

Department of Psychology (UG)

SYLLABUS AND REGULATIONS

Under

OUTCOME BASED EDUCATION

2020

(Effective for the Batch of Students Admitted from 2020-2021)



AUXILIUM COLLEGE (Autonomous)

(Accredited by NAAC with A+ Grade with a CGPA of 3.55 out of 4 in the 3rd Cycle)

Gandhi Nagar, Vellore-632 006

AUXILIUM COLLEGE (Autonomous)

(Accredited by NAAC with A+ Grade with a CGPA of 3.55 out of 4 in the 3rd Cycle)

Gandhi Nagar, Vellore-632 006

Department of Psychology (UG)

OUTCOME BASED EDUCATION - 2020

(Effective for the Batch of Students Admitted from 2020-2021)

A) INSTITUTION LEVEL

Vision:

The vision of the college is the education of young women especially the poorest to become empowered and efficient leaders of integrity for the society.

Mission:

To impart higher education to the economically weak, socially backward and needy students of Vellore and neighbouring districts.

B) NAME OF THE PROGRAMME: B.Sc. Psychology

Vision:

The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively and prepare them to be lifelong learners who will be socially responsible to navigate the complexities of a rapidly changing society.

C) ELIGIBILITY CRITERIA OF THE PROGRAMME

A candidate who has qualified in Higher Secondary Examination conducted by Government of Tamil Nadu or an examination accepted as equivalent thereto by the Syndicate, preferably with Biology as one of the subjects is eligible for seeking admission to the B.Sc. Psychology course.

D) List of Courses

Sem	Part	Paper Code	Title of the Paper	Hour s/ Week	Exam		Credits	Marks
					Th	Pr		
I	I	ULTAA20	Tamil Paper – I	6	3	-	3	40+60
	II	UENGA20	English Paper – I	6	3	-	3	40+60
	III	UCPYA20	General Psychology – I	5	3	-	5	40+60
	III	UCPYB20	Biological Psychology – I	5	3	-	4	40+60
	III	UAPMA20	Allied – I: Principles of Management	5	3	-	4	40+60
	IV	-	Skill-based Elective – I	2	2	-	2	40+60
	IV	UVEDA15	Value Education	1	-	-	-	-
Total							21	600
II	I	ULTAB20	Tamil Paper – II	6	3	-	3	40+60
	II	UENGB20	English Paper – II	6	3	-	3	40+60
	III	UCPYC20	General Psychology – II	5	3	-	5	40+60
	III	UCPYD20	Biological Psychology – II	5	3	-	4	40+60
	III	UAOBA20	Allied – II: Organizational Behaviour	5	3	-	4	40+60
	IV	-	Skill-based Elective – I	2	2	-	2	40+60
	IV	UVEDA15	Value Education	1	-	-	-	-
Total							21	600
III	I	ULTAC20	Tamil Paper – III	6	3	-	3	40+60
	II	UENGC20	English Paper – III	6	3	-	3	40+60
	III	UCPYE21	Developmental Psychology-I	5	3	-	5	40+60
	III	UCPYF21	Health Psychology	5	3	-	5	40+60
	III	UAPYA21	Statistics in Psychology	5	3	-	4	40+60
	IV	USPYA321	Stress Management	2	-	-	2	40+60
	IV	USPYB321	Effective leadership					
	IV	UVEDA20	Value Education	1	-	-	-	-
Total							24	600
IV	I	ULTAD20	Tamil Paper – IV	6	3	-	3	40+60
	II	UENGD20	English Paper - IV	6	3	-	3	40+60
	III	UCPYG21	Developmental Psychology-II	5	3	-	5	40+60
	III	UCPYH21	Introduction to Theories of Personality	5	3	-	5	40+60
	III	UAVCB21	Media, Culture and Society	5	3	-	4	40+60
	IV	USPYC21	Emotional Intelligence	2	2	-	2	40+60
	IV	USPYD21	Intergroup Relations					
	IV	UNEVS20	Environmental Studies	2	3	-	2	40+60
	IV	UVEDA20	Value Education	1	-	-	-	-
Total							24	700

Sem	Part	Paper Code	Title of the Paper	Hour s/ Week	Exam		Credits	Marks
					Th	Pr		
V	III	UCPYI22	Abnormal Psychology - I	6	3	-	4	40+60
	III	UCPYJ22	Social Psychology - I	6	3	-	4	40+60
	III	UCPYK22	Introduction to Research Methodology	5	3	-	4	40+60
	III	UCPYL22	Practical I: Experimental Psychology I	6	-	3	4	
	III	UEPYA22	Elective: Guidance and Counselling Psychology	4	3	-	4	40+60
		UEPYB22	Elective: Positive Psychology					
	IV	USPYE522	SBE: Communicative skills	2	1	1	2	40+60
	IV	UVEDA15	Value Education	1	-	-	-	-
Total				30			22	600
VI	III	UCPYM22	Abnormal Psychology II	6	3	-	4	40+60
	III	UCPYN22	Social Psychology II	5	3	-	4	40+60
	III	UCPYO22	Practical II: Experimental Psychology II	6	-	3	4	40+60
	III	UEPYC22	Elective: Substance Use and Counselling	5	3	-	4	40+60
		UEPYD22	Elective: School Counselling					
	III	UCPYP22	Project	5	-	-	5	80+20
	IV	USPYF622	SBE: Consumer Behaviour	2	2	-	2	
	IV	UVEDA15	Value Education	1	-	-	2	40+60
	V		Extension Activities				1	-
Total				30			26	700
M.S. office							2	
Grand Total							142	3800

E) PROGRAMME OUTCOMES (PO)

PO1: Attain knowledge and understand the principles and concepts in the respective discipline.

PO2: Acquire and apply analytical, critical and creative thinking, and problem-solving skills

PO3: Effectively communicate general and discipline-specific information, ideas and opinions.

PO4: Appreciate biodiversity and enhance eco-consciousness for sustainable development of the society.

PO5: Emulate positive social values and exercise leadership qualities and team work.

PO6: Pursue higher knowledge, qualify professionally, enhance entrepreneurial skills and contribute towards the needs of the society.

F) PROGRAMME S OUTCOMES (PSO)

PSO1: Disciplinary knowledge

- i. Define major concepts in psychology and explain the theoretical perspectives of the fields in Psychology.
- ii. Capability of demonstrating comprehensive knowledge of Psychology and understanding of one or more disciplines which form a part of the undergraduate programme of study.

PSO2: Problem solving

Ability to handle various life situations confidently and competently.

PSO3: Self-directed learning

Ability to work independently and do in-depth study of various concepts of Psychology.

Learn independently through self-reflection and evaluation of one's strengths and weaknesses

PSO4: Employability Skills

Ability to gain employment and be successful in their chosen occupation which benefits the recipients, the workforce, the community and themselves.

PSO5: Research-related skills

- i. Capability for inquiring about appropriate questions relating to the concepts in various fields of Psychology.
- ii. To know about the advances in various branches of Psychology

PSO6: Communication skills

- i. Developing an understanding of the growing discipline of psychology and developing necessary skills to be effective in her communicative skills.
- ii. Use effective and fluent written, oral and visual communication to convey ideas and concept

	PO						
PSO	PO1	PO2	PO3	PO4	PO5	PO6	AVERAGE
PSO1	3	3	3	3	3	3	3
PSO2	3	3	3	3	3	3	3
PSO3	3	3	3	2	3	3	2.833
PSO4	3	3	3	3	3	3	3
PSO5	3	2	2	2	3	3	2.5
PSO6	3	3	3	3	3	3	3
Average mean score of mapping							= 17.3/6

STRONGLY CORRELATED -3, MODERATELY CORRELATED – 2, WEAKLY CORRELATED -1

SEMESTER – I
GENERAL PSYCHOLOGY - I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I/I	UCPYA20	General psychology - I	Theory	Core	5	5	40+60=100

OBJECTIVE: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

1. Understand the origin of psychology as science and acquire knowledge of the various scientific methods used in psychology to understand human behaviour
2. Define the concepts and explain sensation, perception and attention
3. Demonstrate the structural features of Consciousness
4. Explain the role of Learning, and compare the various theories of learning
5. To understand the fundamental processes of Memory

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

Low-L, Medium-M, High-H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	M	M	H	H	H	M
CO 2	M	H	M	H	H	M
CO 3	L	H	H	M	M	M
CO 4	L	H	H	M	H	H
CO 5	L	M	H	M	M	M

UNIT I: **[18 Hours]**

- 1.1 Psychology - Definition – Goals (K1,K2)
- 1.2 Pseudo psychology(K1,K2,K3)
- 1.3 The History of Psychology – Schools - Modern Perspectives – Psychology in India(K1,K2,K3,K4)
- 1.4 Psychology: The Science – Methods: Introspection – Observation – Survey – Experiment Case Study – Correlation Research(K1,K2,K3,K4)
- 1.5 Scope of Psychology - Branches of basic Psychology (K1,K2,K3,K4)
- 1.6 Branches of applied Psychology(K1,K2,K3)

UNIT II: **[18 Hours]**

- 2.1 Sensation: Meaning – Psychophysics -Thresholds – Weber’s Law – Adaptation (K1,K2,K3,K4)
- 2.2 Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation (K1,K2,K3,K4)
- 2.3 Kinesthetic sense – Vestibular sense (K1,K2,K3,K4)
- 2.4 Perception: Meaning– Organizing principles of perception –Constancies-Pattern perception, Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types(K1,K2,K3,K4)
- 2.5 Extra Sensory Perception. - Factors that influence perception – Depth perception (K2,K3,K4)
- 2.6 Attention: Meaning – Types – Determinants(K2,K3,K4)

UNIT III: **[18Hours]**

- 3.1 Consciousness - States of Consciousness: Consciousness – Definition –Types(K1,K2,K3)
- 3.2 Natural State of Consciousness: Biological Rhythms – Circadian Rhythms(K1,K2,K3,K4)
- 3.3 Waking States of Consciousness – Sleep – Functions – Stages –(K1,K2,K3,K4)
- 3.4 Sleep Disorders – Dream – Theories. (K2,K3,K4)
- 3.5 Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation (K1,K2,K3,K4)
- 3.6 Other Altered States. Sensory deprivation: Near death Experience- Lucid dreaming(K1,K2,K3,K4)

UNIT IV: **[18 Hours]**

- 4.1 Learning: Definition – Nature(K1,K2,K3,K4)
- 4.2 Association Learning: Classical Conditioning – Basic Principles(K1,K2,K3,K4)
- 4.3 Operant Conditioning – Basic Principles – Reinforcement – Types (K2,K3)
- 4.4 Punishment – Types(K2,K3,K4)
- 4.5 Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning(K1,K2,K3,K4)
- 4.6 Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning(K1,K2,K3,K4)

UNIT V:**[18 Hours]**

5.1 Memory: Definition (K1,K2)

5.2 Memory Process: Encoding – Storage – Retrieval (K1,K2,K3)

5.3 The information processing model – Sensory memory – Short term memory – Long term memory(K1,K2,K3,K4)

5.4 Forgetting: Meaning – Forgetting curve- Causes – Memory(K1,K2,K3,K4)

5.5 Theories of forgetting (K1,K2,K3,K4)

5.6 Brain – Improving memory(K1,K2,K3)

TEXTBOOK:

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

REFERENCE BOOK:

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

SEMESTER – I
UCPYB20 - BIOLOGICAL PSYCHOLOGY - I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I/I	UCPYB20	Biological Psychology - I	Theory	Core	5	5	40+60=100

OBJECTIVES:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Comprehend human biology and its influence on human behaviour
2. Outline the Foundations of behaviour and brain activity
3. Demonstrate the structure and functions of the Neurons
4. Explain the role of Neurotransmitter
5. Demonstrate and summaries the structure and functions of the development of the central nervous system
6. To understand the influence of various Hormones on behaviour

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	M	M	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

UNIT I: [18 Hours]

- 1.1 Foundations of behaviour - Introduction: meaning of biological psychology(K1,K2,K3)
- 1.2 Viewpoints to explore Biology of Behaviour- Approaches that relate brain and behaviour(K1,K2,K3,K4)
- 1.3 Levels of analysis - Correlating brain anatomy with behaviour(K2,K3)
- 1.4 Recording brain activity (K2,K3,K4)
- 1.5 Effects of brain damage(K2,K3)
- 1.6 Effects of brain stimulation (K1,K2,K3)

UNIT II: [18 Hours]

- 2.1 Neurons- features of the Nervous System: An overview(K1,K2,K3,K4)
- 2.2 Meninges, Ventricular system and production of cerebrospinal fluid. (K1,K2,K3,K4)
- 2.3 Cells of the Nervous System: Neurons, Supporting cells(K2,K3,K4)
- 2.4 The blood-brain barrier (K1,K2,K3)
- 2.5 Neural Communication: An overview, Measuring electrical potentials of axons(K1,K2,K3)
- 2.6 The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential(K1,K2,K3,K4)

UNIT III: [18 Hours]

- 3.1 Communication between Neurons: Structure of synapses(K1,K2,K3,K4)
- 3.2 Neurotransmitter: meaning- types(K1,K2,K3)
- 3.3 Release of the Neurotransmitter: Activation of receptors(K1,K2,K3)
- 3.4 Postsynaptic potentials- Termination of postsynaptic potentials(K1,K2,K3,K4)

UNIT IV: [18 Hours]

- 4.1 Nervous System: Development of the central nervous system(K1,K2,K3,K4)
- 4.2 Brain: The forebrain, The hind brain, midbrain & forebrain(K1,K2,K3)
- 4.3 Division of Nervous System: Central Nervous System, The Peripheral Nervous System(K1,K2,K3,K4)
- 4.4 Division of Nervous System: Spinal nerves, Cranial nerves(K2,K3)
- 4.5 The Autonomic Nervous system – Sympathetic (K2,K3)
- 4.6 The Autonomic Nervous System Parasympathetic(K2,K3)

UNIT V: [18 Hours]

- 5.1 Hormonal actions- General principles of hormonal actions(K1,K2,K3,K4)
- 5.2 Hormonal action on cellular mechanisms- Hormonal influence on growth and activity(K2,K3)
- 5.3 Feedback control mechanisms in regulating secretion of hormones(K2,K3)
- 5.4 Endocrine glands and its specific hormones: Pituitary- Pineal- Thyroid- Parathyroid(K1,K2,K3,K4)
- 5.5 Pancreas- Adrenal- Gonads(K2,K3)

TEXT BOOKS:

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

REFERENCES:

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

SEMESTER – I

UAPMA20 – ALLIED I: PRINCIPLES OF MANAGEMENT

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I / I	UAPMA20	Principles of management	Theory	Allied	5	5	40+60=100

UNIT-I

- 1.1 Management -importance-definition(K1,K2,K3,K4)
- 1.2 Nature-scope-process(K1,K2,K3,K4)
- 1.3 Role & functions-levels-management(K1,K2,K3,K4)
- 1.4 As a science-management(K1,K2,K3)
- 1.5 As a profession-contribution of henry fayol & f.w.taylor in management(K1,K2,K3,K4)

UNIT-II

- 2.1 Planning-nature-importance-types(K1,K2,K3,K4)
- 2.2 Steps in planning-objectives-policies(K1,K2,K3,K4)
- 2.3 Procedures-and methods(K1,K2,K3,K4)
- 2.4 Decision-process of decision making-types of decision(K1,K2,K3,K4)

UNIT-III

- 3.1 Organizing (K1,K2)
- 3.2 Types of organizing structure(K1,K2,K3,K4)
- 3.3 Span of control(K1,K2,K3)
- 3.4 Departmentation(K1,K2,K3)
- 3.5 Informal organization(K1,K2,K3)

UNIT-IV

- 4.1 Authority- delegation - decentralization (K1,K2,K3,K4)
- 4.2 Difference between authority - staffing (K1,K2,K3)
- 4.3 Sources of recruitment (K1,K2,K3)
- 4.4 Selection process - training - directing (K1,K2,K3)
- 4.5 Nature and purpose of directing (K1,K2,K3)
- 4.6 Motivation (Maslow's need hierarchy theory only)(K1,K2,K3,K4)

UNIT-V

- 5.1 Introduction(K1,K2)
- 5.2 meaning of coordination(K1,K2,K3,K4)
- 5.3 Definition of coordination by different authors(K1,K2,K3,K4)
- 5.4 Need/Importance of coordination (K1,K2,K3,K4)
- 5.5 Types of coordination(K1,K2,K3,K4)
- 5.6 Techniques of coordination(K1,K2,K3,K4)
- 5.7 Coordination & cooperation(K1,K2,K3,K4)

SEMESTER – II

UCPYC20 - GENERAL PSYCHOLOGY – II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I/ II	UCPYC20	General Psychology - II	Theory	Core	5	5	40+60=100

OBJECTIVE: Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

1. Understand the basic aspects of cognition and behaviour
2. Demonstrate the process of motivation and frustration
3. Explain the underlying principles of physiological basis of emotion and stress
4. Elaborate on the attributes of creativity and Intelligence
5. Compare and contrast the various approaches of personality

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	M	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	M	M	M	H

Low-L, Medium-M, High-H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	H	H	H	M	H
CO 2	M	H	H	M	L	M
CO 3	L	M	H	H	H	M
CO 4	H	M	H	H	M	H
CO 5	H	H	M	H	H	M

UNIT I:

[18 Hours]

1.1 Cognition: Meaning – Cognitive Psychology(K1,K2,K3)

1.2 Types of cognition: – Mental Imagery – Concept, Problem solving- Steps(K1,K2,K3,K4)

1.3 Barriers to Effective problem solving(K2,K3)

- 1.4 Strategies of problem solving: Algorithms, Heuristic, Decision making – Step(K1,K2,K3,K4)
- 1.5 Reasoning – Inductive and Deductive reasoning(K2,K3)
- 1.6 Language: Nature - Main Components of Language – Phonemes- Morphemes
Syntax - Semantics – Pragmatics(K1,K2,K3,K4)

UNIT II: **[18 Hours]**

- 2.1 Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs (K1,K2,K3,K4)
- 2.2 Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive (K2,K3,K4)
- 2.3 Opponent-Process – Cognitive theories – Social cognitive theory – Need theories(K2,K3,K4)
- 2.4 Classification of Motives: Physiological motives – Psychological motives(K2,K3,K4)
- 2.5 Conflict: Meaning- Types(K1,K2,K3)
- 2.6 Frustration: Meaning- Causes(K2,K3,K4)

UNIT III: **[18 Hours]**

- 3.1 Emotion: Meaning – Basic emotions- Components (K1,K2,K3)
- 3.2 Physiology of emotion - Expression of emotion(K2,K3)
- 3.3 Theories of Emotions(K2,K3,K4)
- 3.4 Stress: Definition – Four variations - Stressors – Effects (K1,K2,K3,K4)
- 3.5 General Adaptation Syndrome – Individual differences - Coping mechanism.(K1,K2,K3,K4)

UNIT IV: **[18 Hours]**

- 4.1 Intelligence: Definition - Concept of IQ (K1,K2,K3)
- 4.2 Individual differences in Intelligence –Mental retardation(K2,K3,K4)
- 4.3 Mentally gifted – Assessment of Intelligence(K2,K3,K4)
- 4.4 Emotional Intelligence: Meaning ,Characteristics(K1,K2,K3)
- 4.5 Creativity: Definition- Nature – Steps - Characteristics of creative people(K1,K2,K3,K4)
- 4.6 Creativity tests(K2,K3)

UNIT V: **[18 Hours]**

- 5.1 Personality: Definition - Theories – Psychoanalytic(K1,K2,K3,K4)
- 5.2 Neo Freudian: Jung –Adler - Karen Horney – Erikson (K2,K3,K4)
- 5.3 Behavioristic view – Social Cognitive view (K2,K3,K4)
- 5.4 Humanism and Personality: Roger’s theory – Maslow’s theory (K1,K2,K3,K4)
- 5.5 Trait Theories Psychology – Allport – Cattell - The Big Five Factors(K2,K3,K4)
- 5.6 Assessment of Personality, Uses of Personality tests(K1,K2,K3,K4)

TEXTBOOK:

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

REFERENCE BOOK:

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

SEMESTER – II

UCPYD20 - BIOLOGICAL PSYCHOLOGY – II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I/ II	UCPYD20	Biological Psychology - II	Theory	Core	5	5	40+60=100

OBJECTIVES:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

COURSE OUTCOMES (CLO):

On completion of the course, the students will be able to:

1. Explain the Circadian rhythms, sleep and dreaming patterns
2. Demonstrate the brain development
3. Understand the biological basis of thirst and hunger
4. Elaborate biological basis of emotions
5. Explain biological basis of Learning and memory

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	L	H
CO 2	H	H	H	M	H	H
CO 3	M	M	H	M	M	H
CO 4	M	H	H	M	H	H
CO 5	H	H	M	M	L	H

Low-L, Medium-M, High-H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	H	M	L	M	H
CO 2	H	H	H	H	M	H
CO 3	L	H	M	H	M	L
CO 4	M	M	H	H	H	H
CO 5	M	M	H	H	H	H

UNIT I: [18 Hours]

- 1.1 Rhythms of waking and sleeping: Endogenous cycles(K1,K2,K3)
- 1.2 Setting and resetting the biological clock- Mechanisms of the biological clock(K2,K3,K4)
- 1.3 Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations(K1,K2,K3,K4)
- 1.4 Stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal(K1,K2,K3,K4)
- 1.5 Brain functions in REM sleep- Functions of sleep(K1,K2,K3)
- 1.6 Dreaming: REM sleep and dreaming. Biological perspectives on dreaming(K1,K2,K3)

UNIT II: [18 Hours]

- 2.1 Development of the brain- Maturation of the vertebrate brain(K1,K2,K3)
- 2.2 Growth and development of neurons (K1,K2,K3)
- 2.3 New neurons later in life- Path finding by axons(K1,K2,K3)
- 2.4 Determinants of neuronal survival(K2,K3)
- 2.5 Neural plasticity: Meaning- Plasticity after brain damage(K1,K2,K3)

UNIT III: [18 Hours]

- 3.1 Thirst: Mechanisms of water regulation- Osmotic thirst(K1,K2,K3)
- 3.2 Hypovolemic thirst and sodium specific hunger(K1,K2,K3,K4)
- 3.3 Hunger: Digestion and food selection(K2,K3,K4)
- 3.4 Short- and long-term regulation of feeding-Brain mechanisms(K2,K3,K4)
- 3.5 Eating Disorders(K2,K3,K4)

UNIT IV: [18 Hours]

- 4.1 Emotions: Introduction, Emotions and Autonomic arousal (K1,K2,K3)
- 4.2 James-Lange theory(K3,K4)
- 4.3 Brain areas associated with emotions- The functions of emotions(K1,K2,K3)
- 4.4 Attack and Escape Behaviours: Attack behaviours(K1,K2,K3)
- 4.5 Escape - Fear and anxiety(K1,K2,K3)
- 4.6 Stress and Health(K2,K3)

UNIT V: [18 Hours]

- 5.1 Memory: Localized representations of memory(K1,K2,K3)
- 5.2 Types of memory- The hippocampus (K1,K2,K3)
- 5.3 Theories on the function of the hippocampus(K2,K3,K4)
- 5.4 Other types of amnesia: Korsakoff's syndrome(K2,K3,K4)
- 5.5 Alzheimer's Disease(K1,K3,K4)
- 5.6 The role of the other brain areas(K1,K2,K3)

TEXT BOOKS:

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

REFERENCESBOOKS:

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

SEMESTER-II

UAOBA20 – ALLIED II: ORGANIZATIONAL BEHAVIOR

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
I / II	UAOBA20	Organizational behavior	Theory	Allied	5	5	40+60=100

UNIT-I

- 1.1 Meaning -nature-importance-role(K1,K2,K3)
- 1.2 Historical development of OB(K1,K2,K3,K4)
- 1.3 Organizational as a social system-social technical system(K1,K2,K3,K4)
- 1.4 Open system-factors influencing of OB(K1,K2,K3,K4)
- 1.5 Environmental factors-constraints over organization and managerial performance.(K1,K2,K3,K4)

UNIT-II

- 2.1 Meaning of group dynamic-reason for formation of group(K1,K2,K3,K4)
- 2.2 Characteristic of group(K1,K2,K3,K4)
- 2.3 Theories of group dynamics(K1,K2,K3,K4)
- 2.4 Types of group in organization-group cohesiveness(K1,K2,K3,K4)
- 2.5 Group decision making process-small group behavior(K1,K2,K3,K4)

UNIT-III

- 3.1 Leadership concept-characteristic leadership theories(K1,K2,K3,K4)
- 3.2 Leadership styles-managerial grid(K1,K2,K3,K4)
- 3.3 Leadership effectiveness(K1,K2,K3,K4)
- 3.4 Motivation-financial and non financial(K1,K2,K3,K4)
- 3.5 Theories of motivation(K1,K2,K3,K4)
- 3.6 Morale-meaning-characteristic-determinant of morale(K1,K2,K3,K4)

UNIT-IV

- 4.1 Organizational culture-definition-determinance of organizational culture(K1,K2,K3,K4)
- 4.2 Characteristics-types-fuctions-organizational climate(K1,K2,K3,K4)
- 4.3 Determinance of organizational climate-distinguish between organizational climate and culture(K1,K2,K3,K4)
- 4.4 Organizational effectiveness and approaches to organizational effectiveness(K1,K2,K3,K4)
- 4.5 Organizational conflicts-definition-features-sources of conflicts-different stages of conflicts-measures to stimulate conflicts.(K1,K2,K3,K4)

UNIT-V

5.1 Management of changes-meanings-importance(K1,K2,K3,K4)

5.2 Resistance to change-causes(K1,K2,K3)

5.3 Dealing with resistance(K1,K2,K3)

5.4 Concept of social change and organization causes factors contribution to organization change(K1,K2,K3,K4)

5.5 Organization development-meaning-process(K1,K2,K3,K4)

SEMESTER – III

UCPYE21 - DEVELOPMENTAL PSYCHOLOGY - I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II/ III	UCPYE21	Developmental psychology - I	Theory	Core	5	5	40+60=100

OBJECTIVES

- To equip the learner with an understanding of the concept and process of human development across the life span.
- To impart an understanding of the various domains of human development

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

- Understand the developmental stage of conception through birth
- Gain knowledge on human physical growth and development across life-span
- Explain the developmental stages of infancy and babyhood
- Perceive the various developmental processes of early and late childhood
- Relate various developmental stages of socialization, family, relations and personality development

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PO	PS					
	1	2	3	4	5	6
CO 1	M	M	H	M	M	M
CO 2	H	H	M	H	M	M
CO 3	H	M	M	L	L	H
CO 4	H	M	H	L	H	H
CO 5	H	M	H	M	H	M

Low-L, Medium-M, High-H

UNIT I: CONCEPTION THROUGH BIRTH (18 hrs.)

- 1.1. Meaning of developmental changes – Significant facts about development (K1,K2,K3)
- 1.2. Developmental stages – Developmental Issues – Conception of Age.(K1,K2,K3)
- 1.3. Characteristics of the Prenatal Period- How Life begins – Importance of Conception (K1,K2,K3,K4)
- 1.4. Periods of Conception –Periods of Prenatal development – Stages of child Birth (K1,K2,K3,K4)
- 1.5. Types of childbirth – Attitudes of significant people(K2,K3,K4)
- 1.6. Prenatal hazards & complications of low birth weight. (K1,K2,K3,K4)

UNIT II: INFANCY (18 hrs.)

- 2.1. Characteristics of Infancy(K2,K3,K4)
- 2.2. developmental tasks(K2,K3,K4)
- 2.3. Major adjustment of Infancy (K1,K2,K3,K4)
- 2.4. Conditions influencing adjustment to postnatal life (K2,K3,K4)
- 2.5. Characteristics of the Infant (K1,K2,K3,K4)
- 2.6. Hazards of Infancy. (K2,K3,K4)

UNIT III: BABYHOOD (18 hrs.)

- 3.1. Characteristics of Babyhood – Developmental tasks of babyhood (K1,K2,K3,K4)
- 3.2. Physical development – Physiological development (K2,K3,K4)
- 3.3. Muscle Control – Speech development (K1,K2,K3)
- 3.4. Emotional behavior – Socialization – Interest in Play (K1,K2,K3)
- 3.5. Development of Understanding – Beginnings of Morality (K1,K2,K3)
- 3.6. Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness. (K1,K2,K3,K4)

UNIT IV: EARLY CHILDHOOD (18 hrs.)

- 4.1. Characteristics of Early Childhood – Developmental tasks (K1,K2,K3,K4)
- 4.2. Physical development – Physiological habits (K1,K2,K3,K4)
- 4.3. Skills of Early Childhood – Improvement in Speech (K1,K2,K3)
- 4.4. Emotions – Socialization – Play (K1,K2,K3)
- 4.5. Development of Understanding – Moral development – Common Interests (K1,K2,K3)
- 4.6. Sex-role Typing-Family Relationship - Personality development - Hazards and Happiness.(K1,K2,K3,K4)

UNIT V: LATE CHILDHOOD (18 hrs.)

- 5.1. Characteristics of Late Childhood – Developmental tasks (K1,K2,K3,K4)
- 5.2. Physical development – Skills – Speech improvement (K2,K4)

5.3. Emotions and Emotional Expressions – Social groupings and Social behavior (K1,K2,K3,K4)

5.4. Play interest and activities – Increase in Understanding (K2,K3,K4)

5.5. Moral attitudes and behavior – Interests – Sex-role Typing (K2,K3,K4)

5.6. Changes in Family relationships – Personality Changes – Hazards and Happiness.(K4)

Text Books:

1. Hurlock, E. (1980). *Developmental psychology*. New Delhi, India: Tata McGraw Hill Publishing Co.

2. Santrock, J. W. (1999). *Life span development* (7th ed.). New York, NY: McGraw Hill.

References:

1. Berndt, T.J. (1997). *Child development* (2nd ed.). Madison, WI: Brow & Benchmark Publishers.

2. Papalia, D.E., & Olds, S.W. (1994). *Human development* (5th ed.). New York, NY: Tata Mc Graw Hill.

SEMESTER – III
UCPYF21 - HEALTH PSYCHOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II/ III	UCPYF21	Health Psychology	Theory	Core	5	5	40+60=100

OBJECTIVES

- To introduce the relationship between psychological factors and physical health
- To learn how to enhance well-being in self and others.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

- Explain the basics of Health Psychology and health behaviour
- Understand theoretical models relating to health and change to healthy habits
- Gain knowledge about chronic illness and pain
- Summarize concepts of stress and coping
- Determine and Promote healthy behaviour in self and others

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	H	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	H	M	M	H

CO/PO	PS					
	1	2	3	4	5	6
CO 1	L	M	M	H	H	H
CO 2	H	M	H	H	M	M
CO 3	H	H	H	M	L	M
CO 4	H	H	M	M	L	H
CO 5	H	M	M	H	H	H

Low-L, Medium-M, High-H

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR (18 hrs.)

- 1.1. Health Psychology: The Definition and Need (K1,K2,K3)
- 1.2. An Inter-disciplinary Model- The Bio-psycho social Model(K1,K2,K3,K4)
- 1.3. Patient Practitioner Relationship(K2,K3,K4)
- 1.4. Training for a Career in Health Psychology(K1,K2,K3)
- 1.5. Introduction to Health Behaviour(K2,K3,)
- 1.6. Factors influencing the Practice of Health Behaviour(K2,K3)

UNIT II: MODELS OF HEALTH BEHAVIOUR (18 hrs.)

- 2.1. Theoretical Models: Changing Health Habits (K2,K3,)
- 2.2. Health Belief Model(K2,K3)
- 2.3. Theory of Planned Behavior(K3,K4)
- 2.4. Cognitive Behavioral Approaches to Change Health Behavior(K1,K2,K3,K4)
- 2.5. Trans Theoretical Model of Behavior Change(K2,K3,K4)
- 2.6. Avenues for Health Habit Modification(K1,K3)

UNIT III: CHRONIC ILLNESS AND PAIN (18 hrs.)

- 3.1. Illness Factors: Onset-Progression-Types of Symptoms(K1,K2,K3,K4)
- 3.2. Quality of Life, Personal issues in Chronic illness(K2,K3,K4)
- 3.3. Coping with Chronic illness, Co-management of Chronic illness (K1,K2,K3)
- 3.4. Psycho-social Interventions(K3,K4)
- 3.5. Pain: Definition-Types of Pain(K1,K2,K3)
- 3.6. Pain Control Techniques, Pain Management(K2,K3,K4)

UNITIV: STRESS AND COPING (18 hrs.)

- 4.1. Stress: Definition, Dimensions of Stress, Sources of Chronic Stress(K1,K2,K3,K4)
- 4.2. Theoretical contributions: Lazarus's Appraisal Model(K1,K2,K3)
- 4.3. Flight or Fight Response(K2,K3)
- 4.4. General Adaptation Syndrome(K3,K4)
- 4.5. Tending and Befriending Model(K2,K3,K4)
- 4.6. Coping with Stress, Sources of Stress.(K1,K2,K3,K4)

UNIT V: PROMOTING HEALTH BEHAVIOUR (18 hrs.)

- 5.1. Smoking: Effects of Smoking-Reasons for Smoking(K1,K2,K3,K4)
- 5.2. Alcoholism: Effects - Reasons(K2,K3,K4)
- 5.3. Interventions for Reducing Smoking(K3,K4)
- 5.4. Changing Problem Drinking(K3,K4)
- 5.5. Management of Overweight & Obesity(K1,K2,K3,K4)
- 5.6. Effects of Dieting & Physical Activity(K1,K2,K3)

Text Books:

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

References:

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

SEMESTER – IV

UCPYG21 - DEVELOPMENTAL PSYCHOLOGY – II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II/ IV	UCPYG21	Developmental Psychology - II	Theory	Core	5	5	40+60=100

OBJECTIVES

- To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.
- To inculcate sensitivity to socio-cultural context of human development

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to;

- Understand the developmental process of puberty and adolescence
- Relate the various development process of young adulthood
- Explain the developmental tasks of middle age
- Identify problems related to old age
- Gain knowledge about hazards and happiness in human life-span

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	H	H
CO 2	H	H	H	M	H	H
CO 3	H	M	H	M	M	H
CO 4	H	H	H	M	H	H
CO 5	H	H	M	M	M	H

CO/PO	PS					
	1	2	3	4	5	6
CO 1	H	M	L	M	H	M
CO 2	H	H	M	L	M	M
CO 3	H	M	H	M	M	M
CO 4	H	M	H	H	H	M
CO 5	H	H	L	M	H	M

Low-L, Medium-M, High-H

UNIT I: PUBERTY

[18 Hrs.]

- 1.1. Meaning - Characteristics(K1,K2,K3)
- 1.2. Criteria – Causes (K1,K2,K3)
- 1.3. Age – Growth spurt (K2,K3)
- 1.4. Body changes(K1,K2,K3)
- 1.5. Effects of puberty changes(K1,K2,K3)
- 1.6. Hazards & Happiness.(K1,K2,K3)

UNIT II: ADOLESCENCE

[18 Hrs.]

- 2.1. Characteristics – Developmental tasks(K1,K2,K3,K4)
- 2.2. Physical change – Emotional changes(K1,K2,K3)
- 2.3. Social change – Interest(K1,K2,K3)
- 2.4. Morality – Sex interest and Behaviour(K1,K2,K3,K4)
- 2.5. Family relationships – Personality change(K1,K2,K3)
- 2.6. Hazards & Happiness.(K1,K2,K3,K4)

UNIT III: YOUNG ADULTHOOD

[18 Hrs.]

- 3.1. Characteristics – Developmental tasks(K1,K2,K3,K4)
- 3.2. Changes in interest – Social Mobility(K1,K2,K3)
- 3.3. Sex role adjustments – Vocational adjustments – Marital Adjustments(K2,K3)
- 3.4. Adjustment to parenthood – Adjustment to singlehood(K1,K2,K3,K4)
- 3.5. Hazards of vocational and Marital adjustments(K1,K2,K3)
- 3.6. Success of Adjustment to adulthood.(K1,K2,K3)

UNIT IV: MIDDLE AGE

[18 Hrs.]

- 4.1. Characteristics – Developmental tasks(K1,K2,K3,K4)
- 4.2. Adjustment to physical changes and mental changes(K1,K2,K3)
- 4.3. Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns(K2,K3,K4)
- 4.4. Being single – loss of a spouse – Adjustment to approaching retirement (K1,K2,K3)
- 4.5. Vocational and Marital Hazards(K2,K3)
- 4.6. Adjustment to approaching old age(K2,K3)

UNIT V: OLD AGE

[18 Hrs.]

- 5.1. Characteristics – Developmental tasks(K1,K2,K3,K4)
- 5.2. Adjustment to physical changes – Change in motor and mental abilities(K2,K3,K4)
- 5.3. Changes in interests – Vocational Adjustment(K1,K2)
- 5.4. Retirement – Changes in family life(K1,K2)
- 5.5. loss of a spouse(K1,K2)
- 5.6. Living arrangement for elderly hazards(K1,K2,K3)

Text Books:

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

References:

1. Berndt, T.J. (1997). *Child development* (2nd ed.). Madison, WI: Brow & Benchmark Pub.
2. Papalia, D. E., Olds, S. W. (1994). *Child development* (5th ed.). New York, NY: Tata McGraw Hill.

SEMESTER – IV

UCPYH21 - INTRODUCTION TO THEORIES OF PERSONALITY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II/ IV	UCPYH21	Introduction To Theories Of Personality	Theory	Core	5	5	40+60=100

OBJECTIVES:

- To enable students to understand the different **theories in personality** and to gain an understanding of the main approaches to **personality theory**.
- To help them understand and appreciate the strengths and limitations of each approach.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Understand the concepts, assessment, measurement and research methods pertaining to Personality
- Outline the various psychoanalytical perspectives of Personality
- Summarize life span and trait perspective of Personality
- Illustrate the existential humanistic perspective of Personality
- Explain Behavioural, Cognitive and Social perspectives of personality

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	M	H	M
CO 2	H	M	M	M	H	M
CO 3	H	H	H	M	M	M
CO 4	H	M	H	M	H	H
CO 5	H	M	H	M	M	M

CO/PO	PS					
	1	2	3	4	5	6
CO 1	L	M	M	H	M	H
CO 2	M	M	H	M	M	M
CO 3	L	M	M	M	M	H
CO 4	L	M	M	L	M	M
CO 5	M	M	M	M	H	H

Low-L, Medium-M, High-H

UNIT I: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS (18 Hrs.)

- 1.1. Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture (K1,K2,K3,K4)
- 1.2. Formal Theories – Personal Theories – Subjectivity in Personality Theories- Self-Report(K1,K2,K3,K4)
- 1.3. Measure: Biological Measures – Behavioral Assessment (K2,K3,K4)
- 1.4. Projective Techniques (K3,K4)
- 1.5. Clinical Interviews (K1K3,K4)
- 1.6. Online and Social Media Analysis(K2,K3,K4)

UNIT II: PSYCHOANALYTIC THEORIES (18 Hrs.)

- 2.1. Sigmund Freud: Classical Psychoanalysis – Instincts (K1,K2,K3,K4)
- 2.2. Structure of Mind – Psychosexual Development (K1,K2,K3,K4)
- 2.3. Therapeutics Techniques (K2,K3)
- 2.4. Free Association – Catharsis – Dream Analysis (K1,K2,K3,K4)
- 2.5. Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious(K1,K2,K3,K4)
- 2.6. Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order. (K1,K2,K3,K4)

UNIT III: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY (18 Hrs.)

- 3.1. Erik Erikson: Identity Formation (K1,K2,K3)
- 3.2. Ego Crises - Approaches to Trait(K1,K2,K3,K4)
- 3.3. Lexical – Statistical – Theoretical(K2,K3)
- 3.4. Gordon Allport: Culture – Functional Equivalence – Personal Dispositions(K1,K2,K3,K4)
- 3.5. Eysenck's: Hierarchical Model of Personality(K1,K2,K3,K4)
- 3.6. Cattell's Taxonomy: The 16 Personality Factor System(K1,K2,K3,K4)

UNIT IV: EXISTENTIAL - HUMANISTIC PERSPECTIVES ON PERSONALITY (18 Hrs.)

- 4.1. Roots in Gestalt – Kurt Lewin's Field (K2,K3,K4)
- 4.2. Martin E.P.Seligman: Learned Helplessness and the Optimistic/Pessimistic Explanatory Style (K1,K2,K3,K4)
- 4.3. Rotter: Locus of Control theory (K1,K2,)
- 4.4. Maslow: Hierarchy of Needs – Self-Actualization (K1,K2,K3)
- 4.5. Rogers: Growth – Inner Control (K1,K2,K3)
- 4.6. Becoming One's Self. (K3,K4)

UNIT V: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE ON PERSONALITY (18 Hrs.)

- 5.1. Albert Bandura: Social-Cognitive Learning Theory(K1,K2,K3,K4)
- 5.2. Self - System (K3,K4)
- 5.3. Skinner: Operant Conditioning;(K1,K3,K4)
- 5.4. Cognitive Style – Perceptual Mechanisms
- 5.5. Schema Theory (K2,K3,K4)
- 5.6. Kelly's Personal Construct Theory (K2,K3)

Text Books:

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

References:

1. Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research* (6th ed.). Boston, MA: Pearson/Allyn and Bacon.
2. Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). Boston, MA: McGraw-Hill.

SEMESTER – III
UAPYA21 – ALLIED III: STATISTICS IN PSYCHOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / III	UAPYA21	Statistics In Psychology	Theory	Allied	5	4	40+60=100

OBJECTIVES

- To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.
- To educate students with the techniques of inferential statistics and hypothesis testing.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

- Understand the basic concepts of some advanced distributions.
- Apply estimation theory to estimate the values of parameters.
- Use appropriate sampling distributions for testing of hypothesis.
- Determine correlation and regression for the investigation of relationship between the variables.
- Apply chi-square test to find out the significant difference between expected and observed frequencies in one or more categories.

CO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	H	H	M
CO2	H	H	H	H	H	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

CO/PO	PS					
	1	2	3	4	5	6
CO 1	L	H	M	H	M	M
CO 2	M	H	H	M	H	H
CO 3	L	M	M	H	M	H
CO 4	M	M	H	H	M	H
CO 5	M	M	H	M	H	H

(Low- L, Medium - M, High - H)

UNIT-1: INTRODUCTION TO THE STATISTICS

(18 hrs.)

- 1.1. Meaning of Statistics - Importance of Statistics in Psychology(K1,K2,K3)
- 1.2. Parameters and Estimates - Descriptive Statistics - Inferential Statistics(K1,K2,K3,K4)
- 1.3. Variables and their types(K1,K2,K3)

1.4. Levels of Measurement: Nominal Scale - Ordinal Scale - Interval Scale - Ratio Scale;(K1,K2,K3)

1.5. Frequency tables: Making a Frequency Table – Frequency tables for Nominal Variables - Grouped Frequency Tables(K1,K2,K3)

1.6. Frequency Graphs: Histogram ,Frequency Polygon.(K1,K2,K3)

UNIT-2: CENTRAL TENDENCY AND VARIABILITY

(18 hrs.)

2.1. Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method- Properties of Mean. (K1,K2,K3,K4)

2.2. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. (K1,K2,K3,K4)

2.3. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.(K1,K2,K3)

2.4. Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation.(K2,K3,K4)

2.5. The Semi Inter-quartile Range-Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation(K1,K2,K3).

2.6. Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Group and data-Calculation of Standard Deviation from Assumed Mean.(K1,K2,K3)

UNIT-3: THE NORMAL DISTRIBUTION AND CORRELATION (18 Hrs.)

3.1. The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve - Importance of Normal Distribution(K1,K2,K3)

3.2. Skewness-Kurtosis-Importance of measures of Skewness and Kurtosis.(K2,K3,K4)

3.3. The Correlation: the Concept of Correlation- the Scatter Plot(K1,K2,K3)

3.4. The Product Moment Correlation - Calculation of Product Moment Correlation- Spearman's Rank(K1,K2,K3,K4)

3.5. Difference Correlation Co-efficient(K1,K2,K3,K4)

3.6. Properties of Correlation Co-efficient.(K1,K2,K3)

UNIT4: THE HYPOTHESIS TESTING AND THE INFERENCE STATISTICS (18 Hrs.)

4.1. Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process- One Tailed and Two Tailed Hypothesis Tests. (K1,K2,K3)

4.2. Decision Errors: Type I Error- Type II Error(K1,K2,K3,K4),

4.3. Inferential Statistics: t' -Tests- the t' -test for a single sample- the t' -test for a Dependent means (K2,K3)

4.4. Assumptions of Single Sample and the t' Test for a Dependent Means. (K1,K2,K3)

4.5. The t' -test for Independent Means: the Distribution of Differences between Means (K2,K3,K4)

4.6. Hypothesis Testing with a ' t' -test for Independent Means.(K1,K2,K3,K4)

UNIT5:NON-PARAMETRIC METHODS

(18 Hrs.)

5.1. The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality(K1,K2,K3)

5.2. Calculation of the Chi-Square for 2x2 tables (K1,K2,K3,K4)

5.3. Yates' Correction for Continuity- Assumptions of the Chi Square test,(K1,K2,K3,K4)

5.4. The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test(K1,K2,K3,K4)

5.5. the Median Test- Run Test- the Kolmogorov and Smirnov Two Sample test(K1,K2,K3,K4)

5.6. Precautions of the use the Non-parametric tests.(K1,K2,K3,K4)

Text Books:

1. Howell, D. (2012). *Statistical method for psychology* (8th ed.). Delhi, India: Cengage Learning.
2. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology* (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.

References:

1. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
2. Heiman, G. (2013). *Basic statistics for the behavioral sciences* (7th ed.). Belmont, CA: Cengage Learning.

SKILL BASED ELECTIVES: (Choose one out of three for each semester)

SEMESTER - III

USPYA21 – SBE: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / III	USPYA21	Psychology for health and well- being	Theory	Skill Paper	2	2	(40 +60)

OBJECTIVE

- To understand the spectrum of health and illness for better health management.
- To get to the origin of people's emotions to help them make healthy choices.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Familiarize oneself with the major premises of bio-medical model.
2. Understand the role of biological, social and psychological factors in health and illness.
3. Comprehend holism and holistic health approach and know the benefits of holistic care

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H					
CO2					M	
CO3						

UNIT I: ILLNESS, HEALTH AND WELL BEING:

- 1.1 Continuum and Models of health and illness (K1,K2,K3)
- 1.2 Medical, Bio-psychosocial, holistic health (K1,K2,K3,K4)
- 1.3 health and well being(K1,K2,K3)

UNIT II: STRESS AND COPING:

- 2.2 Nature and sources of stress (K1,K2,K3)
- 2.2 Effects of stress on physical and mental health(K1,K2,K3,K4)
- 2.3 Coping and stress management (K1,K2,K3,K4)

UNIT III: HEALTH MANAGEMENT:

- 3.1 Health-enhancing behaviors: Exercise, Nutrition(K1,K2,K3,K4)
- 3.2 Health compromising behaviours (K1,K2,K3,K4)
- 3.3 Health Protective behaviours, (K2,K3,K4)
- 3.4 Illness Management (K2,K3,K4)

UNIT IV: HUMAN STRENGTHS AND LIFE ENHANCEMENT:

4.1 Classification of human strengths and virtues(K1,K2,K3,K4)

4.2 Cultivating inner strengths: Hope and optimism(K1,K2,K3,K4)

4.3 gainful Employment and Me/We Balance (K1,K2,K3,K4)

Reference:

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
2. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

SEMESTER - III

USPYB21 – SBE: EFFECTIVE LEADERSHIP

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II/ III	USPYB21	Effective Leadership	Theory+ Practical	Skill Paper	2	2	(40 +60)

OBJECTIVE

- To develop better social intelligence, and grow in their capacity to embrace change,
- To identify and strengthen their inner resources such as self-awareness and self-mastery
- To develop the capacity to stay focused on things that merit attention.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Demonstrate effective communicative skills
2. Learn various strategies which will enable them to make good decisions in life
3. Comprehend patterns, both inside and outside of the formal leadership role
4. Appreciate the significance of working in a team to be more influential on the society

CO/PSO	PSO					
	1	2	3	4	5	6
CO1		H				
CO2			H		H	
CO3	H					
CO4		H				

UNIT I:

1.1 Types of leadership(K1,K2,K3)

UNIT II:

2.2 Developing effective behavioural styles of leadership (K1,K2,K3)

2.3 Communication Skills; Participatory Communication(K1,K2,K3)

UNIT III:

3.1 Consideration for members(K1,K2,K3)

3.2 Defining goals and distributing task effectively(K1,K2,K3,K4)

UNIT IV:

4.1 Building effective teams(K2,K3,K4)

4.2 Co-operation in a team (K2,K3)

UNIT V:

5.1 Cohesiveness(K1,K2)

5.2 Trust and interdependence (K1,K2,K3)

Reference Books:

Forsyth, D.R. (2006). Group processes. New Delhi: Cengage learning

Lussier, R. N. & Achua, C.(2007). Effective Leadership. New Delhi: Thomson South Western

Practical

Any two from the following (based on the above mentioned topics): Simulated Exercise, Test, Case Study, Interview, Movie analysis

SEMESTER - III

USPYC21 – SBE: ENVIRONMENTAL PSYCHOLOGY

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / III	USPYC21	Environmental Psychology	Theory	Skill Paper	2	2	(40 +60)

OBJECTIVES

- To study human behavior that interacts with the natural environment
- To become more sensitive to human behaviour that effects the environment

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Identify the key concepts in the field of environmental psychology
2. Comprehend major theories dealing with human-environmental relations
3. Introduce the methods in the study of human perception and behaviour in the field of environmental psychology
4. Analyze environment related issues from a psychological point of view

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H					
CO2	H					
CO3						
CO4				H		

UNIT I:

- 1.1 Introduction: Nature, Concept and goals (K1,K2,K3,K4)
- 1.2 Role and Functions of Environmental psychologists(K1,K2,K3,K4)

UNIT II:

- 2.1 Theoretical Orientations: Social psychological perspective: Urie Bronfenbrenner(K1,K2,K3,K4)
- 2.2 Baker's environmental psychology(K1,K2,K3,K4)

UNIT III:

- 3.1 Spatio- physical dimensions of behaviour (K1,K2,K3,K4)
- 3.2 Personal space, territoriality and crowding (K1,K2,K3,K4)
- 3.3 Urban environment and stress: Noise, pollution, commuting (K1,K2,K3,K4)

UNIT IV:

- 4.1 Towards better environment: Planning (K1,K2,K3,K4)
- 4.2 Role of media, practitioners (K1,K2,K3,K4)
- 4.3 NGO's contribution to changing behaviour to save the environment (K1,K2,K3,K4)

Readings:

Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston.

Holahan, C.J. (1982). *Environmental Psychology*. NY: Random House.

SEMESTER - IV

UAVCB21 – ALLIED IV: MEDIA,CULTURE AND SOCIETY

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
IV	UAVCB21	Media,culture and socirty	Theory	Allied	6	4	(40 +60)

OBJECTIVE

To enable the student to understand the theories of media and the impact of media on society and culture

COURSE OUTCOMES (CO)

The leaners will be able to

1. report and restate theelement of society and its theories
2. Illustrate the characteristics of culture and its model
3. Analyze the various model of media and categories the ecological perspective of media audience
4. Analyze the various model of media
5. Evaluate the social issue of media

CO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	M	H	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	M	H
CO4	H	H	H	M	H	M
CO5	H	H	H	H	H	M

CO/PO	PS					
	1	2	3	4	5	6
CO 1	L	M	M	M	M	M
CO 2	L	M	M	H	H	H
CO 3	M	M	M	H	H	L
CO 4	L	M	M	M	M	H
CO 5	M	M	H	H	H	H

(Low- L, Medium - M, High - H)

COURSE SYLLABUS:

UNIT I : CONCEPT OF SOCIETY

18 HOURS

- 1.1 The definition of society(K1,K2,K3)
- 1.2 Essential elements of society(K1,K2,K3)
- 1.3 Understanding Mass media(K1,K2S,K3)

- 1.4 Theories of society: the mass society theory, functionalism, use and gratification theory, social construction theory(K1,K2,K3,K4)
- 1.5 communication thchnology determinism(K1,K2,K3)
- 1.6 The information societ(K1,K2,K3)

UNIT II:CONCEPT OF CULTURE

18 HOURS

- 2.1 The definition of culture,characteristics of culture(K1,K2,K3)
- 2.2 Components of culture functions of culture(K1,K2,K3)
- 2.3 Media and popular culture(K1,K2,K3,K4)
- 2.4 Mass media culture and development(K1,K2,K3)
- 2.5 Development communication , modernization(K1,K2,K3,K4)
- 2.6 Models of development , dependency/ structuralism model(K1,K2,K3,K4)

UNIT III: MEDIA AUDIENCE

18 HOURS

- 3.1 Reception(K1,K2,K3)
- 3.2 audience positioning(K1,K2,K3)
- 3.3 Subjectivity , pleasure(K1,K2,K3)
- 3.4 Audience dynamic(K1,K2,K3)
- 3.5 impact of media on society(K1,K2,K3,K4)
- 3.6 Ecological perspectives(K1,K2,K3)

UNIT IV: MEDIA ANALYSIS

18 HOURS

- 4.1 Media text(K1,K2,K3)
- 4.2 Media ideology(K1,K2,K3)
- 4.3 Media and realism(class , gender, race, age, minority,children)(K1,K2,K3)
- 4.4 Approach to media analysis(K1,K2,K3)
- 4.5 Marxist theory , semiotics(K1,K2,K3,K4)
- 4.6 Psychoanalytic(K1,K2,K3,K4)

UNIT V: ALTERNATE MEDIA

18 HOURS

- 5.1 Alternative approaches to developments(K1,K2,K3,K4)
- 5.2 Revival of modernization models(K1,K2,K3)
- 5.3 Peculiar of indian , media in indian society(K1,K2,K3)
- 5.4 Internet initiatives for rural development(K1,K2,K3)
- 5.6 Sensational , 4G, VR ,gaming, mobile addiction(K1,K2,K3,K4)

BOOKS FOR STUDY AND REFERENCE

- 1.Mukul sahay- a textbook of communication media and society - wisdom press, Delhi,2013
- 2. Micheal O' Shaughnessy Janestadler , media and society , an introduction, oxford university press ,2005

SEMESTER - IV

USPYD21 – SBE: EMOTIONAL INTELLIGENCE

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / IV	USPYD21	Emotional Intelligence	Theory	Skill Paper	2	2	(40 +60)

OBJECTIVE

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

COURSE OUTCOMES (CLO)

On completion of the course, the students will be able to:

1. Comprehend basic models of EQ
2. Draw relation between emotions, thoughts and behaviour
3. Learn some basic techniques to manage emotions
4. Analyze the role of emotions on performance

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H					
CO2		M		H		
CO3		M				
CO4						M

CO/PO	PO					
	1	2	3	4		
CO1	M	M	M	L		
CO2	M	M	H			
CO3	M	L				
CO4	M	M				

UNIT I: INTRODUCTION

- 1.1 Emotional Intelligence; Models of Emotional Intelligence (K1,K2,K3)
- 1.2 EQ competencies: self-awareness, self-regulation (K2,K3)
- 1.3 motivation, empathy, and interpersonal skills (K1,K2,K3,K4)
- 1.4 Importance of Emotional Intelligence (K2,K3)

UNIT II: KNOWING ONE'S AND OTHERS' EMOTIONS:

- 2.1 Levels of emotional awareness; Recognizing emotions in oneself (K1,K2,K3,K4)
- 2.2 The universality of emotional expression (K2,K3)
- 2.3 Perceiving emotions accurately in others (K2,K3)

UNIT III: MANAGING EMOTIONS:

- 3.1 The relationship between emotions, thought and behaviour (K1,K2,K3,K4)
- 3.2 Techniques to manage emotions(K2,K3,K4)

UNIT IV: APPLICATIONS:

- 4.1 Workplace Relationships(K2,K3,K4)
- 4.2 Conflict Management(K1,K2,K3)

Readings:

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

Open Educational Resources:

<https://www.jmhbb.org/>

<https://pch.psychopen.eu/index.php/pch>

SEMESTER - IV

USPYE21 - YOUTH PSYCHOLOGY

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / IV	USPYE21	Youth Psychology	Theory+ Practical	Skill Paper	2	2	(40 +60)

OBJECTIVES

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Comprehend significant physical, psychological, and social transitions in growth
2. Study the development, well-being, and mode of functioning of young people.
3. Understand the mental, emotional, and behavioural needs of adolescents.
4. Learn ways to positively influence the immediate and future health of young people.
5. Comprehend the significance of the period of adolescence

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H					
CO2			H			M
CO3		M				
CO4						M
CO5	M			H		

UNIT I: INTRODUCTION:

- 1.1 Defining youth; Youth across cultures(K1,K2,K3,K4)
- 1.2 Formulation of youth identity (K1,K2,K3)
- 1.3 Concerns and relevance of youth psychology. (K1,K2,K3,K4)

UNIT II: YOUTH DEVELOPMENT AND SOCIETY:

- 2.1 Relationship with family members, peers and friends (K1,K2,K3,K4)
- 2.2 Romantic relationships and intergenerational relations (K1,K2,K3,K4)
- 2.3 Youth culture: Gender, media and values. (K1,K2,K3,K4)

UNIT III: ISSUES AND CHALLENGES:

3.1 Youth and risk behaviours (Drug abuse, delinquency, sexuality & suicide risk)
(K1,K2,K3,K4)

3.2 Employment, education; Youth in transition. (K1,K2,K3,K4)

UNIT IV: YOUTH AND SUSTAINABLE SOCIAL WELL-BEING:

4.1 Positive youth development: Responsibility, social interest and social capital.
(K1,K2,K3,K4)

PRACTICALS:

Any two practicum/workshop based on the topics discussed in Youth Psychology

Reference:

1. Brown, B. B., R. Larson, & T. S. Saraswathi. (2002).The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press.
2. Connidis, I. A. (2010).Family ties and aging. Sage.

Open Educational Resources:

<https://www.jmhbb.org/>

<https://www.ym-kdham.in/>

SEMESTER - IV

INTERGROUP RELATIONS

Year/ Sem.	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
II / IV	USPYF21	Intergroup relations	Theory+ Practical	Skill Paper	2	2	(40 +60)

OBJECTIVES

- To understand the significance of healthy inter-group relations for the society
- To learn the strategies of resolving intergroup conflicts

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

1. Comprehend interactions between individuals in different social groups significant physical, psychological, and social transitions in growth
2. Understand collective behaviour
3. Study the strength and limitation of intergroup relations

CO/PSO	PSO					
	1	2	3	4	5	6
CO1		M				
CO2					H	
CO3	H					

UNIT I:

- 1.1 Nature of intergroup relations: Cooperation vs. competition (K1,K2,K3)
- 1.2 Classical study of Robbers cave experiment(K1,K2,K3)
- 1.3 Realistic conflict theory (K2,K3)

UNIT II:

- 2.1 Social categorization and conflict: In-group vs. out-group(K1,K2,K3,K4)
- 2.2 Consequences of social categorization: Cognitive biases & stereotypes (K1,K2,K3)
- 2.3 Conflict and social categorization; Minimal in-group situation (K2,K3)

UNIT III:

- 3.1 Cultural aspects of intergroup relations (K1,K2)
- 3.2 Social identity (K1,K2)
- 3.3 Stereotypes: National & Ethnic stereotypes cases for Indian context(K2,K3)

UNIT IV:

4.1 Resolving intergroup conflict: Intergroup contact(K1,K2,K3)

4.2 Promoting intergroup cooperation (K3,K4)

4.3 Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising. (K1,K2,K3,K4)

Reading:

1. Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) Social psychology. New Delhi : Pearson.

2. Austin, W.G. & Worchel.S. (1986). Psychology of Intergroup Relations. Nelson-Hall Publishers.

Open Educational Resources:

<https://pch.psychopen.eu/index.php/pch>

SEMESTER – V

UCPYI22 - ABNORMAL PSYCHOLOGY - I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UCPYI22	Abnormal psychology - I	Theory	Core	6	4	40+60=100

OBJECTIVE:

To introduce students to fundamental knowledge in the field of clinical psychology with emphasis on critical understanding of diagnostic criteria and treatment.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Explain abnormal behavior and the need for classification. Use ICD 11 and DSM V manuals.
- Appraise any disorder from multiple perspectives to gain a deeper understanding into the triggers, causes and underlying factors.
- Identify disorders related to neurodevelopment.
- Identify cases pertaining to different anxiety related disorders.
- Distinguish between the different somatic disorders and dissociative disorders.
- Relate theoretical knowledge to rudimentary treatment suggestions.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	H	H	M
CO 2	H	M	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	M	H	M	M	H
CO 2	M	M	M	M	M	H
CO 3	L	M	H	H	H	H
CO 4	M	M	M	H	H	H
CO 5	M	M	H	H	H	H

Low-L, Medium-M, High-H

UNIT I: INTRODUCTION AND THEORETICAL PERSPECTIVE [13 Hours]

- Defining Abnormal Behaviour; current problems of mental disorders (K2)
- Causes of Abnormal Behaviour: Necessary, Predisposing, Precipitating and Reinforcing factors. (K2)
- Historical views of abnormal behaviour (K2)
- Humanitarian reform and approaches (K2)
- Need for classification; ICD 11 – Brief overview (K2, K3)
- DSM V – Brief overview and criticisms (K2, K3)

UNIT II: MODELS OF ABNORMALITY [18 Hours]

- Biological perspective (K1, K2)
- Psychological perspectives: a) Psychodynamic perspective (K1, K2)
- b) Behavioural and Cognitive behavioural perspectives (K1, K2)
- c) Humanistic and Existential perspectives (K1, K2)
- Psychological causes (K1, K2)
- Socio – Cultural perspective and causes (K1, K2)

UNIT III: NEURODEVELOPMENT DISORDERS [18 Hours]

- Intellectual Disability Disorder: Definition, Clinical types and Causal factors (K1, K2, K3, K4)
- Autism Spectrum Disorder: Clinical Picture and Causal Factors (K1, K2, K3, K4)
- Specific Learning disorder: Clinical Picture and Causal factors (K1, K2, K3, K4)
- Attention Deficit /Hyperactivity disorder (K1, K2, K3, K4)
- Conduct Disorder (K1, K2, K3, K4)
- Neurodevelopmental Motor Disorders: Developmental Coordination Disorder, Stereotypic Movement Disorder, Tic Disorder. (K1, K2, K3, K4)

UNIT IV: ANXIETY RELATED DISORDERS [18 Hours]

- Meaning of Anxiety related disorders; General Risk factors across Anxiety related disorders (K1, K2, K3)
- Description, Etiology and Treatment of: Generalized Anxiety Disorder, Panic Disorder (K1, K2, K3, K4)
- Phobic Disorders – Specific and Social Phobias (K1, K2, K3, K4)
- Post-Traumatic Stress Disorder and Acute Stress Disorder (K1, K2, K3, K4)
- Obsessive Compulsive Disorder (K1, K2, K3, K4)
- Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania (K1, K2, K3, K4)

UNIT V: SOMATIC DISORDER AND DISSOCIATIVE DISORDER [18 Hours]

- Complex Somatic Symptom Disorder: a) Somatization b) Hypochondriasis c) Pain Disorder (K1, K2, K3, K4)
- Illness Anxiety Disorder (K1, K2, K3, K4)
- Functional Neurological Disorder (Conversion Disorder) (K1, K2, K3, K4)
- Distinguishing Somatization, Pain, and Conversion Disorders from Malingering and Factitious Disorder (K1, K2, K3, K4)

- Dissociative Disorders: Dissociative Amnesia and Dissociative fugue, dissociative identity disorder (K1, K2, K3, K4)
- Depersonalization and Derealization Disorder - Causal factors and Treatment (K1, K2, K3, K4)

TEXTBOOKS:

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology (16th ed.). New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology (5th ed.). Belmont, CA: Wadsworth.

REFERENCE BOOKS:

1. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. (9th ed.). Marblehead, MA: John Wiley& Sons Inc.
2. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill

SEMESTER – V

UCPYJ22 - SOCIAL PSYCHOLOGY - I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UCPYJ22	Social psychology - I	Theory	Core	5	4	40+60=100

OBJECTIVE:

This course helps the student to understand the behaviour of an individual in social situations and helps to gain knowledge about the social forum.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- State the theories of Social Psychology
- Relate with the theories of attribution
- Infer the attitude changes of people over time
- Sketch out the requirements for interpersonal relationship
- Interpret the benefits out of altruistic behaviors

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	M	L	M
CO 2	H	M	H	M	L	H
CO 3	H	H	H	M	L	H
CO 4	H	H	H	M	M	H
CO 5	H	H	H	M	L	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	M	M	M	M	M
CO 2	M	M	H	H	M	M
CO 3	M	M	M	H	H	H
CO 4	M	M	M	H	H	H
CO 5	M	L	L	M	M	M

L-Low Medium-M, High-H

UNIT – I: INTRODUCTION

(11 HOURS)

- 1.1 Definition - Nature of Social Psychology (K1, K2)
- 1.2 Brief History or the emergence of social psychology (K1, K2)
- 1.3 Principles of Social Psychology (K1, K2, K3)
- 1.4 Social Psychology and Human Values (K1, K2, K3)

1.5 Social Psychology and Common Sense (K1, K2, K3)

1.6 Research Methods (K2)

UNIT – II: THE SELF

(17 HOURS)

2.1 **Self-Presentation:** Self-Other accuracy in predicting behaviour- Self-Presentation tactics, (K1, K2, K3)

2.2 **Self-Knowledge:** Introspection, the self from the observer's standpoint, (K1, K2, K3)

2.3 **Personal identity versus social identity:** the importance of the social context and others' treatment – (K1, K2, K3, K4)

2.4 **Social Comparison:** Self-serving biases and unrealistic optimism, (K1, K2, K3)

2.5 **Self-esteem:** the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, (K2, K3, K4)

2.6 **Self as a target of prejudice:** concealing one's identity and its impact on well-being - overcoming the effects of stereotype threat. (K2, K3, K4)

UNIT – III: SOCIAL BELIEFS AND JUDGEMENTS

(15 HOURS)

3.1 **Judging the social world:** Perceiving the social world - Explaining the social world - Importance of social beliefs (K1, K2)

3.2 Self-fulfilling prophecy, Cognitive social psychology (K1, K2, K3)

3.3 **Behaviour and Attitudes:** Conditions When Attitudes Determine Behaviour - Conditions When Behaviour Determines Attitudes- Explaining Why Behaviour Affects Attitudes (K1, K2, K4)

3.4 **Self-presentation:** Impression Management, (K2, K3)

3.5 **Self-justification:** Cognitive Dissonance (K2, K3)

3.6 **Self perception:** Comparing the theories (K2, K3, K4)

UNIT – IV: CONFORMITY, COMPLIANCE AND OBEDIENCE

(17 HOURS)

4.1 **Conformity:** Definitions - Classic Studies on Conformity (K1, K2)

4.2 Compliance & Obedience - Factors Predicting Conformity (K1, K2)

4.3 Reasons for Conformity - Characteristics of people who conform, (K1, K2, K4)

4.4 Resisting social pressures to conform (K2, K3, K4)

4.5 **Compliance:** Principles of compliance, Effectiveness of compliance strategies (K1, K2, K4)

4.6 **Obedience:** Causes & resisting the effects of destructive obedience (K1, K2, K3, K4)

UNIT – V: HELPING BEHAVIOR

(15 HOURS)

5.1 **Altruism and pro-social behaviour:** Theoretical perspectives (K1, K2)

5.2 By Stander Effect (K2, K4)

5.3 **Helping:** Reasons for Helping (K1, K2)

5.4 Conditions Governing Helping (K1, K2, K4)

5.5 Characteristics of People Who Help (K1, K2, K3, K4)

5.6 Increasing Helping Behaviour (K2, K3, K4)

TEXT BOOKS:

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

REFERENCES:

- Myers, D.G. (2002). *Social psychology* (7th ed.). New York, NY: McGraw Hill Book Company.
- Baron, A., & Byrne, D. (2002). *Social psychology* (10th ed.). New Delhi, India: Prentice-Hall of India.

SEMESTER – V

UCPYK22 - INTRODUCTION TO RESEARCH METHODOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UCPYK22	Introduction to research methodology	Theory	Core	5	4	40+60=100

OBJECTIVE:

To equip students with the knowledge and ability to produce research papers.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Understand the meaning of research and the principles that govern it.
- Identify the research problem and hypothesis.
- Describe different methods of sampling and choose an appropriate sampling method for their research.
- Compare different data collection methods. Collect data through different methods learnt.
- Acquire knowledge on research process and to write a structured report.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	M	H	L	H
CO 2	H	H	M	H	H	H
CO 3	H	H	H	H	M	H
CO 4	H	H	H	H	M	H
CO 5	H	H	H	H	M	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	M	M	H	M	L
CO 2	M	L	M	H	M	M
CO 3	L	M	M	M	H	H
CO 4	L	L	M	M	M	M
CO 5	L	M	M	M	H	H

Low-L, Medium-M, High-H

UNIT I: RESEARCH METHODOLOGY: AN INTRODUCTION [13 Hours]

- Definition- Need and Importance of psychological Research (K1, K2)
- Objectives of Research (K1, K2)
- Types of Research (K1, K2)
- The Research Process (K1, K2)
- Principles and ethics in Research (K1, K2)
- Problems encountered by researchers in India. (K1, K2)

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE [16 Hours]

- 2.1 **Research Problem:** Meaning and characteristics of a problem (K1, K2)
- 2.2 Ways in which a problem is manifested, Types of Problems (K1, K2, K3)
- 2.3 **Hypothesis:** Meaning and characteristics of a good hypothesis (K1, K2)
- 2.4 Types - Sources and Functions of Hypotheses (K1, K2, K3)
- 2.5 **Reviewing the Literature:** Purpose of Review (K1, K2)
- 2.6 Sources of Review (K1, K2, K3)

UNIT III: SAMPLING [16 Hours]

- 3.1 Meaning and Need for sampling (K1, K2)
- 3.2 Fundamentals of sampling (K1, K2)
- 3.3 Factors influencing decision to sample (K1, K2)
- 3.4 Types of Sampling: Probability and Non-probability- Probability Sampling: Simple random, stratified random, random cluster sampling (K1, K2, K3)
- 3.5 non-probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling (K1, K2, K3)
- 3.6 Probability and Non-probability sampling: Advantages, Disadvantages, Steps, Deciding appropriate sampling methods (K1, K2, K3, K4)

UNIT IV: METHODS OF DATA COLLECTION [14 Hours]

- 4.1 **Primary data:** Questionnaire and schedule (K2, K3)
- 4.2 Interview (K2, K3)
- 4.3 Observation as a tool of Data Collection (K2, K3)
- 4.4 Difference between Participant observation and non-participant observation (K2, K3)
- 4.5 Rating Scale (K2, K3)
- 4.6 **Secondary data:** Sources. (K2, K3)

UNIT V: REPORT WRITING [16 Hours]

- 5.1 Meaning and significance of report writing (K2)
- 5.2 General purpose of writing a research report (K1, K2)
- 5.3 Types of research reports, Styles of writing a research report (K1, K2, K3)

5.4 Steps in report writing (K1, K2, K3)

5.5 Layout of a report (K1, K2, K3, K4)

5.6 Precautions in writing a research report (K1, K2, K3, K4)

TEXTBOOKS:

1. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth

2. Singh, A.K. (2012). Tests, measurements and research methods in behavioural sciences. (5th ed.). Patna, India: B.B. Printers.

REFERENCES:

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

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

SEMESTER – V

UCPYL22 - EXPERIMENTAL PSYCHOLOGY-I

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UCPYL22	Experimental Psychology I	Practical	Core	6	4	40+60=100

OBJECTIVE:

To provide practical exposure to assess, analyse and interpret various psychological concepts.

LIST OF ASSESSMENTS:

A minimum of 10 experiments should be chosen from the given list for record and practice

- Finger dexterity- **psychomotor**
- Tweezer dexterity- **psychomotor**
- Maze learning- **Learning**
- Mirror Drawing- **Learning**
- Muller-layer illusion - **Perception**
- Size-weight illusion- **Perception**
- Span of attention- **Attention**
- Division of attention- **Attention**
- Concept formation blocks- **Concept formation**
- Conception formation cards - **Concept formation**
- State-trait anxiety test- **Emotion**
- Test for General Intelligence for College Students - **Intelligence**
- Bhatia's battery- **Intelligence**
- Immediate memory-**Memory**
- Memory Drum- **Memory**
- BKT
- Seguin form board
- Gazette drawing

Distribution of Marks: 100 Marks

Internal = 40	Model Examination - 20, Record-20
External = 60	Viva-10, materials required-5, Conduction-10, Plan and Procedure - 10, Result and Tabulation-5, Discussion -15, Conclusion -5

SEMESTER – V

UEPYA22 – ELECTIVE I A: GUIDANCE AND COUNSELLING PSYCHOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UEPYA22	Guidance and Counselling Psychology	Theory	Elective	5	3	40+60=100

OBJECTIVE:

To give students a comprehensive overview of counselling with theoretical and practical components.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to: (all to be made as one verb)

- Summarize the nature, goals and fields of counselling.
- Infer relevant approaches for different counselling cases.
- Use appropriate diagnostic tools to identify the presenting issues
- Nurture qualities and skills required for effective counselling
- Describe different areas in counselling.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	M	M	M
CO 2	H	H	H	H	M	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	M
CO 5	H	H	H	M	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	H	L	M	H	H	H
CO 2	H	L	H	H	H	M
CO 3	H	L	M	H	L	H
CO 4	L	H	H	H	H	H
CO 5	H	L	M	M	H	H

Low-L, Medium-M, High-H

UNIT I: NATURE AND SCOPE OF GUIDANCE AND COUNSELLING [11 Hours]

- Counselling and Guidance: Meaning, Nature (K2)
- Need and Functions of Guidance and Counselling (K2)
- Fundamental Precepts of Effective Helping (K1, K2, K3)
- Emergence of Guidance and Counselling in India (K2)
- Goals and Scope of Guidance and Counselling (K1, K2)
- Types of Counselling Services (K1, K2, K3, K4)

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS [16 Hours]

- 2.1 Directive and non-directive approaches: Humanistic approach (K1, K2, K3)
- 2.2 Behaviouristic approach (K1, K2, K3)
- 2.3 Existential Approach (K1, K2, K3)
- 2.4 Eclectic Approach (K1, K2, K3)
- 2.5 Counselling Process: Preparation for counselling (K1, K2, K3, K4)
- 2.6 Steps in the counselling process (K1, K2, K3)

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS [16 Hours]

- 3.1 Use of psychological tests in guidance and counselling (K1, K2)
- 3.2 Types of psychological tests (K1, K2)
- 3.3 Nature of a good psychological test (K2)
- 3.4 Test interpretation in counselling (K2, K3, K4)
- 3.5 Limitations of psychological tests, Diagnosis and its limitations (K1, K2, K3, K4)
- 3.6 Mental Status Examination (K2, K3, K4)

UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES [16 Hours]

- 4.1 **Qualities of an effective counsellor:** Empathy, Attending Behaviour, Therapeutic Alliance (K1, K2, K3)
- 4.2 RESPECTFUL model, Diversity and Multicultural Competence (K1, K2, K3)
- 4.3 **Counsellor skills:** Building Trust, Building Rapport (SOLER), Observational Skills (K1, K2, K3)
- 4.4 Micro Skills hierarchy (K1, K2, K3)
- 4.5 **Ethics in Counselling:** Code of Professional Ethics (K1, K2, K3)
- 4.6 Common Ethical violations by Professional Counsellors (K2, K3, K4)

UNIT V: SPECIAL AREAS IN COUNSELLING

[16 Hours]

- 5.1 Family group consultation: Counselling with Parents, Counselling Families Concerning Children (K2, K3)
- 5.2 Premarital and Marriage Counselling (K2, K3)
- 5.3 Career Guidance, Career Counselling; Adolescent Counselling (K2, K3)
- 5.4 Counselling the differently-abled person (K2, K3)
- 5.5 Counselling children in conflict with the law (K2, K3)
- 5.6 Role of the Counsellor in developing subjective and holistic well-being, (post covid) (K2, K3, K4)

TEXTBOOKS:

1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R. L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional Interviewing and Counselling, Facilitating Client Development in a Multicultural Society* (8th Edition). Belmont, CA: Cengage Learning.

REFERENCES:

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

EMESTER – V

UEPYB22 – ELECTIVE I B: POSITIVE PSYCHOLOGY

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UEPYB22	Positive psychology	Theory	Elective	5	3	40+60=100

OBJECTIVE:

To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

COURSE OUTCOMES (CO)

On completion of the course, the students will be able to:

- Define positive psychology and its related construct
- Relate positive emotions with Well-being and happiness
- Formulate effective self-regulation
- Identify positive cognitive states and their processes.
- Apply positive psychology in different settings.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	M	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

UNIT I: INTRODUCTION

(11 Hours)

1.1 Positive psychology: Introduction, Definition

1.2 Goals and assumption

1.3 Perspectives on Positive Psychology: Western and Eastern

1.4 Relationship with health psychology, developmental psychology, clinical psychology

1.5 Character Strengths and virtues

UNIT II: POSITIVE EMOTIONS, WELL-BEING AND HAPPINESS (16 Hours)

- 2.1 **Positive emotions:** Broaden and build theory; Cultivating positive emotions;
- 2.2 Resilience
- 2.3 **Happiness** - hedonic and Eudaimonic;
- 2.4 **Well-being:** negative vs positive functions;
- 2.5 Subjective well-being: Emotional, social and psychological well-being;
- 2.6 Model of complete mental life

UNIT III: SELF CONTROL, REGULATION AND PERSONAL GOAL SETTING (11 Hours)

- 3.1 The value of self-control;
- 3.2 Personal goals and self-regulation;
- 3.3 Personal goal and well-being;
- 3.4 Goals that create self-regulation;
- 3.5 Everyday explanations for self-control failure problems

UNIT IV: POSITIVE COGNITIVE STATES AND PROCESSES (16 Hours)

- 4.1 Self-efficacy
- 4.2 Optimism
- 4.3 Hope,
- 4.4 Flow
- 4.5 Mindfulness and spirituality (Frankl)

UNIT V: APPLICATIONS OF POSITIVE PSYCHOLOGY (16 Hours)

- 5.1 Tools used in the measurement
- 5.2 Positive schooling: Components;
- 5.3 Positive coping strategies; Interventions
- 5.4 Interpersonal Relationships: Forgiveness, gratitude, resilience, Wisdom, courage (altruism), optimism.
- 5.5 Moving toward balanced conceptualization;

TEXT BOOKS:

- Baumgardner, S.R & Crothers, M.K.(2010). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd.

REFERENCES:

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.
2. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.

SEMESTER – V

USPYE522 - COMMUNICATIVE SKILLS

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	USPYE522	Communicative Skills	Theory	Skill Based Elective	2	2	40+60=100

OBJECTIVE:

To equip students with the necessary competence in communication skills for today's professional world.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Understand basic components of communication.
- Develop basic skills required for communication.
- Utilize different modes of communication efficiently.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	M	L	L
CO 2	H	H	M	M	M	L
CO 3	M	H	M	M	H	L

Low-L, Medium-M, High-H

UNIT – I BASICS OF COMMUNICATION

[5 Hours]

- Changes in Communication across time (K1, K2)
- Communication Process (K1, K2)
- Models of Communication (K1, K2)
- Types of communication (K1, K2)
- Etiquettes of communication (K1, K2, K3)

UNIT – II REQUIREMENTS OF AN EFFECTIVE COMMUNICATOR [6 Hours]

2.1 Active Listening (K1, K2, K3)

2.2 Skills required for verbal (oral and written) and non-verbal communication: Verbal Skills: Questioning skills, Constructive Feedback (K1, K2, K3)

2.3 Non-Verbal Communication: Facial Expressions, Micro Expressions, Vocal Tone, Pitch, Rate of pitch, Gestures, Body Language (K1, K2, K3)

2.4 Presentation of content: Setting Objective, Understanding the Audience, Knowing the Setting, Writing Down the ‘Central Theme’ of the Talk (K1, K2, K3)

2.5 Writing the Outline, Developing Visual Aides, Preparing Delivery Notes and Delivering the Presentation (K1, K2, K3)

UNIT – III COMMUNICATION IN REAL LIFE SETTINGS [15 Hours]

3.1 Individual and group meetings (exchanging greetings, introduction, sharing personal information, small talk, maintaining a conversation) (K2)

3.2 Telephonic exchanges (answering telephone, asking for someone, making inquiries, dealing with the wrong number, taking and leaving messages) (K2)

3.3 Online Communication (Making new friends, maintaining friendships online, dealing with inappropriate messages, cyberbullying and threats) (K2)

3.4 Audio and Visual Communication (Developing a profile, understanding communication done through channels such as: Stories, Radio, Art, Videos) (K2)

3.5 Group Project: Communicating any mental health or social issue related concept as a group to the public through the afore mentioned channels. (K2)

UNIT -IV GROUP DISCUSSION AND PUBLIC SPEAKER

4.1 Introduction, Definition of group discussion, different between group discussion and debate with number and duration. (K1, K2, K4, K5)

4.2 Types of group discussion, personality traits to be evaluated – reasoning ability, leadership, openness, assertiveness, initiative, motivation, attentive listening, awareness. (K1, K2, K5)

4.3 Dynamic of group behaviour/ group etiquette and mannerism and techniques for group discussion. (K1, K2,)

4.4 Introduction of public speaking, delivering different types of speeches. (K1, K2, K4)

4.5 Selecting an appropriate method – speaking from memory, speaking from manus script, speaking impromptu, speaking from notes. (K1, K2, K3,)

4.6 Making speech interesting – make your beginnings catchy, use wit and humour, use appropriate body language, use proper voice modulation, use examples and instances, end on an emphatic note. (K1, K2, K3, K6)

UNIT -V BUSSINESS LETTERS AND RESUMES

5.1 Introduction, importance, (K1, K2)

5.2 Elements of structure, layout. (K1, K4)

5.3 Business letters – element of style (K1, K2, K4)

5.4 Types of business letters – acknowledgement letter, letter of recommendation, appreciation letter, acceptance letter, apology letter, complaint letter, enquiry letter, invitation letter, rejection letter, order letter, application letters and cover letters, sales letter. (K1, K2, K3, K4)

5.5 Resume preparation – what is resume? Purpose of resume, what do I included on resume? Types of resumes, preparation before writing a resume, format and layout, sample resumes. (K1, K2, K3, K6)

TEXTBOOK:

Mastering communication skills and soft skills N. Krishnaswamy, Manju Dariwal, Lalitha Krishnaswamy (Bloomsbury).

Kumar.S., Lata.P (2015) communication skills (2nd ed), Oxford University press, New Delhi.

OTHER RESOURCES:

[Chapter-8 \(Soft Skill\).pmd \(ncert.nic.in\)](#)

SEMESTER – VI

UCPYM22 - ABNORMAL PSYCHOLOGY II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	UCPYM22	Abnormal Psychology II	Theory	Core Theory	6	4	40+60=100

OBJECTIVE:

To introduce students to various disorders related to mood, psychotic, personality, and substance use disorders.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Discuss symptomatic criteria, and treatment of mood disorders.
- Identify symptoms and causes of schizophrenia and psychotic symptoms.
- Distinguish between different clusters of personality disorders and identify them.
- Summarize the concepts, symptoms and treatments of various addiction related disorders.
- Relate psychotherapeutic knowledge to various disorders.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	H	H	M
CO 2	H	H	H	H	H	M
CO 3	H	H	H	H	H	M
CO 4	H	H	H	H	H	M
CO 5	H	H	H	H	H	M

CO/PO	PO					
	1	2	3	4	5	6
CO 1	L	M	H	M	M	H
CO 2	M	M	M	M	M	H
CO 3	L	M	H	H	H	H
CO 4	M	M	M	H	H	H
CO 5	M	M	H	H	H	H

Low-L, Medium-M, High-H

UNIT I: MOOD DISORDERS

[18 Hours]

- Unipolar mood disorder: Biological factors (K1, K2, K4)
- Psychosocial and Socio- cultural Causal factors (K1, K2, K4)
- Bipolar disorders: Biological factors (K1, K2, K4)

- Psychosocial and Socio- cultural Causal Factors (K1, K2, K4)
- Treatment (K1, K2, K3, K4)
- Suicide: Causes, Prevention, Treatment (K1, K2, K3, K4)

UNIT II: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS [16 Hours]

- 2.1 **Schizophrenia:** Meaning (K2)
- 2.2 Clinical features – positive and negative symptoms (K1, K2, K3, K4)
- 2.3 Causes (K1, K2, K4)
- 2.4 Treatment (K1, K2, K3, K4)
- 2.5 Subtypes (K1, K2, K3, K4)
- 2.6 **Other Psychotic Disorders:** Causal Factors - Treatment (K1, K2, K3, K4)

UNIT III: PERSONALITY DISORDERS [18 Hours]

- 3.1 Steps of personality assessment in the proposed DSM V (K1, K2, K3)
- 3.2 Cluster A disorders: Meaning, Types, Causes. (K1, K2, K3, K4)
- 3.3 Cluster B disorders: Meaning, Types, Causes: Anti-Social Personality Disorder, Borderline Personality Disorder (K1, K2, K3, K4)
- 3.4 Histrionic Personality Disorder, Narcissistic Personality Disorder (K1, K2, K4)
- 3.5 Cluster C disorders: Meaning, Types, Causes (K1, K2, K3, K4)
- 3.6 Treatment of Personality Disorders (K1, K2, K3, K4)

UNIT IV: SUBSTANCE RELATED DISORDERS [18 Hours]

- 4.1 Concepts: Substance Abuse, Tolerance, Dependence, Addiction, Withdrawal symptoms (K1, K2)
- 4.2 Neurobiology and Physiology of addiction (K1, K2)
- 4.3 Addiction Disorders: Alcohol Abuse and Dependence: Etiology, Criteria (K1, K2, K3, K4)
- 4.4 yCber addiction: causes, symptoms and consequences
- 4.5 Psychoactive drugs (Meaning, Classification), Drug Abuse and Drug Dependence: Etiology, Causal factors (K1, K2, K3, K4)
- 4.6 Treatment – Pharmaceutical, Psychotherapeutic interventions. (K1, K2, K3)

UNIT V: PREVENTION AND TREATMENT [16 Hours]

- 5.1 Perspectives on Prevention - Primary, Secondary and Tertiary Prevention (K1, K2, K3, K6)
- 5.2 Psychological approaches to treatment: Psycho dynamic therapy (K1, K2, K3)
- 5.3 Behaviour therapy, Cognitive and Cognitive Behavioural therapies (K1, K2, K3)
- 5.5 Humanistic and Existential therapies, Family and Marital Therapy (K1, K2, K3)
- 5.6 Eclecticism and Integration, Indigenous systems: Yoga and Meditation. (K1, K2, K3, K4)

TEXT BOOKS:

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

REFERENCES:

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

SEMESTER – VI

UCPYN22 - SOCIAL PSYCHOLOGY -II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	UCPYN22	Social Psychology II	Theory	Core Theory	5	4	40+60=100

OBJECTIVE:

This course gives a deeper understanding about human behaviour and mental process in a social context.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Identify the elements of persuasion and related theories
- Relate the group influence on individuals
- Demonstrate the consequences of group antagonism
- Discuss and analyse various theories of aggression and strategies to reduce aggression.
- Summarize on liking, love and close relationships.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	H	H	H	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

CO/PO	PO					
	1	2	3	4	5	6
CO 1	M	L	M	H	H	H
CO 2	H	L	M	M	M	M
CO 3	L	M	M	M	M	M
CO 4	M	M	M	M	L	
CO 5	M	M	M	M	M	L

Low-L, Medium-M, High-H

UNIT - I PERSUASION

(13 HOURS)

- 1.1 Theories of Persuasion:** the central route - the peripheral route (K1,K2,K3,K4)
- 1.2** different pathways for different purposes (K1,K2,K3)
- 1.3** Elements of Persuasion: communicator, content, channel, audience (K1,K2,K3,K4)
- 1.4** Cults & persuasion – Resisting(K1,K2,K3)
- 1.5** Persuasion: strengthening personal commitment, (K1,K2,K3)
- 1.6** Inoculation programs- implications of attitude inoculation.(K1,K2,K3)

UNIT - II GROUP INFLUENCE:

(16HOURS)

- 2.1** Definition of Group - **Social Facilitation:** the mere presence of others, crowding, factor(K1,K2,K3)
- 2.2 Social Loading:** Introduction, social loafing in everyday life(K1,K2,K3,K4)
- 2.3 De-individualization:** importance of working together, diminishing self-awareness(K1,K2,K3,K4)
- 2.4 Group Polarization:** The risky shift phenomenon, Group influence on opinions(K1,K2,K3,K4)
- 2.5 Group Think:** symptoms, critiquing, preventing group think, group problemsolving(K1,K2,K3)
- 2.6 The influence of the minority:** consistency, self-confidence, deflections from a majority, leadership as minority influence(K1,K2,K3,K4)

UNIT - III PREJUDICE

(14 HOURS)

- 3.1** Nature and Power of Prejudice (K1,K2,K3)
- 3.2** Social Sources of Prejudice (K1,K2,K3)
- 3.3** Motivational Sources of Prejudice (K1,K2,K3)
- 3.4** Cognitive Sources of Prejudice (K1,K2,K3)
- 3.5** Consequences of Prejudice -Discrimination (K1,K2,K3)
- 3.6** prejudice in action – Techniques for countering the effects of prejudice(K1,K2,K3)

UNIT - IV AGGRESSION

(16 HOURS)

- 4.1 Aggression:** Definition - Hurting Others(K1,K2,K3)
- 4.2** Theories of Aggression (K1,K2,K3)
- 4.3** Media violence (K1,K2,K3)
- 4.4** Sexual violence (K1,K2,K3)
- 4.5** Strategies to reduce Aggression.(K1,K2,K3)

UNIT – V: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS [16 HOURS]

- 5.1 Internal sources of liking others:** the role of needs and emotions(K1,K2,K3)
- 5.2 External sources of attraction:** the effects of proximity(K1,K2,K3)
- 5.3** familiarity and physical beauty (K1,K2,K3)

5.4 Sources of liking based on social interaction (K1,K2,K3)

5.5 Close relationships - foundations of social self (K1,K2,K3,K4)

5.6 Divorce & the detachment process(K1,K2,K3,K4)

TEXTBOOKS:

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

REFERENCES:

- Myers, D. G. (2002). *Social Psychology* (7th ed.). New York, NY: McGraw Hill Book Company.
- Baron, A., & Byrne, D. (2002). *Social Psychology* (10th ed.). New Delhi, India: Prentice-Hall of India.

SEMESTER – VI

UCPYO22 - PRACTICAL -EXPERIMENTAL PSYCHOLOGY-II

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	UCPYO22	Experimental Psychology I	Practical	Core	6	4	40+60=100

OBJECTIVE:

i) To provide practical exposure to assess, diagnose and interpret various psychological concepts. ii) To understand the mental status examination (MSE).

LIST OF ASSESSMENTS:

A minimum of 10 experiments should be chosen from the given list for record and practice

- Achievement Motivation scale- **Achievement tests**
- Leadership preference scale - **Leadership**
- Eysenck's personality inventory -**Personality**
- 16 PF personality test –**Personality**
- Neuroticism Scale Questionnaire -**Personality**
- Thurstone interest schedule –**Interest**
- Comprehensive Interest Schedule - **Interest**
- Singh's personality stress-**Stress and coping**
- Bell's adjustment inventory- **adjustment**
- General test for creativity based on Wallach Kogan- **Creativity**
- Passi test for creativity - **Creativity**
- Distinctive aptitude test - **Aptitude**
- Sexual attitude scale - **Attitude**
- Motivational analysis test - **Motivation**
- P.G.I General Wellbeing measure – **Health and Wellbeing**
- **MSE**

Distribution of Marks: 100 Marks

Internal = 40	Model Examination - 20, Record-20
External = 60	Viva-10, materials required-5, Conduction-10, Plan and Procedure - 10, Result and Tabulation-5, Discussion -15, Conclusion -5

SEMESTER – VI

UEPYC22 – ELECTIVE: SUBSTANCE USE AND COUNSELLING

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UEPYC22	Substance Use and Counselling	Theory	Elective	5	3	40+60=100

OBJECTIVE:

To develop an understanding on various substances used, addiction and gain skills used in managing substance abuse.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Explain theories and concepts related to addiction.
- Discuss causes, symptoms, and treatment for alcohol addiction disorder
- Summarize the causes, effects, and treatment of nicotine addiction.
- Compare different opioids, cannabis and their effects
- Describe substance abuse management techniques and therapy.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	H	H	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	M	H	H	H
CO 5	H	H	H	H	H	M

Low-L, Medium-M, High-H

UNIT 1: INTRODUCTION

[15 Hours]

- Definition of terms: addiction, harmful use, dependence – criteria for dependence (K1, K2)
- Historical concepts of substance use: moral concept, disease concept and lifestyle choice (K2, K3, K4)
- Theories of addiction: biological theories;(K1, K2, K3, K4)
- Psychological theories: personality traits, (K1, K2, K3, K4)

- Psychodynamic explanation (K1, K2, K3, K4)
- Learning theories (K1, K2, K3, K4)

UNIT 2: ALCOHOL

[15 Hours]

- 2.1 Alcohol kinds, Contents, Levels of intoxication (K1, K2)
- 2.2 Patterns of use, Causes of addiction (K1, K2, K4)
- 2.3 Acute effects of alcohol use: physical and psychological effects (K1, K2, K4)
- 2.4 Long term effects of alcohol use: physical and psychological (K1, K2, K4)
- 2.5 Cycle/Stages of addiction (K1, K2, K3, K4,)
- 2.6 12 step facilitation therapy, Alcoholics Anonymous (K1, K2, K3, K4)

UNIT 3: NICOTINE

[15 Hours]

- 4.1 Types of tobacco - smoking and smokeless(K1, K2)
- 4.2 Modes of use, Causes of addiction (K1, K2, K4)
- 4.3 Acute effects of nicotine use: physical and psychological (K1, K2, K4)
- 4.4 Long term effects of nicotine use: physical and psychological (K1, K2, K4)
- 4.5 Cycle/ Stages of addiction (K1, K2, K3, K4,)
- 4.6 Nicotine Anonymous, Nicotine replacement Therapy: Nicotine Patch, Nicotine gum (K1, K2, K3, K4)

UNIT 4: OPIOIDS AND CANNABIS

[15 Hours]

- 3.1 **What are opioids:** natural, synthetic (K1, K2)
- 3.2 Routes of administration (K1, K2, K4)
- 3.3 Acute effects of opioid use : physical and psychological (K1, K2, K4)
- 3.4 Long term effects of opioid use: physical and psychological (K1, K2, K4)
- 3.5 **Cannabis** - components and preparation, Modes of use (K1, K2)
- 3.6 Physical and psychological effects: acute and long term (K1, K2, K4)

UNIT 5: MANAGEMENT OF SUBSTANCE USE

[15 Hours]

- 5.1 Assessment of motivation and stages of motivation (K1, K2)
- 5.2 Goals of treatment and Treatment settings (K1, K2, K3, K4)
- 5.3 Motivational interviewing, motivational enhancement therapy (K1, K2, K3)
- 5.4 Relapse prevention strategies: Identifying precipitants of relapse, high risk situations- social skills training (K1, K2, K3, K4)
- 5.5 Assertiveness training, Life skills training (K1, K2, K3, K4)
- 5.6 Family and Marital Therapy (K1, K2, K4)

TEXT BOOKS:

- Lal, R (2005). Substance use Disorder: Manual for Physicians. New Delhi: AIIMS.
- Patricia Stevens, Robert L Smith (2017). substance use theory and practice.

REFERENCES:

1. Marlatt, A., & Donovan, D. (Eds). (2005). Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviours. New York: The Guilford Press
2. Murthy, P., & Nikhetha, S. (Eds). (2007) Psychosocial Interventions for Persons with Substance Abuse. Bangalore: NIMHANS Publication

SEMESTER VI

UEPYD22 – ELECTIVE: SCHOOL COUNSELLING

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / V	UEPYD22	School Counselling	Theory	Elective	5	3	40+60=100

OBJECTIVE:

- To impart knowledge on counselling in school settings.
- To equip students with basic skills required to counsel in schools.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Recognize the character and functions of a school counsellors.
- Explore common issues faced by children and adolescence.
- Outline negative behaviour and ways of counselling both victims and offenders.
- Develop a stronger sense of self and wellbeing in themselves.
- Facilitating and enhancing their strengths (children and adolescent) at school level.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	M	H	H	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

UNIT I: SCHOOL COUNSELING – INTRODUCTION

[15Hours]

- 1.1 Introduction: Meaning, Need (K1, K2)
- 1.2 Scope for School Counselling (K1, K2)
- 1.3 Characteristics of a School Counsellor (K1, K2, K3)
- 1.4 Functions of a School Counsellor (K1, K2, K3, K4)
- 1.5 Planning counselling sessions (K2, K3)
- 1.6 Counselling at different grades (K2, K3)

UNIT II: ISSUES AMONG CHILDREN AND ADOLESCENTS [15 Hours]

- 2.1 Identity Crisis: Erikson's theory and Marcia's theory (K1, K2, K3)
- 2.2 Parental separation: Counselling students at the Beginning of Parental separation (K2, K3)
- 2.3 Interpersonal Relationships, Relationship Loss (K2, K3)
- 2.4 Bereavement: Bereavement Counselling (K2, K3)
- 2.5 Common issues faced by children and adolescents (K2, K3)

UNIT III: NEGATIVE BEHAVIOR [15 Hours]

- 3.1 Bullying in School: Counselling Bullies (K2, K3, K4)
- 3.2 Counselling victims of physical and verbal abuse (K2, K3, K4)
- 3.3 Counselling victims of cyber bullying (K2, K3, K4)
- 3.4 Aggressive Behaviour: Violence and aggression (K2, K3, K4)
- 3.5 Counselling violent and Aggressive students - Anger management (K2, K3, K4)
- 3.6 Counselling students with Drug Abuse and Smoking (K2, K3, K4)
- 3.7 Phone and game addiction (K2, K3)

UNIT IV: BUILDING SELF [15 Hours]

- 4.1 Counselling to raise Self-Esteem (K2, K3, K4)
- 4.2 Personality Development (K2, K3, K4)
- 4.3 Counselling Depressed Students (K2, K3, K4)
- 4.4 Counselling students with suicidal thoughts (K2, K3, K4)
- 4.5 Counselling sexually abused students (K2, K3, K4)
- 4.6 Counselling students with an academic problems and personal problems (K2, K3, K4)

UNIT V: MEANING IN LIFE [15 Hours]

- 5.1 Understanding the purpose of life (K2, K3, K4)
- 5.2 Identifying the potentials and strengths (K2, K3, K4)
- 5.3 Setting goals: short-term and long-term goals (K2, K3, K4)
- 5.4 Self - Motivation and Drive for competence/ achievement/ excellence (K2, K3, K4)
- 5.5 Contribution to family, school and society (K2, K3, K4)
- 5.6 Resilience (K2, K3, K4)

TEXT BOOK AND REFERENCES:

- Lines, D. (2011). Brief counseling in school: Working with young people from 1 to 18. Sage publication.
- Baginsky, W. (2004). School counseling in England, Wales and Northern Ireland: a review. London : National society for the prevention of cruelty to children.

SEMESTER VI

USPYF22 – SBE: CONSUMER BEHAVIOUR

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	USPYF22	Consumer Behaviour	Theory	Skill Based Elective	2	1	40+60=100

OBJECTIVE:

To understand the nature, attitude, and behaviour of consumers and their communication process.

COURSE OUTCOMES (CO):

On completion of the course, the students will be able to:

- Define consumer behaviour and the different kinds of consumers.
- Relate factors influencing consumer behaviour to exist marketing strategies of brands and advertisements.
- Recall theoretical concepts regarding consumer attitudes and communicate across them.
- Analyse the influence of family, money and social class on a consumer's decisions.
- Break down the decision-making process and patterns of buying of both consumers and organizational buyers for effective marketing strategies.

CO/PSO	PSO					
	1	2	3	4	5	6
CO 1	H	H	M	H	M	H
CO 2	H	H	H	H	H	H
CO 3	H	H	H	H	H	H
CO 4	H	H	H	H	H	H
CO 5	H	H	H	H	H	H

Low-L, Medium-M, High-H

UNIT – I: INTRODUCTION

[6 Hours]

- 1.1 Definition, scope, consumer roles, (K1, K2)
- 1.2 History of consumer behaviour and the marketing concept (K1, K3)
- 1.3 Contributing disciplines and application of consumer behaviour (K1, K2, K3)
- 1.4 Market segmentation: need, types - geographic, demographic, (K1, K2, K3)
- 1.5 Psychographic and life style. (K1, K2, K3, K4)
- 1.6 Product positioning: need and strategy (K2, K3, K4)

UNIT – II: FACTORS INFLUENCING CONSUMER BEHAVIOUR [6 Hours]

- 2.1 Consumer motivation: needs, goals, motive arousal, reactions to frustration (K1, K2, K3)
- 2.2 Consumer Personality: nature, influences on consumer behaviour (K1, K2, K4)
- 2.3 Consumer emotions: nature, uses in advertising (K1, K2, K4)
- 2.4 Consumer Perception and its implications (K2, K3, K4)
- 2.5 Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour (K1, K2, K3, K4)

UNIT – III: CONSUMER ATTITUDE AND COMMUNICATION PROCESS [6 Hours]

- 3.1 Attitude: functions, Tri-component attitude model (K1, K2, K4)
- 3.2 Katz's models of attitude and attitude change (K1, K2, K4)
- 3.3 Post purchase attitude change: cognitive dissonance theory and attribution theory (K1, K2, K4)
- 3.4 Marketing communication: Process of communication, barriers in communication (K1, K2, K4)
- 3.5 Types of communication systems, Source (K1, K2, K4)
- 3.6 Message and Medium of Communication (K1, K2, K4)

UNIT – IV: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS [6 Hours]

- 4.1 Reference group: Nature, types and influences on consumers (K1, K2, K4)
- 4.2 Family life cycle stages, nature of household and purchases (K1, K2, K4, K5)
- 4.3 Family decision making and resolving conflict (K1, K2, K4)
- 4.4 Social class: Nature of social class, symbols of status (K1, K2, K4, K5)
- 4.5 Concept of money and social class (K1, K2, K4, K5)
- 4.6 Social class categories and consumer behaviour (K1, K2, K4, K5)

UNIT – V: CONSUMER DECISION MAKING [6 Hours]

- 5.1 Consumer decision: Stages in consumer decision process - situational influence (K1, K2, K4)
- 5.2 problem recognition, information search, evaluation of alternatives (K1, K2, K4)
- 5.3 selection, outlet selection and purchase and post purchase action (K1, K2, K4)
- 5.4 Organizational Buyer: nature, market structure and pattern of demand (K1, K2, K4, K5)
- 5.5 characteristics, decision approach (K1, K2, K4, K5)
- 5.6 purchase pattern and organizational buyer decision process (K1, K2, K4, K5)

TEXT BOOK:

- Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective 1st Edition. Dreamtech Press, New Delhi.

REFERENCES:

- Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice-Hall of India Pvt Ltd, New Delhi, India
- Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour - Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

SEMESTER VI

UCPYP22 - COMPULSORY PROJECT

Year/ Sem	Course Code	Title of the Course	Course Type	Course Category	H/W	Credits	Marks 100
III / VI	UCPYP22	Compulsory project	practical	project	5	5	80+20=100

OBJECTIVE:

To equip students with professional competence based on their core subjects learnt.

CRITERIA: To complete these courses, the following are required to be completed before the semester examinations.

SI. No	Activities	Marks
1	Field visits to any two of the following places: <ul style="list-style-type: none">• Mental Health Centre• Rehabilitation Centre• Special Education School• Orphanage• Old age Home To be submitted as reports	20
2	Create and conduct workshops (5 hours) <ul style="list-style-type: none">• Create two workshop modules that last for a duration of 1 – 2 hours each• Submit a workshop proposal consisting of : aim, objectives, venue, date, number of participants, tabulated program outline along with materials to be used (PPT, Videos, etc)	20
3	Peer Counselling and submission of one case conceptualization.	20
4	<ul style="list-style-type: none">• Conduct a simple research and submit their report Or <ul style="list-style-type: none">• Administer any assessment tool for a learning disability and submit a case report	20
5	Individual supervision for 3 hours	-
6	Group supervision for 10 hours	-
7	Record	20
	TOTAL	100

ASSESSMENT METHODS

FOR CORE AND ALLIED PAPERS:

Semester Examination (100 Marks)

Time: 3 Hours

Section A – 10 x 2 = 20 marks

Answer **all** questions

10 questions (2 questions from each unit)

Section B – 5 x 7 = 35 marks

Answer **all** questions

5 questions with internal choice (1 question from each unit)

Section C – 3 x 15 = 45 marks

Answer **any three** questions

5 questions (1 question from each unit)

CA Examination (50 Marks)

Time: 1 Hour 30 Minutes

Section A – 7 x 2 = 14 marks

Answer **all** questions

7 questions

Section B – 3 x 7 = 21 marks

Answer **any three** questions

3 out of 5 questions

Section C – 1 x 15 = 15 marks

Answer **any one** question

2 questions (1 question from each unit)