

**UNIVERSITY OF MADRAS**  
**INSTITUTE OF DISTANCE EDUCATION**  
**BSc PSYCHOLOGY**  
**Under Choice Based Credits System**  
**(With effect from the academic year 2018-2019)**

**SCHEME OF EXAMINATION**

<b>SEMESTER I</b>		<b>SUBJECTS</b>	<b>CREDIT</b>	<b>Max Marks</b>		<b>TOTAL</b>
<b>COURSE COMPONENT</b>				<b>INT</b>	<b>EXT</b>	
Part I	Paper-I					
Part II	Paper-I	English	3	25	75	100
Part III	Core Paper-I	Basic Psychology -1	4	25	75	100
	Core Paper-II	Developmental Psychology -I	4	25	75	100
	Allied Paper- I	Biological Psychology	3	25	75	100

<b>SEMESTER II</b>		<b>SUBJECTS</b>	<b>CREDIT</b>	<b>Max Marks</b>		<b>TOTAL</b>
<b>COURSE COMPONENT</b>				<b>INT</b>	<b>EXT</b>	
Part I	Paper-II					
Part II	Paper-II	English	3	25	75	100
Part III	Core Paper-III	Basic Psychology -II	4	25	75	100
	Core Paper-IV	Developmental Psychology -II	4	25	75	100
	Allied Paper-II	Foundation of Sociology	3	25	75	100

<b>SEMESTER III</b>		<b>SUBJECTS</b>	<b>CREDIT</b>	<b>Max Marks</b>		<b>TOTAL</b>
<b>COURSE COMPONENT</b>				<b>INT</b>	<b>EXT</b>	
Part I	Paper-III					
Part II	Paper-III	English	3	25	75	100
Part III	Core Paper-V	Sports Psychology	4	25	75	100
	Core Paper-VI	Psychological Statistics	4	25	75	100
Part IV	NME-I	Fitness and Wellness	2	25	75	100

SEMESTER IV		SUBJECTS	CREDIT	Max Marks		TOTAL
COURSE COMPONENT				INT	EXT	
Part I	Paper-IV			Tamil or other language	3	
Part II	Paper-IV	English	3	25	75	100
Part III	Core Paper-VII	Experimental Psychology - Practical	5	40	60	100
	Core Paper-VIII	Counselling Psychology	5	25	75	100
Part IV	NME-II	Environmental Administration	2	25	75	100

SEMESTER V		SUBJECTS	CREDIT	Max Marks		TOTAL
COURSE COMPONENT				INT	EXT	
Part III	Core Paper-IX			Organizational Behavior	4	
	Core Paper-X	Abnormal Psychology -I	4	25	75	100
	Core Paper-XI	Health Psychology	4	25	75	100
	Core Elective-I	Introduction to Positive Psychology	3	25	75	100
Part IV		Environmental Studies	2	25	75	100

SEMESTER VI		SUBJECTS	CREDIT	Max Marks		TOTAL
COURSE COMPONENT				INT	EXT	
Part III	Core Paper-XII			Social Psychology	4	
	Core Paper-XIII	Abnormal Psychology -II	4	25	75	100
	Core Paper-XIV	Rehabilitation Psychology	4	25	75	100
	Core Elective-II	Educational Psychology	3	25	75	100
Part IV		Value Education	2	25	75	100

Course component		No. of paper x Credit(s)	Total	
Part I	Language Paper(4)	4x3	12	
Part II	English(4)	4x3	12	
Part III	Core paper(12)	12x4	48	
	Core paper(2)	2x5	10	
	Allied(2)	2x3	06	
Part IV	Elective(2),	2x3	06	
	NME(2),EVS(1),VE(1)	4x2	08	<b>102</b>

**BSC– PSYCHOLOGY**  
**SYLLABUS**  
**Under Choice Based Credits System**  
**(With effect from the academic year 2018-2019)**

**SEMESTER: I**  
**Core Paper – I : BASIC PSYCHOLOGY -1**

**Course Objectives:**

This paper enables students to understand the methods of psychology, basic psychological processes and to appreciate different approaches to psychological processes.

**Unit –I**

Introduction – Definition, Psychology as a Science .A brief history of Psychology, Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalytic Psychology, Humanistic Psychology. Approaches to Psychology – Behavioral, Psychodynamic Approach, Cognitive Approach, Behavioral Neuroscience, Evolutionary Psychology, Sociocultural Approach, Humanistic Movement, Positive Psychology.

**Unit - II**

Methods of Psychology – Introduction to the Scientific Method, Research Methods: Descriptive Research – Observation, Surveys and Interviews, Standardized Tests, Case Studies, Correlation Research, Experimental Research.

**Unit – III**

Sensation and Attention. Sensation – Definition, Sensory receptors and the brain, Thresholds – absolute threshold, difference threshold, Subliminal perception, Sensory adaptation, Sensory Gating, Selective Attention, Determinants of attention.

**Unit – IV**

Perception – Definition, Perceptual constancy, Perceptual organization, Depth Perception, Motion Perception, Perceptual learning, Motives and Perception, Perceptual expectancy, Extra Sensory Perception.

**Unit – V**

Learning – The nature of learning, Classical Conditioning – Principles and Applications, Operant Conditioning – Principles and Applications, Observational Learning, Cognitive factors in learning – Latent Learning, Insight Learning.

**References:**

Santrock, J.W. (2006). Psychology Essentials (Updated 2<sup>nd</sup> ed.). New Delhi: Tata McGraw Hill.  
Coon, D., & Mitterer, J.O. (2007). Introduction to Psychology (11<sup>th</sup> ed.). New Delhi: Cengage Learning India Pvt Ltd.

## **CORE PAPER –II : DEVELOPMENTAL PSYCHOLOGY I**

**Course Objectives:** This paper helps students understand human growth and development from conception to early childhood and appreciate the determinants of human growth and development.

### **Unit - I**

Principles of Growth and Development– Some significant facts about development. Conception– Beginnings of life. Maturation of Reproductive cells. Ovulation of the female Reproductive cell. Fertilization. Importance of fertilization- Heredity Endowment. Sex determination. Number of offspring. Ordinal position in the family. New born Baby: Size and Appearance, Body Systems, States of Arousal, Survival and Health, Medical and Behavioural Assessment.

### **Unit – II**

First Three Years: Physical Development – Principles of development, Physical growth, influences on growth, Nutrition, Early sensory capacities, Touch and Pain, Smell and Taste, Hearing, Sight. Motor Development, Milestones of motor development, The occurrence of motor development: Maturation, motor development and perception, Cultural Influences on motor development.

### **Unit – III**

First three years: Cognitive development - Piagetian Approach: The Sensorimotor stage. Language Development: Sequence of early language Development. Characteristics of early speech. Influences on early language development: Maturation of the brain, social interaction- the role of parents and caregivers.

Psychosocial Development: Emotions- First signs of emotion, Appearance of emotions, Brain growth and emotional development, Temperament, studying temperament patterns, stability of temperament, biological basis of temperament, cultural differences.

Earliest Social Experiences: The infant in the family. Development of trust, attachment, anxiety and autonomy.

### **Unit – IV**

Early Childhood: Physical development - Bodily growth and change, Nutrition, Sleep patterns and problems, Motor skills, Artistic development, Handedness.

### **Unit – V**

Early Childhood: Cognitive development Piagetian Approach: The preoperational child Advances of preoperational thought, Immature aspects of preoperational thought. Language Development: Vocabulary, Grammar and Syntax, Pragmatics and Social speech, Private speech. Psychosocial development: Self-concept and Cognitive development. Understanding emotions, emotions directed toward the self. Erikson: Initiative Vs Guilt. Self-esteem-developmental changes of self-esteem. Play- Types of play, social dimension of play. Parenting- forms of discipline, parenting styles, Baumrind's model. Relationships with other children- Siblings or their absence, the only child, playmates and friends, the characteristics and benefits of friendships.

### **References**

Hurlock, E. (2000) Child Development. (6th ed.) New Delhi: Tata Mcgraw Hill.

Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004) Human Development (9th ed.) New Delhi: Tata Mcgraw Hill

### **Allied Paper – I : BIOLOGICAL PSYCHOLOGY**

**Course Objectives:** This course helps the student understand important concepts in biological psychology and the role of the nervous system in behavior. It acquaints them with the knowledge about the connections between biological systems and psychological processes.

#### **Unit – I**

The Biological Approach to Psychology - Biological Explanations of Behaviour. Career Opportunities. Research methods - Effects of Brain Damage, Effects of Brain Stimulation, Recording Brain Activity, Correlating Brain Anatomy with Behaviour.

#### **Unit – II**

Brain anatomy. Structure of the vertebrate nervous system. The spinal cord. The autonomic nervous system. The hind brain, mid brain and forebrain. Ventricles. The cerebral cortex.

#### **Unit – III**

The cells of the nervous system. Anatomy of neurons and glia. Blood-brain barrier. The nerve impulse. The resting potential of the neuron. The action potential. The myelin sheath and salutatory conduction. The concept of the synapse. Chemical events at the synapse.

#### **Unit – IV**

Lateralization of function. Visual and auditory connections to the hemispheres. Cutting the corpus callosum. Brain damage and language, Dyslexia. Brain plasticity – fine tuning by experience. Plasticity after brain damage – re-growth of axons, axon sprouting. Reorganized sensory representations and the Phantom Limb. Learned adjustments in behavior.

#### **Unit – V**

Biology of emotion. Emotions, autonomic arousal and the James-Lange theory. Brain areas associated with emotion. The functions of emotions. Attack behaviors. Fear and anxiety.

#### **References**

- Kalat, J.W. (2013). Biological Psychology. 11<sup>th</sup> edition. Cengage Learning.
- Kalat, J.W. (2007). Biological Psychology. 9<sup>th</sup> edition. Wadsworth – Thomson Learning.
- Carlson, N.R. (1999). Foundations of Physiological Psychology. 4<sup>th</sup> edition. Allyn and Bacon.
- Pinel J.P.J (2010). Biopsychology. 8<sup>th</sup> edition. Pearson.

## SEMESTER: II

### Core Paper – III : BASIC PSYCHOLOGY II

#### Course Objectives:

This course enables students to learn basic psychological processes and to appreciate different approaches to psychological processes.

#### Unit – I

Memory – Stages of Memory: Sensory Memory, Short-term Memory, Long-term Memory, Kinds of memory- Procedural and Declarative memory. Measuring Memory: Recognition, Recall, Relearning, Exceptional Memory, Forgetting, Improving Memory.

#### Unit –II

Motivation – Definition, Theories of Motivation: Instinct approach, Drive- reduction approaches, Arousal approaches, Incentive approaches, Humanistic Approaches, Self-determination theory.

#### Unit – III

Motives – Types of motives, Hunger: Biological factors and other factors in hunger, Thirst, Pain, The Sex drive, Learned motives- Social motives, Achievement motivation.

#### Unit – IV

Emotion – Introduction, Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter's Cognitive theory, Contemporary model of emotion, Facial feedback hypothesis, Expressing emotion.

#### Unit - V

Intelligence – Defining intelligence- Theories of intelligence - Reliability and validity, Testing intelligence - Intelligence Quotient, Individual and group tests, Variations in intelligence, The mentally gifted, Mental retardation, Heredity and environmental influences, New approaches to intelligence.

#### References:

Coon, D., & Mitterer, J.O. (2007). Introduction to Psychology (11<sup>th</sup> ed.). New Delhi: Cengage Learning India Pvt. Ltd.

Ciccarelli, S.K., Meyer, G.E. (2008). Psychology (South Asian ed.). New Delhi: Durling Kindersley (India) Pvt. Ltd.

## **Core Paper - IV : DEVELOPMENTAL PSYCHOLOGY II**

**Course Objectives:** This course helps students understand the process of human growth and development during middle childhood and adolescence and appreciate the factors influencing growth and development during these stages

### **Unit – I**

Physical and Cognitive Development in Middle Childhood: Aspects of physical development and growth, Nutrition, Motor Development, Health and Safety – Medical problems, Accidental injuries. Piagetian Approach: The concrete Operational Child- cognitive advances, moral reasoning, Information accessing- memory and other processing skills. Language- vocabulary, grammar, syntax. Pragmatics: knowledge about communication, Influences on school achievement.

### **Unit – II**

Psychosocial Development in Middle Childhood: The Developing Self- Self-esteem, Emotional growth. The child in the family – family atmosphere, Family structure. The child in the peer group- Positive and negative influences of peer relations, popularity, friendship. Mental Health- Stress and Resilience, Protective factors.

### **Unit – III**

Puberty-

The end of childhood, beginning, timing, sequence and signs of maturation. Physical and mental health – Physical fitness, sleep needs, Nutrition and Eating Disorders, Use and Abuse of drugs, Depression and Death in adolescence. Aspects of Cognitive Maturation- Piaget's Stage of formal operations, Language development, Elkind: Immature characteristics of adolescent thought, Moral reasoning, Kohlberg's Theory, Influences on school Achievement.

### **Unit - IV**

The Search for Identity: Erikson: Identity Vs Identity Confusion, Marcia: Identity status – crisis and commitment, Gender differences in identity formation. Sexuality- Sexual orientation, sexual behaviour, sexual risk-taking, sexually transmitted diseases, teenage pregnancy and child bearing.

### **Unit – V**

Relationship with family, peers and adult society. Adolescent rebellion. Changing time use and relationships- Adolescents and parents, siblings and peers. Antisocial behaviour and Juvenile delinquency.

### **References**

Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004) Human Development (9th ed.) New Delhi: Tata McGraw Hill.

## ALLIED PAPER – II FOUNDATION OF SOCIOLOGY

**Course Objectives:** This course enables students to learn basics of Sociology

### Unit – I

**Introduction** -Definition- Nature and scope of sociology –origin and development of sociology in India –relation of sociology to history, philosophy, anthropology and psychology – importance of sociology.

### Unit – II

**Primary Concepts-** Community and Society: definition, characteristics and types- Association and institution: meaning, characteristics, and differences.

### Unit – III

**Culture & Socialization** -Definition- element –types- functions – cultural lag – subculture – ethno-centrism – cultural relativism – counter culture – cultural diffusion – cultural change. Definition – characteristics – stages of socialization – agencies of socialization.

### Unit – IV

**Social Control, Social Institutions, & Social Stratification** - Definition and characteristics – types of social control – formal and informal means – Family – meaning and its functions – Marriage: definition, functions and types marriage – Religion: meaning and its functions – Definition – Dimensions of stratification: status, power and authority – Forms of stratification: caste, class and estate.

### Unit – V

**Social Structure , Social Processes, & Social Change** Definition of social structure – Status: definition, types - Status inconsistency, status crystallization and status set – Role: definition, role conflict, role set, role ambivalence – definition of social processes – Associative processes: cooperation, accommodation and assimilation - disassociate processes: competition and conflict – factors of social change – theories of social change.

### References

Rao, S. Sociology –primary principles. New Delhi: S. Chand and Company Ltd.

Bhattacharya. (2002). Sociology. New York Shri Biswadnath Bhattacharya Worth publications.

Giddens, A. (1989). Sociology. New York: Polity press.

Robertson, I. (1980). Sociology. New York: Worth publishers.



## SEMESTER: III

### Core Paper – V : SPORTS PSYCHOLOGY

**Course Objective:** To become aware of Sports Psychology as a process, profession and academic discipline and to impart the methods and scope of psychology in sport sciences.

#### Unit – I:

Sports Psychology - an overview, nature, scope, - methods of studying sports psychology, cognitive dimensions of sport; need for achievement, locus of control, self confidence - Physiological basis of performance - physical fitness - Optimism in sports and exercise. Diet and nutrition-improving performance of sports.

#### Unit – II:

**Emotions in Sports:** Role of emotions in sports sciences- mental toughness in sports, arousal and anxiety- factors inducing anxiety and stress- relationship between anxiety, arousal and stress - treatment of sports anxiety – aggression and violence in sports – link between aggression and performance - situational factors affecting aggression- reduction of aggression.

#### Unit – III:

Motivation and leadership in Sports: The importance of motivation in sports – reinforcement - Intrinsic and extrinsic motivation- leadership, - team membership- group cohesion – negative effects of team membership and audience effects.

#### Unit – IV:

Personality development and sports: Learning - measuring individual differences in sports - sources of influences on social development and sport, gender and sport- Skills acquisition and sport.

#### Unit - V:

Sports Psychologist – Role of Sports Psychologists- Psychological techniques for enhancing performance, training, rehabilitation and Counseling.

#### References

Jarvis, M. (2006). *Sports Psychology – A Students Handbook*, Vol – 10. Sessex: Rutledge.  
John, M. D., Kremer, & Scully, D.M. (2006). *Psychology in sports*, (3rded.). Taylor & Francis.

## Core Paper – VI : PSYCHOLOGICAL STATISTICS

**Course Objective** - To familiarize students to various descriptive statistical methods used in Psychology and to train students in the use of statistical tools for data analysis

### Unit – I

Introduction to Statistics - Meaning, need and importance of statistics, Functions and limitations of statistics, Descriptive and Inferential statistical methods, Source of data- primary and secondary, Measurement: Scales of measurement, Discrete and continuous variables

### Unit – II

Organization of Data-Coding, Tabulation and Classification of Data. Frequency Distributions- Discrete and continuous, Cumulative frequencies, Percentage frequencies. Discrete and continuous- Cumulative frequencies, Percentage frequencies. Graphical Representations -Bar Graph, Histogram, Pie Graph, Frequency Polygon, Advantages of graphical representation, Shape of frequency distributions: Unimodal, bimodal. Frequency distribution: Symmetrical and skewed distributions, Normal and Kurtosis distribution. Frequency graphs – Histograms, Frequency polygon, Ogive. Graphical representation of ungrouped data - Bar diagram, Pie diagram, Graphs

### Unit – III

Measures of Central Tendency- Arithmetic mean, Geometric mean, Harmonic mean, Weighted mean, Combined mean, Median and mode, Merits and demerits of measures of central tendencies. Measures of Variability -The range, Quartile Deviation, Inter quartile and semi- quartile range, Average Deviation, Standard deviation and variance, Standard deviation, Combined SD, Coefficient of variation. Measures of Association

### Unit – IV

Correlation - Types of correlation: Positive and Negative linear correlation, Linear and curvilinear, Simple, Multiple, Partial. Estimating the Correlation Coefficient - Pearson Product-moment, Zero strength of the correlation. The correlation coefficient. Rank order Method, testing its significance

### Unit – V

Normal Distribution -Normal Distribution – Characteristics, Measures of Divergence from normality, Skewness, Kurtosis,

### References

- Arthur Aron, Elaine N. Aron, Elliot. J. Coups. *Statistics for Psychology*.(4<sup>th</sup>edt.).New Delhi: Pearson Education Inc. 2006.
- Frederick. J. Gravetter&Larry . B. Walluan.,*Essentials of Statistics for the Behavioural Sciences*.2<sup>nd</sup>ed. New York: West Publishing Company,1995.
- Garrett, HE.*Statistics for Psychology and Education*.,1968.
- Gupta,S.P.,*Statistical Methods*. New Delhi: Sultan Chand and sons, 2002.
- Jack Lewin and James Alan Fox. *Elementary Statistics in Social Research*.10<sup>th</sup> edition. New Delhi: Pearson Education, 2006.
- S.K. Mangal*Statistics in Psychology and Education*. (2<sup>nd</sup>edt). New Delhi: Prentice – Hall of India,2002.



## **Non Major Elective : FITNESS AND WELLNESS**

### **Unit – 1**

Yoga and fitness-Importance of Asanas-What is physical fitness-Asanas-Components of physical fitness-Yoga and Health-Benefits of Yogasana-Benefits of Naturopathy-Naturopathy-Health Deficiency symptoms of physical fitness.

### **Unit – II**

Identified Lack of physical fitness-Overweight-Methods of controlling over weight through Yoga and Naturopathy-Risk factors Associated with coronary Heart disease-circulatory system-Regulation-Improvement on circulatory system on Training.

### **Unit – III**

Bronchial Asthma – Allergies – Infection – Exercise-Environmental – Occupation – Drugs - Emotion – Hypertension – Obesity – Stress – Symptoms - Therapeutic measures - pranayam on cardio-respiratory system.

### **Unit – IV**

Yoga on Heart disease-Naturopathy on Diabetes Type I and Type II. Health problems associated with inactivity-Development of flexibility-muscular strength – Muscular endurance – Agility – Coordination-Balance-Cardio vascular endurance.

### **Unit – V**

Guidelines for Reducing Anxiety – Stress Emotion-tension – Cardio-vascular diseases – Problems associated with stress – Cardio-vascular disease-Need and Importance of Naturopathy.

## **REFERENCE BOOKS**

- Yogiraj Vethathri Meharishi, Simplified Physical Exercises (Erode . Vedhathiri Publications)
- M.L.Gharote, Applied Yoga (Lonavals : S.M.Y.M.Samiti Publications)

## **SEMESTER: IV**

### **Core Paper –VII : EXPERIMENTAL PSYCHOLOGY**

**Course Objectives** -To enable students understand the use of experiments in Psychology and to acclimatize them to interpret and draw conclusions based on the norms given in the manual Ten Experiments to be conducted, with the minimum of two from each of the Units.

#### **Unit – I**

Sensation and Attention - Distraction of Attention, Determination of two point threshold, Division of Attention, Span of Attention, Visual Acuity, Mapping of Blind Spot, Colour Blindness

#### **Unit – II**

Perception -Muller Lyer Illusion, Set in perception, Perception of Space in Depth, Perception of Size Constancy

#### **Unit – III**

Learning- Transfer of Learning - Habit Interference, Maze Learning, Knowledge of Results, Study of Learning by Insight, Proactive and Reactive Inhibition, Study of Bilateral Transfer

#### **Unit – IV**

Thinking - Concept Formation, Problem Solving, T Puzzle, Heart and Bow

#### **Unit – V**

Motor Skills - Motor Learning, Manual Dexterity, Finger Dexterity, Steadiness Test, Minnesota Rate of Manipulation Test

## **Core Paper – VIII : COUNSELLING PSYCHOLOGY**

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

### **Unit – I**

Introduction to Counselling: Definition, Purpose and Goals of Counselling, Ethics in Counselling.

### **Unit – II**

Theories of Counselling - Person Centered Counselling, Cognitive Counselling, Behavioural Counselling.

### **Unit – III**

Areas of Counselling - Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, Pre-marital Counselling, Marriage Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling.

### **Unit – IV**

counselling Process - Stages of the Counselling Process: Basic skills for Counselling, communication and relationship skills.

### **Unit – V**

Assessment and formulation in Counselling - Formulation of case and planning for counseling.

### **References**

- Patterson, L. W. & Welfel, E. R. (2000). The Counselling Process. 5th ed. Belmont, CA: Brook/Cole.
- Corey, G. (1996). Theory and Practice of Counselling and Psychotherapy. 5th ed. Belmont, CA: Brook/Cole.
- Narayana Rao, S. (2002). Counselling and Guidance. 2nd ed. New Delhi: Tata Mc Graw Hill.
- Belkin, G. S. (1988). Introduction to Counselling. W. G.: Brown Publishers.
- Nelson, J. (1982). The Theory and Practice of Counselling Psychology. New York: Holt Rinehart & Winston.

## **NON MAJOR ELECTIVE-II: ENVIRONMENTAL ADMINISTRATION**

### **Unit – I: Introduction**

Meaning and Nature of Environment – Environment awareness – Global- National Level – World Commission on Environment Development – Rio Conference.

### **Unit - II: Pollution of the environment**

Species, Human Population: Cycling of materials – National Hazards- Disasters - Agricultural Mining- Forests- Housing- Urbanization - Industrial Development

### **Unit-III: Types of Pollution**

Air - Causal factor and Remedial Measure – Water: Causal factor and remedial measure – Noise: Causal factor and remedial measure.

### **Unit - IV: Administration of the Environment**

Indian context – Constitutional provisions for Environmental Protection – Policy of the Government of India and Tamil Nadu towards environmental protection – Legislative towards environmental protection

### **Unit - V: NGO's and Environment**

Environmental movements in India – Governmental organizations-Departments, Corporations and Pollution Control Boards – Non Governmental Organizations: EXNORA.

### **Books Recommended for Study**

1. Saksena K.D – Environmental Planning, Policies and Programs in India Shipa Publications, Delhi, 1993.
2. Sapru R.K.(ed) – Environment Management in India, Ashis Publishing House, New Delhi, 1987.
3. Varshney C.K and Sardesai D.R (ed) – Environmental Challenges Wiley Eastern Ltd, New Delhi, 1993.

## SEMESTER: V

### Core Paper – IX : ORGANIZATIONAL BEHAVIOUR

**Course Objectives :** To encourage the students to understand the behaviour of individuals in the organisational context. To facilitate students to develop skills, techniques to achieve efficiency in organisation and implications of various theories related to the development of efficiency To enable the students to understand the organisational processes and its linkages with the social context.

#### Unit – I

Introduction - Organizational Behaviour: Scope, Challenges and Opportunities. Foundations of Individual Behaviour: Ability, Biographical Characteristics, Learning, Attitudes and Job Satisfaction, Personality and Values . Innovations in Organisation Planning: Flexi time, flexi plan and job enrichment.

#### Unit – II

Perception, Motivation and Emotion - Perception and Individual Decision Making, Motivation and Application in Organisation , Emotions and Emotional Intelligence

#### Unit – III

Foundation of Group Behaviour - Groups and Teams: Stages of Group Development, Group Characteristics, Group Decision Making, Effective Teams.

#### Unit – IV

Communication - Definition, Functions, Process, Types, Barriers of Communication, Current Trends.

#### Unit – V

Leadership - Nature, Types, Theories, Contemporary Issues, Conflict and Negotiation; Innovations in Organisational Planning , Flexi time, Flexiplace, Job enrichment

#### References

Luthans, F. (2005). *Organisational Behaviour*. 10th ed. Mc Graw Hill International Edition.  
Robbins, S. P., & Judge, T. A. (2007). *Organizational Behaviour*. New Delhi: Prentice Hall.  
Moorhead, G. & Griffin, R. W. (2005). *Organisational Behaviour*. New Delhi: Biztantra.  
McShane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi: Mc Graw Hill.



## **Core Paper – X : ABNORMAL PSYCHOLOGY I**

**Course Objectives** -To understand abnormal behaviour and its causes and to study the various minor mental disorders, their treatment and Prevention

### **Unit – I**

**Introduction to Abnormal Psychology-** Psychological Abnormality -Definition of abnormal behaviour , Historical views of abnormal behaviour and its treatment, Current Perspectives of abnormality. Incidence of mental disorders. Classification of mental disorders – International Classification of Diseases – 10 (ICD-10) and Diagnostic and Statistical Manual of Mental Disorders (DSM) – An Overview. Humanitarian approach, Contemporary views of abnormal behaviour

### **Unit – II**

**Childhood and adolescence Disorders-** Defiant and conduct disorder, Attention-Deficit/Hyperactivity disorders, Pervasive Developmental Disorders, Mental Disorders Treatment and Prevention

### **Unit – III**

**Stress Disorders-** Psychological Stress disorders, Acute and Posttraumatic Stress disorders, Physical Stress Disorders, Psychophysiological disorders, Treatment and Prevention

### **Unit – IV**

**Anxiety Related Disorders** -Anxiety disorders – Generalized Anxiety Disorder, Panic Disorders, Phobias - Specific Phobias, Social Phobia, Obsessive Compulsive Disorder, Biological, Psychosocial and Socio Cultural causal factors for all anxiety disorders, Treatment and Prevention

### **Unit – V**

**Somatoform and Dissociative Disorders-** Somatoform Disorder- Conversion Disorder, Somatization Disorder, Pain Disorder, Hypochondriasis and Body Dysmorphic Disorder, Dissociative Disorders- Dissociative Amnesia and Fugue, Depersonalization, Disorder, Dissociative Identity Disorder, Biological, Psychosocial and Socio cultural causal factors of Somatoform and Dissociative Disorders, Treatment and Prevention

### **References**

- Barlow David H. & Durand V. Mark, *Abnormal Psychology. 2nd edition* . New York: Brooks/Cole Publishing Co, 2000.
- SarasonIrwin G, Sarason. Barbara. *Abnormal Psychology*. New Delhi: Prentice Hall Publication,2005.
- Barlow, D. H. & Durand, V.M., *Abnormal Psychology – An Integrative Approach. 6 Edn*, Wadsworth: Cengage Learning, 2009.
- Comer.J Ronald, *Fundamentals of Abnormal Psychology* New York: Worth Pulishers, 2009.
- Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley. *Abnormal Psychology. 13th edition*. Pearson Education, 2007.

## **Core Paper – XI : HEALTH PSYCHOLOGY**

**Course Objectives** -To familiarize students to health and wellness and the impact of psychological factors on health and disease, to enable students to understand specific health issues that warrant an in-depth look.

### **Unit – I**

**Introduction to Health Psychology- Health Behaviour-** Definition of Health Psychology , The need for Health Psychology, Introduction to Health Behaviour, Factors influencing the practice of Health Behaviour, Training for a career in Health Psychology.

### **Unit – II**

**Stress and Stress Management-** Definition of stress, Categories of stressors, Predisposing factors, Effects of Stress: GAS, Type A behaviour and stress. Psychoneuroimmunology, Methods of Coping with stress

### **Unit – III**

**Chronic and Terminal Illness-** Nature of illness, Psychosocial factors of illness, Management of illness, Palliative Care, Pain and its impact, Impact of chronic and terminal illness on individual, family and community Issues related to care giving: care giver stress, caregiver burnout

### **Unit – IV**

**Modification of Health Behaviour** - The patient/Practitioner relationship, Changing health behaviour by changing health beliefs, Cognitive Behavioral approaches to health behaviour change ,Appropriate venue for health habit modification

### **Unit – V**

**Health Care Intervention and Prevention-** Health enhancing behavior – Diet, Exercise, Weight control, Yoga, Meditation, Development of healthy Life Style, Quality of life, Influence of health settings on patient behaviour – out patient, inpatient, aftercare, and home based care, Accident prevention

### **References**

David F Marks, Michael Murray, Brian Evans, Carla Willig, Cailine Woodall and Catherine M.Sykes, Health Psychology: Theory, Research and Practice. 2<sup>nd</sup> edition. New Delhi: Sage Publications, 2008.

Shelley E.Taylor.,Health Psychology. 6<sup>th</sup> edition. Tata McGraw Hill edition, 1995.

Edward P.Sarafino.Health Psychology. John Wiley and Sons, 1994.

## **Elective Paper – I : INTRODUCTION TO POSITIVE PSYCHOLOGY**

**Course Objectives:** The course enables students to identify psychological strengths of people, to understand positive emotional and cognitive states and processes and to promote focus on identifying and applying pro-social behavior.

### **Unit – I**

Introduction to Positive Psychology – Eastern and Western perspectives on Positive Psychology. Assumptions, goals and definitions.

### **Unit – II**

Resilience – Resilience, research, growth through trauma; Virtue and Strength of Character, Wisdom, theories of wisdom, wisdom in action, Courage, types of courage, being and becoming courageous. Baumgardner,

### **Unit – III**

Understanding positive affect – Definitions, happiness and subjective well-being, emotion focused coping, emotional intelligence, emotional storytelling

### **Unit – IV**

Seeing our futures through self-efficacy, optimism and Hope. Mindfulness and its benefits; flow - fostering flow and its benefits; spirituality and its benefits

### **Unit – V**

Prosocial behavior – Altruism, gratitude and forgiveness, the societal implications. Love and flourishing relationships: a culture of appreciation, capitalizing on positive events

### **Textbook:**

Snyder. C.R., Lopez, S. J., & Pedrotti, J.T. (2011) Positive Psychology – The scientific and practical explorations of human strengths (2<sup>nd</sup> Ed). New Delhi: Sage Publications.

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

## SEMESTER VI

### Core Paper – XII : SOCIAL PSYCHOLOGY

**Course Objectives-** To introduce students to the basic concepts of Social Psychology and to familiarise students with the various applications of Social Psychology

#### Unit – I

Introduction to Social Psychology:- Meaning and Definition of Social Psychology, Nature of Social Psychology and Scope of Social Psychology, Research methods in social psychology, Social Psychology in the new millennium.

#### Unit – II

Social Perception-Definition of Self-concept : self- image, self-esteem, self-presentation, Impression Formation and Impression Management, Attribution- Meaning and definition, Theories of attribution, Attribution errors.

#### Unit – III

Attitude- Nature and Formation of Attitudes, Theories of attitude change, The fine Art of Persuasion – Resistance to Persuasion.

#### Unit – IV

Conformity - Definition of Conformity, Factors influencing conformity, Classic studies- Sheriff, Asch, Milgram's obedience studies - Resisting Social Pressure

#### Unit – V

Interpersonal Attraction and Altruism- The Beginning of Attraction: Proximity, physical attraction, similarity. The need to affiliate and the Effect of Observable characteristics. Altruism, Prosocial Behaviour: meaning and definition, Internal and external influences on decision to help, Increasing helping Behaviour

#### References

- Myers David G., *Social Psychology.11<sup>th</sup> Edition*. McGraw Hill Book Company,2012.  
Baron A. & Byrne D,*Social Psychology. 13<sup>th</sup> edition*. Prentice-Hall of India, 2014.  
Singh Arun Social Psychology .Eastern Economy Edition, India ,2015  
Susan T, Fiske Daniel. *Handbook of Social Psychology Vol I and Vol II*, New Jersey: Published  
by John Wiley and Sons. 2010.  
Schneider, Frank W, Gruman, Jamie, A.,*Applied Social Psychology-Understanding Social problems and Practical Problems*. New Delhi: Sage South Asia,2012.

## **Core Paper - XIII : ABNORMAL PSYCHOLOGY II**

**Course Objectives** - To understand the various mental disorders and to understand the causes and treatment of mental disorders.

### **Unit – I**

Psychosis - Mood Disorders - Unipolar Mood Disorders, Biological, psychosocial, socio-cultural causal factors in Unipolar Mood Disorders, Bipolar Disorders, Biological, Psychosocial and socio cultural causal factors affecting Bipolar Disorders, Treatment and Prevention

### **Unit – II**

Psychosis – Schizophrenia- Schizophrenia- Clinical features of Schizophrenia ,Subtypes of Schizophrenia, Causes of Schizophrenia ,Treatment and Prevention

### **Unit – III**

Personality Disorders - Disorders of Adult Personality and Behaviour - Clinical features, Causes, Specific Personality Disorders – Paranoid, Schizoid, Dissocial, Histrionic, Borderline ,Treatment and Prevention

### **Unit – IV**

Substance Related Disorders - Addiction Disorders- Alcohol abuse and dependence, Addiction Disorders - Drug abuse and drug dependence, Treatment and Prevention

### **Unit – V**

Sexual Disorders and Gender Identity Disorder -Sexual dysfunctions, Causes and treatment of sexual dysfunctions , Paraphilias – causes and treatment ,Sexual variants, Sexual and gender variants, Gender Identity Disorder, Treatment and Prevention

### **References**

Barlow H. David& Durand V. Mark, *Abnormal psychology. 2nd edition.* Brooks\Cole Publishing Co, 2000.

Comer.J Ronald Fundamentals of Abnormal Psychology New York: Worth Publishers, 2009

Irwin G. Sarason, Barbara Sarason. *Abnormal psychology.* New Delhi: Prentice Hall Publication, 2005.

Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley. *Abnormal psychology.* 13th edition. Pearson Education, 2007.

## **Core Paper – XIV : REHABILITATION PSYCHOLOGY**

**Course Objectives** - To understand the various methods and techniques used in psychological rehabilitation of disorders.

### **UNIT I**

Introduction to Rehabilitation Psychology – Scope and Need of Rehabilitation, Historical Perspectives of Rehabilitation Psychology – Current Development in Rehabilitation Psychology.

### **UNIT II**

Professionals involved in Rehabilitation process, Medical & Paramedical personnel, Role of Psychologist in the multidisciplinary team, Role of Social workers in the Rehabilitation process.

### **UNIT III**

Visual handicap – Symptoms, Etiology, Interventions. Hearing Impairment – Symptoms, Etiology, and Interventions. Orthopedic Handicap – Symptoms, Etiology, Interventions and Aids. Neuromuscular Disorders – Types of Disorders, Symptoms, Etiology, Interventions and Aids required.

### **UNIT IV**

Development disorders – Mentally challenged, Cerebral Palsy, Autism Spectrum disorder, Pervasive developmental disorder, Attention deficit disorder / Attention deficit hyperactivity disorder, epilepsy, speech and communication disorders, Sensory disintegration – symptoms, etiology, interventions.

### **UNIT V**

Support systems of Rehabilitation. Role of family – Parental counselling & guidance. Role of Government & Voluntary organization. National policy and programmes, Rights of the disabled, Government concessions and funds available, various NGO's involved in Rehabilitation. Role of community – Rehabilitation through Community Awareness & Involvement.

### **References:**

- Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. □ SAGE Publications, New Delhi.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.

## **Core Elective – II : EDUCATIONAL PSYCHOLOGY**

**Course Objectives** - To provide an understanding about the psychological elements in learning process and different views about learning. To familiarise students with various aspects related to the instructional process. To develop an overview of the importance of development in education.

### **Unit – I**

Definition, Historical Background, Role and Scope of Educational Psychology, Effective Teaching Methods.

### **Unit – II**

Understanding Student Development and Diversity- General Principles of Development, Importance of Development in Education, Brain and Cognitive Development, Language Development, Importance of Personal, Social and Emotional Development, Importance of Culture, Community and Gender.

### **Unit – III**

Understanding Learning Process - Importance of Behavioural Approaches to Learning, Importance of Information Processing Approach, Complex Cognitive Processes, Importance of Social, Cognitive and Constructivistic Views of Learning

### **Unit – IV**

Motivation in Learning and Teaching - Creating Learning Environment: The Need for Organisation, Creating a Positive Environment, Maintaining a Good Environment for Learning. Teaching for Academic Learning Planning: Teacher-centered Lesson-planning and Instruction, Lesson-centered Lesson-planning and Instruction. Classroom Management: Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment.

### **Unit – V**

Students with Special Educational Needs -Learning Disabilities: Types, remedial teaching Gifted students:

### **References**

- Woolfolk, A. (2004). *Educational Psychology*. 9th ed. Delhi: Pearson Education.  
Santrock, J. W. (2004). *Educational Psychology*. 2nd ed. International Edition: McGraw Hill.  
Ormrod, J. E. (2000). *Educational Psychology: Developing Learners*. ed. New Jersey: Merrill.

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