



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Faculty of Education & Methodology

SYLLABUS

**BACHELOR OF SCIENCE- PSYCHOLOGY
B.SC.(PSYCHOLOGY)**

SESSION – 2022-23

DURATION – 3 YEARS/6 SEMESTER

**SYLLABUS FOR:
I –III YEARS**



PROGRAM DETAIL

Name of Program	-	B.Sc.(Psychology)
Program Code	-	B.Sc.(Psychology)
Mode of Program	-	Semester
Duration of Program	-	3 yrs/ 6 Semester
Total Credits of Program	-	
Curriculum Type and Medium Choice	-	English



SYLLABUS DETAIL

I SEMESTER

S. No.	Credit	Name of Course
1	9	English Language
2	9	Hindi Language
3	9	Basic Psychology - I
4	9	Developmental Psychology - I
5	9	Biological Psychology
Total	45	

II SEMESTER

S. No.	Credit	Name of Course
1	9	English Language
2	9	Hindi Language
3	9	Basic Psychology -II
4	9	Developmental Psychology -II
5	9	Foundation of Sociology
Total	45	



III SEMESTER

S. No.	Credit	Name of Course
1	9	Hindi language
2	9	English language
3	9	Sports Psychology
4	9	Psychological Statistics
5	9	Fitness and Wellness
Total	45	

IV SEMESTER

S. No.	Credit	Name of Course
1	9	Organizational Behavior
2	9	Abnormal Psychology -I
3	9	Health Psychology
4	9	Introduction to Positive Psychology
5	9	Environmental Studies
Total	45	



V SEMESTER

S. No.	Credit	Name of Course
1	9	Social Psychology
2	9	Abnormal Psychology -II
3	9	Rehabilitation Psychology
4	9	Educational Psychology
5	9	Value Education
Total	45	

**I SEMESTER
ENGLISH LANGUAGE**

Credits-9(9+0+0+0)

Objective:-

The curriculum seeks to introduce a wide range of English. Students are also exposed in connection with Modern English to broader level in depth. To enhance the language ability of pupils through academic and practical usage of language in and out of the classroom.

Unit I: Descriptive Grammar

(Credit-3)

Tenses:

a) Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past, perfect continuous



Unit II: Skills in Communication

(Credit-2)

Negotiating a point of view – learning to talk persuasively so as to get across one's perspective. Debating on an issue – agreeing / disagreeing.

Unit III: Study and Reference Skills

(Credit-2)

Note making; Note- taking; Summary writing.

Comprehension Skills

Extracts from literary, scientific and educational journals.

Unit IV: Skills of Communication

(Credit-2)

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and Writing Resume, sending an application. Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organized, logical, sequential presentation of thought through spontaneous speech).

Sessional Work:

Politeness competitions- students with partners take turns in using a given number of utterances for negotiation / requests/complaints/small talk. Students introduce themselves though using symbols/ metaphors.

Students collect newspaper/magazine cuttings on topical and/ or cultural issues of interest-write and share their opinion with peers.

References:

- Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon



- Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
- Hornby,A.S.(2001).Oxford Advanced Learner's Dictionary, OUP
- Thomsan,A.J. & Martinet.(2002).A Practical English Grammar.OUP

Course outcomes:

1. Students will demonstrate proficiency in the use of written English, including proper spelling, grammar, and punctuation.
2. Students will develop the ability to read works of literary, rhetorical, and cultural criticism,

fgUnh Hkk"kk

Credits-9(9+0+0+0)

Objective:-

After transaction the course the students will be able:-

1. Hindi Bhasha aur Sahitya ka Itihas ke bare me jan payenge.
2. Swatantrayottar Hindi Kahani Ka Vikas lekhako ke bareme jan sakenge.
3. Jayshankar Prasad v Premchand ke rachana aur parichay ke bare me jan payange.
4. Communication skills ke bareme jan sakenge.

credit-9[9+0+0+0]

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credits : 2

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3-fyfi dk mn~Hko ,oa fodkl vkSj nsoukxjh fyfi

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credits : 2

1-L=ksr ds vk/kkj ij¼ rRle] rn~Hko] ns'kt] fons'kh½

2-vFkZ ds vk/kkj ij¼i;kZ;okph] foykse 'kCn] vusdkFkhZ½

3-okD; ds vax] okD; ds Hksn

prqFkZ bdkbZ¼Hkk"kkbZ dkS'ky o lapkj dkS'ky dk v;/kiu½

credits : 2

1-Jo.k]okpu] ys[ku]iBu dkS'ky

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3-fganh fu:Dr& fd'kksjh nkl oktis;h

4- fganh Hkk"kk dk bfrgkI&MkW0 /khjsanz oekZ



Course outcomes (Cos)

After Completed The Course Student Teacher Will Be Able To:-

- Hindi Bhasha aur Sahitya ka Itihas ke bare me janna.
- Swatantrayottar Hindi Kahani Ka v Vikas lekhako ke bareme me adhyayan karna
- Communication skills ke bareme janna.
- Jayshankar Prasad v Premchand ke rachana aur parichay ke bare me janna.

BASIC PSYCHOLOGY -1

Course Objectives:

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

Unit –I

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



Unit - II

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

Unit – III

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

Unit – IV

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

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

References:

Santrock, J.W. (2006). Psychology Essentials (Updated 2nd ed.). New Delhi: Tata McGraw Hill.

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



DEVELOPMENTAL PSYCHOLOGY I

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

Unit - I

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

Unit – II

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

Unit – III

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

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

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

Unit – IV

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

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

References

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

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



BIOLOGICAL PSYCHOLOGY

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

Unit – I

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

Unit – II

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

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

Unit – III

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

Unit – IV

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

References

Kalat, J.W. (2013). Biological Psychology. 11th edition. Cengage Learning.

Kalat, J.W. (2007). Biological Psychology. 9th edition. Wadsworth – Thomson Learning. Carlson, N.R. (1999). Foundations of Physiological Psychology. 4th edition. Allyn and Bacon.

Pinel J.P.J (2010). Biopsychology. 8th edition. Pearson.



II Semester

ENGLISH

Credit-9(9+0+0+0)

Objectives :

Students develop proficiency in English which equips them to:

- understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

Unit I: Descriptive Grammar

(Credit-3)

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence

(Credit-2)

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

Unit III: Writing for Functional Purposes & Creative Skills in Writing

(Credit-2)

Letter-writing (Professional / Personal), Writing dialogues, poems and essays

Unit IV: Basic Phonetics

(Credit-2)

Sounds of English language, intonation and transcription using IPA.

References:

1. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA
2. Fiderer, A. (1994) Teaching Writing: A Workshop Approach. Scholastic.
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). The Communication Skills Book, 2 nd Ed. New Harbinger Publications.
5. Merrriam, E. (1964). It Doesn't Always Have to Rhyme. Atheneum.
6. Hyland, Ken (2004) Second Language Writing. University of Michigan Press.
7. Graves,D (1992). Explore Poetry: The reading /writing teacher's companion. Heinemann
8. Stone Douglas (1999). Difficult conversations: How to discuss what Matters Most, New York.:Penguin Books.
9. Gabor Don (2001). How to start a Conversation and Make Friends, New York: Fireside.

Course outcomes:

After completion of this course students will be able to-

- examine authentic literary and non-literary texts and develop insight and appreciation.
- gain an understanding of study and reference skills.
- plan, draft, edit and present a piece of writing.



HINDI LANGUAGE

Credit-9(9+0+0+0)

Objectives:

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To internalise grammar rules so as to facilitate fluency in speech and writing.

Unit I: History of Language and Literature-2

(Credit-3)

Aadhunik Hindi Sahitya ka Itihas [1857 Se Lekar Ab Tak]

Unit II : Modern Poetry-1 [Pre-Independence Literature]

(Credit-2)

Swatantratapurva Hindi Kavita Ka Vikas

1. Maithilisanan Gupt- Nar Ho Na Nirash Karo Man ko
2. Jayshankar Prasad- Himadri Tung Sring Se Prabudh Sudhha Bharti
3. Suryakant Tripathi Nirala- Joohi ki Kali
4. Sumitranandan Pant- Drut Jharo Jagat Ke Jirn Patra
5. Mahadevi Verma-MaiNeer Bhari Dhukh Ki Badli.

Unit III : Modern Poetry-2 [Post-Independence Literature]

(Credit-2)

Swatantrayottar Hindi Kavita Ka Vikas

1. Gajanan Madhav Muktibodh- Bhool Galti,
2. Kedarnath Agrawal- Chandra Gahna Se Lautati Ber
3. Raghveer Sahay- Aapki Hansi
4. Nagarjun- Aakal Aur Uske Bad
5. Kedarnath Singh- Aakal Me Saras

Unit IV : Communication skills Conversation [Varta]:

(Credit-2)

Characteristics – Definition – Styles of conversation – Higher order skills-Telephonic conversation, Role Play, – Models, etc. – Exercises.



References:

1. Hindi Sahitya Ka Itihas: Ramchandra Sukla, Vani Prakashan, Delhi
2. Hindi Sahitya ka Aadikal: Hajari Prasad Divedi, Vani Prakashan, Delhi
3. Hindi Sahitya Ka Itihas: Dr Nagendra , Mayoor Paperbacks, Delhi
4. Hindi Sahitya Ka Sanchhipt Itihas: Nanddulare Bajpayee, Swaraj Prakashan, Delhi
5. Hindi Sahitya Ka Dusara Itihas: Bacchan Singh, Vani Prakashan, Delhi
6. Aadhunik Hindi Sahitya ka Itihas: Bacchan Singh, Lokbharti Prakashan, Delhi
7. Hindi Sahitya ka Sanchhipt Itivritt: Shivkumar Mishra, Vani Prakashan, Delhi
8. Hindi Sahitya ka Sanchhipt Itihas: Viswanath Tirpathi, Orient Longman, Delhi
9. Sawtantrayotar Hindi Sahitya Ka Itihas: Dr Laxmisagar Vasney, Delhi
10. Hindi Sahitya Aur Samvedana Ka Vikas: Ramswaroop Chaturvedi, Lokbharti Prakashan
11. Bhasha, Yugbodh aur Kavita: Dr Ramvilas Sharma, Vani Prakashan, Delhi
12. Kavita ka Vartmaan: Dr P Ravi, Vani Prakashan, Delhi
13. Hindi Kvaya ka Itihas: Ramswaroop Chaturvedi, Lokbharti Prakashan, Delhi
14. Kavita ki Zameen aur Zameen ki Kavita: Namvar Singh, Rajkamal Prakashan, Delhi
15. Nayee Kavita aur Astitvawad: Ramvilas Sharma, Rajkamal Prakashan, Delhi
16. Chhayavad: Namvar Singh, Rajkamal Prakashan, Delhi
17. Kavita ke Naye Pratiman: Namvar Singh Raajkamal Prakashan, Delhi
18. Hindi Kavita ka Atit aur Vartmaan: Maneger Panday, Vani Prakashan, Delhi
19. Hindi Kavita Ki Tisari Dhara: Mukesh Manas, Swaraj Prakashan, Delhi
20. Effective Communication Skills, by Omkar N Kour
21. Prayojanmoolak Hindi- Madhav Sontakke, Rajkamal Prakashan Samooh, Delhi
22. Prayojanmoolak Hindi ki Nayee Bhoomika- Kailash Nath Panday, Rajkamal Prakashan Samooh, Delhi
23. <http://www.hindisamay.com>

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given .

Course outcomes:

After completion of this course students will be able to-

- To develop functional and creative skills in language.
- To develop values of liberalism and an insight into the cultural heritage of the region which remains embodied in the literary output of the region.



BASIC PSYCHOLOGY II

Course Objectives:

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

Unit – I

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

Unit –II

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

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

Unit – III

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

Unit - IV

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

References:

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

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



DEVELOPMENTAL PSYCHOLOGY II

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit - IV

The Search for Identity: Erikson: Identity Vs Identity Confusion, Marcia: Identity status – crisis and commitment, Gender differences in identity formation.

Sexuality- Sexual orientation, sexual behaviour, sexual risk-taking, sexually transmitted diseases, teenage pregnancy and child bearing.

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

References

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



FOUNDATION OF SOCIOLOGY

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

Unit – I

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

Unit – II

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

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

Unit – III

Social Control, Social Institutions, & Social Stratification - Definition and characteristics

– types of social control – formal and informal means – Family – meaning and its functions – Marriage: definition, functions and types marriage – Religion: meaning and its functions – Definition – Dimensions of stratification: status, power and authority – Forms of stratification: caste, class and estate.

Unit – IV

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

References

Rao, S. Sociology –primary principles. New Delhi: S. Chand and Company Ltd. Bhattacharya. (2002). Sociology. New York Shri Biswadrath Bhattacharya Worth publications.

Giddens, A. (1989). Sociology. New York: Polity press. Robertson, I. (1980). Sociology. New York: Worth publishers.



III Semester

English Language

Credit-9(9+0+0+0)

Objective: - Students are exposed in connection with Modern English and English literature to broader level. Students will be able to exchange their thoughts on sociocultural and political theme. After completing this course, there are many career options. Such as- media, journalism, publishing, public relations, content writing, blogging, creative writing, teaching and academic research.

Unit I: Language Work (Credit-3)

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Comprehension Skills (Credit-2)

Extracts from literary, scientific and educational journals.

Unit III: Advanced Writing Skills (Credit-2)

Writing advertisement copy; Writing a project proposal and Writing Resume, sending an application.

Unit IV: Skills of Communication (Tutorials) (Credit-2)

Presenting oneself at an interview, participating in group discussion.

Sessional Work :

Students read sample advertisements from magazines. Discuss in groups and then prepare their own advertisement.

Students discuss and prepare interview schedules. Mock interviews are conducted.

Editing literary pieces in groups and then re-editing what has been edited by other groups after discussion

Suggested Readings:

1. The Practical Course For Developing Writing Skills In English : JK Ganggal
2. A Practical Course For Developing Writing Skills In English : Jk Ganggal
3. Communication skills 4th edition : Peter Simon.
4. Aarts, Bas(2011). Oxford Modern English Grammar. OUP
5. David K. Dunaway.(1995) Aldoux Huxley Recollected: An Oral History .
6. Rowman Altamira Publication
7. Warner R Anthony(1993). English Auxiliaries : Structure And History. CUP

Course outcomes: The students develop the knowledge of grammar, to develop writing and comprehension skill of students



HINDI LANGUAGE

Credit-9(9+0+0+0)

Objectives:-

- 1.Mahadevi Verma v Kanhyalal Sethiya ka parichy bata sakenge.
- 2.Skills of writing ke bare me jan sakenge.
3. Hindi Sahitya khand pramukh sahitykar ke bare me jan sakenge.
- 4.Nibandh- agarchand nahata –Rajasthan ki Saanskritk dharohar ke bare me jan sakenge.

Unit I Sahitya khand

(Credit-3)

- 1-Kahani –Premchand –Bade bhaishab -Vijaydandetha- sikandar or kauwao
- 2-Sansmaran- Kanhyalal Mishra “Prabhkar- bayalisa ke jewar ki un leharo mai”
- 3-Rekhachitra-Ramvraksha Benipuree-rajiya
- 4-Vighyan –Ghunakarmule-shani sabse sunder gharha
- 5-Nibandh- Agarchand Nahata –Rajasthan ki Saanskritk dharohar
- 6-Vayanga—Sharad Joshi -jeep par sawar eliliya
- 7- Prayawaran-Anupam Mishra –Aaj bhi khere hai taalaab

Unit II: General Biography of Following Writers

(Credit-3)

Mahadevi Verma
Kanhyalal Sethiya
Suryakant Tripathi Nirala

Unit III: Skills of writing

(Credit-3)

Novel Writing
Short Story Writing
Dialogue Writing

Suggsteted Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

Reference:

1. A Handbook of Writing Activities, Prasaranga, University of Bangalore.
2. Technical Writing by Richard W.Smith, Barnes and Noble Inc., New York, (b) Technical Report Writing Today –Danel G.Riordan, 19-A, Ansari Road, New Delhi 110 002.
3. Vyakaran Pradeep by Ramdev. Publisher : Hindi Bhavan, 36,Tagore Town Allahabad – 211 002

Course outcomes: पत्र लेखन, प्रतिवेदन लेखन आदि का ज्ञान देने हेतु।उपन्यास, नाटक एवं पुस्तक समीक्षा का ज्ञान देने हेतु।



SPORTS PSYCHOLOGY

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

Unit – I:

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

Unit – II:

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

Unit – III:

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

Unit – IV:

Personality development and sports: Learning - measuring individual differences in sports - sources of influences on social development and sport, gender and sport- Skills acquisition and sport. Sports Psychologist – Role of Sports Psychologists- Psychological techniques for enhancing performance, training, rehabilitation and Counseling.

References

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



PSYCHOLOGICAL STATISTICS

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

Correlation - Types of correlation: Positive and Negative linear correlation, Linear and curvilinear, Simple, Multiple, Partial. Estimating the Correlation Coefficient - Pearson Product-moment, Zero strength of the correlation. The correlation coefficient. Rank order Method, testing its significance. Normal Distribution -Normal Distribution – Characteristics, Measures of Divergence from normality, Skewness, Kurtosis,

References

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



FITNESS AND WELLNESS

Course Objective - To familiarize students to Yoga and fitness-Importance of Asanas, physical fitness, -Naturopathy

Unit – 1

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

Unit – II

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

Unit – III

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

Unit – IV

Yoga on Heart disease-Naturopathy on Diabetes Type I and Type II. Health problems associated with inactivity-Development of flexibility-muscular strength – Muscular endurance – Agility – Coordination-Balance-Cardio vascular endurance.Guidelines for Reducing Anxiety – Stress Emotion-tension – Cardio-vascular diseases – Problems associated with stress – Cardio-vascular disease-Need and Importance of Naturopathy.

REFERENCE BOOKS

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



**IV SEMESTER
ENGLISH**

Credit-9(9+0+0+0)

Objectives :- The objective of teaching English has two main aspects:

1. Language aspect: Words, sentences, pronunciation, spelling and grammar.
2. Literature aspect: Words, sentences, expressing ideas, feelings and experiences.

These two objectives differ from each other as far as the class and age of students is concerned.

The Other four fold objectives are-

1. Semantic-related to understanding.
2. Phonetic- deals with the sound spelling and pronunciation.
3. Graphic- related to writing.
4. Phonetic-cum-graphic- dealing with reading.

Unit I: Creative Skills in Writing

(Credit-(3)

Writing dialogues

Writing poems

Writing essays

Unit II: Phonetics

(Credit-(2)

Speech Organs

Syntactic, Semantic, Pragmatic

Unit III: Literature – Novel & Drama

(Credit-(2)

E M Forster : A Passage to India

Joseph Conrad : Heart of Darkness

Unit IV: Literature – Drama

(Credit-(2)

Girish Karnad – Tuglaq

Samuel Beckett's Waiting for Godot

Sessional Work:

Students participate in group discussion focusing on taking turns and Speaking persuasively. Students stage a play choosing one of the plays prescribed. The end can be changed to express their perspective about the theme of women and their evolution/ freedom.

Suggested Readings:

1. Second Language Acquisition : Rod Ellis
2. Stone Douglas (1999). Difficult conversations : How to discuss what Matters Most, New York.: Penguin Books.
3. Gabor Don (2001). How to start a Conversation and Make Friends, New York:
4. Introducing Second Language Acquisition : Saville Trocke M, CUP

Course outcomes:

1. Students will demonstrate proficiency in the use of written English, including proper spelling, grammar, and punctuation.
2. Students will develop the ability to read works of literary, rhetorical, and cultural criticism,



HINDI LANGUAGE

Credit-9(9+0+0+0)

Objectives:-

- Hindi Vayakranika ka samany adhyayan v paribhasha ko samajh sakenge.
- Sabada niraman padati-upsarg,partayaya,sandhi,samasa ki pahachan kar sakenge.
- Hindi ki Parmookh Boliyan ka adhyayan kar sakenge.
- Rajbhasha or Rashtra Bhasha mein antar kar payenge.

Unit I: Grammer -1

(Credit-(3))

Vayakranika hindi:

1-Nibandh lekhan-sabad seema 300

2-karyalaye lekhen – shashkeeya –ardha shashkeeya patra'karyalaya ghyapan,vighyapati
evam karyalaya aadesha,Adhisuchana,prasthankan

3-Sankshepan-

4-Pallawan

5-Sabada niraman padati-upsarg,partayaya,sandhi,samasa

6 Sabad sudhi and vakaya sudhai

7—Muhaware and locoktiyan

8-Paribhasika sabdawali

9-Sabad ke prakar –sanghya ,sarvanam ,visheshan,evam kirya visheshan

Unit II Grammer -II

(Credit-(3))

Sabad Shakti

Samasa

Alankara

Unit III: Hindi ki Parmookh Boliyan

(Credit-(3))

Rajbhasha or Rashtra Bhasha mein antar

Suggested Activities:

In the internal class during the different activities the performance of the student will be assessed by the teacher. Test, assignments and small projects works may be given.

References:

1. A Handbook of Writing Activities, Prasaranga, University of Bangalore.
2. Hindi Bhasha Vigyan by Dr. Bholanath Tiwari

Course outcomes:

1. Students will demonstrate proficiency in the use of written English, including proper spelling, grammar, and punctuation.
2. Students will develop the ability to read works of literary, rhetorical, and cultural criticism.



EXPERIMENTAL PSYCHOLOGY

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

Thinking - Concept Formation, Problem Solving, T Puzzle, Heart and Bow .Motor Skills - Motor Learning, Manual Dexterity, Finger Dexterity, Steadiness Test, Minnesota Rate of Manipulation Test



COUNSELLING PSYCHOLOGY

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

counselling Process - Stages of the Counselling Process: Basic skills for Counselling, communication and relationship skills. Assessment and formulation in Counselling - Formulation of case and planning for counseling.

References

Patterson, L. W. & Welfel, E. R. (2000). The Counselling Process. 5th ed. Belmont, CA: Brook/Cole.

Corey, G. (1996). Theory and Practice of Counselling and Psychotherapy. 5th ed. Belmont, CA: Brook/Cole.

Narayana Rao, S. (2002). Counselling and Guidance. 2nd ed. New Delhi: Tata Mc Graw Hill. Belkin, G. S. (1988). Introduction to Counselling. W. G.: Brown Publishers.

Nelson, J. (1982). The Theory and Practice of Counselling Psychology. New York: Holt Rinehart & Winston.



ENVIRONMENTAL ADMINISTRATION

Course Objectives - To acquaint the students with the nature and process of Environment – Environment awareness. To create an awareness about theories and techniques of Species, Human Population: Cycling of materials. To enable them to understand different fields of application of Constitutional provisions for Environmental Protection.

Unit – I: Introduction

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

Unit - II: Pollution of the environment

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

Unit-III: Types of Pollution

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

Unit - IV: Administration of the Environment

Indian context – Constitutional provisions for Environmental Protection – Policy of the Government of India and Tamil Nadu towards environmental protection – Legislative towards environmental protection. Environmental movements in India – Governmental organizations-Departments, Corporations and Pollution Control Boards – Non Governmental Organizations: EXNORA.

Books Recommended for Study

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



ORGANIZATIONAL BEHAVIOUR

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

Communication - Definition, Functions, Process, Types, Barriers of Communication, Current Trends. Leadership - Nature, Types, Theories, Contemporary Issues, Conflict and Negotiation; Innovations in Organisational Planning , Flexi time, Flexiplace, Job enrichment

References

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

McShane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi:



ABNORMAL PSYCHOLOGY I

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

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

References

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



HEALTH PSYCHOLOGY

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

Modification of Health Behaviour - The patient/Practitioner relationship, Changing health behaviour by changing health beliefs, Cognitive Behavioral approaches to health behaviour change ,Appropriate venue for health habit modification**Health Care Intervention and Prevention-** Health enhancing behavior – Diet, Exercise, Weight control, Yoga, Meditation, Development of healthy Life Style, Quality of life, Influence of health settings on patient behaviour – out patient, inpatient, aftercare, and home based care, Accident prevention

References

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

Shelley E.Taylor.,Health Psychology. 6th edition. Tata McGraw Hill edition, 1995. Edward P.Sarafino.Health Psychology. John Wiley and Sons, 1994.



INTRODUCTION TO POSITIVE PSYCHOLOGY

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

Seeing our futures through self-efficacy, optimism and Hope. Mindfulness and its benefits; flow - fostering flow and its benefits; spirituality and its benefits. Prosocial behavior – Altruism, gratitude and forgiveness, the societal implications. Love and flourishing relationships: a culture of appreciation, capitalizing on positive events

Textbook:

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

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

(India) Pvt Ltd



ENVIRONMENTAL STUDIES

Credit-6(4+1+1+0)

Unit I: Environment : Natural Resources

- a. Multidisciplinary Nature of Environment: Studies, concept, Scope and Importance.
- b. Natural Resources - renewable and non-renewable (Forest, water, mineral, food, energy and land resources); Associated problems and strategies for Conservation and Sustainable Development.c.

UnitI I: Biodiversity and their Conservation

Ecosystem – concept, components, energy flow, types of ecosystem

- d. Biodiversity – Genetic, species and ecosystem diversity; status of Biodiversity – global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India; In-situ and ex-situ conservation of Biodiversity. Disaster Management; Floods, earthquakes, cyclone and landslides.

UnitIII Environmental Concerns and Legislative Measures

- a. From unsustainable to sustainable development, urban problems related to energy, water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.
- b. Environmental ethics : Issues and possible solutions, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness). ; Wasteland reclamation. Consumerism and waste products.
- d. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health

unit IV Human and Environment interactions

Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.

- f. c. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust

Suggested Readings:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India, Email:mapin@icenet.net (R)
3. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
4. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.



SEMESTER VI

SOCIAL PSYCHOLOGY

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

Conformity - Definition of Conformity, Factors influencing conformity, Classic studies- Sheriff, Asch, Milgram's obedience studies - Resisting Social Pressure. Interpersonal Attraction and Altruism- The Beginning of Attraction: Proximity, physical attraction, similarity. The need to affiliate and the Effect of Observable characteristics. Altruism, Prosocial Behaviour: meaning and definition, Internal and external influences on decision to help, Increasing helping Behaviour.

References

Myers David G., *Social Psychology. 11th Edition*. McGraw Hill Book Company, 2012.

Baron A. & Byrne D., *Social Psychology. 13th edition*. Prentice-Hall of India, 2014.

Singh Arun *Social Psychology* .Eastern Economy Edition, India ,2015

Susan T, Fiske Daniel. *Handbook of Social Psychology Vol I and Vol II*, New Jersey:

Published

by John Wiley and Sons. 2010.

Schneider, Frank W, Gruman, Jamie, A., *Applied Social Psychology- Understanding Social problems and Practical Problems*. New Delhi: Sage South Asia, 2012.



ABNORMAL PSYCHOLOGY II

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

Unit - I

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

Unit - II

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

Unit - III

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

Unit - IV

Substance Related Disorders - Addiction Disorders- Alcohol abuse and dependence, Addiction Disorders - Drug abuse and drug dependence, Treatment and Prevention Sexual Disorders and Gender Identity Disorder - Sexual dysfunctions, Causes and treatment of sexual dysfunctions , Paraphilia's - causes and treatment ,Sexual variants, Sexual and gender variants, Gender Identity Disorder, Treatment and Prevention

References

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

Comer.J Ronald Fundamentals of Abnormal Psychology New York: Worth Publishers, 2009 Irwin G. Sarason, Barbara Sarason. *Abnormal psychology.* New Delhi: Prentice Hall Publication, 2005.

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

edition. Pearson Education, 2007.



REHABILITATION PSYCHOLOGY

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

UNIT I

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

UNIT II

Professionals involved in Rehabilitation process, Medical & Paramedical personnel, Role of Psychologist in the multidisciplinary team, Role of Social workers in the Rehabilitation process. Visual handicap – Symptoms, Etiology, Interventions. Hearing Impairment – Symptoms, Etiology, and Interventions. Orthopedic Handicap – Symptoms, Etiology, Interventions and Aids. Neuromuscular Disorders – Types of Disorders, Symptoms, Etiology, Interventions and Aids required.

UNIT III

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

UNIT IV

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

References:

Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.

Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.

Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. □ SAGE Publications, New Delhi.

John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.

Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.

Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.



EDUCATIONAL PSYCHOLOGY

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

Unit - I

Definition, Historical Background, Role and Scope of Educational Psychology, Effective Teaching Methods. Understanding Student Development and Diversity- General Principles of Development, Importance of Development in Education, Brain and Cognitive Development, Language Development, Importance of Personal, Social and Emotional Development, Importance of Culture, Community and Gender.

Unit - II

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

Unit - III

Motivation in Learning and Teaching - Creating Learning Environment: The Need for Organisation, Creating a Positive Environment, Maintaining a Good Environment for Learning. Teaching for Academic Learning Planning: Teacher-centered Lesson-planning and Instruction, Lesson-centered Lesson-planning and Instruction

. Unit - IV

Classroom Management: Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment. Students with Special Educational Needs - Learning Disabilities: Types, remedial teaching Gifted students:

References

Woolfolk, A. (2004). *Educational Psychology*. 9th ed. Delhi: Pearson Education.

Santrock, J. W. (2004). *Educational Psychology*. 2nd ed. International Edition: McGraw Hill.

Ormrod, J. E. (2000). *Educational Psychology: Developing Learners*. ed. New Jersey: Merrill.



Core Elective – II : EDUCATIONAL PSYCHOLOGY

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

References

Woolfolk, A. (2004). *Educational Psychology*. 9th ed. Delhi: Pearson Education.

Santrock, J. W. (2004). *Educational Psychology*. 2nd ed. International Edition: McGraw Hill. Ormrod, J. E. (2000). *Educational Psychology: Developing Learners*. ed. New Jersey: Merrill.

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