

**SEP SEMESTER SCHEME**  
**Course content (2024 onwards) PSYCHOLOGY**  
**for B.Sc. Programme**

**PREAMBLE:**

Psychology the scientific study of behavior, is a fascinating subject. It delves into the complexities of the human mind and behavior. It not only helps us to understand why people do the things they do, but also helps us to better understand our behavior and our reaction to other people. Knowledge of Psychology helps understand one's own strengths and weaknesses by gaining practical experiences.

Our behavior is so complex because, behavior is determined by multiple causes, shaped by cultural heritage and influenced by environmental factors. We also observe that Psychology is embedded in the ebb and flow of life and therefore any progress in Psychology leaves its mark on the individual as well as on the society. It is a powerful force that influences all our activities in every walk of our life. It helps us to navigate life, improve mental well-being and contribute to advancements in various fields from therapy to neuroscience.

**B.Sc (PSYCHOLOGY) PROGRAMME OBJECTIVES:**

*Totakeforward,theVisionandMission of theUniversityfollowingobjectivesareset.*

- 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 overview 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

**B.ScPROGRAMME OUTCOMES (POs):**

- Possess adequate knowledge base of the specific programme under study towards personal progression.
- Possess the necessary skills for the overall development of self and society.
- Become an individual with a progressive, positive and sensitive attitude towards self and Society.

**B.Sc(PSYCHOLOGY)PROGRAMME SPECIFIC OUTCOMES(PSOs):**

- Understand the value of psychology in personal and professional domains.
- Increased recognition and acceptance of the complexity of human behaviour.
- Understand the application of statistics and related skills in psychological research.
- Able to collaborate effectively to complete tasks within reasonable time frames.
- Administer and interpret standardized tools for psychological assessment of diverse dimensions of human behavior.
- Display competence in sensitive oral communication skills and analytical skills.

## SummaryChart

Semester	Course Code	Course No.	Particulars	No. of hrs/ week	Duration of exam(hrs)	Marks			Credits
						IA	Exam	total	
<b>I</b>	BSCSPYC131	<b>I</b>	Dynamics of Behaviour	04	03	20	80	100	03
	BSCSPYP132		General Practical	04	03	10	40	50	02
<b>II</b>	BSCSPYC181	<b>II</b>	Foundations of Behaviour	04	03	20	80	100	03
	BSCSPYP182		Assessment of cognitive abilities	04	03	10	40	50	02
<b>III</b>	BSCSPYC231	<b>III</b>	Child Development	04	03	20	80	100	03
	BSCSPYP232		Assessment of Children	04	03	10	40	50	02
	BSCSPYE02 Elective		Personality Development	02	02	10	40	50	02
<b>IV</b>	BSCSPYC281	<b>IV</b>	Life Span Development	04	03	20	80	100	03
	BSCSPYP282		Assessment in Adolescence and Adulthood	04	03	10	40	50	02
	BSCSPYE03 Elective		Positive Psychology	02	02	10	40	50	02
	Compulsory Paper		Internship/Field work Report	02	02	10	40	50	02
<b>V</b>	BSCSPYC331	<b>V</b>	Social Psychology	04	03	20	80	100	03
	BSCSPYC332	<b>VI</b>	Abnormal Psychology	04	03	20	80	100	03
	BSCSPYP334	<b>V</b>	Assessment of Social relationships and Mental health	04	03	10	40	50	02
	BSCSPYC381	<b>VII</b>	Health Psychology	04	03	20	80	100	03

<b>VI</b>	BSCSPYC382	<b>VIII</b>	Organizational Behaviour	04	03	20	80	100	03
	BSCSPYP384	<b>VI</b>	Well –being and workplace assessment	04	03	10	40	50	02

**Note: Compulsory papers are taught either in any one 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup> semester**

## **I SEMESTER**

### **Course No.I: Dynamics of Behaviour**

#### **Course Code - BSCSPYC131**

**48hrs (4hrs/week)**

#### **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 behavior

#### **COURSE OUTCOMES:**

1. Have sound knowledge of the roots of Psychology
2. Understand dynamics of human behaviour.
3. Comprehend biological foundation of human behaviour
4. Comprehend the process of sensation ,perception and attention

#### **Unit -1: Psychology and its perspectives**

**12 hrs**

Meaning, Definition and Goals of psychology.

Schools of Psychology–Structuralism, , Functionalism, Psycho-dynamic, Behaviorism, Gestalt, Cognitive and Humanistic.

Major sub fields– Pure Branches – General Psychology, Abnormal Psychology, Social Psychology, Physiological Psychology, Developmental Psychology, Cognitive Psychology, Evolutionary Psychology

Applied Branches – Clinical Psychology, Counselling Psychology, Industrial and Organizational Psychology, Criminal Psychology, Community Psychology, Health Psychology, School Psychology, Sports Psychology, Neuro- Psychology and Military Psychology.

Methods –Introspection, Observation, Experimental, Case Study, Interview and Correlational Method.

#### **Unit-2: Biological Basis ofBehavior**

**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.

Exocrine Glands – Sweat.

Biology of sleep -stages, sleep-wake cycle

#### **Unit-3: Sensation, Perception, Attention**

**12 hrs**

Sensation-5senses–senseorgans-functions, sensory threshold,

Perception—laws of perceptual organization; errors in perception; subliminal perception, ESP

Attention —meaning, factors and types of attention —voluntary, Involuntary and Habitual.

Phenomena – Division, distraction, fluctuation and span of attention.

#### **Unit-4: Emotion and Motivation**

**12 hrs**

Emotion: Definition; biology of emotion, cognitive factors, behavioural and socio-cultural factors, Emotional quotient.

Theories- James-Lange, Cannon-Bard, Schachter and Singer.

Motivation: Definition, motivational cycle-needs, drives and motives

Types –Biological and social motives; Maslow’s hierarchy of needs.

#### **References**

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

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

Santrock J. W (2005) Psychology-updated edition, Boston, McGraw Hill Sandra

K. Ciccarelli (2014) Psychology, 4<sup>th</sup> edn, Pearson Publications.

Robert. S. Feldman (2017) Understanding Psychology, 10<sup>th</sup> edn, McGraw Hill Publication. Baron

and Misra (2000) Psychology, 5<sup>th</sup> edn, Pearson publication.

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

#### **BSCSPYP132: General Practical (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**

### **Course No.II: Foundations of Behaviour**

**Course Code - BSCSPYC 181**

**48hrs (4hrs/week)**

#### **OBJECTIVES**

- To understand the process of memory and techniques to improve memory 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**

- Gaining awareness of learning and memory process
- Understand various higher cognitive skills of daily life
- Understand basics of personality and its assessment
- Analyzing individual difference and assessment of intelligence

#### **Unit -1: Learning and Memory**

**12 hrs**

Learning -Meaning, Definition, Classical Conditioning, Operant Conditioning, Trial and Error Learning,

Cognitive Learning – Latent and Insight, Social Learning.

Learning Styles -VARK

Memory – Meaning, Encoding, Storage, and Retrieval, Atkinson-Schiffrin Model of Memory

Forgetting - Meaning and Types.

Techniques to improve Memory; Mnemonics, Chunking SQ3R.

#### **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 Psycho Analytical 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 two 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, Uses.

## **References**

1. Weiten, W(1995)PsychologyThemesandVariations3<sup>rd</sup>edition,London,Brooks and Cole publishing Company.
2. Carlson, N.R &BuskistW(1997)Psychologythescienceofbehavior5<sup>th</sup>edn, Boston, Allyn and Bacon
3. Santrock J.W (2005)Psychology-updated edition, Boston, Mc Graw Hill
4. Saundra K.Ciccarelli (2014) Psychology, 4<sup>th</sup>edn, Pearson Publications.
5. Robert.S.feldman(2017)UnderstandingPsychology,10<sup>th</sup>edition,McGrawHill Publication.
6. BaronandMisra(2000) Psychology,5<sup>th</sup> edition, Pearson publication.
7. Rod Plotnik(1992) Introduction to Psychology, 3<sup>rd</sup>edn,WadsworthpublishingCo Inc

## **BSCSPYP182: Assessment of cognitive abilities (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

#### Course No. III: Child Development

Course Code - BSCSPYC231

48 Hrs (4Hrs/week)

#### 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:

- Understand various domains of development
- Use different research methods in different situations
- Understand the stages of development in different areas of development
- Gain knowledge about the problems of each developmental area and the effect on personality

#### **Unit -1: Introduction and Foundation to Life Span Development**

12 hrs

Introduction to the concept of Development; The field of Child Development – Domains of Development, Periods of development. Theories of child development–Behavioural theories; Ecological model – Bronfenbrenner Ethological model /perspective  
Methods –Longitudinal, Cross –sectional, case study , Sequential and Correlation. Case study method  
Careers in Child development.

#### **Unit -2: Pre-natal Development**

12 hrs

Germinal period ovum, embryo, foetus- hazard, prenatal environmental influences, stages of labour and delivery, types of birth –natural or prepared child birth, caesarean section, breech birth, Transverse presentation, Instrumental birth, sex cells and their differences, Dominance and recessive cells, , 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. Reproductive choices–genetic counseling, prenatal diagnostic choices

#### **Unit -3: Infancy, Babyhood and Childhood**

12 hrs

Sub-divisions of Infancy, Physical and Psychological Hazards, Newborn reflexes, APGAR scales, SIDS  
Babyhood: Speech development -stages; hazards of babyhood  
Childhood: Early and Late Childhood, Moral development;

#### **Unit -4: Emotional Development and disorders of childhood**

12hrs

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, sleepwalking and tics, learning disabilities, attention deficit hyperactivity disorder, autism.

## References

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

## BSCSPYP232: Assessment of Children (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/Mental Health Check List
5. Diagnostic Spelling Test
6. ADHD rating scale / Check list
7. Autism Rating Scale
8. Assessment of learning disability
9. Emotional stability
10. CPQ/Study Habit Inventory

## Statistics-Measures of variability- Standard Deviation for grouped data

**IV SEMESTER**  
**Course No.IV:Life SpanDevelopment**  
**Course Code - BSCSPYC281**

**48hrs (4hrs/week)**

**Objectives:**

- To understand growth and development from adolescence to old age.
- To sensitize students about issues related to stages of development.
- To understand age related physical and psychological health issues
- To focus on psychosocial support.

**COURSE OUTCOMES:**

- Understand the relationship between physical growth and psychological development
- Understand the issues in each stage of development and the preventive measures
- Understand the responsibility of youth in familiarizing the causes for adult problems and focus on psychosocial support

**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

Erikson's stages of development

**Unit -2: Early Adulthood**

**12 hrs**

Characteristics of Early Adulthood, Social mobility, vocational adjustment, marital adjustment, sexual adjustment, adjustment to parenthood, the diversity of adult lifestyle—single adults; cohabitating adults; divorced adults; remarried adults; LGBTQIA+

**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 relationships and 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*. (9<sup>th</sup>ed). New Delhi: Tata Mc Graw Hill.
2. Papalia, D.E., Olds, S.W, &Feldman, R. D. (2006). *Human Development*. (9<sup>th</sup>ed). New York: Tata McGraw Hill.
3. Santrock, J.W. (2011). *Life-Span Development*. (13<sup>th</sup> ed). New Delhi: Tata Mc Graw Hill.
4. Berk, L.E. (2006). *Child Development*. (7th ed.) New Delhi: Pearson Education.
5. Hurlock, E.B. (2014). *Developmental Psychology A Life-Span Approach*. (5th ed.). New Delhi: Tata Mc Graw Hill Education (India) Pvt. Ltd.
6. Hurlock, E.B. (2014). *Child Development*. (5th ed.). New Delhi: Tata Mc Graw Hill Education (India) Pvt. Ltd.

7. Kale, S. V. (2014). *Child and Child Guidance*. Mumbai:Himalaya Publishing House.
8. Novak, G., & Peláez, M. (2004). *Child and Adolescent Development: A behavioral systems approach*. New Delhi: Sage Publications.

**BSCSPYP282: Assessment in Adolescence and Adulthood(AnySix)**

1. Adolescent Anger Rating Scale (AARS)
2. Kimberly's Internet Addiction Scale
3. Suicidal Ideation Scale/ Beck Scale for Suicide Ideation
4. Life Satisfaction Scale
5. Psychological Well Being Scale
6. Geriatric Depression Scale (GDS)
7. Family Environment Scale/Social Maturity Scale
8. Shamshad Jasbir Old Age Inventory/ Screening test for dementia
9. Vocational Interest Record
10. Adolescent Problem Checklist

**Statistics- Quartile Deviation for grouped data**

# COMPULSORY PAPER

## INTERNSHIP/FIELD WORK REPORT

### Objectives:

- knowledge to real- life setting To Apply Class-room
- assessment, observation, and intervention. To Develop basic skills in
- follow ethical guidelines in psychology. To Understand and
- learning and professional growth. To reflect on personal

Note: Any one 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup> semester will have Internship / field work with viva, which can be undertaken in Hospitals / Industries /NGO/Schools or any other related field of psychology as compulsory comprises of 2 credits.

**V SEMESTER**  
**Course No.V:Social Psychology**  
**Course Code:BSCSPYC131**

**Objectives:**

**48hrs (4hrs/week)**

- To know the significance of interpersonal relationships.
- To understand the concept of pro social behavior and related aspects.
- To understand the various social issues like attitude, prejudice, and stereotypes.
- To acquire knowledge about the role of aggression on behavior.

**COURSE OUTCOMES:**

- Understand the importance of inter personal relationships
- Relate the incidents of Pro social behaviour in every day life
- Understand how attitudes ,prejudice and stereotypes effect relationships
- Relate the concept of aggression to everyday life

**Unit I: Introduction and Close Relationships**

**12 hrs**

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

Social perception: non-verbal communication; impression formation

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

**Unit II: Prosocial Behaviour**

**12 hrs**

Meaning: 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, Prevention, and control of aggression- punishment, cognitive interventions, and forgiveness

**References**

1. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2013). *Social Psychology* (12th ed.). New Delhi: Pearson Education.
2. Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10th ed.) New Delhi: Prentice Hall.

## V SEMESTER

**Course No.VI:Abnormal Psychology**

**Course Code: BSCSPYC332**

**48hrs(4 hrs/week)**

### **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 personality disorders and paraphilia.

### **COURSE OUTCOMES:**

- Understand the difference between normality and abnormality
- Analyze the facts and myths about abnormality
- Understand the classifications of mental disorders and the basis of these classifications
- Understand different types of mental disorders, causes and treatment plans

### **UNIT-I: Introduction**

**12 hrs**

Defining abnormality, criteria of abnormality, classification of mental disorders –brief history of DSM -IV-TR, DSM V classification, ICD-11 and its uses, Psychological models of abnormality-psychodynamic, behavioural, cognitive and humanistic models

### **Unit–II Anxiety based and Somatoform disorders**

**12 hrs**

Anxiety based disorders: The anxiety based response patterns, Phobic disorders, Obsessive Compulsive Disorder, Generalized Anxiety Disorder

Obsessive Compulsive and Related Disorders: Obsessive Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania (Hair-Pulling Disorder), Excoriation (Skin-Picking) Disorder

Somatoform disorders: Illness Anxiety Disorders (hypochondriasis), Functional Neurologic Disorder (conversion disorders)

Dissociative disorders-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: Erotomanic; Grandiose; Jealous; Persecutory; Somatic and mixed type. Causes - Biological, Psychological and Socio-cultural factors.

### **Unit –IV Personality and Mood Disorders and Paraphillias**

**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 disorder; Causes-Biological, Psychological and Socio-cultural factors.

Paraphillias: Types and causes

**References:**

1. Carson, R. C., Butcher, J. N. & Mineka. (2005). *Abnormal Psychology and Modern Life*. New York: HarperCollins.
2. Davison, G. C., & Neale, J. M. (1998). *Abnormal Psychology* (7th ed.). New Jersey: John Wiley & Sons.
3. World Health Organization. (1993). *The ICD-10 Classification of Mental and Behavioural Disorders: Diagnostic Criteria for Research* (Vol. 2). Geneva: World Health Organization.
4. Comer, R. J. (1992). *Abnormal Psychology*. (2nd ed.). New Delhi: W H Freeman.
5. Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1998). *Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences. Clinical Psychiatry*. (8th ed.). Baltimore: Williams & Wilkins.

**BSCSPYP334: Assessment of Social relationships and Mental health(Any Six )**

Sl.No.		Sl.No.	
1	Stereotype/Social distance	1	Sinha's Anxiety Scale
2	Antisocial Personality Questionnaire	2	Social Phobia Inventory (SPIN)
3	Locus of Control Scale	3	MPQ/ Family Pathology Scale
4	Personal Values Questionnaire	4	Histrionic Personality Questionnaire
5	Aggression Scale by G.P. Mathur & Dr. Raj Kumari Bhatnagar / Buss Perry Aggression Questionnaire	5	Sentence Completion Test
6	Self-Confidence Scale	6	Positive and Negative Symptoms Scale
7	Adult Attachment Scale	7	Bell's Adjustment Inventory
8	Progressive Weights	8	Hamilton's Anxiety Scale
9	Teachers Attitude Scale	9	Beck's Depression Inventory
10	Level of Aspiration/ Psychological Counseling Needs Scale	10	Yale-Brown Obsessive Compulsive Scale
<b>Statistics</b>	<b>Spearman's Rank Correlation Coefficient</b>	<b>Chi-square test</b>	



**VI SEMESTER**  
**Course No. VII:HEALTH PSYCHOLOGY**  
**Course Code: BSCSPYC381**

**Objectives**

**48hrs (4hrs/week)**

- 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:**

- Introduce key concepts and models in health psychology and health behavior.
- Understand the effects of stress on health and related diseases.
- Identify health-compromising and health-promoting behaviors.
- Learn effective coping strategies to maintain and improve health.

**Unit-I:Introduction to health psychology and health behaviour**

**12 hrs**

Definition of Health Psychology, History of body mind relationship, Work of health Psychologists, need for the field of health psychology, Health behaviors: factors influencing health behaviors; barriers to modify poor health behavior, Models of health: Biomedical and Bio psycho-social model.

**Unit -III Health enhancing and compromising behaviour**

**12 hrs**

Health compromising behaviors: Substance abuse-Alcohol; Tobacco and Smoking; drugs; Psychoactive Substances, abnormal eating behavior, 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 it's causes and it's relation; Stress and types of diabetes. Sex related health behavior - 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 3<sup>rd</sup> edition*, New York. McGraw Hill
2. Baron. L & Feist. J (2000) *Health Psychology 4<sup>th</sup> edn*, USA Brooks/Cole
3. Rice. P. L. (1992) *Stress and Health, 2<sup>nd</sup> edn*, California, Brooks/Cole
4. Ogden. J (2000) *Health Psychology 2<sup>nd</sup> edition* Philadelphia, Open University press

## **VI SEMESTER**

### **Course No. VIII:**

### **Organizational**

### **Objectives**

**Behaviour Course Code: BSC**

**SPYC382**

**48hrs(4 hrs/week)**

- 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:**

- Understand the concept of organizational behavior
- Understand qualities of effective leadership
- Understand the uses of psychology at workplace
- Understand the psychology of buying

### **Unit-I: Introduction**

**12 hrs**

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

### **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-Pygalion effect

### **Unit-III Motivation and Job Satisfaction**

**12 hrs**

Meaning and definition of motivation; Content theory of motivation: Achievement motivation theory, Two factor theory, Process theory of motivation: VIE 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 behavior, 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 behavior 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,PandD,Canzo(2005)*HumanResourceManagement*;NewDelhiTataMcGraw Hill Inc
3. Keith,D.(1983)*HumanBehavioratWork*;NewDelhi,TataMcGrawHillInc.
4. Moorthy,M.V.(1992)*HumanresourceManagement:PsychoSociologicalSocialWork Approach*; Bangalore, R & M Associates.
5. Agarwal,R.D.(1973)*DynamicsofPersonnelManagementinIndia*;NewDelhi,Tata McGraw Hill Inc.
6. BerryandLilly,M.(1998)*PsychologyatWork:AnIntroductiontoOrganizationaland Industrial Psychology*; New York, McGraw International.

## BSCSPYP384: Well –being and workplace assessment (Any Six)

Sl.No.		Sl.No.	
1	General Health Questionnaire/ Life Satisfaction Scale	1	Occupational Stress Index
2	Health Locus OfControl	2	Job Satisfaction Scale
3	Student 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

<b>9</b>	Selfesteemscale	9	FIROB
<b>10</b>	IASinventory	10	MBTI
<b>Statistics</b>	<b>Paired t test</b>		<b>Independent t test</b>

**Elective Courses(2hrs/week)**

**2 credits (50marks)**

**SummaryChart**

<b>Elective Course</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>No.ofhrs/ week</b>	<b>Duration of exam(hrs)</b>	<b>Marks</b>			<b>Credits</b>
					<b>IA</b>	<b>Exam</b>	<b>total</b>	
<b>III Sem</b>	BSCSPYE02	Personality Development	02	02	10	40	50	02
<b>IV Sem</b>	BSCSPYE03	Positive Psychology	02	02	10	40	50	02

## **PERSONALITY DEVELOPMENT**

**Course Code: BSCSPYE02**

**24hrs(2 hrs/week)**

### **Objectives**

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

### **COURSE OUTCOMES:**

- Understand the concept of personality
- Able to use soft skills in everyday life
- Use various techniques of personality development

### **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

### **Unit2 – 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* 4<sup>th</sup>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*. 2<sup>nd</sup>edn. California: Brooks/Cole

**POSITIVE PSYCHOLOGY**  
**Course Code: BSCSPYE 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 Well being.

**COURSE OUTCOMES:**

- Understand positive psychology for enhancing life experiences
- Utilize the knowledge about happiness, mindfulness in everyday life

**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 diary, Practice Optimism, Writing Future diary, 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, 1<sup>st</sup> edn, Pearson publication.
2. Csikszentmihalyi, M (2015), Flow and the Foundations of Positive Psychology. USA: Springer.

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## QUESTION PAPER PATTERN

Duration : 3hours

Maximum marks: 80

I. Fill in the blanks with appropriate words

5 ×1=5

- 1.
- 2.
- 3.
- 4.
- 5.

II. Match the following

5×1=5

- 6.
- 7.
- 8
- 9.
- 10

III. Answer any five of the following into two sentences

5×2=10

- 11.
- 12
- 13
- 14
- 15
- 16

IV. Answer any four of the following (short answer)

4×5=20

- 17
- 18
- 19
- 20
- 21

V. Answer the following in detail

4×10=40

22 ) OR

b)

23 a) OR

b)



24. a) OR

b)

25. a) OR

b)

## QUESTION PAPER PATTERN

Duration :2 hours

Maximum marks: 40

I. Fill in the blanks with appropriate words

5×1=5

1.

2.

3.

4.

5.

II. Answer any Five following in two sentences

5×2=10

6.

7.

8.

9.

10.

11.

III. Answer any Three of the following (short answer)

5×3=15

12.

13.

14.

15.

IV. Answer any One of the following (essay answer) 1×10=10

16.

17.

18.

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