



**DWARAKA DOSS GOVERDHAN DOSS VAISHNAV
COLLEGE**

(Autonomous – Affiliated to the University of Madras)
GokulBagh, 833, Periyar E.V.R. High Road, Arumbakkam,
Chennai – 600 106.

Phone: 044-23635101, 23635102 Fax: 044-23635103

e-mail: principal@dgvaishnavcollege.edu.in website:
www.dgvaishnavcollege.edu.in

**Undergraduate Programme in
Psychology**

**Curriculum and Syllabus for
B.Sc. Psychology**

(With effect from the Academic Year 2021-22)

DEPARTMENT OF PSYCHOLOGY

VISION

- To enable students to develop new perspectives about the discipline thereby contributing to the world of knowledge.
- To provide a platform for students by giving them an opportunity to have healthy discussions and deliberations in the field of Psychology.
- To inculcate a sense of responsibility, authenticity, creativity and ethical values among students.
- To contribute to the academic profile of the College and the community at large.

MISSION

To foster human values through psychological discourses, create responsible citizenry, address contemporary societal concerns thereby contributing to the psychological well-being of the community at large.

PROGRAM SPECIFIC OUTCOMES OF B.SC PSYCHOLOGY PROGRAM

- To acquire basic knowledge on various theories, principles and concepts of Psychology.
- To develop relevant skills expected of Psychology professionals in an employment context.
- To encourage the application of concepts and processes of psychology to nurture the development of qualities, capacities and skills relevant to the individual and the society.
- To discover one's strengths and weaknesses, figuring out one's self and identity, establishing social relationships and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases.
- To acquire an attitude of scientific enquiry and critical thinking, ability to plan, design and conduct research, analyze data and interpret them.

COURSE STRUCTURE

FIRST SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part-I	Language Paper – I	4	3	40	60	100
Part-II	English Paper –I	4	3	40	60	100
Part-III	Core I - General Psychology–I	6	4	40	60	100
	Core II - Biological Psychology	6	4	40	60	100
	Allied I - Introduction to Social Work	6	5	40	60	100
Part-IV	Basic Tamil/NME	2	2	50	50	100
	Soft skill – I	2	3	50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part-I	Language Paper – II	4	3	40	60	100
Part-II	English Paper –II	4	3	40	60	100
Part-III	Core III - General Psychology–II	6	4	40	60	100
	Core IV – Psychology of Childhood	6	4	40	60	100
	Allied II – Cross Cultural Psychology	6	5	40	60	100
Part-IV	Basic Tamil/NME	2	2	50	50	100
	Soft skill - II	2	3	50	50	100

THIRD SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part-I	Language Paper – III	6	3	40	60	100
Part-II	English Paper –III	6	3	40	60	100
Part-III	Core V – Psychology of Adolescence and Early Adulthood	5	4	40	60	100
	Core VI- Social Psychology I	6	4	25	75	100
	Allied III - Statistics in Psychology	5	5	40	60	100
Part-IV	Environmental Studies	1	Examination will be held in Semester IV			
	Soft Skill III	1	3	50	50	100

FOURTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Hrs	Ext. Marks	Total
Part-I	Language Paper – IV	6	3	40	60	100
Part-II	English Paper –IV	6	3	40	60	100
Part-III	Core VII – Psychology of Middle age and Old age	5	4	40	60	100
	Core VIII - Social Psychology II	6	4	25	75	100
	Allied IV- Forensic Psychology	5	5	40	60	100
Part-IV	Environmental Studies	1	2	50	50	100
	Soft skill - IV	1	3	50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. marks	Total
Part-III	Core IX - Abnormal Psychology-I	6	4	40	60	100
	Core X - Experimental Psychology	6	4	40	60	100
	Core XI - Introduction to Research Methodology	6	4	40	60	100
	Core XII - Health Psychology	6	4	40	60	100
	Elective I –Counselling	5	5	40	60	100
Part-IV	Value Education	1	2	50	50	100

SIXTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part-III	Core XIII - Abnormal Psychology-II	6	4	40	60	100
	Core XIV - Psychological Assessment	6	4	40	60	100
	Core XV – Organizational Psychology	6	4	40	60	100
	Elective II – Case Study Project	6	5	25	75	100
	Elective III – Consumer Behaviour	6	5	40	60	100
Part-V	Extension Activities		1			

FIRST SEMESTER

CORE I - GENERAL PSYCHOLOGY I

COURSE OUTCOMES

- CO1 – To understand psychology and its basic concepts like methods and scope of psychology and analyze psychology in Indian perspective.
- CO2 – To summarize the fundamental processes underlying human behaviour such as sensation, perception, and attention.
- CO3 – To Relate the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams.
- CO4 – To explain, restate, and interpret basic theories of Learning in psychology.
- CO5 - To summarize and compare the various functions and memory processes involved in memory and forgetting.

UNIT I: INTRODUCTION TO PSYCHOLOGY & INDIAN PSYCHOLOGY

Psychology – Definition, History, Schools, Contemporary perspectives, Methods, Scope and branches; Indian Psychology-Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach.

UNIT II: SENSATION, PERCEPTION AND ATTENTION

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

UNIT III: CONSCIOUSNESS

Consciousness – Definition, Natural states of consciousness, Circadian rhythms; Sleep – Stages, Sleep disorders, Dream; Altered states of Consciousness – Meaning, Hypnosis, Use of drugs, Meditation.

UNIT IV: LEARNING

Learning: Definition, Nature; Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles, Reinforcement and Types, Punishment and Types,

Schedules of Reinforcement, Shaping, Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning; Social and Cognitive Learning: Latent Learning, Insight Learning, Observational Learning.

UNIT V: MEMORY AND FORGETTING

Memory – Definition; Memory process – Encoding, Storage, Retrieval; Information processing model – Sensory memory, Short Term memory, Long term; Forgetting – Meaning, Forgetting curve, Causes of forgetting, Improving memory, Memory dysfunction.

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R. A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
3. Safaya, R. (1975). *Indian Psychology*. New Delhi: Munshiram Manoharlal Publishers.
4. Rao, K.R. & Paranjpe, A.C. (2016). *Psychology in the Indian tradition*: New Delhi: India: Springer Pvt. Ltd.

CORE II - BIOLOGICAL PSYCHOLOGY

COURSE OUTCOMES

- CO1 - Explain the research methods and perspectives of biopsychology and the reciprocal relationship between brain and behavior .
- CO2 – To label and explain the anatomy of the nervous system.
- CO3 – To illustrate the regulations of internal body states.
- CO4 – To describe the manifestation of biological deficits in behavior .
- CO5 – To illustrate the relationship between hormones and sexual behaviour.

UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.

UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION

Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.

UNIT III: REGULATION OF INTERNAL BODY STATES

Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.

UNIT IV: HORMONES AND SEX

Neuroendocrine system, Hormones and sexual development, Functions of hormones, Hypothalamus and sexual behaviour.

UNIT V: BRAIN DAMAGE

Causes of Brain damage, Neurodegenerative diseases, Stress and illness.

REFERENCES

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

ALLIED I – INTRODUCTION TO SOCIAL WORK

COURSE OUTCOMES

- CO1 – To understand the values, belief and Principles of Social Work.
- CO2 – To explain the concepts related to Social Work.
- CO3 – To describe the history of Social Work.
- CO4 – To analyse the need for Social Work practice in various settings.
- CO5 – To illustrate the skills needed in the profession of Social Work.

UNIT – I: INTRODUCTION IN SOCIAL WORK

Definition, Values, Principles, Philosophy, Objectives of Social work, Misconception of Social work.

UNIT – II: CONCEPTS RELATED TO SOCIAL WORK

Social service, Social welfare, Social reform, Social movement, Social action, Social development and Empowerment, Social security.

UNIT – III: HISTORY OF SOCIAL WORK

History of Social work (USA, England), Friendly visitors-Elizabethan poor laws, work home and alms houses, charity organization, society, History of Social work (India), Social services, traditional social institutions, contribution of social reforms, Christian missionaries, Gandhi and NGO to social work.

UNIT – IV: AREAS OF SOCIAL WORK PRACTICE

Health, Mental health, Community service, Child care, Legal and correctional help, Vocational rehabilitation, Education, economic and social development, Industrial and environment.

UNIT – V: SKILLS OF SOCIAL WORK

Interviewing, Listening, Observation, Questioning, Supporting, Education, Counselling, Explaining and Informing.

References:-

1. Bhattacharya, S. (2000). *Introduction to Social work*, New Delhi: Deep & Deep publication pvt.ltd.
2. Paul, C. D. (2000). *Introduction to social work*. New Delhi: Atmaram& Sons.

SECOND SEMESTER

CORE III - GENERAL PSYCHOLOGY II

COURSE OUTCOMES

- CO1 – To state the different types of cognition and thinking processes and to understand the steps in problem solving and decision making.
- CO2 – To outline the various theories of motivation.
- CO3 – To describe the theories of emotions and stress
- CO4 – To explain the theories of intelligence and the ways to assess intelligence.
- CO5 – To explore the various theories of Personality and examine the uses of personality assessments.

UNIT I: COGNITION

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

UNIT II: MOTIVATION

Motivation – Definition, Types of needs; Theories of Motivation – Drive reduction theory, Social cognitive theory, Maslow's hierarchy of needs; Conflict – Meaning, Types; Frustration – Meaning, Types.

UNIT III: EMOTION AND STRESS

Emotions – Meaning, Basic emotions, Components of emotions, Expression of emotions; Theories of emotions – James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Cognitive Appraisal theory, Facial – Feedback theory; Stress – Definition, Four variations, Stressors, Effects, General Adaptation Syndrome, Individual differences, Coping mechanism.

UNIT IV: INTELLIGENCE AND CREATIVITY

Intelligence – Definition, Concept of Intelligence Quotient, Theories of Intelligence – Thurstone, Sternberg, Gardner; Assessment of Intelligence, Emotional Intelligence – Meaning, Characteristics; Creativity – Definition, Five step creative process, Improving creativity.

UNIT V: PERSONALITY

Personality – Definition, Theories of Personality – Psychoanalytic; Neo-Freudian – Jung, Adler, Karen Horney, Erikson; Humanism – Roger's theory; Trait theories – Allport, The Big Five Factors; Personality tests.

REFERENCES

1. Cicarelli, K. S., Meyer, E. G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.
2. Baron, R. A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

CORE IV – PSYCHOLOGY OF CHILDHOOD

COURSE OUTCOMES

- CO1 – To explicate the developmental stage of conception through birth.
- CO2 – To elucidate the developmental tasks of early childhood.
- CO3 – To describe the various emotions and socialization patterns of early childhood.
- CO4 – To distinguish the hazards and happiness of late childhood
- CO5 – To critically analyze the cognitive and personality development in childhood.

UNIT I – HUMAN DEVELOPMENT

Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.

UNIT II – EARLY CHILDHOOD

Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.

UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD

Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization – Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.

UNIT IV – LATE CHILDHOOD

Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.

UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD

Cognitive Development – Piaget's Sensory motor stage, Piaget's Pre-operational stage, Piaget's stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self-concept, Freud's Phallic stage and Latency stage, Erikson's Initiative Vs guilt and Industry Vs inferiority.

REFERENCES

1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill.
3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.

ALLIED II – CROSS CULTURAL PSYCHOLOGY

COURSE OUTCOMES

- CO1 - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- CO2 - To analyse and discuss the ways in which different cultures influence human responses
- CO3 - To discuss and evaluate the differing methods used to ensure culture free evaluations of human beings
- CO4 - To identify and evaluate the different methods and issues involved with studying humans across culture.

UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY

Definition of Culture, Origins of Culture, Contents of Culture, Pancultural Principles
Etics&Emics.

UNIT II: SOCIALIZATION & ENCULTURATION

Definition, Bronfenbrenner model, Culture & Parenting - Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math's achievement.

UNIT III: CULTURE AND DEVELOPMENTAL PROCESS –TEMPERAMENT

Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit - Cross-Cultural research on Temperament; Attachment- Bowlby's (1969) evolutionary theory of attachment, Ainsworth's *Classification* System of Attachment; Moral reasoning- Kohlberg's Theory of Morality, Criticism: Kohlberg's Theory of Morality.

UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION

Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication-- Barna's obstacles in communication, Improving intercultural communication.

UNIT V: CULTURE AND GENDER

Definition of terms, Gender differences- Hofstede's Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research

REFERENCES

1. Matsumoto, D., & Juang, L. (2013). *Culture and Psychology* (5th Ed.). Belmont, CA: Wadsworth Cengage Learning.
2. Garstein, M.A., Gonzalez, C., Carranza, J.A., Ahadi, S.A., Ye, R., Rothbart, M.K., & Yang, S.W. (2006). Studying cross-cultural differences in the development of infant temperament: 3. People's Republic of China, the United States of America, and Spain. *Child Psychiatry Hum Dev*, 37, 145-161.

THIRD SEMESTER

CORE V – PSYCHOLOGY OF ADOLESCENCE AND EARLY ADULthood

COURSE OUTCOMES

- CO1 - To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 - To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 - To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 - To identify and critically analyse the vocational and marital adjustments made by early adults.
- CO5 – To understand the cognitive and personality development.

UNIT I: ADOLESCENCE

Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.

UNIT II: ADOLESCENT BEHAVIOR

Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.

UNIT III: EARLY ADULthood

Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.

UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULthood

Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.

UNIT V: COGNITION AND PERSONALITY

Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to postformal thought, Schaie's Life-span model of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models.

REFERENCES

1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill.
3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.
5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd.

CORE PAPER – VI SOCIAL PSYCHOLOGY I

COURSE OUTCOMES

- CO1 - To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research
- CO2 – To understand social cognition and its potential sources of error
- CO3 – To describe the strategies used to form and maintain positive impression.
- CO4 – To elucidate the ways to resist persuasion
- CO5 – To analyze the causes of marital happiness and relationship failure.

UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY

Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.

UNIT II: SOCIAL COGNITION

Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.

UNIT III: SOCIAL PERCEPTION

Definition of social perception; Non-verbal communication – Basic channels; Deception – Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution – Correspondent inference, Kelley's theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.

UNIT IV: ATTITUDES

Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.

UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS

Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.

REFERENCES

1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited

ALLIED III - STATISTICS IN PSYCHOLOGY

COURSE OUTCOMES

- CO1 –To interpret and classify a great deal of information.
- CO2 – To describe the information in the form of visual representation
- CO3 --To infer different elements of a sample or population.
- CO4 -- To summarize what already exists in a given population
- CO5 -- To compute, predict and prepare the results of a study

UNIT I: INTRODUCTION TO STATISTICS

Meaning and importance of statistics, use of statistics in psychology; Basic terminologies: population, sample, sampling, variables, continuous and discontinuous variables, distinction between artificial and naturally dichotomous variables, primary and secondary data; descriptive and inferential statistics; scales of measurement; construction of frequency distribution table.

UNIT II: MEASURES OF CENTRAL TENDENCY

Meaning and Measures of central tendency: mean, median, mode, uses, advantages and disadvantages; computation for grouped and ungrouped data.

UNIT - III: MEASURES OF VARIABILITY

Meaning and importance of Measures of variability, Methods of finding variability- range, quartile deviation, average deviation, standard deviation; computation from grouped and ungrouped data and uses.

UNIT IV: CORRELATION

Linear correlation- meaning and types of correlation - positive, negative, zero correlation, strength of correlation, correlation coefficient, computation of correlation- pearson product moment correlation and Spearman's rank order correlation. Overview of other methods of correlation- partial correlation, multiple correlation, biserial correlation, point biserial correlation, tetrachoric correlation, Phi Coefficient.

UNIT V: NORMAL DISTRIBUTION AND SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS

Normal curve, characteristics of a normal curve, skewness and kurtosis; Need and importance, standard error, testing hypothesis, level of significance, two tailed and one tailed tests of significance, type i and type ii error, determining the significance of difference between the two mean of independent samples.

REFERENCES

1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods..* New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.

FOURTH SEMESTER
CORE VII – PSYCHOLOGY OF MIDDLE AGE AND OLD AGE

COURSE OUTCOMES

- CO1 - To describe and discuss the various developmental tasks of middle age.
- CO2 - To analyse and understand the vocational and family adjustments made by middle aged people.
- CO3 - To discuss and evaluate the personal and social hazards of old age.
- CO4 - To identify the changes to be made in the living arrangements of elderly
- CO5 – To understand memory decline in old age.

UNIT I: MIDDLE AGE

Characteristics of middle age, Developmental tasks, Adjustment to Physical changes, Adjustment to mental changes, Adjustment to changed interests, Social adjustments, Personal and social hazards of middle age.

UNIT II: VOCATIONAL AND FAMILY ADJUSTMENT IN MIDDLE AGE

Vocational adjustments, Adjustment to changed family pattern, Adjustment to single hood, Adjustment to loss of spouse, Adjustment to approaching retirement, Adjustment to approaching old age, Vocational and marital hazards of middle age.

UNIT III: OLD AGE

Characteristics of old age, Developmental tasks, Adjustment to physical changes in old age, changes in motor abilities, Changes in mental abilities, Changes in interests, Hazards of personal and social adjustments.

UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENT IN OLD AGE

Vocational adjustments, Adjustment to retirement, Adjustment to changes in family life, Adjustment to loss of a spouse, Adjustment to singlehood, Living arrangements for the elderly, Vocational and family life hazards.

UNIT V: COGNITION AND PERSONALITY

Cognitive Development – Measuring cognitive abilities in middle age, The distinctiveness of

adult cognition, Creativity in middle age, Intelligence and Processing abilities in old age, Measuring older adult's intelligence, Competence in everyday tasks and problem solving in old age; Memory changes in old age, Improving memory in older adults; Personality – Erikson's Generativity Vs stagnation and Integrity Vs Despair, The self at midlife, Models of coping in old age.

REFERENCES

1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill.
3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.
5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd.

CORE-VIII: SOCIAL PSYCHOLOGY II

COURSE OUTCOMES

- CO1 - To outline the nature and causes of social influence.
- CO2 – To understand the internal and external influences on helping behaviour.
- CO3 – To describe the strategies that can be used to prevent or control human aggression.
- CO4 – To elucidate group dynamics.
- CO5 – To analyze the role of social psychology in various settings like legal system , Health and work.

UNIT I: SOCIAL INFLUENCE

Conformity – Meaning, Asch’s research on conformity, Sherif’s research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram’s experiment on obedience.

UNIT II: PROSOCIAL BEHAVIOUR

Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.

UNIT III: AGGRESSION

Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.

UNIT IV: GROUPS AND INDIVIDUALS

Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.

UNIT V: APPLICATION OF SOCIAL PSYCHOLOGY

Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work.

REFERENCES

1. Myers, D.G., &Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. &Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.
3. Myers, D. G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., &Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

ALLIED IV – FORENSIC PSYCHOLOGY

COURSE OUTCOMES

- CO1 –To demonstrate understanding of the major concepts, theoretical perspectives, and empirical findings historical and current trends in forensic psychology.
- CO2 –To summarize the techniques of criminal investigation.
- CO3 –To critically analyse the development of habitual criminal behaviour.
- CO4 –To understand the treatment and management of sexual offenders.

UNIT I – INTRODUCTION AND OVERVIEW

Forensic Psychology; Police Psychology; Legal Psychology; Correctional Psychology.

UNIT II – POLICE PSYCHOLOGY

The History and Application of Police Psychology; Critical Incident Stress Management / Psychological Services; Interview and Interrogation.

UNIT III – TECHNIQUES OF CRIMINAL INVESTIGATION

Criminal Profiling and Forensic Psychology; The Need to Develop Criminal Profiles; Definitions and Approaches to Criminal Profiling; Procedures used in Criminal Profiling; Psychological Autopsies; Hypnosis in Criminal Investigations; The Polygraph Technique; Research Evaluation; The Role of the Forensic Psychologist.

UNIT IV – CRIMINAL PSYCHOLOGY – JUVENILE DELINQUENCY

Development of Habitual Criminal Behaviour; Juvenile Offender; School Violence; Criminal Psychopath.

UNIT V – CRIMINAL PSYCHOLOGY – SEXUAL OFFENDERS

Definition of sexual offenders; Assessment of Sexual Offenders; Treatment and Management of Sexual Offenders; Special Groups of Sexual Offenders; Sexual Offender Legislation and legal aspects.

References

1. Bartol, C. R., & Bartol, A. H. (2004). Introduction to Forensic Psychology. (6th ed.). Sage Publications
2. Thomas, D. J. (2011). Police Psychology – A New Specialty and New Challenges for Men and Women in Blue. Praeger: California
3. Fulero, S. M. & Wrightsman, L. S. (2009). Forensic Psychology. (3rd ed.). Wadsworth Cengage Learning: USA

4. Huss, M. T. (2014). Forensic Psychology – Research, Clinical Practice and Applications. (2nd ed.). Wiley: USA

FIFTH SEMESTER

CORE IX – ABNORMAL PSYCHOLOGY I

COURSE OUTCOMES

- CO1 - To distinguish between normal & abnormal behavior and outline the historic view of abnormal psychology.
- CO2 – To understand the classification and diagnosis of abnormal behaviour.
- CO3 –To outline the common intellectual disability syndromes.
- CO4 – To elucidate various somatoform and Dissociative disorders
- CO5 – To analyze the causes and treatment of addiction.

UNIT I: INTRODUCTION TO ABNORMAL PSYCHOLOGY

Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.

UNIT II: PARADIGMS IN PSYCHOPATHOLOGY.

Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.

UNIT III: INTELLECTUAL DISABILITY

Definition, classification, prevalence, interpersonal deficits and behavior problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

UNIT IV: SOMATOFORM AND DISSOCIATIVE DISORDERS

Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder

Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.

UNIT V: ADDICTION DISORDERS

Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

REFERENCES

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). *Abnormal psychology*. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). *Abnormal psychology*. Marblehead, MA: John Wiley& Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). *Principles of psychopathology*. New York, NY: Oxford University Press

CORE X –EXPERIMENTAL PSYCHOLOGY (Practical)

COURSE OUTCOMES

- CO1- Demonstrate the effect of distraction, division and span of attention
- CO2- Explain the factors involved in errors of perception
- CO3- Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results
- CO4 - Relate to one's own level of aspiration and achievement motivation
- CO5 - Illustrate the use of the motor-skills in manual and tweezers dexterity
- CO 6- Demonstrate assessment of IQ levels.

LIST OF EXPERIMENTS

I.ATTENTION

1. Distraction of Attention
2. Division of Attention

II. PERCEPTION

3. Span of Attention
4. Muller Lyre Illusion
5. Progressive Weights

III.LEARNING

6. Habit Interference
7. Knowledge of Results
8. Insight and Trial & Error Learning
9. Maze Learning
10. Mirror Drawing

IV.INTELLIGENCE

11. Bhatia's Battery

12. MISC (Malines intelligence scale for Indian children)

V.MOTIVATION

13. Level of Aspiration

VI.PSYCHO – MOTOR

14. Finger dexterity test

VII. THINKING

15. Concept Achievement (formation- CAT)

16. Problem Solving(PSAT-D)

Marks = 100 Internal = 25 (Record-15, Assignment-5, Test-5)

External = 75 (Viva-20, Record-5, Conduction-15, Plan and

Procedure-10, Results and Tabulation-10, Discussion-10, Conclusions 5)

References: -

1. Wood Worth and Scholerberg. (2018). Experimental psychology. New Delhi: Oxford & IBH publishing Co.
2. Anastasi, A and Urbina, S. (2002).Psychological testing. New Delhi: Pearson Education.
3. Cohen, R, J and Swerdlik, M, E. (2010). Psychological testing and Assessment: An Introduction to Tests and Measurement. Boston: McGraw-Hill Higher Education.
4. Harris, P. (2002). Designing and Reporting Experiments in Psychology. Buckingham: Open University Press.
5. Myers, Anne. Hansen, Christine. (2011) Experimental Psychology. Wadsworth Publishing. 7. Francis, G. and Neath, I. (2015).Introduction to Psychology, Cengage Learning.

CORE-XI: INTRODUCTION TO RESEARCH METHODOLOGY

COURSE OUTCOME

- CO1 – To explain the needs, objectives , importance , problem and process of research based on review of literature
- CO2 – To identifying research problems and formulating hypothesis
- CO3 – To distinguish between the different types of sampling
- CO4 – To examine the methods used in data collection
- CO5 – To demonstrate an understanding of writing a research report

UNIT I: INTRODUCTION RESEARCH METHODOLOGY

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

UNIT II: RESEARCH PROBLEM, HYPOTHESIS AND REVIEW OF LITERATURE

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

UNIT III: SAMPLING

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

UNIT IV: METHODS OF DATA COLLECTION

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

UNIT V: WRITING A RESEARCH REPORT

Meaning, General purpose of writing a research report-of a research report, Styles of writing a research report, Types of research reports, Precautions in writing research report and Written presentation of mini survey research report.

REFERENCES

1. McBurney, D.H. (2007). *Research methods*; New Delhi, India: Thomson Wadsworth
2. Singh, A.K. (2012). *Tests, measurements and research methods in behavioral sciences*. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). *Essentials of research methods in psychology*. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., & McGarty, C. (2003). *Research methods and statistics in psychology*. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): *Research and writing across the disciplines*; Chennai, India: MJP Publishers.

CORE XII – HEALTH PSYCHOLOGY

COURSE OUTCOME

- CO1 - To Outline the definition and scope of Health Psychology
- CO2 - To explain the various models of health behavior
- CO3 - To identify types of pain, symptoms and suitable intervention
- CO4 - To summarize theories of stress, sources of stress and coping
- CO5 - To explain health promoting strategies

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY- HEALTH BEHAVIOUR

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

UNITII: MODELS OF HEALTH BEHAVIOUR

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

UNIT III: CHRONIC ILLNESS AND PAIN

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

UNIT IV: STRESS AND COPING

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

UNIT V: PROMOTING HEALTH BEHAVIOUR

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

REFERENCES

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.
4. 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.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

ELECTIVE I –COUNSELLING PSYCHOLOGY

COURSE OUTCOME

- CO1 – To identify the need and importance of counselling in the current context.
- CO2 – To explain the various approaches in counselling and the types , uses & diagnosis in counselling process.
- CO3 – To summarize the interpretation of psychological tests in counselling.
- CO4 – To articulate the qualities of an effective counsellor.
- CO5 – To identify the various specialties in counselling.

UNIT I: NATURE AND SCOPE OF COUNSELLING

Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.

UNIT II: APPROACHES TO COUNSELLING AND THE COUNSELLING PROCESS

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

UNIT III: PSYCHOLOGICAL TESTING AND DIAGNOSIS

Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.

UNIT IV: COUNSELLOR QUALITIES, SKILLS AND ETHICAL RESPONSIBILITIES

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

UNIT V: AN OVERVIEW OF SPECIALITIES IN COUNSELLING

Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling

the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.

REFERENCES

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*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A. K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B. G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S. K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

SIXTH SEMESTER

CORE XIII – ABNORMAL PSYCHOLOGY II

COURSE OUTCOME

- CO1 – To explain the causes of unipolar and bipolar disorder and treatment
- CO2 – To summarize types, causes and treatment of Personality disorder
- CO3 – To understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder.
- CO4 – To detail the symptoms, causes and treatment of anxiety disorders.
- CO5 – To be able to identify schizophrenic behaviour.

UNIT 1: ANXIETY DISORDERS

Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.

UNIT -2 MOOD DISORDERS

Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.

UNIT 3: SCHIZOPHRENIA

Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreniform disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.

UNIT 4: PERSONALITY DISORDERS

Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.

UNIT :5CHILDHOOD DISORDERS

Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.

REFERENCES

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). *Abnormal psychology*. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). *Abnormal psychology and casebook in abnormal psychology*. Belmont, CA: Wadsworth.
3. Comer, R. (2018). *Fundamentals of abnormal psychology*. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). *Abnormal psychology*. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal psychology*. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) *Principles of Psychopathology*. New York, NY: Oxford University Press.

CORE XIV –PSYCHOLOGICAL ASSESSMENT

COURSE OUTCOMES

- CO1 - Assess Personality, Motivation, Emotion interpret the results
- CO2 - Measure and interpret achievement test, stress and coping levels
- CO3 - Select appropriate test to measure attitude, behavior & creativity and discuss the result.

CONCEPTS AND LIST OF PAPER PENCIL TESTS (Any 10)

1. Personality

Eysenck Personality Inventory (EPQ-R)

Self-concept Questionnaire (SCQ-S)

IPIP

NEO -PI

2. Work Determinants

Job motivation Scale

Organizational Climate Inventory

Job Satisfaction Scale

3. Emotion

Emotional Maturity Scale

Self-esteem Scale

Social Maturity Scale

Strait & Trait Anxiety Scale(STAT)

4. Attitudes and behavior

Superstitious attitude scale

Rajamanikams religious attitude scale

5. Achievement

Career Maturity Scale

6. Stress and coping

Mental health well- being

Stress management scale.

Marks = 100 Internal = 25 (Record-15, Assignment-5, Test-5)

External = 75 (Viva-20, Record-5, Conduction-15, Plan and

Procedure-10, Results and Tabulation-10, Discussion-10, Conclusions 5)

REFERENCES

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

CORE XV - ORGANISATIONAL PSYCHOLOGY

COURSE OUTCOMES

- CO1 – To review various I/O Psychological theories/paradigms.
- CO2 –To discuss how Psychological theories/paradigms may be applied to understanding human behaviors at work.
- CO3 - To perform job analysis using various concepts of I/O Psychology.
- CO4 – To design and evaluating training programs.

UNIT I: Introduction to Organisational Psychology – Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Today Organisational Psychology

UNIT II: Job Analysis Definition, Methods and Techniques- Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).

UNIT III: Employee Recruitment, Assessment, & Selection– Recruitment- Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads,**Screening**– written materials, References & letters of recommendation, **Types of Assessments** – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, **Selection, Placement, EEO** – Importance and process.

UNIT IV: Employee Attitudes, Motivation & Performance Designing and Evaluating Training -Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.

UNIT V: Leadership - Definition and Theories - Trait Theories, Behavioral Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.

REFERENCE

1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.
2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India.
3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.

ELECTIVE II – CASE STUDY PROJECT

Students must submit 3 Case study Reports (compulsory) from three different areas mentioned below:

Health and Organizational Psychology, Physical, Mental Health, Deviant Behaviour, Adjustment Problems, Special Children, Neurological Disorders, Educational Institutions, Retail Outlets, Service Industries, NGO.

Marks = 100 Internal = 25 External = 75 (Viva = 25 Report = 50)

ELECTIVE III – CONSUMER BEHAVIOUR

COURSE OUTCOMES

- CO1 - To demonstrate how knowledge of consumer behavior can be applied to marketing.
- CO2 – To identify and explain factors which influence consumer behavior, Relate internal dynamics such as personality and motivation.
- CO3 - To relate internal dynamics such as perception, learning and attitude to the choices consumers make.
- CO4- To cite how consumer decisions are affected by their behavior.
- CO5- To explain consumer behavior for the purpose of helping a firm or organization to achieve its objectives.

UNIT I: INTRODUCTION TO CONSUMER BEHAVIOR.

Consumer Behavior – Definition, Consumer and Customers, Buyers and Users, Organizations as Buyers, Development of Marketing Concept, Consumer Behavior and its Applications in Marketing.

UNIT II: CONSUMER MOTIVATION, PERSONALITY.

Introduction, Needs and Goals, motivational Conflict, Defense Mechanisms, Motivational Theories, Maslow's hierarchy of needs,

Consumer Personality: Introduction, Self-concept, personality Theories, emotions.

UNIT III: CONSUMER PERCEPTION, CONSUMER ATTITUDES

Consumer Perception - Introduction, Sensation (Exposure to Stimuli), Perceptual Selection, Perceptual Organization, Factors that Distort Individual Perception, Price Perceptions, Perceived Product and Service Quality, Consumer Risk Perceptions.

Consumer Attitudes - Introduction, Functions of Attitude, Attitude Models, Factors that Inhibit Relationship between Beliefs, Feelings and Behavior, Learning Attitudes, Changing Attitudes, Attitude Change Strategies.

UNIT IV: CONSUMER DECISION-MAKING PROCESS

Problem Recognition, Information Search and Evaluation of Alternatives: Introduction, Problem Recognition, Information Search, Evaluation of Alternatives.

UNIT V: ORGANIZATIONAL BUYING BEHAVIOR

Introduction, Organizational Buyer Characteristics, Purchase and Demand Patterns, Factors Influencing Organizational Buyer Behavior, organizational Buyer Decision Process, Organizational Buying Roles.


REFERENCE

1. Kotler, Philip (2001). Marketing Management. Millenium edition. New Delhi: Prentice Hall of India.
2. Schiffman, L.G. and Kanuk, L.L (1999). Consumer Behavior. 12th edition. New Delhi: Prentice Hall of India Pvt Ltd.

Place : DGVC, Arumbakkam , Chennai.

Date : 08-07-2021

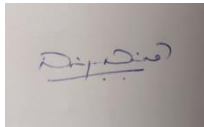
Signatures:



Prof.Dr. S.Thenmozhi
University Nominee



Dr.Ragitha Radhakrishnan
Subject Expert



Dr.DivyaDovina
Subject Expert



Dr. Sangeetha Makesh
Industry Expert



Ms.Sreelakshmi
Alumnus

Dr.M.S.Priyadarshini
Chairperson

Ms.R.Aswini
Senior Faculty