

CHOICE BASED CREDIT SYSTEM

SEMESTER SCHEME

Course content (2019 onwards)

PSYCHOLOGY for B.A./B.Sc. Programme

I PREAMBLE:

Psychology is not just an academic subject that exists only in classrooms, research labs and mental health institutions. It is a scientific field that aims at understanding human nature and behaviour. Knowledge of Psychology helps understand one's own strengths and weaknesses by giving practical experiences. It gives awareness about social and psychological problems faced in general and prepares the student to face everyday challenges by exposing him/her to coping strategies. Moreover makes the student realize that an aim is attainable. It is a powerful force that influences all our activities in every walk of our life.

II. Programme Outcome:

- To foster interest in psychology and create foundation for further studies in Psychology
- To impart knowledge of the basic concepts and various perspectives of psychology.
- To create an awareness of factors influencing behaviour
- To understand matters relating to stages of Human development
- To familiarize students with criteria of abnormal behaviour
- To give an over view of mental disorders and possible ways of handling them
- To acquaint the students with nature of work behaviour, and to help the students in the use of this in understanding and increasing efficiency.
- To attain skills of interaction with supervisory and managerial personnel in terms of training, counseling and problem solving relationships.
- To highlight the steps and strategies to cope with stress
- To attain and maintain one's health through preventive behaviour
- To arouse intellectual curiosity and create an interest for research in psychology

III. Programme Specific outcomes

- To develop understanding of basic principles that govern and direct human behaviour.
- Helping the students to apply the knowledge of various branches of Psychology to overcome the difficulties in day-to-day life.
- To inculcate knowledge about different stages of development across lifespan and different methods of studying them.
- Orienting the students about the significance of society on behaviour and different social process.
- Helping the students to develop ideas about different psychological disorders.
- To acquaint the students about relevance of health psychology, the impact of stress over health and the health related behaviors.
- Help the students to apply the knowledge of industrial and organizational Psychology in their career and to get placed in a Nobel profession.

IV: Part A: Summary Chart

Semester	Course Code	Course No.	Particulars	No. of hrs/ week	Duration of exam (hrs)	Marks			Credits
						IA	Exam	total	
I	BASPYC131	I	Foundations of Behaviour I	04	03	20	80	100	02
	BASPYP132		Practical – I	03	03	10	40	50	01
II	BASPYC181	II	Foundations of Behaviour II	04	03	20	80	100	02
	BASPYP182		Practical –II	03	03	10	40	50	01
III	BASPYC231	III	Life Span Development -I	04	03	20	80	100	02
	BASPYP232		Practical – III	03	03	10	40	50	01
IV	BASPYC281	IV	Life Span Development - II	04	03	20	80	100	02

	BASPYP282		Practical – IV	03	03	10	40	50	01
V	BASPYP331	V	Social Psychology	04	03	20	80	100	02
	BASPYP333		Practical – V	03	03	10	40	50	01
	BASPYP332	VI	Abnormal Psychology	04	03	20	80	100	02
	BASPYP334		Practical – VI	03	03	10	40	50	01
VI	BASPYP381	VII	Health Psychology	04	03	20	80	100	02
	BASPYP383		Practical – VII	03	03	10	40	50	01
	BASPYP382	VIII	Industrial and Organizational Psychology	04	03	20	80	100	02
	BASPYP384		Practical – VIII	03	03	10	40	50	01

I SEMESTER

Foundations of Behaviour I Course I - BASPYC131

48 hrs (4 hrs/week)

Course Objectives:

- To impart knowledge of the basic concepts and various perspectives in psychology
- To understand the biological basis of human behaviour
- To understand the basic perceptual process
- To acquaint the students with the dynamics of human behaviour

Course Outcomes:

- ✓ Understanding the basic principles that govern and direct human behaviour.
- ✓ Apply the knowledge of various branches of Psychology to overcome the difficulties in day-to-day life.
- ✓ Connect anatomical structure with various behaviours and analyse.

- ✓ Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

Unit -1: Psychology and its perspectives

12 hrs

Meaning, definition and goals of psychology; Schools of Psychology –structuralism, functionalism, Gestalt Psychodynamic, behaviorism, cognitive and humanistic; Major sub fields: Research areas – developmental, social, experimental, physiological, cognitive, cross-cultural, psychometrics and evolutionary; Applied areas –clinical, counseling, educational, sports, forensic, industrial and organizational; Research: Meaning, definition, Methods –introspection, Observation, experimental

Unit -2: Biological Basis of Behavior

12 hrs

Neuron –structure and functions; Nervous system: Central –brain and spinal cord; peripheral –somatic and autonomic; lobes, hemisphere; Endocrine Glands and behavior –pituitary, thyroid, parathyroid, pineal, adrenal and gonads. Biology of sleep -stages, sleep-wake cycle

Unit -3: Sensation, Perception, Attention

12 hrs

Sensation -5 senses –sense organs -functions, sensory threshold,
Perception –laws of perceptual organization; errors in perception; subliminal perception
Attention –meaning, factors and types of attention

Unit -4: Emotion and Motivation

12 hrs

Emotion: Definition; biology of emotion; cognitive factors; behavioral and socio-cultural factors; Emotional quotient.
Theories -James-Lange; Cannon-Bard; Schachter and Singer
Motivation: definition; motivation cycle- needs, drives and motives types –Biological and social motives; Maslow’s hierarchy of needs.

References

Weiten, W (1995) Psychology Themes and Variations 3rd edn, London, Brooks and Cole publishing Company.

Carlson, N.R & Buskist W (1997) Psychology the science of behavior 5th edn, Boston, Allyn and Bacon

Santrock J.W (2005) Psychology-updated edition, Boston, M cGraw Hill

Saundra K.Ciccarelli (2014) Psychology, 4th edn, Pearson Publications.

Robert.S.feldman (2017) Understanding Psychology, 10th edn, Mc Graw Hill Publication.

Baron and Misra (2000) Psychology, 5th edn, Pearson publication.

Rod Plotnik (1992) Introduction to Psychology, 3rd edn, Wadsworth publishing Co Inc

Practical BASPYP 132 (Any Six)

1. Nature of question and accuracy of report
2. Muller-Lyer illusion
3. Span of attention
4. Two point threshold
5. Self -Efficacy scale
6. Left and Right Brain Dominance
7. Ishihara's test for colour blindness
8. Emotional intelligence scale
9. Emotional maturity
10. Competition/cooperation

Statistics - Frequency distribution, graphical representation and central tendency ungrouped data

II SEMESTER

Foundations of Behaviour II Course II - BASPYC 181

48 hrs (4 hrs/week)

Course Objectives:

- To understand the process of memory and techniques to improve in everyday life situation
- To understand the process of acquisition of skills and information which brings changes in behaviour
- To gain knowledge about individual differences and assessment of Intelligence
- To understand the components of Personality and assessment of personality

Course Outcomes:

- ✓ Monitor and control their emotions in critical situations.
- ✓ Adopt healthy personality characteristics to lead purposeful life.
- ✓ Undertake services in society where psychological assessment techniques are applied.

Unit -1: Memory and Learning

12 hrs

Memory –meaning; encoding, storage and retrieval; Atkinson-Schiffrin Model of Memory; Forgetting -meaning and theories; Mnemonics
Learning -meaning, Definition; classical conditioning; operant conditioning; trial and error learning; cognitive learning –latent and insight; social learning. Learning styles -VARK

Unit -2: Higher cognitive processes

12 hrs

Thinking -meaning and definition; types of thinking -convergent vs divergent; concrete vs abstract; Concept formation -meaning; stages
Reasoning -meaning and definition; types -inductive and deductive
Problem solving -meaning and definition; steps, strategies and hindrances in problem solving

Unit -3: Personality

12 hrs

Meaning and definition; theories: Freud's Psychoanalytical theory; Roger's theory of self-actualization; Eysenck's dimensions of personality; Mc Crae and Costa's Big Five factors
Assessment of personality -observation; questionnaires and inventories and projective tests

Unit-4: Intelligence

12 hrs

Meaning and definition; Factors influencing intelligence –heredity and environment; theories – Spearman’s 2 factor theory; Cattle’s theory of crystallized and fluid intelligence; Gardner’s theory of multiple intelligences; Concept of IQ, Classification of IQ: Normal probability curve, Extremes of intelligence –Gifted and mentally challenged; intelligence testing;

References

1. Weiten, W (1995) Psychology Themes and Variations 3rd edition, London, Brooks and Cole publishing Company.
2. Carlson, N.R & Buskist W (1997) Psychology the science of behavior 5th edn, Boston, Allyn and Bacon
3. Santrock J.W (2005) Psychology-updated edition, Boston, Mc Graw Hill
4. Saundra K. Ciccarelli (2014) Psychology, 4th edn, Pearson Publications.
5. Robert. S. Feldman (2017) Understanding Psychology, 10th edition, Mc Graw Hill Publication.
6. Baron and Misra (2000) Psychology, 5th edition, Pearson publication.
7. Rod Plotnik (1992) Introduction to Psychology, 3rd edn, Wadsworth publishing Co Inc

Practical BASPYP182 (Any Six)

1. Retroactive inhibition
2. Recall and recognition
3. Bilateral transfer of learning
4. Insight learning
5. Problem solving
6. concept formation
7. Eysenck’s Personality Questionnaire
8. Big Five personality traits
9. GMAT/OTIS/Sternberg’s Test of intelligence
10. WAIS/WAPIS/RPM/Bhatia’s

Statistics - Measures of Central tendency grouped data

III SEMESTER

Life Span Development - I Course III - BASPYC231

48 hrs (4 hrs/week)

Course Objectives:

- To understand the stages of life span development
- To have an overview of research designs in the field of child development
- To gain knowledge about the role of heredity and environment on Growth and Development.
- To sensitize students about childhood disorders and possible ways of handling them

Course Outcomes:

- ✓ Define human development and identify the stages of human development
- ✓ Role of genetics and stages of prenatal development from the moment of conception through delivery
- ✓ Physical, cognitive and emotional development infancy and toddler
- ✓ Identify the Psychological disorders in childhood.

Unit -1: Introduction and Foundation to Life Span Development

12 hrs

Meaning and characteristics of lifespan development;

Methods –Longitudinal, Cross –sectional, case study, Biographical method, sex cells and their differences, Dominance and recessive cells, preparatory processes; maturation, ovulation and fertilization –its importance, multiple offspring; identical twins and fraternal twins, Mutations, chromosomal abnormalities: Down’s syndrome, abnormalities of the sex chromosomes: XYY syndrome, triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X syndrome.

Unit -2: Pre-natal Development

12 hrs

Germinal period ovum, embryo, fetus- hazard, prenatal environmental influences, stages of labour and delivery, types of birth –natural or prepared child birth, caesarian section, breech birth, Transverse presentation, Instrumental birth, Reproductive choices –genetic counseling, prenatal diagnostic choices.

Unit -3: Infancy, Babyhood and Childhood

12 hrs

Sub-divisions of Infancy, Physical and Psychological Hazards, New born reflexes, APGAR scales, SIDS
Babyhood: Speech development -stages; hazards of babyhood

Childhood: Early and Late Childhood, Concept development; Piaget's stages of cognitive development. Moral development;

Unit -4: Emotional Development and disorders of childhood

12 hrs

Development of emotional expression – self-conscious emotions; emotional catharsis, aids to emotional catharsis. Hazards in emotional development, emotional deprivation, too much affection, heightened emotionality. Problems of childhood: Enuresis, encopresis, sleep walking and tics, learning disabilities, attention deficit hyperactivity disorder, autism

References

1. Santrock J.W. (2001) Child Development 9th Ed., Boston: McGraw Hill
2. Hurlock E.B. (1997) Child Development 6th Ed., New Delhi: Tata McGraw Hill
3. Novak G & Pelaez M (2004) Child and Adolescent Development, New Delhi: Sage Publications
4. Laura Berk, Child Development 6th edition
5. Elizabeth B. Hurlock Child development 5th edition
6. Santrock. J. M. Human development. New York: Wiley
7. Diane. E. Papalia., Sally. w. Olds. Human development 7th international Ed. Tata McGraw Hill
8. EM Hetherington and Ross (1994) Child Psychology 3rd Edition
9. S.V. Kale Child Psychology and guidance.

Practical BASPYP232 (Any Six)

1. Seguin form board test
2. Coloured Progressive Matrices
3. Children Moral Value Scale by Arpana Sen Gupta
4. Foreign language anxiety scale
5. Diagnostic Spelling Test
6. ADHD rating scale/Check list
7. Autism Rating Scale
8. Assessment of learning disability
9. Emotional stability
10. CPQ/

Statistics - Measures of variability

IV SEMESTER

Life Span Development -II Course IV BASPYC281

48 hrs (4 hrs/week)

Course Objectives:

- To understand growth and development from Adolescence to old age
- To sensitize the students about issues related to developmental stages
- To understand the age related physical and psychological health issues
- To focus on psycho social support

Course Outcomes:

- ✓ Demonstrate an understanding of study procedures of children's learning abilities.
- ✓ Assess the symptoms of chromosomal abnormalities and help the patients to get remedial services.
- ✓ Show the knowledge of prenatal period, birth process and environment in their planned and healthy behavior.

Unit -1: Puberty and Adolescence

12 hrs

Puberty -features, variations in the age of puberty and consequences of pubertal changes, gender identity and its emergence,

Adolescent psychosocial issues identity, autonomy, intimacy, sexuality and achievement

Problems of adolescence: anorexia nervosa and bulimia, teenage pregnancies, Suicide, premenstrual syndrome, behavioral addictions

Erickson's stages of development

Unit -2: Early Adulthood

12 hrs

Social mobility, vocational adjustment, marital adjustment, sexual adjustment, adjustment to parenthood, the diversity of adult lifestyle –single adults; cohabitating adults; divorced adults; remarried adults; gay and lesbian adults

Unit 3: Middle Adulthood

12 hrs

Characteristics of middle age, health and disease; sexuality; adjustment to changed roles, adjustment to approaching retirement and old age, Divorce, Remarriage, Burnout, Empty nest syndrome, intergenerational relationship, mid-life crisis.

Unit -4: Late Adulthood

12 hrs

Longevity; the young old, old-old and oldest old; physical and cognitive changes, problems of old age, Mental health problems –depression, dementia, Alzheimer’s disease and other afflictions. Geriatric care.

References

1. Santrock J.W. (2001) Child Development 9th Ed., Boston: McGraw Hill
2. Hurlock E.B. (1997) Child Development 6th Ed., New Delhi: Tata McGraw Hill
3. Novak G & Pelaez M (2004) Child and Adolescent Development, New Delhi: Sage Publications
4. Laura Berk, Child Development 6th edition
5. Elizabeth B. Hurlock Child development 5th edition
6. Santrock. J.M. Human development. New York: Wiley
7. Diane. E. Papalia., Sally. w. Olds. Human development 7th international Ed. Tata McGraw Hill
8. EM Hetherington and Ross (1994) Child Psychology 3rd Edition
9. S.V. Kale Child Psychology and guidance.

Practical BASPYP282 (Any Six)

1. Adolescent Anger Rating Scale
2. Kimberly’s internet addiction scale
3. Suicidal ideation scale/ Beck’s scale for suicide ideation
4. Life satisfaction scale
5. Psychological Well Being
6. Geriatric Depression Scale/ Becks Depression Inventory
7. Family Environment Scale
8. Shamshad Jasbir Old Age Inventory/ Screening test for dementia
9. Vocational Interest Record
10. Adolescent Problem Checklist

Statistics - Percentile/probability

V SEMESTER

Social Psychology Course V BASPYC331

48 hrs (4 hrs/week)

Course Objectives:

- To know the significance of Interpersonal Relationship
- To understand the concept of prosocial behaviour and related aspects
- To understand the various social issues like attitude, prejudice and discrimination
- To acquire knowledge about role of aggression on Behaviour

Course Outcomes:

- ✓ Apply the knowledge of social Psychology in dynamic social situations.
- ✓ Articulate the experiences, thoughts, feelings in interpersonal relationships.
- ✓ Demonstrate cordial relations in society and work without prejudice and discrimination.
- ✓ Know and manage the aggressive and offensive behaviours.

Unit I: Introduction and close Relationship

12 hrs

Social Psychology-Meaning and definition; Methods: survey, correlation, Focus group discussion

Non-verbal communication; impression formation

Interdependent relations with family and friends; Beyond the family -Friendships: Loneliness life without close relationships.

Unit II: Prosocial Behavior

12 hrs

Meaning; providing help -5 essential steps; factors that increase the tendency of prosocial behavior - Prosocial model, empathy, belief in a just world, social responsibility, internal locus of control, low egocentrism; negative state of relief; empathic joy; factors decreasing the tendency of prosocial behavior - social exclusion, pluralistic ignorance, bystander effect, social dissonance, putting an economic value on time and effort

Unit III Attitude and Prejudice

12 hrs

Meaning, Definition and characteristics of attitudes; formation of attitudes; Functions of attitude
Prejudice- Meaning and Definition; growth; techniques for counteracting its effects; prejudice
based on gender; Stereotype; Discrimination

Unit IV: Aggression

12 hrs

Theoretical Perspective; Role of biological factors - instincts: Drive theories: Social learning
perspectives; General aggression model; Social causes of aggressions; Situational determinants
of aggression: of aggression, Prevention and control of aggression- punishment, cognitive
interventions and forgiveness

References

1. Baron R.A & Byrne D (2006), Social Psychology, 11th ed, New Delhi, Prentice Hall
2. Baron R.A & Byrne D (2003), Social Psychology, 10th ed, New Delhi, Prentice Hall

V SEMESTER

Abnormal Psychology Course VI BASPYC332

48 hrs (4 hrs/week)

Course Objectives:

- To impart knowledge about the difference between normality and abnormality
- To have an overview of criteria of abnormality and overcome misconceptions of abnormal behaviour
- To familiarize students with symptoms and causes of prevailing mental disorders as per International classifications of mental disorders.
- To bring awareness about rehabilitation and therapies available.

Course Outcomes:

- ✓ Identify the Psychological imbalances in the society.
- ✓ Prevent mental illnesses and maintain their Psychological health by understanding the reasons for mental illness.
- ✓ Create awareness about mental illness and preventive methods among their family members.
- ✓ Enhance their personality by overcoming the conflicts and frustration in life.

UNIT-I: Introduction

12 hrs

Defining abnormality, criteria of abnormality, classification of mental disorders -DSM and ICD - 10 classification, Psychological models of abnormality -psychodynamic, behaviouristic, Cognitive -behavioural and Humanistic models

Unit –II Anxiety based and Somatoform disorders

12 hrs

Anxiety based disorders: The anxiety based response patterns, Phobic disorders, obsessive compulsive disorders, generalized anxiety disorder,
Somatoform disorders: Somatization disorder, hypochondriasis, conversion disorders, Conversion disorder;

Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder : causes Biological, Psychological and Socio-cultural factors.

Unit –III Schizophrenia and Delusional Disorder

12 hrs

Schizophrenia: Types: Paranoid; Disorganized; catatonic; undifferentiated Causes - Biological, Psychological and Socio-cultural factors.

Delusional Disorder - Types Erotomaniac: Grandiose; Jealous; Persecutory; Somatic and mixed type. Causes - Biological, Psychological and Socio-cultural factors.

Unit –IV Personality and Mood Disorders

12 hrs

Personality Disorders- Cluster A, B and C Schizoid, antisocial, histrionic and avoidant personality disorder; Causes - Biological, Psychological and Socio-cultural factors.

Mood disorders- Major depressive disorder; bipolar I; Causes - Biological, Psychological and Socio-cultural factors.

References:

1. Carson R.C, Butcher JN and Mineka Susan (2005). Abnormal Psychology and modern life (10th edn) New York: Harper-Collins
2. John M., Neale and Gerald C, Davidson. Abnormal Psychology (Revised 7th edn) John Wiley and sons
3. WHO (1992) The ICD-10 classification of mental and behavioral disorders, clinical description and diagnostic guidelines, Geneva, WHO
4. Ronald. J. Comer Abnormal Psychology (2nd edn) New York: WH Freeman & Co
5. Kaplan H, Sadock BJ, Grebb JA (1994) Synopsis of Psychiatry (7th edn). New Delhi: BL Waverly Pvt. Ltd.

V Semester Practical (Any Six from each Part)

Sl.No.	Practical V – BASPYP 333	Sl.No.	Practical VI – BASPYP334
1	Stereotype/Social distance	1	Sinha’s Anxiety Scale
2	Antisocial Behaviour	2	Social Phobias Inventory Jonathan S
3	Locus of Control	3	MPQ/ Family Pathology Scale
4	Personal Values Questionnaire/	4	Histrionic Personality Questionnaire

5	Aggression Scale By Mathura / Bus & Perry	5	Sentence Completion Test
6	Self Confidence Scale/	6	Positive And Negative Symptoms Scale
7	Attachment Style Scale	7	Bell's adjustment inventory
8	Progressive weight	8	Hamilton's Anxiety Scale
9	Teacher attitude scale	9	Beck's Depression inventory
10	Level of aspiration	10	Yale brown obsessive compulsive scale
Statistics	Correlation	Chi-square	

VI SEMESTER

Health Psychology Course VII BASPYC 381

48 hrs (4 hrs/week)

Course Objectives:

- To acquaint the students about the need of health psychology and the health related behaviors
- To understand the impact of stress on health
- To have awareness about health damaging and health promoting life styles
- To attain and maintain ones health by means of coping strategies

Course Outcomes:

- ✓ Creates awareness about emerging field of health Psychology.
- ✓ Makes the student know better about how the psychological functioning creates somatic disorders.
- ✓ Helps students to adopt health enhancing behaviours.
- ✓ Helps develop effective coping skills towards everyday problems.

Unit -I : Introduction to health psychology and health behaviour

12 hrs

Definition of Health Psychology, History of body mind relationship, Need for the field of health psychology, Health behaviors: factors influencing health behaviors; barriers to modify poor health behaviour, Models of health Biomedical and Bio psychosocial model.

Unit -III Health enhancing and compromising behaviour

12 hrs

Health compromising behaviors: Substance abuse - Alcohol; Tobacco and Smoking; drugs; Psychoactive Substances, abnormal eating behaviour, sedentary lifestyle

Health enhancing behaviors: Exercise-types benefits of exercise, effects on psychological health, Diet -Maintaining healthy diet, sleep hygiene, accident prevention

Unit -III: Stress and life style diseases

12 hrs

Stress -sources, Types of stress- Frustration, conflict and pressure, Stress and immune system, Hans Selye's theory of stress; Role of stress in CHD, Hypertension- causes and relations between stress and hyper tension; Diabetes, types, Stress and diabetes. Sex related health behaviour - HIV/AIDS

Unit-4 Coping strategies

12 hrs

Social support; yoga; Mindfulness meditation and time management; positive psychology interventions - gratitude, forgiveness, savoring, Patience, creativity.

References

1. Taylor S.E (1998) Health Psychology 3rd edition, Newyork. McGrewHill
2. Baron .L & Feist. J (200) Health Psychology 4th edn, USA Brooks/Cole
3. Rice. P.L. (1992) Stress and Health, 2nd edn, California, Brooks/Cole
4. Ogden.J (2000) Health Psychology 2nd edition Philadelphia, Open University press

VI SEMESTER

Organizational Behaviour Course VIII BASPYC382

48 hrs (4 hrs/week)

Course Objectives:

- To introduce the students to the field of industrial/ organizational Psychology
- To know the importance of Psychology at workplace
- To apply the knowledge gained about Industrial Psychology in the work place
- To understand the role of leadership and motivation at work place

Course Outcomes:

- ✓ Apply knowledge of industrial and organisational Psychology in their career as HR Managers, and ensure cordial human relations.
- ✓ Execute various Psychological tests and appraisal methods in corporate sector.
- ✓ Show the appropriate discerning ability in their day-to-day life.
- ✓ Apply terms and concepts concerning motivation and leadership in counselling and in reducing stress and conflicts.

Unit-I: Introduction

12 hrs

Meaning and definition of Organizational Behaviour; Fundamental concepts of Organizational Behaviour; Challenges for Organizational/Industrial Psychology; Approaches to the study of Organizational Behaviour

Unit-II: Leadership in Organization

12 hrs

Meaning and definition; Approaches: Scientific management, HR approach, Theory X and Theory Y:

Theories: Contingency theory, Path-goal theory, leader member exchange,

Styles of Leadership: Authoritarian and Democratic leader, Transaction and transformational leader,

The role of power in leadership; Types of power, The role of expectation- Pygmalion effect

Unit-III Motivation and Job Satisfaction

12 hrs

Meaning and definition of motivation; Content theory of motivation: Achievement motivation theory, ERG, Two factor theory, Process theory of motivation: VIE theory, Equity theory and goal setting theory.

Meaning of Job Satisfaction; Impact of personal characteristic on job satisfaction; Motivation Job satisfaction and Pay

Unit-IV Consumer Psychology

12 hrs

Meaning; Research methods; Surveys and public opinion polls, focus groups, projective techniques, observation of shopping behaviour, brand identification and preference research; nature and scope of advertising; Types of advertising appeals; trademarks, product image, packaging, sex in advertisements, women in advertisement; consumer behaviour and motivation. Buying habits and brand loyalty, product pricing, advertising to ethnic groups, advertising to children and adolescents, advertising to older persons.

References

1. Dessler, G (2007) Human Resource Management: New Delhi; Prentice Hall India.
2. Robbins,P and D, Canzo (2005) Human Resource Management; New Delhi Tata McGraw Hill Inc
3. Keith, D. (1983) *Human Behavior at Work*; New Delhi, Tata McGraw Hill Inc.
4. Moorthy, M.V. (1992) *Human resource Management: Psycho Sociological Social Work Approach*; Bangalore, R & M Associates.
5. Agarwal, R.D. (1973) *Dynamics of Personnel Management in India*; New Delhi, Tata McGraw Hill Inc.
6. Berry and Lilly, M. (1998) *Psychology at Work: An Introduction to Organizational and Industrial Psychology*; New York, McGraw International.

VI Semester Practical (Any Six from each Part)

Sl.No.	Practical VII – BASPYP 383	Sl.No.	Practical VIII – BASPYP 384
1	General Health Questionnaire/ Life Satisfaction Scale	1	Occupational Stress Index
2	Health Locus Of Control	2	Job Satisfaction Scale
3	Students Stress Scale	3	Tweezer Dexterity

4	WHO Quality Of Life Scale	4	MRMT/
5	Life Style Questionnaire	5	Work Motivation
6	Brief Resilience Scale	6	Leadership Effectiveness Scale
7	Type A and Type B - ABBPS	7	DBDA
8	Gratitude questionnaire	8	Leadership style survey
9	Self esteem scale	9	FIROB
10	IAS inventory	10	MBTI
Statistics	Correlated ‘t’ test		Independent ‘t’ test

Open Elective Courses (2 hrs/week) 1 credit (50 marks)

Summary Chart

Semester	Course Code	Course No.	Title of the Course	No. of hrs/week	Duration of exam (hrs)	Marks			Credits
						IA	Exam	total	
I	BASPYE01	I	Health and well being	02	02	10	40	50	01
II	BASPYE02	II	Personality Development	02	02	10	40	50	01
III	BASPYE03	III	Positive psychology	02	02	10	40	50	01
IV	BASPYC04	IV	Employability skills	02	02	10	40	50	01

HEALTH AND WELL BEING BASPYE 01

24 hrs (2 hrs/week)

Objectives

- To sensitize students about mental health and hygiene
- To orient students towards health behaviour
- To acquaint the students with pain management

Unit-1 Introduction

12 hrs

Meaning and Definition of Health; Health Behaviors'; Factors influencing the Practice of Health Behaviour; Modification of Health Behaviors'

Mental Health and Hygiene – Meaning and Definition; Myths and facts of mental health; Prevention of mental illness; Role of family and teachers in facilitating mental health

Unit- 2 Pain and stress management

12 hrs

Pain- Significance of pain; Acute pain vs. Chronic pain; Psychological factors and pain; Cognitive Behavioral Methods of Pain Control

Stress: meaning; sources; stress and immunity; coping with stress; defense mechanism

References

1. Taylor S.E (1998) Health Psychology 3rd edition, Newyork. Mc Graw Hill
2. Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
3. Rice.P.L. (1992) Stress and Health, 2nd edn, California, Brooks/Cole
4. Ogden.J (2000) Health Psychology 2nd edition Philadelphia, Open university press
5. Ballal.V.R (2009) Basics of Psychology 1st edition, Bangalore: EMMES publication

PERSONALITY DEVELOPMENT
BASPYE 02

24 hrs (2 hrs/week)

Objectives

- To orient students towards personality development
- To acquaint the students with coping with stress
- To equip students with essential soft skills

Unit 1 Introduction to personality

12 hrs

Meaning, Definition; Structure of personality; An over view of theories of personality –Psychoanalysis and Humanistic theories; Traits of personality - Trigunas and Alport's approach; Types of personality –Type 'A' and Type 'B', Big Five; Development of self interest, attitudes, ambition, dreams; Techniques of personality development –stress management, anger management, meditation and concentration technique

Unit 2 – Skills

12 hrs

Introduction to soft skills, Aspects of soft skills, Communication skill; Types of communication – Verbal, Nonverbal, body language, postures and gestures; Barriers to communication; Effective communication skills.
Time management; Time as a resource; individual time styles, Techniques for better time management
SWOT Analysis; who am I, Attributes, Importance of Self confidence, Self esteem positive thinking,; Assertiveness training

References

1. Baron. L & Feist. J. (2000) *Health Psychology* 4th edn, USA Brooks/Cole
2. Butterfield, Jeff. (2010). *Soft skills for everyone*. New Delhi: Cengage learning
3. Covey Sean. (1998). *Seven Habits of Highly effective teens*. New York: Fireside Publishers
4. Rice.P.L. (1992). *Stress and Health*. 2nd edn. California: Brooks/Cole

**POSITIVE PSYCHOLOGY
BASPYE 03**

24hrs (2hrs/week)

OBJECTIVES:

- The Course aims to highlight the positive aspects of psychology for enhancing well being.
- Positive Psychology concepts like happiness, resilience, flow and Mindfulness have been discussed which are very essential ingredients in one's Wellbeing

Unit 1: Introduction to Positive Psychology and Happiness

12 hrs

Definition of Positive Psychology, Need for the field of positive psychology: Life above Zero

Happiness: Meaning, Two traditions- Hedonic and Eudaimonic Happiness. Emotional, Psychological and Social well being for happiness

Positive psychology practices for boosting happiness: Know that life hurts, but happiness cures. Starting a gratitude journal, add a Gratitude dairy, Practice Optimism, Writing Future dairy, Savouring, Count Kindness gestures, Recording funny things, Gift time, Gratitude Visit.

Unit 2: Resilience, flow and Mindfulness:

12 hrs

Resilience: Meaning; sources; protective factors within child, family and community, sources of resilience in adulthood and later life

Flow: Meaning and Definition, Characteristics, Concepts of Flow, Measurements and Application.

Mindfulness: Meaning and Nature, Mindfulness v/s Mindlessness, Attributes of Mindful Awareness: Non judging, Beginners mind, trust, Non-Striving, Acceptance, Let-go.

References:

1. Steve Baumgardner (2015) Positive Psychology, 1st edn, Pearson publication.
2. Csikszentmihalyi, M (2015), Flow and the Foundations of Positive Psychology. USA: Springer.

EMPLOYABILITY SKILLS

BASPYE 04

24hrs (2hrs/week)

Objectives:

- To make the students well acquainted with employability skills how it translate into real life and also practice, develop and use these employability skills.
- To identify the current skills already possessed by students and hone those skills and to assist students in those areas where there is scope for improvement.

Unit 1: Introduction to employability

12 hrs

Introduction: Employability; Employability skills; Employability skills training; Important skills that employers are looking for –communication (Listening and Understanding; Speaking clearly and directly), teamwork, problem solving, initiative and enterprise, planning and organizing, self-management, learning, technology; Employability tips

Unit 2: Job search Skills

12 hrs

Job search skills: Employment news; Job search sites –effective use, using caution when seeking employment online; Internships and Placements; Building Networks –acquaintances, contacts, maintaining network overtime, professional networking sites; Employment calendar –not missing anything important and keeping up with deadlines

Job applications; Writing impressive looking resume; Facing interviews successfully; Group discussion skills; Presentation skills; Gestures and body language

References

1. Berry and Lilly, M. (1998) *Psychology at Work: An Introduction to Organizational and Industrial Psychology*; New York, McGraw International.
2. W.L .French et.al (2006) *Organizational development and transformation*: New Delhi; Mc Graw hill Inc.
3. Pareek Udai (2002) *Training instruments in HRD and OD*: New Delhi ; Tata Mc Graw Hill Inc.