **Program Specific Outcomes** |
| **PSO1** | The students should be more aware of variety of major issues and theories in psychology |
| **PSO2** | Recognize the key role that psychology plays in our everyday lives. |
| **PSO3** | Have better insight into the behavior of individuals with whom they have frequent contact. |
| **PSO4** | Have gained a more accurate and comprehensive understanding of human behavior and mental life in general |

**AIMS AND OBJECTIVES**

**First Semester**

* To generate interest in Psychology and familiarize the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life

**Second Semester**

* To understand the basics of various theories in Psychology and to provide basic knowledge about systems and processes like cognition, memory, motivation and emotion.

**Third Semester**

* To offer foundation on psychological measurement and testing and to provide the basis of test construction and to build up skills on developing psychometric test.

**Fourth Semester**

* + To provide theoretical knowledge about systems and processes like intelligence and personality and to familiarize the student with various types of tests in Psychology

**Fifth Semester**

To enable the student to Understand and explain behavior in various aspects like, social setting, development of healthy mind and body, human development. It also provides the knowledge of deviation from normality and its treatment methods.

**Sixth Semester**

* Familiarize the students to apply the theories of psychology in various situations and also train the students to learn the life skill methods to solve the problems in human beings life.

**COURSE DESIGN**

The BSc Psychology programme includes

1. Common Courses
2. Core courses
3. Complementary courses
4. Open Course
5. Audit courses

The number of Courses for the Psychology programme contains 13 compulsory core courses and 1 elective course from the frontier area of the core courses, one open course and a project; 2 complementary courses, from the relevant subjects for complementing the core of study. There are 2 common courses which includes the English and second language of study. Project Work and/or Viva-voce are mandatory Psychology programme and these shall be done in the end of 6th semester. The student shall select any Choice based course offered by the department which offers the core courses, depending on the availability of teachers and infrastructure facilities, in the institution. Open course shall be offered in any subject and the student shall have the option to do courses offered by other departments.

**Duration of the programme**

The minimum duration for completion of a four semester UG Programme is 3 years. The duration of each semester will be 90 working days, inclusive of examinations, spread over five months. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March subject to the academic calendar of St. Joseph’s College (Autonomous) Irinjalakuda.

**Programme structure**

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for project/corresponding paper and 3 credits for the open course. (In the case of LRP Programmes 14 credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed 5. Audit courses shall have 4 credits per course and a total of 16

credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student, that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Credit** | **Number** | **Total credits** |
| Common Courses |  |  |  |
| Core courses | 3 | 14 | 52 |
| Complementary courses | 3 | 8 | 24 |
| Open Course | 3 | 1 | 3 |
| Audit courses | 4 | 4 | 16 |
| Project | 2 | 1 | 2 |
| Total | 15 | 28 | 142 |

**Common Courses**

UG student should undergo 10 common courses (total 38 credits) for completing the programme:

|  |  |
| --- | --- |
| A01. Common English Course 1 A02. Common English Course II A03. Common English Course III A04. Common English Course IV A05. Common English Course V  A06. Common English Course VI | English courses A01-A06 applicable to BA/BSC Regular pattern  English courses A01-A04 applicable to Language Reduced Pattern (LRP) Programmes B.com, BBA, BBA (T), BBM, B.Sc. (LRP), BCA etc. |
| A07. Additional Language Course I A08. Additional Language Course II A09.Additional Language Course III  A10.Additional Languag Course IV | Addl. Language courses A07-A10 applicable to BA/B.Sc Regular Pattern  Addl. Language courses A07-A08 applicable to Language Reduced Pattern (LRP) Programmes |
| A11. General Course I A12. General Course II A13. General Course III  A14. General Course IV | Applicable to Language Reduced Pattern (LRP) Programmes |

Common courses A01-A06 shall be taught by the department of English and A07-A10 by teachers of additional languages respectively. General courses A11-A14 shall be offered by teachers of departments offering core courses concerned

General courses I, II, III and IV shall be designed by the group of boards concerned.The subjects under Language Reduced Pattern (LRP) (Alternative Pattern) are grouped into five and General Courses I, II, III & IV shall be the same for each group.

* B, B.Com.
* Industrial Chemistry, Polymer Chemistry
* Computer Science, Computer Application.
* Biotechnology
* B.A Multimedia

**Common Courses in various programmes** BA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Programme** | **Semester I** | **Semester II** | **Semester III** | **Semester IV** |
| 1 | B.A. & B.Sc. | A01, A02, A07 | A03, A04, A08 | A05, A09 | A06, A10 |
| 2 | LRP | A01, A02, A07\* | A03, A04, A08\* | A11, A12 | A13, A14 |

**Core courses**

Core courses are the courses in the major (core) subject of the Psychology programme chosen by the student.

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Teaching Hours** | **Credit** |
| I | Basic themes in psychology I | 64 | 3 |
| II | Basic themes in psychology II | 64 | 3 |
| III | Psychological measurement and testing | 48 | 3 |
| IV | Individual differences | 48 | 3 |
| V | Abnormal psychology  Social psychology  Developmental psychology I  Psychological counselling  Health psychology | 240 | 14 |
| VI | Abnormal psychology II  Applied social psychology  Developmental psychology II  Life skill education: application and training  Viva-voce (Optional)   * + Project Work / Dissertation   + Study Tour / Field visit / Industrial visit / Trip for specimen collection   Elective Courses (Theory/ Practical) | 400 | 25 |
| **Total credit 51** | | | |

Elective courses shall be spread over either in the Fifth & sixth Semesters combined or in any one of these Semesters (V / VI). Study Tour / Field visit / Industrial visit / Trip for specimen collection may be conducted as a part of the Programme.

**Complementary courses**

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters.

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Teaching Hours** | **Credit** |
| I | Complementary Courses (Theory/Practical) | 208 | 15 |
| II | Complementary Courses (Theory/Practical) | 208 | 15 |
| III | Complementary Courses (Theory/Practical) | 160 | 8 |
| IV | Complementary Courses (Theory/Practical) | 160 | 8 |
| **Total credit 46** | | | |

**Open courses**

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses credit allotted for open course is 3 and the hours allotted is 3.

(IQAC will update the full list of Open courses available in the college)

**Ability Enhancement courses/Audit courses**

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There will be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there will be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc. (optional). The list of courses in each semester with credits are given below.

|  |  |  |
| --- | --- | --- |
| **Course with credit** | **Credit** | **Semester** |
| Environment Studies | 4 | 1 |
| Disaster Management | 4 | 2 |
| Human Rights/Intellectual Property Rights/ Consumer Protection | 4 | 3 |
| Gender Studies/Gerontology- | 4 | 4 |

**Extra credit Activities**

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Social Service Programme offered by the College. Extra credits are not counted for SGPA or CGPA.

**Attendance**

A student shall be permitted to appear for the semester examination, only if she secures not less than 75% attendance in each semester. Attendance will be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by College remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college with the prior concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

**Grace Marks**

Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

**Project**

Every student of a psychology programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology as per the curriculum.

**COURSE CODE FORMAT**

The following are the common guidelines for coding various courses in order to get a uniform identification. It is advisable to assign a nine Digit Code (combination of Alpha Numerical) for various courses as detailed below:

1. Common Courses (Code A)
2. Core courses (Code B)
3. Complementary courses (Code C)
4. Open Course (Code D)
5. Audit courses (Code E).
   1. **First two digits** indicate the code of college SJ
   2. **Next three digits** indicate the Programme/discipline code (ENG for English, MCM for M.Com, CHE for chemistry, PHY for physics, MLM for Malayalam, SKT for Sanskrit, HTY for History etc.)
   3. **Sixth digit** is the Semester indicator which can be given as 1, 2, 3 & 4 respectively for I, II, III & IV Semester (MCM1, CHE2 Etc).
   4. **Seventh digit** will be the Course Category indicator as detailed below :

|  |  |  |
| --- | --- | --- |
| **Sl No** | **Nature of Course** | **Course Code** |
| 1 | **C**ore Courses | **C** |
| 2 | **E**lective Courses | **E** |
| 3 | **P**roject | **P** |
| 4 | Comprehensive **V**iva | **V** |
| 5 | Practical / **L**ab | **L** |
| 6 | **A**udit Courses | **A** |

* 1. **Last two digits** indicate the serial number of the respective courses. If there is one digit it should be prefixed by '0'(Zero). (01, 02, etc)
  2. If the number of courses in one category is only one (eg : Viva, Project etc.), assign the course serial number as 01.
  3. Examples :

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Code** | **Details** |
| 1 | SJMCM 1C01 | M.Com I Sem Core Course No1 |
| 2 | SJCHE 2 A 02 | Chemistry II Sem Audit Course No.2 |
| 3 | SJENG 4 V01 | English IV Sem Viva No. 1 |
| 4 | SJMLM 3 E02 | Malayalam III Sem Elective No. 2 |
| 5 | SJPHY 4 P 01 | Physics IV Sem Project Work No. 1 |
| 6 | SJ BGY 2 L 02 | Biology II Sem Practical No. 2 |
| 7 | SJPSY 3 C 02 | Psychology III Sem Core Coure No. 2 |
| 8 | SJHTR 2 E 01 | History II Sem Elective Course No. 1 |

**Scheme- Core Course**

The following table shows the structure of the programme which indicates course code, course title, instructional hours and credits.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Title of the course** | **Number of hours per week** | **Total Credits** | **Total hours/ semester** | **Marks** | |
| **SA** | **ESA** |
| SJPSY1B01 | Basic themes in  Psychology-I | 4 | 3 | 64 | 15 | 60 |
| SJPSG1C0 | Human  Physiology | 4 | 3 | 64 | 15 | 60 |
| SJSTA1C02 | Descriptive staistics | 4 | 3 | 64 | 15 | 60 |
|  | Environment  Studies |  | 4 |  |  |  |
| **Semester II** | | | | | | |
| SJPSY2B01 | Basic themes in  Psychology-II | 4 | 3 | 64 | 15 | 60 |
|  | Disaster  Management |  | 4 |  |  |  |
| **Semester III** | | | | | | |
| SJPSY3B01 | Psychological measurement and  testing | 3 | 3 | 48 | 15 | 60 |
|  | Experimental Psychology  Practical –I | 2 | \*\* | 32 |  |  |
|  | Human Rights/Intellectual Property Rights/Consumer  Protection\*\*\*\* | - | 4 | - |  |  |
| **Semester IV** | | | | | | |
| SJPSY4B01 | Individual Differences | 3 | 3 | 48 | 15 | 60 |
|  | Experimental  Psychology Practical –I | 2 | 4 | 32 | 15 | 60 |
|  | Gender  Studies/Gerontology\*\*\*\* | - | 4 | - |  |  |
| **Semester V** | | | | | | |
| SJPSY5B01 | Abnormal  Psychology-I | 3 | 3 | 48 | 15 | 60 |
| SJPSY5B02 | Social  Psychology | 3 | 2 | 48 | 15 | 60 |
| SJPSY5B03 | Developmental  Psychology -I | 3 | 3 | 48 | 15 | 60 |
| SJPSY5B04 | Psychological  Counseling | 3 | 3 | 48 | 15 | 60 |
| SJPSY5B05 | Health Psychology | 3 | 3 | 48 | 15 | 60 |
|  | Experimental  Psychology Practical- II | 3 | \*\*\* | 48 |  |  |
|  | Experimental  Psychology Practical –III | 3 | \*\*\* | 48 |  |  |
|  | Project | 1 |  | 16 |  |  |
| **Semester VI** | | | | | | |
| SJPSY6B01 | Abnormal Psychology  II | 4 | 3 | 64 | 15 | 60 |
| SJPSY6B02 | Applied Social  Psychology | 4 | 3 | 64 | 15 | 60 |
| SJPSY6B03 | Developmental  Psychology II | 3 | 3 | 48 | 15 | 60 |
| SJPSY6B04 | Life Skill Education: Applications and  training | 3 | 3 | 48 | 15 | 60 |
|  | Experimental Psychology Practical –  II | 3 | 4 | 48 | 15 | 60 |
|  | Experimental  Psychology Practical- III | 3 | 4 | 48 | 15 | 60 |
|  | Project | 2 | 2 | 32 | 10 | 40 |

**Scheme- Common Courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Title of the course** | **Number of hours per week** | **Total Credits** | **Total hours/semester** | **Marks** | |
| **SA** | **ESA** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Semester II** | | | | | | |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Semester III** | | | | | | |
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|  |  |  |  |  |  |  |
| **Semester IV** | | | | | | |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Scheme- Elective Courses (Choose any one stream)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester VI** | | | | | | |
| **Course Code** | **Title of the course** | **Number of hours per week** | **Total Credits** | **Total hours/semester** | **Marks** | |
| **SA** | **ESA** |
| PSY6B05-01 | Organisational behavior | 3 | 3 | 48 | 15 | 60 |
| PSY6B05-2 | Psychology of criminal behavior | 3 | 3 | 48 | 15 | 60 |
| PSY6B05-3 | Positive psychology | 3 | 3 | 48 | 15 | 60 |
| PSY6B05-04 | Educational psychology | 3 | 3 | 48 | 15 | 60 |
| PSY6B05-05 | Cognitive psychology | 3 | 3 | 48 | 15 | 60 |

**Scheme- Complementary Courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester I** | | | | | | |
| **Course Code** | **Title of the course** | **Number**  **of hours**  **per week** | **Total**  **Credits** | **Total**  **hours/**  **semester** | **Marks** | |
| **SA** | **ESA** |
| SJPSG1C01 | Human Physiology I | 4 | 3 | 72 | 15 | 60 |
| SJSTA1C02 | Descriptive  Statistics | 4 | 3 | 72 | 15 | 60 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Semester II** | | | | | | |
| SJPSG1C01 | Human physiology II | 4 |  | 72 | 15 | 60 |
| SJSTA2C02 | Regression analysis and probability theory | 4 | 3 | 72 | 15 | 60 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Semester III** | | | | | | |
| SJPSG3C01 | Human physiology III | 5 | 3 | 90 | 15 | 60 |
| SJSTA3C02 | Probability distributions and parametric tests | 5 | 3 | 90 | 15 | 60 |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Semester IV** | | | | | | |
| SJPSG3C01 | Human physiology IV | 5 | 3 | 90 | 15 | 60 |
| SJSTA3C02 | Statistical techniques for psychology | 5 | 3 | 90 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Scheme- Open Course (Choose any one)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester V** | | | | | | |
| **Course Code** | **Title of the course** | **Number**  **of hours**  **per week** | **Total**  **Credits** | **Total**  **hours/**  **semester** | **Marks** | |
| **SA** | **ESA** |
| SJPSY5D01 | Psychology and personal growth | 3 | 3 | 48 | 15 | 60 |
| SJPSY5D02 | Life skill applications | 3 | 3 | 48 | 15 | 60 |
| SJPSY5D03 | Child and adolescent mental health | 3 | 3 | 48 | 15 | 60 |
| SJPY5D04 | Basic psychological process | 3 | 3 | 48 | 15 | 60 |
|  |  |  |  |  |  |  |

**EVALUATION AND GRADING**

The evaluation scheme for each course will contain two parts; (a) Internal/Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE). Of the total, 20% weightage will be given to Internal evaluation/Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is 1:4.

a) Internal/Continuous Assessment (CA) : 15 marks

b) External / End Semester Evaluation (ESE) : 60 marks

Total : 75 marks

**Internal Assessment**

20% of the total marks in each course are for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room performance based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

The criteria and percentage of mark assigned to various components for internal evaluation are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **(a) Theory:** | | | |
| **Sl. No** | **Component** | **Percentage** | **Mark** |
| 1 | Examination /Test | 85%- 100% | 6 |
| 2 | Seminars / Presentation | 85% and above | 3 |
| 3 | Assignment | 85% and above | 3 |
| 4 | Class room performance/Attendance | 85% and above | 3 |
| **(b) Practical:** | | |  |
| 1 | Lab Skill |  | 6 |
| 2 | Records/viva |  | 6 |
| 3 | Practical Test |  | 3 |

Attendance mark can be distributed as follows

|  |  |  |
| --- | --- | --- |
| **Attendance** | **Internal weightage** | **Marks** |
| Above 90% | 1 | 5 |
| 85–89% | 0.8 | 4 |
| 80–84% | 0.6 | 3 |
| 76–79% | 0.4 | 2 |
| 75% | 0.2 | 1 |

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course.

Examination /Test: For each course there shall be class test/sduring a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal.

Seminars / Presentation: Every student should deliver Seminar/Presentationas an internal built –in component of the curriculum transaction for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.

Assignment: Each student will be required to do assignment/sas an internal built – in component of the curriculum transactionfor each course. Assignments after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

Lab Skill: Students in the science stream are required to combine their classroom methods with hands on practical sessions in the laboratories. The teacher shall assess the skills of the student and the quality of application of theoretical knowledge.

Records/viva: Records are submitted by science students for documenting the textual and classroom knowledge along with their practical lab skills. Neatness, accuracy and precision are also evaluated here. Viva voce is conducted to assess the grasp of knowledge gained by the student and to test their

communication skills in the translation of the knowledge.

Practical Test: It is conducted for students in the science stream to assess their scientific temper and application of theoretical knowledge. The sense of precision and accuracy is also taken into account. **External Evaluation**

External evaluation carries 80% of marks. The external question papers may be of uniform pattern with 80/60 marks. The courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks and courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks. The external examination in theory courses is to be conducted by the college with question papers set by external experts. The evaluation of the answer scripts will be done by examiners based on a well-defined scheme of valuation and answer keys will be provided by the College. The external examination in practical courses shall be conducted by two examiners – one internal and an external. The project evaluation with viva can be conducted either internal or external. After the external evaluation only, marks are to be entered in the answer scripts. All other calculations including grading are done by the College.

**Pattern of Questions for External/ESE:**

Questions will be set to assess the knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightage will be given to each module based on content/teaching hours allotted to each module. Different types of questions shall be given different weightages to quantify their range given in the following model:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Type of Questions** | **Individual mark** | **Total mark** | **Ceiling** |
| 1 | Short Answer type questions | 2 | 2 x 12= 24 | 10 out of 12 |
| 2 | Short essay/ problem solving type | 5 | 5x7=35 | 6 out of 7 |
| 3 | Long Essay type questions | 10 | 1x10=10 | 2 out of 1 |
| **Total** | |  | **60** |  |

End Semester Evaluation in Practical Courses will be conducted and evaluated by both Internal and External Examiners. (Write about Duration and pattern of practical external examinations)

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Type of Questions** | **Individual weightage** |
|  | introduction | 10 |
|  | administration | 15 |
|  | Result and discussion | 15 |
|  | record | 10 |
|  | Viva voice | 10 |
| **Total** | | **60** |

**Evaluation of project work / dissertation**

Evaluation of the Project Report shall be done under Mark System. The evaluation of the project will be done at two stages:

a) Internal Assessment (supervising teachers will assess the project and award internal Marks)

b) External evaluation (external examiner appointed by the University)

Grade for the project will be awarded to candidates, combining the internal and external marks. The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

|  |  |  |  |
| --- | --- | --- | --- |
| External evaluation  40 marks | | Internal evaluation  10 marks | |
| Relevance of the Topic, Statement of Objectives | 8 marks | Originality | 2 marks |
| Reference/ Bibliography, Presentation, quality of Analysis/ Use of Statistical Tools. | 8 marks | Methodology | 2 marks |
| Findings and | 12 marks | Scheme/ Organization of the report | 3 marks |
| Viva Voce | 12 marks | Viva Voce | 3 marks |

Internal Assessment will be completed two weeks before the last working day of sixth Semester. Internal Assessment marks will be published in the Department. In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.

Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she fails to submit the Project Report for external evaluation. The student should get a minimum P Grade in aggregate of External and Internal. There shall be no improvement chance for the Marks obtained in the Project Report. In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch.

**Evaluation of Audit Courses:**

The examination and evaluation will be conducted by the college in MCQ model from the Question Bank and other guidelines provided by the University/BoS. The Question paper will be for minimum 100 mark and a minimum of 3-hour duration for the examination. The marks of audit courses one and two will be forwarded to Controller of Examinations of St. Joseph’s College (Autonomous) Irinjalakuda in time of respective semesters. The result will be intimated / uploaded to the University during the Third Semester.

**Revaluation**

The prevailing rules of revaluation are applicable to CBCSS UG- 2020. Students can apply for photocopies of answer scripts of external examinations. Applications for photocopies/scrutiny/revaluation should be submitted within 10 days of publication of results. The fee for this shall be as decided by the College.

**INDIRECT GRADING SYSTEM**

Indirect grading System based on a 10-point scale is used to evaluate the performance of students. Each course is evaluated by assigning marks with a letter grade (O, A+, A, B+, B, C, P, F or Ab) to that course by the method of indirect grading. Evaluation (both internal and external) is carried out using Mark system. The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme. Indirect Grading System in 10 -point scale is as below:

Ten Point Indirect Grading System

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of Marks (Both Internal &External put together) | Grade | Interpretation | Grade point Average ( G) | Range of grade points | Class |
| 95 and above | O | Outstanding | 10 | 9.5 -10 | First Class with Distinction |
| 85 to below 95 | A+ | Excellent | 9 | 8.5 -9.49 |
| 75 to below 85 | A | Very good | 8 | 7.5 -8.49 |
| 65 to below 75 | B+ | Good | 7 | 6.5 -7.49 | First Class |
| 55 to below 65 | B | Satisfactory | 6 | 5.5 -6.49 |
| 45 to below 55 | C | Average | 5 | 4.5 -5.49 | Second Class |
| 35 to below 45 | P | Pass | 4 | 3.5 -4.49 | Third Class |
| Below 35 | F | Failure | 0 | 0 | Fail |
| Absent | Ab | Absent | 0 | 0 | Fail |

An aggregate of P grade (after external and internal put together) is required in each course for a pass and also for awarding a degree. No separate grade/mark for internal and external will be displayed in the grade card; only an aggregate. Also the aggregate mark of internal and external are not displayed in the grade card. A student who fails to secure a minimum grade for a pass in a course is permitted to write the examination along with the next batch. After the successful completion of a semester, Semester

Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of a semester, a student should pass all courses. However, a student is permitted to move to the next semester irrespective of SGPA obtained.

SGPA of the student in that semester is calculated using the formula

**Sum of the credit points of all courses in a semester**

**SGPA = ----------------------------------------------------------------**

**Total credits in that semester**`

The Cumulative Grade Point Average (CGPA) of the student is calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students. CGPA can be calculated by the following formula.

**Total credit points obtained in six semesters**

**CGPA = ---------------------------------------------------------**

**Total credits acquired (120)**

SGPA and CGPA shall be rounded off to three decimal places. CGPA determines the broad academic level of the student in a programme and is the index for ranking students (in terms of grade points). An overall letter grade (cumulative grade) for the entire programme shall be awarded to a student depending on her CGPA.

**CONSOLIDATED SCHEME FOR I TO VI SEMESTERS**

**PROGRAMME STRUCTURE**

**STRUCTURE OF THE PROGRAMME**

**SEMESTER I**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
|  | Common Course I-English | 64 | 4 |
|  | Common Course II-English | 80 | 3 |
|  | Common Course III-Language Other than English | 64 | 4 |
| SJPSY1B01 | Basic themes in Psychology-I | 64 | 3 |
| SJPSG1C01 | Human Physiology | 72 | 3 |
| SJSTA1C02 | Descriptive Statistics | 72 | 3 |
|  | Environment Studies |  | 4 |

**SEMESTER II**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
|  | Common Course IV-English | 64 | 4 |
|  | Common Course V-English | 80 | 3 |
|  | Common Course VI-Language other than English | 64 | 4 |
| SJPSY2B01 | Basic themes in Psychology-II | 64 | 3 |
| SJPSG2C01 | Human Physiology | 72 | 3 |
| SJSTA2C02 | Regression analysis and probability theory | 72 | 3 |
| \*Audit Course | Disaster Management |  | 4 |

**SEMESTER III**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
|  | Common Course VI-English | 80 | 4 |
|  | Common Course VIII-Language other than English | 80 | 4 |
| SJPSY3B01 | Psychological measurement and testing | 48 | 3 |
|  | Experimental Psychology  Practical –I | 32 |  |
| SJPSG3C01 | Human Physiology III | 80 | 3 |
| SJSTA3C02 | Probability distributions and parametric tests | 80 | 3 |
| \*Audit Course | Human Rights/Intellectual Property Rights/Consumer Protection\*\*\*\* |  | 4 |

**SEMESTER IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
|  | Common Course IX- English | 80 | 4 |
|  | Common Course X- Language other than English | 80 | 4 |
| SJPSY4B01 | Individual Differences | 48 | 3 |
| SJPSY4B02 | Experimental Psychology Practical –I | 32 | 4 |
| SJPSG4C01 | Human Physiology | 80 | 3 |
| SJSTA4C02 | Statistical techniques for Psychology . | 80 | 3 |
| \*AuditCourse | Gender Studies/Gerontology\*\*\*\* |  | 4 |

**SEMESTER V**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
| SJPSY5B01 | Abnormal Psychology-I | 48 | 3 |
| SJPSY5B02 | Social Psychology | 48 | 2 |
| SJPSY5B03 | Developmental Psychology -I | 48 | 3 |
| SJPSY5B04 | Psychological Counseling | 48 | 3 |
| SJPSY5B05 | Health Psychology | 48 | 3 |
|  | Open Course | 48 | 3 |
|  | Experimental Psychology Practical- II | 48 |  |
|  | Experimental Psychology Practical –III | 48 |  |
|  | Project | 16 |  |

**SEMESTER VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **HOURS** | **CREDIT** |
| SJPSY6B01 | Abnormal Psychology II | 64 | 3 |
| SJPSY6B02 | Applied Social Psychology | 64 | 3 |
| SJPSY6B03 | Developmental Psychology II | 48 | 3 |
| SJPSY6B04 | Life Skill Education: Applications and training | 48 | 3 |
| SJPSY6B05 | Elective | 48 | 3 |
| SJPSY6B06 | Experimental Psychology Practical – II | 48 | 4 |
| SJPSY6B07 | Experimental Psychology Practical- III | 48 | 4 |
| SJPSY6B08 | Project | 32 | 2 |

**SYLLABI FOR CORE COURSES**

**Course Code: SJPSY1B01**

**Name of the Course: BASIC THEMES IN PSYCHOLOGY-1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To generate interest in Psychology | PO1/PSO1 | U | C | 16 | NA |
| CO2 | To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life | PO1/PSO1 | U | C | 16 | NA |
| CO3 | To understand the basics of various theories in Psychology | PO1/PSO1 | E | F | 14 | NA |
| CO4 | To provide basic knowledge about systems and processes like attention, learning and Consciousness | PO1/PSO1 | R | C | 18 | NA |

**Course Code: SJPSY2B01**

**Name of the Course: BASIC THEMES IN PSYCHOLOGY-1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To generate interest in Psychology | PO1/PSO1 | U | C | 16 | NA |
| CO2 | To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life | PO1/PSO1 | U | C | 18 | NA |
| CO3 | To understand the basics of various theories in Psychology | PO1/PSO1 | E | F | 16 | NA |
| CO4 | To provide basic knowledge about systems and processes like cognition, memory, motivation and emotion. | PO1/PSO1 | R | C | 14 | NA |

**Course Code: SJPSY3B01**

**Name of the Course: PSYCHOLOGICAL MEASUREMENT AND TESTING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To offer foundation on psychological measurement and testing | PO3/PSO4 | U | C | 12 | NA |
| CO2 | To provide the basis of test construction and to build up skills on developing psychometric test | PO3/PSO4 | C | C | 10 | NA |
| CO3 | To familiarize the uses of psychological tests | PO3/PSO4 | E | F | 12 | NA |
| CO4 | To make aware of ethical principals in testing | PO4/PSO4 | R | C | 14 | NA |

**Course Code: SJPSY4B01**

**Name of the Course: Individual differences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To provide theoretical knowledge about systems and processes like intelligence and personality | PO1/PSO1 | U | C | 12 | NA |
| CO2 | To understand the history of intelligence and Personality Testing | PO1/PSO1 | R | C | 10 | NA |
| CO3 | To familiarize the student with various types of tests in Psychology | PO1/PSO4 | U | P | 12 | NA |
| CO4 | To understand the administration of various psychological tests. | PO1/PSO4 | U | P | 14 | NA |

**Course Code: SJPSY5B01**

**Name of the Course: ABNORMAL PSYCHOLOGY - I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To understand the concepts of abnormal behavior | PO1/PSO1 | U | C | 8 | NA |
| CO2 | To develop awareness about different types of anxiety and stress disorders | PO1/PSO1 | U | C | 10 | NA |
| CO3 | To familiarize different therapeutic techniques in management of anxiety and stress disorders | PO1/PSO4 | A | F | 16 | NA |
| CO4 | To understand about Somatoform and Dissociative disorders | PO1/PSO4 | E | C | 10 | NA |
| CO5 | To understand about personality disorders | PO1/PSO2 | A | C | 4 | NA |

**Course Code: SJPSY5B02**

**Name of the Course: SOCIAL PSYCHOLOGY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | Understand and explain behavior in social settings | PO5/PSO2 | U | F | 10 | NA |
| CO2 | Explain the psychological aspects of various social phenomena | PO1/PSO1 | E | C | 13 | NA |
| CO3 | To create awareness about the management of human behavior in group settings | PO5/PSO3 | C | C | 13 | NA |
| CO4 | To understand the importance of helping attitude in social relationship | PO5/PSO3 | U | P | 12 | NA |

**Course Code: SJPSY5B03**

**Name of the Course: DEVELOPMENTAL PSYCHOLOGY-1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To study human development in Psychological Perspectives | PO1/PSO1 | U | C | 10 | NA |
| CO2 | To understand the prenatal development of human being. | PO2/PSO3 | U | C | 14 | NA |
| CO3 | To create awareness about major Psychological changes along with physical development | PO2/PSO2 | C | C | 10 | NA |
| CO4 | To create awareness about major Psychological changes along with cognitive development | PO2/PSO2 | C | C | 14 | NA |

**Course Code: SJPSY5B04**

**Name of the Course: PSYCHOLOGICAL COUNSELING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To acquire theoretical knowledge in the areas of psychological counseling | PO1/PSO1 | U | C | 16 | NA |
| CO2 | To understand the various approaches in counseling | PO1/PSO1 | U | C | 08 | NA |
| CO3 | To understand the applications of counseling in various settings | PO2/PSO5 | A | P | 14 | NA |
| CO4 | To practice counseling techniques through role plays | PO2/PSO5 | A | P | 10 | NA |

**Course Code: SJPSY5B05**

**Name of the Course: HEALTH PSYCHOLOGY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CO1 | To understand the Psychological, behavioral and cultural factors contributing to physical and mental health | PO1/PSO2 | U | C | 12 | NA |
| CO2 | To analyze the health behavior of individuals | PO1/PSO2 | A | C | 12 | NA |
| CO3 | To understand stress and coping mechanisms | PO1/PSO2 | U | C | 12 | NA |
| CO4 | To study the management of different illness. | PO1/[SO2 | A | C | 12 | NA |

**Course Code: SJPSY5D02**

**Name of the Course: LIFE SKILL APPLICATIONS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To promote life skill education | PO1/PSO1 | U | C | 08 | NA |
| CO2 | To develop abilities for adaptive and positive behaviour | PO1/PSO1 | U | C | 12 | NA |
| CO3 | To enhance self-confidence and self-esteem | PO1/PSO3 | A | C | 14 | NA |
| CO4 | To understand different areas in life skill | PO1/PSO1 | U | C | 14 | NA |

**Course Code: SJPSY6B01**

**Name of the Course: ABNORMAL PSYCHOLOGY - II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To understand the concepts of major psychological disorders | PO1/PSO1 | U | C | 18 | NA |
| CO2 | To develop awareness about causal factors of major psychological disorders | PO1/PSO1 | U | C | 18 | NA |
| CO3 | To familiarize about Schizophrenia and other psychotic disorders | PO1/PSO4 | A | F | 8 | NA |
| CO4 | To understand about different types Mood disorders | PO1/PSO4 | E | C | 8 | NA |
| CO5 | To understand about Developmental disorders | PO1/PSO2 | A | C | 12 | NA |

**Course Code: SJPSY6B02**

**Name of the Course: APPLIED SOCIAL PSYCHOLOGY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To familiarize the theoretical concept and research methods in applied Psychology. | PO2/PSO4 | A | C | 16 | NA |
| CO2 | To give knowledge about application of Social Psychology in clinics | PO1/PSO1 | U | C | 16 | NA |
| CO3 | To give knowledge about application of social psychology in media and reduce aggression | PO1/PSO5 | A | P | 16 | NA |
| CO4 | To understand the major social issues in India | PO8/PSO5 | U | F | 16 | NA |

**Course Code: SJPSY6B03**

**Name of the Course: DEVELOPMENTAL PSYCHOLOGY-II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To study emotional development of life span periods. | PO1/PSO2 | U | C | 12 | NA |
| CO2 | To study social development of life span periods. | PO1/PSO3 | U | C | 12 | NA |
| CO3 | To study the vocational development and adjustments in adulthood | PO1/PSO3 | A | C | 12 | NA |
| CO4 | To understand the period of late adulthood | PO1/PSO1 | U | C | 12 | NA |

**Course Code: SJPSY6B04**

**Name of the Course: LIFE SKILL EDUCATION: APPLICATION AND TRAINING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To promote life skill education | PO6/PSO2 | C | F | 12 | NA |
| CO2 | To develop abilities for adaptive and positive behavior | PO7/PSO3 | C | P | 12 | NA |
| CO3 | To enhance self-confidence and self-esteem | PO8/PSO2 | C | C | 12 | NA |
| CO4 | To femiliarise the application of life skills in various areas. | PO7/PSO2 | A | P | 12 | NA |

**Course Code: SJPSY6B05**

**Name of the Course: POSITIVEPSYCHOLOGY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To familiarize the important concepts in positive psychology | PO1/PSO2 | U | C | 12 | NA |
| CO2 | To understand the importance of well being | PO1/PSO2 | U | C | 12 | NA |
| CO3 | To understand the importance of well being which allows people to understand what makes life worth living | PO2/PSO2 | C | C | 12 | NA |
| CO4 | To give knowledge about the importance of factors contributing happiness | PO1/PSO2 | C | C | 12 | NA |

**Course Code: SJPSG1C01**

**Name of the Course: HUMAN PHYSIOLOGY I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CO1 | To understand the most essential and fundamental aspects of cell biology and basics of genetics | PO1/PSO1 | U | C | 20 | NA |
| CO2 | To develop an awareness on Genes and Chromosomes | PO1/PSO1 | U | C | 14 | NA |
| CO3 | To familiarize about Linkage and Crossing over | PO1/PSO2 | A | F | 12 | NA |
| CO4 | To understand about Cell cycle | PO1/PSO3 | E | C | 12 | NA |
| CO5 | To understand about elements of heredity and variation | PO1/PSO2 | A | C | 10 | NA |
| C06 | To understand about mutations and genetic disorders | PO1/PSO3 | A | C | 4 | NA |

**Course Code: SJPSG2C01**

**Name of the Course: HUMAN PHYSIOLOGY II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To understand about the functioning of the Nervous system | PO1/PSO1 | E | C | 20 | NA |
| CO2 | To develop awareness about Cerebellum and Basal Ganglia | PO1/PSO1 | U | C | 14 | NA |
| CO3 | To understand about the functioning of cerebral cortex | PO1/PSO4 | U | F | 14 | NA |
| CO4 | To understand about states of brain activity | PO1/PSO4 | E | C | 12 | NA |
| CO5 | To understand about techniques in Neurophysiology | PO1/PSO2 | A | C | 12 | NA |

**Course Code: SJPSG3C01**

**Name of the Course: HUMAN PHYSIOLOGY III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To understand about the Sensory system | PO1/PSO1 | E | C | 18 | NA |
| CO2 | To develop awareness about Visual System | PO1/PSO1 | U | C | 16 | NA |
| CO3 | To understand about Auditory System | PO1/PSO4 | U | F | 16 | NA |
| CO4 | To understand about Gustatory and Olfactory System | PO1/PSO4 | E | C | 20 | NA |
| CO5 | To understand about Cutaneous senses and Endocrine system | PO1/PSO2 | A | C | 20 | NA |

**Course Code: SJPSG4C01**

**Name of the Course: HUMAN PHYSIOLOGY IV**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To understand about the Physiological basis of Hunger | PO1/PSO1 | E | C | 20 | NA |
| CO2 | To develop awareness about Physiological basis of Thirst | PO1/PSO1 | U | C | 14 | NA |
| CO3 | To understand about the Physiological basis of Sexual behavior | PO1/PSO4 | U | F | 20 | NA |
| CO4 | To understand about Neural basis of emotion | PO1/PSO4 | E | C | 18 | NA |
| CO5 | To understand about brain damage and Neuroplasticity | PO1/PSO2 | A | C | 18 | NA |

**Course Code: SJSTA 1 C 02**

**Name of the Course: DESCRIPTIVE STATISTICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) |
| CO1 | Understand basic idea about data collection | PO3 | U | F | 10 |
| CO2 | Familiarize the concept of classification and tabulation. | PO3 | E | C | 10 |
| CO3 | To create awareness about the measures of central tendency. | PO3 | C | C | 20 |
| CO4 | To understand the importance of measures of dispersion | PO3 | U | P | 16 |
| CO5 | Understand the basic idea of skewness and kurtosis | PO3 | U | C | 16 |

**Course Code: SJSTA 2 C 02**

**Name of the Course: REGRESSION ANALYSIS AND PROBABILITY THEORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) |
| CO1 | Understand basic idea about bivariate data. | PO3 | U | F | 11 |
| CO2 | Familiarize the concept of regression analysis. | PO3 | E | C | 9 |
| CO3 | To create awareness about the partial and multiple correlation coefficients. | PO3 | C | C | 16 |
| CO4 | To understand the importance of probability. | PO3 | U | P | 20 |
| CO5 | Understand the random variables | PO3 | U | C | 16 |

**Course Code: SJSTA 3 C 02**

**Name of the Course: PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) |
| CO1 | Understand basic idea about different distributions. | PO3 | U | F | 25 |
| CO2 | Familiarize the methods of sampling. | PO3 | R | C | 20 |
| CO3 | To understand the importance of testing | PO3 | C | C | 15 |
| CO4 | Understand various statistical tests | PO3 | U | F | 10 |
| CO5 | Understand various statistical tests | PO3 | U | C | 20 |

**Course Code: SJSTA 4 C 02**

**Name of the Course: STATISTICAL TECHNIQUES FOR PSYCHOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CO1 | To create idea about analysis of variance. | PO3 | C | F | 20 |
| CO2 | Understand various statistical tests. | PO3 | U | C | 20 |
| CO3 | Understand various statistical tests. | PO3 | U | C | 20 |
| CO4 | Application of factorial design | PO3 | A | P | 15 |
| CO5 | To have knowledge about questionnaire | PO3 | P | P | 15 |

**Course Code: SJPSY1C05/SJPSY2C05**

**Name of the Course: PSYCHOLOGICAL PROCESSES (Complementary course of BSW)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To create an awareness on the development of psychology and the methods used in psychology | PO1/PSO1 | C | C | 10 | NA |
| CO2 | To develop an awareness on attention and perceptual process | PO1/PSO2 | U | C | 12 | NA |
| CO3 | To understand theoretical and practical applications of learning | PO1/PSO2/PSO3 | A | P | 12 | NA |
| CO4 | To develop an awareness on memory and different memory techniques | PO1/PSO2 | A | P | 12 | NA |
| CO5 | To understand the cognitive process | PO1/PSO1 | U | C | 12 | NA |
| CO6 | To create an awareness on motivation and emotion | PO1/PSO4 | C | C | 10 | NA |
| CO7 | To understand intelligence process in detail | PO1/ PSO3 | U | C | 14 | NA |
| CO8 | To familiarize with the personality theories | PO1/PSO1 | U | C | 14 | NA |

**Course Code: SJPSY3C06/SJPSY4C06**

**Name of the Course: LIFE SPAN DEVELOPMENT AND HEALTH PSYCHOLOGY (complementary course of BSW)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Course Outcome | POs/ PSOs | CL | KC | Class Sessions(appr.) | Lab (Hrs) |
| CO1 | To provide theoretical knowledge on life span development | PO1/PSO3 | U | F | 12 | NA |
| CO2 | To create an awareness on parental development | PO1/PSO3 | C | C | 12 | NA |
| CO3 | To understand physical and cognitive development during the different stages of development | PO1/PSO3 | U | C | 14 | NA |
| CO4 | To understand emotional and social development during the developmental stages | PO1/PSO4 | U | C | 14 | NA |
| CO5 | To understand the Psychological, behavioral and cultural factors contributing to physical and mental health | PO1/PSO2 | U | C | 12 | NA |
| CO6 | To analyze the health behavior of individuals | PO1/PSO2 | A | C | 10 | NA |
| CO7 | To understand stress and coping mechanisms | PO1/PSO2 | U | C | 10 | NA |
| CO8 | To study the management of different illness. | PO1/PSO2 | A | C | 12 | NA |

**\*R-remember, U-understand, A-** **apply, Z-** **analyze, E-** **evaluate, C-** **create**

**\*F-factual, C-conceptual, P-practical/procedural**

**(Syllabus)**

**SEMESTER I SJPSY1B01 Credits: 3**

**BASIC THEMES IN PSYCHOLOGY- I 64 hours**

**Objectives:**

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

**Module 1 Introduction**

**16 hours**

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; Correlational studies; experimental method.

**Module 2 Attention and Perception 16 hours**

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

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

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

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

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

**Module 3 States of Consciousness 14 hours**

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

Dreams: psychodynamic, physiological and cognitive views.

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

**Module 4 Learning 18 hours**

Concept of learning, Nature of learning, learning curve.

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

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

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

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

**REFERENCES**

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

**Additional References**:

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

**FIRST SEMESTER B.Sc DEGREE EXAMINATION, NOVEMBER 2019 PSY1B01 BASIC THEMES IN PSYCHOLOGY I**

**Time: 2Hrs Maximum Marks:**

**SECTION -A**

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

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

(Ceiling 20 marks)

**SECTION -B**

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

1. Steps in scientific investigation
2. Types of variables.
3. Factors affecting attention.
4. Stages of sleep.
5. Discuss the different views on hypnosis
6. Explain cognitive learning
7. Theories of colour vision (Ceiling 30 Marks)

**SECTION –D**

**Essay Type Questions**

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

1. Define psychology. Explain in brief the history of psychology.
2. Explain the nature of consciousness. Give a brief description on altered states of consciousness.

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**B.SC PSYCHOLOGY**

**SEMESTER II SJPSY2B01 Credits: 3 BASIC THEMES IN PSYCHOLOGY- II 64 hours**

**Objectives:**

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

**Module 1 Cognitive Processes 16 hours**

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

Reasoning; Deductive and inductive thinking.

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

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

**Module 2 Memory 18 hours**

Key processes in memory: Encoding, Storage and Retrieval.

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

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

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

Implicit and explicit memory-priming.

Measuring memory; Recall, Recognition, Relearning.

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

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

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

**Module 3 Motivation 16 hours**

Motivation; A model of Motivation; Sources of Motivation-Drives, Incentives, Instincts.

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

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

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

Aggressive motive; Power motive; Affiliation motive.Intrinsic and extrinsic motivation.

**Module 4 Emotion 14 hours**

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

Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors. Expression of emotions; Facial expressions, non-verbal cues and body language; Assessment of emotions.

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

REFERENCES

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

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

**SECOND SEMESTER B.Sc DEGREE EXAMINATION**

**SJPSY2B01: BASIC THEMES IN PSYCHOLOGY-II**

**TIME: 2 HOURS MAX. MARKS: 60**

|  |
| --- |
| **SECTION A** |

Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section.

1. Concept
2. Echoic memory.
3. Algorithm and heuristics.
4. Mnemonics.
5. Instinct.
6. Homeostasis.
7. Positive emotion
8. Fight or flight.
9. Facial feedback hypothesis.
10. Power motives
11. Eye witness testimony.
12. Creativity

(Ceiling 20 marks)

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| --- |
| **SECTION B** |

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

1. Types of heuristics.
2. Types of long term memory.
3. Measuring memory
4. Types of concepts
5. Biological motives.
6. Emotions and the brain
7. Stages of creative thinking (Ceiling 30 marks)

|  |
| --- |
| **SECTION C** |

**Essay Type Question**

Answer ***any one*** of the following. Each carries 10 marks

1. Explain theories of emotion.
2. Explain steps and barriers to effective problem solving.
3. Atkinson- Shiffrin model of memory.

(1x 10= 10 Marks)

**SEMESTER III**

**PSY3B01 Credits: 3**

**PSYCHOLOGICAL MEASUREMENT AND TESTING 48 Hours**

**Objectives:**

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

**Module 1: Introduction to Measurement and Scaling Techniques 12 Hours**

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

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

**Module 2: Nature and Use of Psychological Tests 10 Hours**

Definition of psychological test, Historical perspective of psychological testing

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

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

**Module 3: Test Construction and Administration 12 Hours**

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardization ,Meaning of Reliability, Types of reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity,

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

**Module 4: Basics of Psychological research 14 Hours**

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

Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing the literature-sources of review, Sampling- fundamentals of sampling,

Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions.

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

**References**

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

**Additional references**

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

**THIRD SEMESTER B.Sc DEGREE EXAMINATION**

**SJPSY3 B01: PSYCHOLOGICAL MEASUREMENT AND TESTING**

**TIME: 2 HOURS MAX. MARKS: 60**

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| **SECTION A** |

Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. Define individual and group test.

2.What reliability?

3. What is standard score?

4. Content analysis.

5. Null and alternative hypothesis.

6. Define psychophysics.

7. Fechner’s low

8. Define practicability

9. Standard and non-standardized test.

10. Define sampling.

11. Type I and Type II errors

12. Differential threshold (Ceiling 20 marks)

|  |
| --- |
| **PART B** |

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

13.Explain levels of measurement and properties of measurement.

14. Explain different types of research

15. Define validity and types of validity

16. Distinction between psychological and physical measurement.

17. Define variables and types of variables.

18. Steps in test construction.

19. Structure of research report (Ceiling 30 marks)

|  |
| --- |
| **PART C** |

**Essay Type Questions**

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

20. Classification of psychological test.

21. APA style of writing research report.

(1 x 10= 10 Marks)

**B.SC PSYCHOLOGY**

**SEMESTER III 32 hours**

**EXPERIMENTAL PSYCHOLOGY PRACTICAL I**

**Objectives**

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

**PART I**

Attention

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

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

**References**

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

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

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

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

**B.SC PSYCHOLOGY**

**SEMESTER IV SJPSY4B01 Credits: 3**

**INDIVIDUAL DIFFERENCES 48 hours**

**Objectives:**

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

**Module 1: Intelligence 12 hours**

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

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

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

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

**Module 3: Personality 12 hours**

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

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

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

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

**References**

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

**Additional References**

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

**FOURTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY4B01- INDIVIDUAL DIFFERENCES**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Multiple intelligence theory

2. Cattle

3. Aptitude

4. MA

5. Unconsciousness

6. Sir Francis Galton

7. Projective tests

8. Intelligence

9. Personality

10. Contextual intelligence

11. Street smart

12. Archetype

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Topographical theory

14. Self-report inventories

15. Big five factor theory  
 http://highered.mheducation.com/olcweb/styles/shared/spacer.gif16. Extremes of intelligence

17. Eysenk’s dimension of personality

18. Psychosexual stages

19. Explain aptitude tests

SECTION C

III. Answer **any one** of the following. Each question carries **ten** marks

20. Explain the personality assessment inventories

21. Briefly explain theories of personality

**B.SC PSYCHOLOGY**

**SEMESTER IV PSY4B02 Credits: 4 EXPERIMENTAL PSYCHOLOGY PRACTICAL I 32 hours**

**Objectives:**

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

**PART II**

Illusion

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

7. Weschler Memory Scale

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

**References**

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

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

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

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

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATION S

Name:...........................................

Reg No: .......................................

**PSY4B02 Experimental Psychology-I**

**Maximum Marks: 60 Time: 2Hrs**

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

1. Find out the immediate memory span of the subject

OR

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

**Pattern of evaluation of Experimental Psychology Practical II**

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

**B.SC PSYCHOLOGY**

**SEMESTER V SJPSY5B01 Credits : 3 ABNORMAL PSYCHOLOGY-I 48 hours**

**Objectives:**

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

**Module 1: Basic concepts 8 hours**

Mental disorder, classification, Historical views of abnormal behavior, causal factors- Biological- psychosocial and socio cultural

**Module2: Stress disorders and anxiety disorders 10 hours**

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

**Module 3: Somatoform and dissociative disorder 16 hours**

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

**Module 4: Personality disorders 14 hours**

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

**Reference**

* Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc.
* Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers
* Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). Newyork :W. W. Norton & Company, Inc.
* Sadock, B. J.,Sadock, V.A., & Ruiz, P. (2015). Kaplan &Sadock’s Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry ( 11th ed.). U.S.A:Wolters Kluwer.

(Pages:) Name: …………………………..

Reg. No………………………….

**FIFTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY5B01- ABNORMAL PSYCHOLOGY - I**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Mental disorder

2. Stress

3. Anxiety

4. Generalized Anxiety Disorder

5. Hypochondriasis

6. Monohybrid Cross

7. Cluster B Personality disorder

8. Depersonalization disorder

9. Dissociative Amnesia

10. Dissociative Identity Disorder

11. Antisocial Personality Disorder

12. Schizoid Personality Disorder

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain Stress disorders and Anxiety disorders

14. Cluster C Personality disorders

15. Explain Somatoform and Dissociative disorders

16. Give a note on causal factors of personality disorders

17. Describe pain disorder and Conversion disorder

18. Explain the historical views of abnormal behavior

19. Write a note on Classification system and its advantages

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on major personality disorders

21. Describe the causal factors for mental disorders

**B.SC PSYCHOLOGY**

**SEMESTER V SJPSY5B02 Credits : 2 SOCIAL PSYCHOLOGY 48 hours**

**Objectives**:

To enable the student to

* + Understand and explain behavior in social settings
  + Explain the psychological aspects of various social phenomena
  + To create awareness about the management of human behavior in group settings
  + To understand the importance of helping attitude in social relationship.

**Module 1: Introduction to Social Psychology 10 hours**

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

**Module 2: Social perception and Attitudes 13 hours**

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

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

Attitude and behavior - Definition, nature, components, functions and formation of attitudes. **Module 3: Group, Leadership and Social Influence 13 hours** Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

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

.

**Module 4: Interpersonal attraction and prosocial behavior 12hours**

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

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

**REFERENCES**

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

**FIFTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY5B02- SOCIAL PSYCHOLOGY**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

Answer all questions in two or three sentences. Each question carries two marks. There shall be ceiling 20 marks in this section

1. Compliance
2. Components of attitude
3. Diffusion of responsibility
4. Consensus
5. Norms
6. Aggression
7. Attribution errors
8. Door in the face technique
9. Social comparison theory
10. Altruism
11. Deception
12. Negative state relief model

SECTION B

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

1. Factors affecting interpersonal attraction.
2. Attitude
3. Deception
4. Attribution errors
5. Obedience
6. Nonverbal communication
7. Determinants of aggression

SECTION C

. Answer **any one** of the following. Each question carries **ten** marks.

20. Explain the different types of social influence.

1. Social perceptions and the channels of non-verbal communication and deception.

**B.SC PSYCHOLOGY**

**SEMESTER V SJPSY5B03 Credits: 3 DEVELOPMENTAL PYCHOLOGY –I 48 hours**

**Objectives:**

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

**Module 1: Introduction and theories to Life Span Development 10 hours** Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky, Periods of Development and Erikson’s Theory. Developmental tasks of each stages of development.

**Module 2: Prenatal Development 14 hours**

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

**Module 3: Physical Development 10 hours**

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

**Module 4: Cognitive Development 14hours**

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

**REFERENCE**

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

FIFTH SEMESTER B.Sc DEGREE EXAMINATION

**SJPSY5B03: DEVELOPMENTAL PSYCHOLOGY-I**

**TIME: 2 HOURS                                                                                       MAX. MARKS: 60**

**SECTION A**

 Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. What Moro reflex?

2. Cephalocaudal pattern?

3. Postpartum depression

4. Breech position.

5. Apgar scale?

6. Teratogen.

7. Organogenesis?

8. Embryonic period.

9. Down syndrome.

10. Autonomy vs Shame.

11. Sensory motor stage.

12. Prelinguistic.

                                                                                                                 (Ceiling 20 marks)

**PART C**

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

|  |
| --- |
|  |

13. Erikson’s theory.

14. Schaie’s model of cognitive development.

15. Sternberg-cognitive development of middle adulthood.

16. Social learning theory.

17. Effect of short term and long term use of teratogen.

18. Perceptual development in infancy

19. Language development

                                                                                                      (6 x 5= 30 Marks)

**PART D**

**Essay Type Questions**

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

20.  Explain Erikson’s theory of development.

21. Prenatal and perinatal diagnostic tests

.                                (1x 10= 10 Marks)

**B.SC PSYCHOLOGY**

**SEMESTER V SJPSY5B04 Credits : 3 PSYCHOLOGICAL COUNSELLING 48 hours**

**Objectives:**

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

**Module 1: 16 hours**

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

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

**Module 2: 8 hours**

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

**Module 3: 14 hours**

Counselling Skills and Techniques

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

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

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

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

**Module 4: 10 Hours**

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

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

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

**Reference:**

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

**FIFTH SEMESTER B.Sc DEGREE EXAMINATION**

**SJPSY5 B04: PSYCHOLOGICAL COUNSELING.**

**TIME: 2 HOURS                                                                                     MAX. MARKS: 60**

**SECTION A**

 Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. Encounter group

2. Definition of counselling.

3. Basic differences in counselling and psychotherapy.

4. Congruence in counselling.

5. Process goal.

6. Paraphrasing.

7. Four life position in TA

8. Free association.

9. Cognitive rehearsal.

10.Decision making.

11. Individual and group counselling.

12. Empathy

(Ceiling 20 marks)

**SECTION B**

Answer ***ALL*** Questions. Answer in Aa paragraph of about half a page to one page. Each carries

5 marks. There shall be ceiling of 30 marks in this section

13. Transactional analysis.

14. Characteristics of effective counsellor.

15. Ethical issues in counselling.

16. Career counselling explains the theoretical model of super’s.

17. School counselling

18. Eclectic approach.

19. Goals of counselling. (Ceiling 30 marks)

            (6 x 5= 30 Marks)

|  |
| --- |
| **SECTION C** |

**Essay Type Questions**

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

20. Counselling for terminal illness.

21. Explain the opening techniques in Counselling.

                                                                                                              (1 x 10= 10 Marks)

**B.SC PSYCHOLOGY**

**SEMESTER V PSY5B05 Credits: 3 HEALTH PSYCHOLOGY 48 hours**

**Objectives:**

* + To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
  + To analyze the health behavior of individuals
  + To understand stress and coping mechanisms
  + To study the management of different illness.

**MODULE 1: INTRODUCTION TO HEALTH PSYCHOLOGY 12 hours**

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

**MODULE 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION 12 hours**

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

**MODULE 3: STRESS AND COPING 12 hours**

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

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

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

**REFERENCE**

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

**ADDITIONAL REFERENCE**

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

**FIFTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY5B05- HEALTH PSYCHOLOGY**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Health psychology

2. Stress

3. Prevention

4. Contemplation

5. Emotion focused coping

6. Health belief model

7. Quality of life

8. Cancer

9. System theory

10. Passive smoking

11. Negative affectivity

12 Acute illnesses

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Fight or flight theory

14. Theory of planned behavior

15. Stages of death

16. Attribution theory

17. Compare bio psychosocial model and biomedical model

18. Need and significance of health psychology

19. Psychological management of terminal illness

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

1. Give a detailed account of trans theoretical model of behavior change.
2. Define stress and explain the major theories of stress

**OPEN COURSE**

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

**CHOICE I**

CODE: PSY5D01 PSYCHOLOGY AND PERSONAL GROWTH Credit : 3

**CHOICE II**

CODE: PSY5D02 LIFE SKILL APPLICATIONS Credit : 3

**CHOICE III**

CODE:PSY5D03 CHILD AND ADOLESCENT MENTAL HEALTH Credit:3

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE I**

**SEMESTER V PSY5D01 Credits : 3**

**PSYCHOLOGY AND PERSONAL GROWTH 48 hours**

**Objectives:**

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

**Module 1 : Introduction to Psychology 10 hours**

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

**Module 2 : Positive Psychology 14 hours**

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

**Module 3 : Happiness 14 hours**

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

**Module 4 : Methods of personal growth 10 hours**

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

**Reference**

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

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

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

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

**Additional Reference**:

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

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE II**

**SEMESTER V Credits : 3 PSY5D02:LIFE SKILL APPLICATIONS 48 hours**

**Objectives:**

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

**Module 1 : Introduction 8 hours**

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

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

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

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

**Module 3: Survival Skills, Effective communication and Negotiating skills 14 hours**

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

Effective communication: listening skills, verbal and nonverbal communications.

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

**Module 4: Life skill in different area 14 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups

(Adolescents, youth).

**Reference**

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

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers Rajasenan ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

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

UNESCO-[http://www.unesco.org](http://www.unesco.org/)

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

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

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

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE III**

**SEMESTER V PSY5D03 Credits: 3**

**CHILD AND ADOLESCENT MENTAL HEALTH 48 hours**

**Objectives:**

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

**Module 1:** 10 **hours**

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

**Module 2:** 12 **hours**

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

**Module 3:** 16 **hours**

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

**Module 4:** 10 **hours**

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

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

**Reference**

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

**Suggested Reading**:

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

**B.SC PSYCHOLOGY SEMESTER V**

**EXPERIMENTAL PSYCHOLOGY PRACTICAL II 48 hours**

**Objectives:**

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

**PART I**

Learning

1. Massed v/s spaced learning
2. Rote V/s Meaningful learning
3. Trial and error learning Transfer of training
4. Bilateral transfer 5.Habit interference

Motivation

6.Level of aspiration 7.Knowledge of result

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

**References**

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

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

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

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

**B.SC PSYCHOLOGY SEMESTER V**

**EXPERIMENTAL PSYCHOLOGY PRACTICAL III 48 hours**

**Objectives:**

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

**PART I**

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

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

**REFERENCES**

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

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

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

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

**B.SC PSYCHOLOGY**

**SEMESTER V**

**PROJECT 16 hours**

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

**Guide lines for the Project work**

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

**B.SC PSYCHOLOGY**

**SEMESTER VI**

**PSY6B01**

**Credits : 3**

**ABNORMAL PSYCHOLOGY-II 64 hours**

**Objectives:**

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

**Module 1: Substance abuse disorder 18 hours**

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

**Module 2: Schizhophrenia and other psychotic disorder 18 hours**

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

**Module 3: Mood Disorder 16 hours**

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

**Module 4: Developmental disorders 12hours**

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

**Reference**

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

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

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

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

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**SIXTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY6B01- ABNORMAL PSYCHOLOGY - II**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Alcohol

2. Brief Psychotic disorder

3. Unipolar depression

4. Mania

5. Paranoid Schizophrenia

6. Delusion

7. Hallucination

8. ADHD

9. Depression

10. Cocaine

11. Stimulants

12. Barbiturates

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain Hallucinogens

14. Explain Autism Spectrum disorder

15. Explain unipolar depression and bipolar disorder

16. Give a note on Premenstrual Dysphoric Disorder

17. Describe pain disorder and Conversion disorder

18. Explain the subtypes of Schizophrenia

19. Write a note on Intellectual Disability

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on major mood disorders

21. Describe the causal factors of substance abuse disorders

**B.SC PSYCHOLOGY**

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| **SEMESTER VI** | **PSY6B02**  **APPLIED SOCIAL PSYCHOLOGY** | **Credits : 3**  **64 hours** |
| **Objectives:** |  |  |

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

**Module 1: Foundations of Applied Social psychology 16 hours**

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

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

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

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

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

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

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

**REFERENCES**

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

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

Ram Ahuja (1999).Social Problems in India. Jaipur and New Delhi: Rawat Publications. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage Publication.

**SIXTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY6B02- APPLIED SOCIAL PSYCHOLOGY**

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. cognitive dissonance

2. group think

3. Instrumental aggression

4. self presentation theory

5. child abuse

6. Catharsis

7. Unemployment

8. Explanatory attribution style

9. Hopefulness

10. Illusion of invulnerability

11. Social anxiety

12. Poverty

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Social psychological treatment approach for social anxiety.

14. Group think theory

15. Define social problem and types of social problems?

16. Modern theories of aggression

17. Hopelessness theory

18. Child labor

19. Media violence

20. Role of a case worker

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on social problems with relevant examples

21. Explain the application of social psychology in social work

**SEMESTER VI PSY6B03 Credits: 3**

**DEVELOPMENTAL PSYCHOLOGY –II 48 hours**

**Objectives:**

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

**Module 1**: **Emotional Development 12 hours**

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

**Module 2: Social Development 12 hours**

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

**Module 3: Vocational Development 12hours**

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

**Module 4: Late adulthood 12 hours**

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

**REFERENCES**

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

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

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

**SIXTH SEMESTER B.Sc DEGREE EXAMINATION.**

**SJPSY6 B03: DEVELOPMENTAL PSYCHOLOGY-II**

**TIME: 2 HOURS MAX. MARKS: 60**

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| **SECTION A** |

Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. Sensorimotor stage.
2. Primary emotion.
3. Reflexive smile
4. Immanent justice
5. Gender role and gender typing.
6. Universal ethical principles.
7. Androgyny.
8. Secure attachment style
9. Matching hypothesis.
10. Fatuous love.
11. Scheme
12. Temperament

(Ceiling 20 Marks)

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| **SECTION B** |

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

1. Different styles of attachment.
2. Self development-role of family.
3. Grantparent roles and styles.
4. Different classifications of temperament.
5. Types of child maltreatment.
6. Baumrind’s parenting styles.
7. Ethological theory.

(Ceiling 30 Marks)

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| **SECTION C** |

**Essay Type Questions**

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

1. Explain the attachment and development of individual.
2. Biological theories of ageing. (1 x 10= 10 Marks)

**B.SC PSYCHOLOGY**

**SEMESTER VI**

**PSY6B04 LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.**

**48hours Credits: 3**

**Objectives:**

* + To promote life skill education
  + To develop abilities for adaptive and positive behavior
  + To enhance self-confidence and self-esteem
  + To femiliarise the application of life skills in various areas.

**Module 1 Introduction to life skills 12hours**

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

**Module 2 Mother Skills, Survival skills and Communication skills 12 hours** Mother skills: self awareness – development of self theories-assessment ; empathy. Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts. Effective communication: components of communication. Listening-verbal and non verbal skills.

**Module 3 Thinking Skills, Coping Skills 12 hours**

Thinking skills: Critical thinking & creative thinking and media thought. Negotiating skills: Decision making-problem solving.

Coping skills: Life skills for stress & time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.

**Module 4 Life skill in different area 12 hours** Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups

(Adolescents, youth).

**References**

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

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers Rajasenan ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

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

UNESCO-[http://www.unesco.org](http://www.unesco.org/)

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

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

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

**SIXTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY6B04-LIFE SKILL EDUCATION: APPLICATION AND TRAINING**

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Emotional self-awareness

2. Empathy

3. Feedback

4. Illumination

5. Functional fixedness

6. Career guidance

7. Problem focused coping

8. Eustress

9. Creativity

10. Informal communication

11. Self-awareness

12. Receiver

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Problem solving

14. Listening

15. What are the preventive factors of problem solving?

16. Nonverbal communication

17. Skills to improve interpersonal relationship

18. Self-awareness

19. Classification of life skill

SECTION C

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on communication.

21. Explain the role of life skill in career planning

(2 x 10= 20 Marks)

**SEMESTER VI PSY6B05 Credit : 3 ELECTIVES**

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

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of Criminal Behavior
3. PSY6B05-03 Positive Psychology
4. PSY6B05-04 Educational Psychology
5. PSY6B05-05 Cognitive Psychology

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B05-01 Credits : 3**

**ORGANIZATIONAL BEHAVIOUR 48 hours**

**Objectives:**

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

**MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 12 hours**

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

**MODULE 2: INDIVIDUAL BEHAVIOUR 12 hours**

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

**MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP 12 hours**

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

**MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR 12 hours**

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

**REFERENCES**

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

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

**B.SC PSYCHOLOGY**

**SEMESTER VI credit 3**

**PSY6B05-02PSYCHOLOGY OF CRIMINAL BEHAVIOR 48 hours**

**Objectives:**

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

**MODULE 1: THEORY AND METHOD 12 hours**

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

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

**MODULE 2: CRIMES AND CRIMINAL OFFENDERS 12 hours**

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

**MODULE 3: CORRECTIONAL PSYCHOLOGY 12 hours**

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

**MODULE 4: FORENSIC PSYCHOLOGY 12 hours**

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

**REFERENCES:**

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

Howtt (2002) Forensic and Criminal Psychology. London: Prentice Hall. Dutta, R.K. (2003) Crime against Women. New Delhi: Reference Press

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

London: Sage Publications.

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| **SEMESTER VI** | **B.SC PSYCHOLOGY**  **PSY6B05-03** | **Credits : 3** |
|  | **POSITIVE PSYCHOLOGY** | **48 hours** |
| **Objectives:** |  |  |

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

**MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 12 hours**

What is positive psychology? Positive Psychology: assumptions, goals and definitions Eastern and western perspectives in positive psychology

**MODULE 2 : WELL-BEING 12 hours**

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

**MODULE 3 : HOPE,OPTIMISM AND FLOW 12 hours**

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

**MODULE 4 : HAPPINESS 12 hours**

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

**REFERENCES**

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

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

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

**SIXTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSY6 B05: POSITIVE PSYCHOLOGY.**

**TIME: 2 HOURS MAX. MARKS: 60**

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| **PART A** |

Answer ***ALL*** Questions. Answer in two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

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|  |

1. What is substantive and explanatory hedonism?
2. eudemonic
3. reversal theory
4. Define positive psychology.
5. Subjective well-being.
6. hope
7. optimism
8. positive emotion
9. mindfulness
10. Expectationism
11. Happiness.
12. Resilience.

(Ceiling 20 Marks)

|  |
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| **PART B** |

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

1. Buddhist concept in positive psychology
2. Gender difference in the benefits of marriage
3. Explain resilience and sources of resilience.
4. Causes of happiness
5. Positive and negative affectivity
6. Assumptions and goals in positive psychology.
7. Subjective theories of well-being.

(Ceiling 30 Marks)

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| **PART C** |

**Essay Type Questions**

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

1. Comparison between the eastern and western views in positive psychology.
2. Explain Meta motivation and different theories in motivation.

(1 x 10= 10 Marks)

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B05-04 Credits: 3**

**EDUCATIONAL PSYCHOLOGY 48 hours**

**Objectives:**

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

**Module 1: Educational Psychology 10 hours**

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

**Module 2: Child Development and Learning 10 hours**

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

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

**Module 3: Motivation 14hours**

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

**Module 4: Educating Exceptional Children 14 hours**

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

**REFERENCES**

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

Santrock, J.W. (2011). Educational Psychology (4th ed.). New Delhi: Tata McGraw-Hill. Woolfolk, A (2004) Educational Psychology (9th Edn) Delhi: Pearson Education.

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

**B.SC PSYCHOLOGY**

**Semester VI PSY6BO5-05 Credit: 3 COGNITIVE PSYCHOLOGY 48 HOURS**

**Objectives :**

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

**Module 1 : Introduction 12 hours**

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

**Module 2 : History and methods 12 hours**

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

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

**Module 3 :Basic processes in Cognition 12 hours**

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

Memory: working memory and executive functioning

**Module 4: Representation and Organization of Knowledge 12 hours**

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

**References**

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

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

Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi. Sternberg R.J., (2007) ., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B06 Credits: 4 EXPERIMENTAL PSYCHOLOGY PRACTICAL II 48 hour**

**PART II**

1.Simple reaction time 2.Choice reaction time 3.Tracing test 4.Steadiness tests 5.Finger dexterity 6.Tweezer dexterity

1. Conformity Behaviour
2. Social Maturity Scale
3. Self-expression Inventory
4. Parental Encouragement Scale

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

**References**

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

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

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

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

**Pattern of evaluation of Experimental Psychology Practical II**

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

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B07 Credits: 4 EXPERIMENTAL PSYCHOLOGY PRACTICAL III 48 hours**

**PART II**

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

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

**References**

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

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

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

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

**Pattern of evaluation of Experimental Psychology Practical III**

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

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B08 Credits: 2**

**PROJECT 32 hours**

**Pattern of evaluation of Project**

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

**COMPLEMENTARY COURSES IN PSYCHOLOGY OFFERED TO OTHER DEPARTMENTS**

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for BA Programme. The college can choose any complementary course either in Type I or Type II.

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF BSW**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of course** | **Code** | **Credit** | **Hrs/week** | **Semester** |
| Psychological Processes | PSY1C05/PSY2C05 | 4 | 6 | **I/II** |
| Life Span Development and Health Psychology | PSY3C06/PSY4C06 | 4 | 6 | **III/IV** |

**Evaluation Pattern of Complementary Courses offered by UG Board of Studies in Psychology**

**EVALUATION SCHEME FOR CORE AND OPEN COURSES**

The evaluation scheme for eachcomplementary course shall contain two parts

1) Internal assessment 2) External Evaluation

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

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

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

**Table 1: Components for evaluation of internals(Total-20 marks)**

|  |  |  |
| --- | --- | --- |
| **Sl.No.** | **Components** | **Marks** |
| 1 | Class room participation  based on Attendance | 4 |
| 2 | Test paper | 8 |
| 3 | Assignment | 8 |
|  | Total | 20 |

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

**Table 2: Split up of marks for Test paper**

|  |  |
| --- | --- |
| Range of marks in test paper | Out of 8 Marks ( Maximum internal marks is  20) |
| Less than 35% | 1 |
| 35%-45% | 2 |
| 45%-55% | 3 |
| 55%-65% | 4 |
| 65%-85% | 6 |
| 85%-100% | 8 |

**Table 2: Split up of marks for Class Room Participation**

|  |  |
| --- | --- |
| Range of CRP | Out of 4Marks ( Maximum internal marks is  20) |
| 50% ≤CRP<75% | 1 |
| 75% ≤CRP<85% | 2 |
| 85% and above | 4 |

**External Evaluation**

External evaluation carries 80 % of the marks. The complementary courses will have an external examination of 2.5 hours duration with 80 marks.

**Scheme of Examinations**

The external QP with 80 marks and Internal examination is of 20 marks. Duration of each external examination is 2.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

**Section A**

Short answer type carries 2 marks each - 15 questions Ceiling – 25 Marks

**Section B**

Paragraph/ Problem type carries 5 marks each - 8 questions Ceiling - 35 Marks

**Section C**

Essay type carries 10 marks (2 out of 4) 2X10=20 Marks

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF BSW**

**Semester I/II PSY1C05 /PSY2C05**

**PSYCHOLOGICAL PROCESS**

**Credit 4 96 hours**

**Objectives:**

* + To familiarize the students with the concepts of basic psychological processes
  + To understand the origin and the development of psychology
  + To provide basic knowledge about systems and processes like attention and perception
  + To understand the basic process of learning
  + To understand the basic process of memory
  + To understand basic cognitive processes
  + To provide basic knowledge about processes like motivation and emotion
  + To understand the basic process of Intelligence
  + To understand the basic process of personality

**Module 1 Introduction 10 hours**

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic , cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semistructured and unstructured interviews; Surveys;case study; Questionnaires; correlational studies; experimental method.

**Module 2 Attention and Perception 12 hours**

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

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

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

**Module 3 Learning 12 hours**

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

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

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

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

**Module 4 Memory 12 hours**

Key processes in memory: Encoding, Storage and Retrieval.

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

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

LTM; Types of LTM-procedural memory, declarative memory-semantic memory ,episodic memory;

Flash-bulb memory, tip of the tongue phenomenon. Measuring memory; Recall, Recognition, Relearning.

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

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

**Module 5: Cognitive Processes 12hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language,

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

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

**Module 6: Motivation and Emotion 10 hours**

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating. Learned motives: affiliation, achievement and power motive, Hierarchy of motives. Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

**Module 7: Intelligence 14 hours**

Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattel- Fluid and crystallized intelligence, Guilford’s structure of intellect model, Thurstone’s –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman’s emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

.**Module 8: Personality 14 hours**

Concept of Personality Psychodynamic approaches. Freud’s theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development,. Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,. Eysenck: dimensions of personality.

Assessment of Personality, Uses of Personality tests.

**REFERENCES**

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

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

Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc. Coon, D.& Mitterer ,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning

Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.

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

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

**Additional References:**

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

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

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

**COMPLEMENTARY COURSE IN SOCIAL WORK**

**I &II SEMESTER BSW DEGREE EXAMINATION**

**PSYCHOLOGICAL PROCESS - PSY1C05/PSY2C05**

Time 2.5 hours Max.Mark 80

PART A

Answer all questions in about 50 words.

Each question carries 2 marks. Ceiling 25 Marks

1. Define psychology

2. Drive

3. Phi phenomenon

4. Division of attention

5. Tabularasa

6. Cognitive learning

7. Tip of the tounge phenomenon

8. Prototypes

9. Deductive thinking

10. Secondary motives

11. Instinct

12. Surface traits

13. Define intelligence

14. Extrinsic motivation

15. Negative reinforcement with example

( ceiling :25 Marks)

PART B

Answer all questions in about 100 words

Each question carries 5 marks . ceiling 35 marks

16. Write a note on Psychosexual stages of development

17. Explain Sternberg theory on intelligence

18. Explain James lange theory on emotion

19. Write a note on schools of psychology

20. Describe types of attention

21. Explain working memory

22. What is observational learning

23. Explains reasons for forgetting

( ceiling 35 marks)

PART C

Answer any two questions. Each carries two marks.

24. Write an essay on methods of psychology

25. Explain neo-Freudians view point on personality

26. Explain operant conditioning

27. Describe Guilford model of intelligence

( 2×10 = 20 marks)

**SEMESTER III/IV PSY3C06/PSY4C06 Credits: 4 LIFESPAN DEVELOPMENT AND HEALTH PSYCHOLOGY 96 hours**

**Objectives:**

* + To study human development in Psychological Perspectives and to understand the psychological, behavioral and cultural factors contributing to physical and mental health
  + To understand the basic theories of life span development
  + To create awareness about prenatal development
  + To create awareness about major Psychological changes along with physical and cognitive development
  + To study emotional , social development and adjustments of life span periods.
  + To create awareness on the origin and development of health psychology
  + To understand health behavior and its theoretical aspect
  + To understand stress and coping
  + To study the management of different illnesses

**Module 1: Introduction and theories to Life Span Development 12 hours** Historical foundation of Developmental Psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social, learning, Vygotsky, Periods of Development, and Erikson’s Theory. Developmental tasks of each stages of development.

**Module 2: Prenatal Development 12 hours**

Fertilization- Germinal Period, Embryonic Period, Fetal Period. Effect of long term and short term use of teratogens. Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects..

**Module 3: Physical and Cognitive Development 14 hours**

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

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

**Module 4 : Emotional and Social Development 14 hours** Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Process of socialization from infancy to middle adulthood .Close

relationships in adulthood. Adult life changes, marriage and family in adulthood. Facing

death and loss: Psychological issues, Pattern of grieving,special losses.

**MODULE 5: Introduction to Health Psychology 12 hours**

Definition of Health Psychology, mind body relationship,need and signiificance of health psychology, biopsychosocial model v/s biomedical model

**MODULE 6 : Health behaviour and Primary Prevention 10 hours**

Health behaviours, changing health habits-attitude change,cognitive behavioural approach-health belief model, theory of planned behaviour,trans theoretical model,protection motivatio theory,social cognitive theory and attribution theory.

**MODULE 7 : Stress and Coping 10 hours**

Stress, theoretical contributions to stress-fight-flight, selye’s general adaptation syndrome, tend – befriend, psychological appraisal & stress, coping, stress management programmes

**MODULE 8: Psychosocial Issues and Management of Advancing and Terminal illness**

**12 hours**

Emotional responses to chronic illness, psychosocial issues —continued treatment, issue of non traditional treatment, stages to adjustment to dying.

**REFERENCE**

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

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

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

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

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

Naima khatoon (2012). Health psychology, Dorling Kindersley (INDIA) PVT. LTD.

Marks, F.D., Murray M., Evans, B., & Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition).Sage publications INDIA PVT. LTD.

**ST. JOSEPH’S COLLEGE (AUTONOMOUS) IRINJALAKKUDA**

**BACHELOR OF SOCIAL WORK – SEMESTER III &IV**

**LIPFE SPAN DEVELOPMENT &amp; HEALTH PSYCHOLOGY**

TIME – 3 HOURS MAX- 80

Part A

Answer all questions. Each carries 1/2 mark.

1. Who proposed trans theoretical model

a) Prochaska b) Ajzen c) Hochabaum d) none of these

2. Which one is external causes of stress

a) pessimism, b) unrealistic expectations, c) perfectionism, d) financial problems

3. Who developed set of goals for medical staffs in their work with dying

a) Spinetta b) Liftons c) Avery Weisman d) R.D Abrams

4. ........... is the belief that one is able to control one’s practice of a particular behaviour

a) self efficacy b)self esteem c)self pride

5. which of these not found during puberty

a) heightened emotionally b) Excessive modesty c) clumsiness d) increase in self confidence

6. which of the following is not a common pattern of play in babyhood ?

a) sensory motor play b) exploratory play c) initiative play d) co- operative play

***fill in the blanks***

7. The third stage in Kubler ross five stages of death is ……………

8. Another name for vigilant coping style ……………

9. .……….. is the ending the life of a person who is suffering from painful terminal illness

10. ………... is the belief that one is able to control one’s practice of particular behavior

11. Instinct theory is developed by................

12. ..............and.............. Wrote on adolescence as a period of storm and stress

(12×1/2 = 6 Marks)

PART B

Answer any ten questions. each questions carries 2 marks

Define following concepts in 50 words.

13. health belief model

14. major hazards of infancy

15. patterns of play in early childhood

16. Epidemiology

17. Biomedical model

18. fear appeals

19. advancing illness

20. coping

21. clinical thanatology

22. oral stage

23. effects of foetal alcohol syndrome in prenatal period

24. define health psychology

(10×2 = 20 Marks)

PART C

Answer any six questions. Each carries 5 Marks.

25. Explain the role of attribution on health behavior change

26. describe the major skills in late childhood.

27. what are the main stereotypes about elderly

28. describe the growth and development in the embryonic stage

29. protection motivation theory

30. biopsychosocial model

31. history of health psychology

32. explain tend and befriend theory

( 6×5 = 30 Marks)

PART D

Answer any two questions. Each questions carries 12 marks

33. write an essay on health behavior approaches

34. write an essay on need and significance of health psychology

35. what are the important concepts developed in babyhood? Describe each of them.

36. what is the importance of learning human growth and development in social work practice.

Elaborate with the help of examples from field practicum

( 2×12 = 24 Marks)

**B.Sc. Human Physiology syllabus (CCSS) Complementary course B.Sc. Psychology (CBCSS -** UG) 2019 1

**Regulations, Scheme and Syllabus for B.Sc. Human Physiology (Complementary)**

A candidate seeking admission to B. Sc Psychology must pursue Human Physiology as one of the compulsory complementary courses. Curriculum: Study of complementary course consists of two academic years with four semesters.

Course structure and distribution of marks

Part No. of courses External Internal Max. marks Total marks

Theory 4 60 15 75 300

Internal assessment: Assessment includes seminar, assignment, written test and marks for attendance with the following split up of marks: Seminar - 4 marks; Assignment - 4 marks; written test - 8 marks; Attendance - 4 marks; Total 20 marks.

Credit and Mark distribution for the complimentary course in Human Physiology

Semester Course Title Course Code Contact

Hours/Week Internal External Total credit

I Human Physiology I SJPSG1CO1 4 15 60 75 3

II Human Physiology II SJPSG2CO1 4 15 60 75 3

III Human Physiology III SJPSG3CO1 5 15 60 75 3

IV Human Physiology IV SJPSG4CO1 5 15 60 75 3

Total 300 12

Pattern of Question paper (Similar for all four semesters): Questions shall be asked from the whole syllabus pertaining to the respective semester. Weightage for each module while setting the question papers, should be in proportion to the instructional hours allotted to the respective topic in the syllabus.

Duration Pattern Total No. of Questions Questions to be answered Marks for each question

3 Hours One Sentence 10 10 1

Short Answer 10 5 2

Paragraph Type 8 5 4

Essay 4 2 10

Total marks for each section

10

10

20

20

Grand Total 60

**B.Sc. PSYCHOLOGY**

**SJPSG1C01: Human Physiology**

OBJECTIVES

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

To understand the basic concepts of Cellular Organization

To understand the concept of genes and Chromosomes

Able to understand the importance of Cell Division

Evaluate the importance of the elements of heredity and variation

Understand kinds of mutations and genetic Disorders

**Module 1 Cellular organization**

1.1 Cell structure, plasma membrane (fluid mosaic model), and cell organelles.

1.2 Cell inclusions-brief description on the structure of carbohydrates, lipids and proteins.

1.3 Cell theory, cell principle.

1.4 Unicellularity to multicellularity, differentiation. Brief mention of spatial and temporal control of gene activity. 1.5 Tissues- brief description of major types. (Hours - 20)

**Module 2 Genes and chromosomes**

2.1 Structure of D.N.A, D.N.A replication.

2.2 Concept of a gene - genetic code, introns, exons.

2.3 Morphology of chromosomes-size, shape, karyotype, idiogram, kinds of chromosomes.

2.4 Linkage and crossing over, sex linked chromosomes. (Hours - 14)

**Module 3 Cell division**

3.1 Cell cycle.

3.2 Mitosis.

3.3 Meiosis. (Hours - 12)

**Module 4 Elements of heredity and variation**

4.1 Mendel's work and laws of inheritance (monohybrid cross, dihybrid cross, test cross).

4.2 Brief explanation of terms-alleles, homozygosity, heterozygosity, genotype, phenotype.

4.3 Brief description of other patterns of inheritance and genotype expression-incomplete dominance, co-dominance, multiple alleles, epistasis, pleiotropy. (Hours - 12)

**Module 5 Mutations and Genetic disorders**

5.1 Gene mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations).

5.2 Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyli. 5.3 Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome.

5.4 Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome. (Hours – 14)

**REFERENCES**

1. Dewitt-Saunders, Biology of the cell.

2. Strickberger W.M-Mac Millon, Genetics.

3. Gerald Karp, Cell and Molecular Biology: Concept and Experiments.

4. Roothwell, Human Genetics, Prentice Hall. 5. Lodish;Verk; et.al; Molecular Cell Biology, W.H. Freemann publishers.

6. De Robertis, E. D. P. and De Robertis, E. M. F., Cell and molecular Biology, 7 Edn, HolSaunders International Editions.

7. Harold Harper, Review of Physiological chemistry, Marusan Co.

8. Lehninger Albert, Biochemistry, Kalyani publications, N. Delhi.

9. Plummer David T, An introduction to practical Biochemistry, Tata Mac Graw Hill.

10. Stryer Lubert & Hall John E, Biochemistry, Freemann.

11. Voet Donald & Voet Judith, Biochemistry, John Wiley sons, US.

12. Text book of Medical Physiology, AP Krishna, Scientific publication, New Delhi.

13. Molecular Biology of the Gene by James D. Watson; Michael Levine; Tania A. Baker; Alexander Gann; Stephen P. Bell.

14. Molecular Cell Biology, by Harvey Lodish, Arnold Berk, S Lawrence Zipursky, Paul Matsudaira, David Baltimore, and James Darnell.

15. Cell and Molecular Biology by E.D.P . De Robertis and E.M.F. De Robertis Jr.

16. Molecular biology of cells by B. Alberts,D. Bray, J. Lewis.

17. Molecular Cloning: A laboratory manual by Sambrook & Russel.

18. Genetics: Principles and analysis by Daniel L Hartl.

**FIRST SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSG1C01- HUMAN PHYSIOLOGY I**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Cell

2. DNA Replication

3. Cell Cycle

4. Mitosis

5. Homozyosity

6. Monohybrid Cross

7. Gene Mutation

8. Down’s Syndrome

9. Linkage

10. Sex Linked Chromosome

11. Cell Theory

12. Tissues

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain Autosomal Anomalies

14. Types of Chromosomes

15. Explain the kinds of Tissues

16. Give a note on organization and structure of Nucleus

17. Describe gene mutations

18. Explain the role of Cell division

19. Write a note on elements of heredity and variation

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on cellular organization

21. Describe mutations and genetic disorders

**B.Sc. PSYCHOLOGY**

**SJPSG2C01: Human Physiology**

OBJECTIVES

This course imparts extensive information to the Psychology student on the nervous system with special emphasis on the CNS.

It also introduces the student to states of brain activities and techniques in neurophysiology.

To understand the anatomical divisions of the Nervous System

To understand the basic concepts of Central Nervous System

To evaluate the importance of Cerebellum and Basal Ganglia

To understand the concepts of Cerebral Cortex

To understand brain activity and techniques in Neurophysiology

**Module 1 The Nervous System**

1.1 Divisions (CNS,PNS - somatic and autonomic) 1.2 Nervous tissue (neurons, nerve fibres, nerves, synapse).

1.3 Non nervous tissue and other materials (neuroglia, meninges, cerebro-spinal fluid, Blood - CSF and blood - brain barriers).

1.4 Nerve impulse - generation, conduction, synaptic transmission, role of calcium ions, action of transmitter substances on postsynaptic neuron, types of transmitter substances. (Hours - 20) **Module 2 The Central Nervous System**

2.1 Brain - an overview (Forebrain, midbrain, hindbrain).

2.2 Spinal cord - an overview of its structure and organization.

2.3 Reflex Action - monosynaptic reflex, multisynaptic reflex, crossed extension reflex, mass reflex. (Hours – 14)

**Module 3 The Cerebellum and the Basal Ganglia**

3.1 The Cerebellum and its motor functions.

3.2 Anatomical functions, areas of the cerebellum.

3.3 Function of the cerebellum in overall motor control.

3.4 The basal ganglia-their motor functions, role of the basal ganglia for cognitive control, functions of neurotransmitters with basal ganglia. (Hours – 14)

**Module 4 The Cerebral Cortex**

4.1 Functions of the specific cortical areas -association areas (parieto occipito temporal, prefrontal and limbic association areas with special emphasis on Wernike's area and Broca's area), area for recognition of faces, concept of the dominant hemisphere.

4.2 Function of the brain in communication - Sensory and Motor aspects of communication. (Hours – 12)

**Module 5 States of brain activity and Techniques in neurophysiology**

5.1 Sleep -Basic theories of sleep, Brain waves, Slow wave sleep and REM sleep.

5.2 Brain imaging - CT, MRI, PET, CBF, EEG, Lesioning and Electrical Stimulation of Brain (ESB). (Hours - 12)

**REFERENCES**

1. Schneider A.M & Tarshis B., An introduction to Physiological Psychology, Random House, New York.

2. Guyton & Hall - Textbook of Medical Physiology, 12 Edn., Saunders.

3. Sherwood L, Thomson, Human Physiology.

4. Kalat J.W, Wadsworth C.A, Biological Psychology.

5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.

**SECOND SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSG2C01- HUMAN PHYSIOLOGY II**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Neurons

2. Nerve fibers

3. Cerebellum

4. Medulla Oblongata

5. Cerebral cortex

6. Mesencephalon

7. Sleep

8. Beta Waves

9. CT scan

10. Lesioning

11. Frontal Lobe

12. Spinal reflex

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain types of Neurons

14. Stages of Sleep

15. Explain the functions of Basal Ganglia

16. Give a note on Scanning techniques

17. Describe lobes of human brain

18. Explain the role of Limbic system

19. Write a note on theories of sleep

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on anatomical division of the Nervous System

21. Write a note generation and conduction of the nerve impulse.

**B.Sc. PSYCHOLOGY**

**SJPSG3C01: Human Physiology**

OBJECTIVES

This course familiarizes the student of Psychology with the sensory systems, pathways and perception of various senses.

It also introduces the student to the endocrine system.

**Module 1 The Visual System**

1.1 Structure of the human eye, Organization of retina and visual pathways.

1.2 Functioning of the eye, visual coding, chemistry of vision, transduction in the retina, theories of color vision, visual perception.

1.3 Visual defects (myopia, hypermetropia, presbyopia, astigmatism, cataract, color blindness, nyktelopia). (Hours – 18)

**Module 2 Auditory System**

2.1 Anatomy of the auditory system.

2.2 Auditory pathways, auditory perception and hearing abnormalities.

2.3 Statoreceptors. (Hours - 16)

**Module 3 Gustatory and Olfactory system**

3.1 Anatomy of taste buds and its function, primary sensations of taste, taste thresholds and intensity discrimination, taste preferences and control of the diet.

3.2 Taste pathways and transmission of signals into the central nervous system.

3.3 Organization of the olfactory membrane, sense of smell and stimulation of the olfactory cells.

3.4 Categorizing smell, transmission of smell signals into the central nervous system. (Hours - 16)

**Module 4 Cutaneous senses (Somatic sensations)**

4.1 Classification - the mechanoreceptive somatic senses (tactile and position), the thermoreceptive senses (heat and cold), the pain sense.

4.2 Detection and transmission of tactile sensations - tactile receptors, detection of vibration, tickling and itch.

4.3 Sensory pathways for transmitting somatic signals into the central nervous system, somatosensory cortex, position senses, position sensory receptors.

4.4 Thermal sensations - thermal receptors, their excitation and transmission of thermal signals.

4.5 Pain - purpose, types, pain receptors, pain suppressive system, pain sensation.

(Hours - 20)

**Module 5 Endocrine system**

5.1 Introduction to endocrinology, an overview of the importance of endocrine glands.

5.2 Mode of action of hormones and influence on growth and behavior.

5.3 Major endocrine glands - their location, structure, hormones produced and its role (Hypothalamus, pituitary, thyroid, adrenal, gonads, thymus, pineal body, placenta). (Hours - 20)

**REFERENCES**

1. Guyton & Hall, Textbook of Medical Physiology 12 Edn., Saunders.

2. Barrett E. Kim, Barman M. Susan et.al; Ganong's review of Medical Physiology, Tata McGraw Hill Education Pvt. Ltd.

3. Sarada Subrahmanian and K. MadhavanKutty, A Text Book of Physiology. Oriented Longman Publication.

4. Harold Harper, Review of Physiological chemistry, Marusan Co.

5. Lehninger Albert, Biochemistry, Kalyani publications, N. Delhi.

6. Plummer David T, An introduction to practical Biochemistry, Tata Mac Graw Hill.

7. Stryer Lubert & Hall John E, Biochemistry, Freemann. 8. Voet Donald & Voet Judith, Biochemistry, John Wiley sons, US.

**THIRD SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSG3C01- HUMAN PHYSIOLOGY III**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Retina

2. Cochlea

3. Thyroid Gland

4. Gigantism

5. Endocrinology

6. Hypothalamus

7. Vasopressin

8. Gustatory System

9. Tactile sensation

10. Pain

11. Gate Control Theory of pain

12. Fovea

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain auditory system

14. Explain the role of Pituitary gland

15. Explain olfactory sensation

16. Give a note on pineal gland

17. Describe detection of tactile senses

18. Explain the role of Thymus gland

19. Write a note on pain and pain suppressive system

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on endocrine system

21. Describe visual pathway

**B.Sc. PSYCHOLOGY**

**SJPSG4C01: Human Physiology**

OBJECTIVES

This course familiarizes the student of Psychology with the most essential and fundamental aspects of physiological processes underlying psychological events like hunger, thirst, sexual behavior and emotion.

It also dwells on brain damage and Neuroplasticity.

To understand Physiological basis of hunger

To understand Physiological basis of thirst

To understand Physiological basis of sexual behavior

To understand neural basis of emotion

To understand the concept of brain damage and Neuroplasticity

**Module 1 Physiological basis of hunger**

1.1 Neural control of food intake - Role of hypothalamus, Neural centers that influence mechanical process of feeding.

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

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

1.4 Obesity - causes and treatment, Eating disorders (Bulimia, Anorexia, Inanition, Cachexia, Picca). (Hours - 20)

**Module 2 Physiological basis of thirst**

2.1 Peripheral factors in water regulation.

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

**Module 3 Physiological basis of sexual behavior**

3.1 Hormones and sexual development - Fetal hormones and the development of reproductive organs, Sex differences in the brain, Perinatal hormones and behavioral development, Puberty: hormones and development of secondary sexual characteristics.

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

3.3 Neural mechanisms of sexual behavior - Structural differences between the male hypothalamus and female hypothalamus, the hypothalamus and male sexual behavior, the hypothalamus and female sexual behavior. (Hours - 20)

**Module 4 Neural basis of emotion**

4.1 Role of frontal lobes.

4.2 Behavioural functions of the hypothalamus and associated limbic structures, Reward centers, Rage - its association with punishment centers, placidity and tameness.

4.3 Functions of Amygdala. (Hours - 18)

**Module 5 Brain Damage and Neuroplasticity**

5.1 Causes of brain damage - Brain tumors, Cerebrovascular disorders (Cerebral hemorrhage, Cerebral ischemia), Infections of the brain (Bacterial infections, Viral infections), Neurotoxins, Genetic factors, Apoptosis.

5.2 Neuropsychological disorders - Epilepsy (Grand Mal Epilepsy, Petit Mal Epilepsy and Focal Epilepsy), Parkinson's disease, Huntington's disease, Multiple sclerosis, Alzheimer's disease. (Hours - 18)

REFERENCES

1. Schneider A.M & Tarshis B, An introduction to Physiological Psychology, Random House, New York.

2. Guyton & Hall, Saunders, Textbook of Medical Physiology.

3. Sherwood L, Thomson, Human Physiology.

4. Kalat J.W, Wadsworth C.A, Biological Psychology.

5. Levinthal C.F, Introduction to Physiological Psychology, Prentice Hall, New Delhi.

6. Pinel P.J John, Biopsychology, Pearson.

7. Neil.R.Carlson, Physiology of behavior, Pearson publishers.

8. Barrett E. Kim; Barman M. Susan et al., Ganong's Review of Medical Physiology; Tata McGraw Hill Education Pvt. Ltd.

9. Alcock John, Animal Behavior, 6th edition, Sinauer Associates, Inc. Sunderland, Massachusetts.

10. Carlson, Neil, R., Physiology of Behavior, 8 edition, Pearson.

**FOURTH SEMESTER B.Sc. DEGREE EXAMINATION**

**SJPSG4C01- HUMAN PHYSIOLOGY IV**

(Psychology - Complementary Course)

(2019 Admission - Regular)

Time: Two Hours Maximum: 60 Marks

SECTION A

I. Answer **all** questions in two or three sentences. Each question carries **two** marks. There shall be ceiling 20 marks in this section.

1. Lateral Hypothalamus

2. Hypovolemic Thirst

3. Hunger

4. Glucosatic theory

5. Puberty

6. Amygdala

7. Frontal lobe

8. Reward Center

9. Linkage

10. Epilepsy

11. Brain tumors

12. Osmotic thirst

SECTION B

II. Answer **all** questions in a paragraph of about half a page to one page. Each question carries **five** marks. There shall be ceiling 30 marks in this section.

13. Explain physiological basis of hunger

14. Explain the role of hormones and sexual development

15. Explain the physiological basis of thirst

16. Give a note on limbic system

17. Describe short term and long term regulation of food intake

18. Explain the role of Amygdala and Hippocampus

19. Write a note on central factors in water regulation

SECTION C

Essay type question

III. Answer **any one** of the following. Each question carries **ten** marks.

20. Write an essay on neuropsychological disorders

21. Describe neural basis of emotion

**STATISTICS: COMPLEMENTARY Syllabus for B.Sc.**

**CBCSSUG 2019 (2019 admission onwards)**

**SYLLABUS FOR B.Sc. (PSYCHOLOGY MAIN)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sem | Course | Course Title | Instruction | Credit | Exam | Ratio |
| No | Code |  | al |  | Hours | Ext: Int |
|  |  |  | Hours/we |  |  |  |
|  |  |  | ek |  |  |  |
| 1 | STA 1C 02 | **DESCRIPTIVE** | 4 | 3 | 2 | 4:1 |
|  |  | **STATISTICS** |  |  |  |  |
| 2 | STA 2C 02 | **REGRESSION** | 4 | 3 | 2 | 4:1 |
|  |  | **ANALYSIS AND** |  |  |  |  |
|  |  | **PROBABILITY** |  |  |  |  |
|  |  | **THEORY** |  |  |  |  |
| 3 | STA 3C 02 | **PROBABILITY** | 5 | 3 | 2 | 4:1 |
|  |  | **DISTRIBUTIONS** |  |  |  |  |
|  |  | **AND PARAMETRIC** |  |  |  |  |
|  |  | **TESTS** |  |  |  |  |
| 4 | STA 4C 02 | **STATISTICAL** | 5 | 3 | 2 | 4:1 |
|  |  | **TECHNIQUES FOR** |  |  |  |  |
|  |  | **PSYCHOLOGY** |  |  |  |  |

**SEMESTER I**

**STA 1C 02- DESCRIPTIVE STATISTICS**

Contract Hours per week: 4

|  |  |
| --- | --- |
| Number of credits: | 3 |

Number of Contact Hours: 72

Course Evaluation: External 60 Marks+ Internal 15 Marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Duration of Exam: | | | 2 Hours |  |
| **Question Paper Pattern** | | | |  |
|  |  |  |  |  |
|  | **Type of** |  | **Question number** |  |
|  | **Questions** |  | **(From….. To …..)** | **Marks** |
|  |  |  | 01 to 12 | Short answer type carries 2 marks each - 12 |
|  |  |  |  | questions |
|  | Short Answer |  |  | (Maximum Marks 20) |
|  |  |  |  |  |
|  | Paragraph/ |  | 13 to 19 | Paragraph/ Problem type carries 5 marks each – 7 |
|  |  |  | questions |
|  | Problems |  |  | (Maximum Marks 30) |
|  | Essay |  | 20 to 21 | Essay type carries 10 marks (1 out of 2) |
|  |  |  | (Maximum Marks 10) |
|  |  |  |  |  |
|  | **Total** |  | **01 to 21** | **60** |

**Question Paper setter has to give equal importance to both theory and problems in sections B and C.**

**Objectives**

1. To generate interest in Statistics

2. To equip the students with the concepts of basic Statistics

3. To provide basic knowledge about Statistical methods

4. To know the different methods of dispersion

5. to get an idea about skewness and kurtosis

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

**10 Hours**

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

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

**20 Hours**

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

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

**16 Hours**

**References**

1.Gupta, S.P. Statistical Methods. Sultan Chand and Sons: New Delhi.

2.Gupta, S.C., & Kapoor, V.K. Fundamentals of Applied Statistics. New Delhi: Sultan Chand and Sons.

3.Garret, H.E., &Woodworth, R.S. Statistics in Psychology and Education. Bombay: Vakila, Feffex and Simens Ltd.

4.Mood, A.M., Graybill, F.A and Boes, D.C. Introduction to Theory of Statistics. 3rd

Edition Paperback – International Edition.

5. Mukhopadhyay,P. Mathematical Statistics. New central Book Agency (P) Ltd: Calcutta.

**Assignments/ Seminar**

Assignments/Seminar are to be given to students. The purpose of the assignments/seminar is to provide practical exposure to the students.

**FIRST SEMESTER B.Sc. DEGREE EXAMINATION,**

**SJ STA1C02: DESCRIPTIVE STATISTICS**

**Name:**

**Reg No:**

**Time: 2Hrs Maximum Marks: 60**

**SECTION -A**

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

1. Statistical data.

2. Census method.

3. Stratified sampling.

4. Find the quartiles deviation : 43,25,18,29,20,9,52,69,71,50,10

5. Different types of tables.

6. Cumulative series.

7. Geometric mean.

8. Histogram

9. Continuous variable.

10. Classification.

11. Variance.

12. Kurtosis. (Ceiling 20 marks)

**SECTION -B**

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

13. Methods for collecting primary data.

14. Different Types of series.

15. What are the functions of statistics.

16. What are bar diagrams?

17. Calculate mean deviation for the following data.

Marks: 0-10 10-20 20-30 30-40 40-50 50-60

No. of students: 5 15 40 32 13 2

18. Explain graphic methods for presenting data.

19. What are the different measures of skewness. (Ceiling 30 Marks)

**SECTION –C**

**Essay Type Questions**

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

20. Calculate mean, median and mode for the following data.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Age(years) | 0-10 | 10-20 | 20-30 | 30-40 | 40-50 | 50-60 | 60-70 |
| frequency | 18 | 16 | 19 | 14 | 11 | 4 | 3 |

21. Explain different measures of dispersion.  (1 x 10 = 10 marks)

**SEMESTER II**

**STA 2C 02- REGRESSION ANALYSIS AND PROBABILITY THEORY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Contract Hours per week: 4 | | | |  |
| Number of credits: | | | 3 |  |
| Number of Contact Hours: 72 | | | |  |
| Course Evaluation: External 60 Marks+ Internal 15 Marks | | | | |
| Duration of Exam: | | | 2 Hours |  |
| **Question Paper Pattern** | | | |  |
|  |  |  |  |  |
|  | **Type of** |  | **Question number** |  |
|  | **Questions** |  | **(From….. To …..)** | **Marks** |
|  |  |  | 01 to 12 | Short answer type carries 2 marks each - 12 |
|  |  |  |  | questions |
|  | Short Answer |  |  | (Maximum Marks 20) |
|  |  |  |  |  |
|  | Paragraph/ |  | 13 to 19 | Paragraph/ Problem type carries 5 marks each – 7 |
|  |  |  | questions |
|  | Problems |  |  | (Maximum Marks 30) |
|  | Essay |  | 20 to 21 | Essay type carries 10 marks (1 out of 2) |
|  |  |  | (Maximum Marks 10) |
|  |  |  |  |  |
|  | **Total** |  | **01 to 21** | **60** |

**Question Paper setter has to give equal importance to both theory and problems in sections B and C.**

**Objectives**

1. To make the students aware of correlation analysis.
2. To provide the knowledge of regression analysis.
3. To get an idea about the multiple regression and correlation analysis.
4. To create awareness about probability
5. To provide an idea about random variables and probability distribution.

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

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

**9 Hours**

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

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

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

**16 Hours**

**References**

1.Gupta, S.P. Statistical Methods. Sultan Chand and Sons: New Delhi.

2.Gupta, S.C., &Kapoor, V.K. Fundamentals of Applied Statistics. New Delhi: Sultan Chand and Sons.

3.Garret, H.E., &Woodworth, R.S. Statistics in Psychology and Education. Bombay: Vakila, Feffex and Simens Ltd.

4.Mood, A.M., Graybill, F.A and Boes, D.C. Introduction to Theory of Statistics. 3rd

|  |  |
| --- | --- |
| Edition | Paperback – International Edition. |

5.Mukhopadhyay, P. Mathematical Statistics. New central Book Agency (P) Ltd: Calcutta.

**Assignments/ Seminar**

Assignments/Seminar are to be given to students. The purpose of the assignments/seminar is to provide practical exposure to the students.

**Name:**

**Reg .No:**

**SECOND SEMESTER B.Sc. DEGREE EXAMINATION,**

**SJ STA2 C02: REGRESSION ANALYSIS AND PROBABILITY THEORY**

**Time: 2Hrs Maximum Marks: 60**

**SECTION -A**

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

1. What are the different types of correlation?
2. What are the properties of the correlation coefficient?
3. What is principle of least squares in regression analysis?
4. What is the relationship between correlation coefficient and regression coefficient?
5. Write notes on scatter diagram?
6. State addition theorem for different cases?
7. Axiomatic definition of probability?
8. Define probability mass function?
9. When events are said to be independent?
10. Write the formula for computation of multiple correlation coefficients?
11. What are the operations of sets?
12. A bag contains 6 white and 9 black balls. A ball is drawn out at random. What is the probability that the ball drawn is white?

  (Ceiling 20 marks)

**SECTION -B**

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

1. i Find the rank correlation coefficient between the sales and expense of the following 10 firms.( figures 000 rs )

Sales: 35 40 42 45 44 30 32 28 25 27

Expenses: 11 13 14 16 16 15 15 14 13 13

1. Calculate Karl person’s correlation co-efficient for the following data and comment:

X 16 18 19 19 20 22 23 25 25

Y 20 22 20 22 23 24 26 29 20

1. From the following data, find the two regression equations y on x and x on y:

X: 3 5 8 4 7 10 2

Y: 6 4 9 8 1 2 3

1. State and prove addition theorem?
2. Define discrete random variable and its distribution function?

1. In a study, a researcher wanted to know the impact of a persons intelligence and his socio-economic status on his academic success. Find the coefficient of multiple correlations.

r 12 =0.6, r 13  = 0.4 r 23  =0.5

1. What are the characteristics of multiple correlations?

(Ceiling 30 Marks)

**SECTION –C**

**Essay Type Questions**

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

1. Explain correlation and regression analysis.
2. What is multiple regression? Formulate multiple regression equation? What is the standard error of the estimate?

(1 x 10 = 10 marks)

**SEMESTER III**

**STA 3C 02- PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS**

Contract Hours per week: 5

|  |  |
| --- | --- |
| Number of credits: | 3 |
| Number of Contact Hours: 90 | |
| Course Evaluation: External 60 Marks+ Internal 15 Marks | |
| Duration of Exam: | 2 Hours |

**Question Paper Pattern**

|  |  |  |
| --- | --- | --- |
| **Type of** | **Question number** |  |
| **Questions** | **(From….. To …..)** | **Marks** |
|  | 01 to 12 | Short answer type carries 2 marks each - 12 |
|  |  | questions |
| Short Answer |  | (Maximum Marks 20) |
|  |  |  |
| Paragraph/ | 13 to 19 | Paragraph/ Problem type carries 5 marks each – 7 |
|  | questions |
| Problems |  | (Maximum Marks 30) |
| Essay | 20 to 21 | Essay type carries 10 marks (1 out of 2) |
|  | (Maximum Marks 10) |
|  |  |  |
| **Total** | **01 to 21** | **60** |

**Question Paper setter has to give equal importance to both theory and problems in sections B and C.**

**Objectives**

1. To get a general understanding on various probability distributions

2. To create awareness of sampling

3. To familiarize the uses of Statistical test.

4. To know the different methods of small sample tests.

5. To know the different methods of large sample tests.

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

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

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

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

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

**20 Hours**

**References**

1.Gupta, S.P. Statistical Methods. Sultan Chand and Sons: New Delhi.

2.Gupta, S.C., &Kapoor, V.K. Fundamentals of Applied Statistics. New Delhi: Sultan Chand and Sons.

3.Garret, H.E., &Woodworth, R.S. Statistics in Psychology and Education. Bombay: Vakila, Feffex and Simens Ltd.

4. Mood, A.M., Graybill, F.A and Boes, D.C. Introduction to Theory of Statistics. 3rd

|  |  |
| --- | --- |
| Edition | Paperback – International Edition. |

5. Mukhopadhyay, P. Mathematical Statistics. New central Book Agency (P) Ltd: Calcutta.

**Assignments/ Seminar**

Assignments/Seminar are to be given to students. The purpose of the assignments/seminar is to provide practical exposure to the students.

**Name:**

**Reg .No:**

**THIRD SEMESTER B.Sc. DEGREE EXAMINATION**

**SJSTA3CO2 PROBABILITY DISTRIBUTIONS AND PARAMETRIC TESTS**

**TIME: 2 HOURS MAX. MARKS: 60**

**SECTION -A**

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

1. What are uses of t- test?
2. Write t - statistic in testing equality of two population mean with explanation
3. Define F test with assumptions?
4. What is fitting of BD.
5. If X follows PD and p(x=o) = p(x=1) =k find k.
6. What is standard normal distribution..
7. What are the features of binomial distribution.
8. A coin is tossed 6 times. What is the probability of obtaining 4 more heads?
9. What is Alternative hypotheses and null hypothese
10. Differentiate between stratified sampling and systematic sampling .
11. Define power of test and β.
12. Differentiate between type I error and type II error

(Ceiling 20 marks)

**SECTION -B**

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

1. Write any four probability sampling techniques .
2. Write any six properties of normal distribution.
3. Define null hypothese ,alternative hypotheses,type one error ,type two error and power of the test.
4. It is known that I.Q of 15 year old boys has a S.D 12 and that of 15 year old girls has a S.D 10. The mean I.Q of 500 randomly selected boys is found to be 91.and that of 400randomly selected girls is found to be 90. Test at 5% level of significance that there is no significant difference between the I.Q of boys and girls.
5. The following are the weights “before and after “ of 8 adult females experimenting with a new diet .

Female: 1 2 3 4 5 6 7 8

Weight before 127 130 114 139 150 147 167 153

Weight after 122 120 116 132 144 138 155 152

Test the null hypothesis that the diet is not effective at α = 0.01.

1. Test the hypothesis σ = 5.6 given that S = 6.2 for a sample of size 100.use the right tailed test at the 0.05 level of significance.
2. Explain the testing of proportion of two different groups.

(Ceiling 30 Marks)

**SECTION –C**

**Essay Type Questions**

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

1. Write the test statistic in all the Z-tests, t- tests, F – tests and chi-square tests.
2. Explain the steps involved in testing of hypotheses.

(2x10 = 20marks)

**SEMESTER IV**

**STA 4C 02- STATISTICAL TECHNIQUES FOR PSYCHOLOGY**

Contract Hours per week: 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of credits: | | | 3 |  |
| Number of Contact Hours: 90 | | | |  |
| Course Evaluation: External 60 Marks+ Internal 15 Marks | | | | |
| Duration of Exam: | | | 2 Hours |  |
| **Question Paper Pattern** | | | |  |
|  |  |  |  |  |
|  | **Type of** |  | **Question number** |  |
|  | **Questions** |  | **(From….. To …..)** | **Marks** |
|  |  |  | 01 to 12 | Short answer type carries 2 marks each - 12 |
|  |  |  |  | questions |
|  | Short Answer |  |  | (Maximum Marks 20) |
|  |  |  |  |  |
|  | Paragraph/ |  | 13 to 19 | Paragraph/ Problem type carries 5 marks each – 7 |
|  |  |  | questions |
|  | Problems |  |  | (Maximum Marks 30) |
|  | Essay |  | 20 to 21 | Essay type carries 10 marks (1 out of 2) |
|  |  |  | (Maximum Marks 10) |
|  |  |  |  |  |
|  | **Total** |  | **01 to 21** | **60** |

**Question Paper setter has to give equal importance to both theory and problems in sections B and C.**

**Objectives**

1.To make the students aware of analysis of variance in different areas of Psychology.

2. To know the different methods of chi –square tests.

3. To give knowledge about applications of different test of Psychological studies.

4. To know about factorial design.

5. to have an idea in the preparation of questionnaire.

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

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

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

**20 Hours**

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

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

**15 Hours**

**References**

1.Gupta, S.P. Statistical Methods. Sultan Chand and Sons: New Delhi.

2.Gupta, S.C., &Kapoor, V.K. Fundamentals of Applied Statistics. New Delhi: Sultan Chand and Sons.

3.Garret, H.E., &Woodworth, R.S. Statistics in Psychology and Education. Bombay: Vakila, Feffex and Simens Ltd.

4.Mood, A.M., Graybill, F.A and Boes, D.C. Introduction to Theory of Statistics. 3rd

Edition Paperback – International Edition.

5. Douglas C. Montgomery. Design and Analysis of Experiments. 9th Edition.

**Assignments/ Seminar**

Assignments/Seminar are to be given to students. The purpose of the assignments/seminar is to provide practical exposure to the students.

**Name:**

**Reg .No:**

**FOURTH SEMESTER B.Sc. DEGREE EXAMINATION**

|  |
| --- |
| **SJSTA 4C 02 STATISTICAL TECHNIQUES FOR PSYCHOLOGY** |

**TIME: 2 HOURS MAX. MARKS: 60**

**SECTION -A**

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

1. What is the difference between chi-square test of homogeneity and independence.?
2. What do you understand by the term “goodness of fit”
3. What are the characteristics of questionnaire?
4. What are the assumptions in ANOVA?
5. Give the formula for obtaining probability in fisher’s exact test?
6. Define validity
7. What is the F-ratio in ANOVA?
8. Distinguish between linear regression and logistic regression?
9. What is the normal approximation in sign test for large samples?
10. What is the T-statistic in signed rank test?
11. What is logit function
12. What is Yates correction

(Ceiling 20 marks)

**SECTION -B**

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

1. Can you conclude from the data that there is no difference between two groups, by sign test?

Groupe I: 40 45 21 32 25 12 19 9 26 28

Groupe II: 36 48 30 33 31 23 25 15 30 32.

1. Explain run test
2. Explain chi-square test of independence
3. Explain scales of measurement?
4. Explain logistics regression.
5. Test the difference between symptom prevalence as reported by children and parents

|  |  |  |  |
| --- | --- | --- | --- |
| Parents report | Child’s report | | Total |
| Yes | No |
| Yes | 29 | 10 | 39 |
| No | 17 | 19 | 36 |
| Total | 46 | 29 | 75 |

1. What are the different type of reliability.

(Ceiling 30 Marks)

**SECTION –C**

**Essay Type Questions**

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

1. Explain chi-square tests..
2. The following data represent the scores of six students from a school on vocabulary test.

Section A 32 17 28 24 21 38

Section B 19 26 30 17 34 15

Section C 17 26 30 35 20 15

SectionD 12 15 10 20 18 30

Test the null hypothesis for the vocabulary ability of the different sections.

(2x10 = 20marks)

**SEMESTER VI PSY6B05 Credit : 3 ELECTIVES**

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

PSY6B05-01 Organisational Behaviour

PSY6B05-02 Psychology of Criminal Behavior

PSY6B05-03 Positive Psychology

PSY6B05-04 Educational Psychology

PSY6B05-05 Cognitive Psychology

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B05-01 Credits : 3**

**ORGANIZATIONAL BEHAVIOUR 48 hours**

**Objectives:**

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

**MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 12 hours**

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

**MODULE 2: INDIVIDUAL BEHAVIOUR 12 hours**

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

**MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP 12 hours**

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

**MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR 12 hours**

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

**REFERENCES**

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

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

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B05-02 Credits : 3 PSYCHOLOGY OF CRIMINAL BEHAVIOR 48 hours**

**Objectives:**

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

**MODULE 1: THEORY AND METHOD 12 hours**

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

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

**MODULE 2: CRIMES AND CRIMINAL OFFENDERS 12 hours**

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

**MODULE 3: CORRECTIONAL PSYCHOLOGY 12 hours**

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

**MODULE 4: FORENSIC PSYCHOLOGY 12 hours**

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

**REFERENCES:**

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

Howtt (2002) *Forensic and Criminal Psychology*. London: Prentice Hall. Dutta, R.K. (2003) *Crime against Women*. New Delhi: Reference Press

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

London: Sage Publications.

|  |  |  |
| --- | --- | --- |
| **SEMESTER VI** | **B.SC PSYCHOLOGY**  **PSY6B05-03** | **Credits : 3** |
|  | **POSITIVE PSYCHOLOGY** | **48 hours** |
| **Objectives:** |  |  |

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

**MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 12 hours**

What is positive psychology? Positive Psychology: assumptions, goals and definitions Eastern and western perspectives in positive psychology

**MODULE 2 : WELL-BEING 12 hours**

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

**MODULE 3 : HOPE,OPTIMISM AND FLOW 12 hours**

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

**MODULE 4 : HAPPINESS 12 hours**

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

**REFERENCES**

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

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

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

**B.SC PSYCHOLOGY**

**SEMESTER VI PSY6B05-04 Credits : 3**

**EDUCATIONAL PSYCHOLOGY 48 hours**

**Objectives:**

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

**Module 1: Educational Psychology 10 hours**

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

**Module 2: Child Development and Learning 10 hours**

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

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

**Module 3: Motivation 14hours**

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

**Module 4: Educating Exceptional Children 14 hours**

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

**REFERENCES**

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

Santrock, J.W. (2011). *Educational Psychology* (4th ed.). New Delhi: Tata McGraw-Hill. Woolfolk, A (2004) *Educational Psychology* (9th Edn) Delhi: Pearson Education.

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

**B.SC PSYCHOLOGY**

**Semester VI PSY6BO5-05COGNITIVE PSYCHOLOGY Credit: 3 48 HOURS**

**Objectives :**

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

**Module 1 : Introduction 12 hours**

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

**Module 2 : History and methods 12 hours**

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

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

**Module 3 :Basic processes in Cognition 12 hours**

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

Memory: working memory and executive functioning

**Module 4: Representation and Organization of Knowledge 12 hours**

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

**References**

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

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

Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi. Sternberg R.J., (2007) ., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.

**OPEN COURSE**

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

CODE: PSY5D01 PSYCHOLOGY AND PERSONAL GROWTH Credit : 3

**CHOICE II**

CODE: PSY5D02 LIFE SKILL APPLICATIONS Credit : 3

**CHOICE III**

CODE:PSY5D03 CHILD AND ADOLESCENT MENTAL HEALTH Credit:3

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE I**

**SEMESTER V PSY5D01 Credits : 3**

**PSYCHOLOGY AND PERSONAL GROWTH 48 hours**

**Objectives:**

To understand the basic concepts in Psychology

To acquaint with the students with the aspects of personal growth

**Module 1 : Introduction to Psychology 10 hours**

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

**Module 2 : Positive Psychology 14 hours**

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

**Module 3 : Happiness 14 hours**

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

**Module 4 : Methods of personal growth 10 hours**

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

**Reference**

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

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

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

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

**Additional Reference**:

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

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE II**

**SEMESTER V PSY5D02 Credits : 3 LIFE SKILL APPLICATIONS 48 hours**

**Objectives:**

To promote life skill education

To develop abilities for adaptive and positive behavior

To enhance self-confidence and self-esteem

**Module 1 : Introduction 8 hours**

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

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

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

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

**Module 3 :Survival Skills, Effective communication and Negotiating skills** 14 hours

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

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

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

**Module 4: Life skill in different area 14 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups

(Adolescents, youth).

**Reference**

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

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers Rajasenan ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

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

UNESCO-[http://www.unesco.org](http://www.unesco.org/)

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

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva WHO-<http://www.who.int/en/>

**OPEN COURSE**

**To be offered by Department of Psychology for other students**

**OPEN COURSE CHOICE III**

**SEMESTER V PSY5D03 Credits : 3**

**CHILD AND ADOLESCENT MENTAL HEALTH 48 hours**

**Objectives:**

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

**Module 1:** 10 **hours**

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

**Module 2:** 12 **hours**

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

**Module 3:** 16 **hours**

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

**Module 4:** 10 **hours**

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

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

**Reference**

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

**Suggested Reading**:

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

**Semester V OPEN COURSE CHOICE IV**

**PSY5D04 CREDIT: 3**

**BASIC PSYCHOLOGICAL PROCESSES 38 hours**

**Objectives:**

* + To generate interest in Psychology
  + To familiarize the students with the concepts of basic psychological processes
  + To provide basic knowledge about systems and processes like learning and memory
  + To provide basic knowledge about systems and processes like cognition, intelligence and personality.

**Module 1: Introduction 8 hours**

Psychology: A working definition.

Origin of Psychology, Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology

**Module 2: Cognitive Processes 12 hours**

Reasoning; Deductive and inductive thinking. Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought. Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

**Module 3 Learning and Memory 14 hours**

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/Modeling. Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing. Measuring memory; Recall, Recognition, Relearning. Forgetting

Strategies for remembering; Rehearsal, Elaboration, Organization (Mnemonics).

**Module 4: Intelligence and personality 14 hours**

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

Concept of Personality. Theories of personality. Freud’s theory, Jung: Structure of personality, Adler theory,. Horney: Basic anxiety. Trait and Type theories. Allport: traits. Cattell: source and surface traits. Eysenck: dimensions of personality

**REFERENCES**

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
3. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York:

Brooks/Cole Publishing co.

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