

CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR UNDERGRADUATE PROGRAMME (CBCSSUG, 2019)

UNIVERSITY OF CALICUT

**REVISED CURRICULUM FOR
B SC PSYCHOLOGY (2020 ADMISSION
ONWARDS)**

Under

Calicut University Regulations for Choice Based Credit And Semester System For Under-Graduate Curriculum (CBCSSUG, 2019)

BOARD OF STUDIES IN PSYCHOLOGY (UG)

Sl.No	NAME	DESIGNATION AND OFFICIAL ADDRESS
1	Dr. Nice Mary Francis P (Chairperson)	Assistant Professor Department of Psychology Prajyoti Niketan College Pudukad
2	Dr. Suresh A.K.	Assistant Professor of Psychology, Govt College Chittoor, Palakad
3	Soumya Mohan	Asst. Professor of Psychology SCAM G C Kuttanallur, Thrissur
4	Mohamed Junaid.	Assistant Professor Department of Psychology Govt College, Mangada
5	Dr Sukanya B Menon	Assistant Professor Department of Psychology Prajyoti Niketan College, Pudukad
6	Dr Arun Kumar P	Asst. Professor, Govt. College of Teacher Education, Calicut
7	Dr. Sajan. KS	Asst. Professor, NSS Training College, Ottappalam
8	Dr. Sunil Kumar	Asst. Professor, NSS Training College, Ottappalam
9	Dr. Hassankoya MP	Assistant Professor, Farook Training College, Farook College, Kozhikode

Course Structure of B Sc Psychology

SEMESTER I

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
1		Common Course I-English	64	4	4
2		Common Course II-English	80	5	3
3		Common Course III-Language other than English	64	4	4
4	PSY1B01	Basic themes in Psychology-I	64	4	3
5		Human Physiology	64	4	3
6		Psychological Statistics	64	4	3
7	*Audit Course	Environment Studies	-	-	-
Total				25	20

SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
8		Common Course IV-English	64	4	4
9		Common Course V-English	80	5	3
10		Common Course VI-Language other than English	64	4	4
11	PSY2B01	Basic themes in Psychology-II	64	4	3
12		Human Physiology	64	4	3
13		Psychological Statistics	64	4	3
14	*Audit Course	Disaster Management	-	-	-
Total				25	20

SEMESTERIII

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
15		Common Course VI-English	80	5	4
16		Common Course VIII-Language other than English	80	5	4
17	PSY3B01	Psychological measurement and testing	48	3	3
18		Experimental Psychology Practical-I	32	2	**
19		Human Physiology	80	5	3
20		Psychological Statistics	80	5	3
21	*Audit Course	Human Rights/Intellectual Property Rights/Consumer Protection****	-	-	-
Total				25	17

SEMESTERIV

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
22		Common Course IX-English	80	5	4
23		Common Course X-Language other than English	80	5	4
24	PSY4B01	Individual Differences	48	3	3
25	PSY4B02	Experimental Psychology Practical -I	32	2	4
26		Human Physiology	80	5	3
27		Psychological Statistics	80	5	3
28	*Audit Course	Gender Studies/Gerontology****	-	-	-
Total				25	21

SEMESTER V

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
29	PSY5B01	Abnormal Psychology-I	48	3	3
30	PSY5B02	Social Psychology	48	3	2
31	PSY5B03	Developmental Psychology -I	48	3	3
32	PSY5B04	Psychological Counseling	48	3	3
33	PSY5B05	Health Psychology	48	3	3
34		Open Course	48	3	3
35		Experimental Psychology Practical- II	48	3	***
36		Experimental Psychology Practical-III	48	3	***
37		Project	16	1	
Total				25	17

SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
38	PSY6B01	Abnormal Psychology II	64	4	3
39	PSY6B02	Applied Social Psychology	64	4	3
40	PSY6B03	Developmental Psychology II	48	3	3
41	PSY6B04	Life Skill Education: Applications and training	48	3	3
42	PSY6B05	Elective	48	3	3
43	PSY6B06	Experimental Psychology Practical – II	48	3	4
44	PSY6B07	Experimental Psychology Practical- III	48	3	4
45	PSY6B08	Project	32	2	2
Total				25	25

It is advisable to submit a report during the end of V th semester on the basis of the study tour conducted to various institutions comprising psychotherapeutic centres, managerial training institutions etc so as to familiarize the students, the application of Psychological principles and theories in different specializations.

*Course with 4 credits which is not meant for class room study and its credits are not counted for CGPA or SGPA

**External examination will be conducted at the end of IVth semester

***External examination will be conducted at the end of VI th semester

**** Colleges can opt any one of the courses

Elective Papers

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of CriminalBehavior
3. PSY6B05-03 PositivePsychology
4. PSY6B05-04 Educational Psychology
5. PSY6B05-05 CognitivePsychology

Open Course

Choice I

Code:PSY5D01 Psychology and Personal Growth

Choice II

Code:PSY5D02 Life skillApplications

Choice III

Code: PSY5D03 Child and Adolescent MentalHealth

Mark Distribution for Core Courses, Project and Open Course

Core Courses(including electives)	17x75	1275
Project		50
Open course		75
Total Marks		1400

DETAILS OF COURSES

CORE COURSES

- PSY1B01:Basic Themes inPsychology-I
- PSY2B01: Basic Themes inPsychology-II
- PSY3B01:Psychological Measurement andTesting
- PSY4B01: IndividualDifferences
- PSY4B02:Experimental Psychology PracticalI
- PSY5B01:Abnormal PsychologyI
- PSY5B02:Social Psychology
- PSY5B03:Developmental PsychologyI
- PSY5B04:Psychological Counselling
- PSY5B05:HealthPsychology
- PSY6B01: Abnormal Psychology II
- PSY6B02:Applied Social Psychology
- PSY6B03:Developmental PsychologyII
- PSY6B04: Life Skill Education:Applications andTraining
- PSY6B06:Experimental Psychology PracticalIII
- PSY6B07: Experimental Psychology PracticalIII
- **PSY6B08:PROJECT**

Complementary Courses of BSc Psychology Programme

Following are the complementary courses of BSc Psychology Programme suggested by the board and the syllabus of these complementary courses are prepared by the respective Board of studies.

- HumanPhysiology
- Psychological Statistics

Audit Courses

- Environment Studies
- DisasterManagement
- Human Rights/ Intellectual Property Rights/consumerProtection
- Gender Studies/ Gerontology

Open Courses

During the Vth Semester three Open courses are offered to the students of other departments. Colleges can choose any one course from the three listed below.

- PSY5D01:Psychology and PersonalGrowth
- PSY5D02:Life Skill Applications
- PSY5D03: Child and Adolescent MentalHealth

Elective Courses

During VIth Semester five elective courses are offered for Bsc Psychology Programme. Colleges can choose any one course from the five listed below.

- PSY6B05-01:OrganisationalBehavior
- PSY6B05-02:Psychology of CriminalBehavior
- PSY6B05-03:PositivePsychology
- PSY6B05-04:EducationalPsychology
- PSY6B05-05: Cognitive Psychology

Complementary Courses offered by Board of Studies in Psychology to other departments

- PSY1C05/PSY2C05: PsychologicalProcesses
- PSY3C05/PSY4C05:Psychology of Abnormal Behavior and SocialBehavior
- PSY1C06/PSY2C06 : SocialBehavior
- PSY3C06/PSY4C06: Life Span Development and HealthPsychology
- PSY3C07/PSY4C07: AbnormalBehavior
- PSY3C06/PSY4C05: Life Span Development and Psychology of SocialBehavior

EVALUATION SCHEME FOR CORE AND OPEN COURSES

The evaluation scheme for each course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment : 20% of the total marks in each course are for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses.

Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%

Table 1: Components for evaluation

Sl.No.	Components	Marks
1	Class room participation based on Attendance	3
2	Test paper	6
3	Assignment	3
4	Seminar/Viva	3
	Total	15

For practical courses - Record 60% and lab involvement 40% as far as internal is concerned. (if a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.

Table 2: Split up of marks for Test paper

Range of marks in test paper	Out of 6 Marks (Maximum internal marks is 15)
Less than 35%	1
35%-45%	2
45%-55%	3
55%-65%	4
65%-85%	5
85%-100%	6

Table 2: Split up of marks for Class Room Participation

Range of CRP	Out of 3Marks (Maximum internal marks is 15)
$50\% \leq \text{CRP} < 75\%$	1
$75\% \leq \text{CRP} < 85\%$	2
85% and above	3

External Evaluation

External evaluation carries 80 % of the marks. The Core courses, Electives and Open courses will have an external examination of 2 hours duration with 60marks.

Scheme of Examinations

The external QP with 60 marks and Internal examination is of 15 marks. Duration of each external examination is 2 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

Section A

Short answer type carries 2 marks each -12questions

Ceiling - 20Marks

Section B

Paragraph/ Problem type carries 5 marks each -7questions

Ceiling – 30Marks

Section C

Essay type carries 10 marks (1 outof 2)

1X10=10 Marks

MODEL QUESTION PAPER OF CORE COURSE FOR ALL SEMESTERS**FIRST SEMESTER B.Sc DEGREE EXAMINATION, NOVEMBER 2019****PSY1B01 BASIC THEMES IN PSYCHOLOGY I****Name:****Reg No:****Time: 2Hrs****Maximum Marks: 60****SECTION -A**

Answer **ALL** Questions. Answer in Two or three sentences. Each carries 2 marks. There shall be ceiling of 20 marks in this section

1. Placebo effect
2. Structuralism
3. Circadian rhythm
4. Self-awareness
5. Selective attention
6. Perceptual organization
7. Meditation
8. Survey method
9. Figure-ground perception
10. Perceptual set
11. Phi-Phenomenon
12. REM sleep

(Ceiling 20 marks)

SECTION -B

Answer **all** questions. Answer in a paragraph of about half a page to one page. Each question carries 5 marks. There shall be ceiling of 30 marks in this section

13. Steps in scientific investigation
14. Types of variables.
15. Factors affecting attention.
16. Stages of sleep.

17. Discuss the different views on hypnosis
18. Explain cognitive learning
19. Theories of colour vision

(Ceiling 30 Marks)

SECTION –D

Essay Type Questions

Answer *Any one* of the following .Each Carries 10 Marks.

20. Define psychology. Explain in brief the history of psychology.
21. Explain the nature of consciousness. Give a brief description on altered states of consciousness.

(1 x 10= 10 marks)

DETAILED SYLLABI

Programme Outcomes:

- PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- PO2. Problem Solving:** Understand and solve problems of relevance to society to meet the specified needs using the knowledge, skills and attitudes acquired from humanities/sciences/mathematics/social sciences.
- PO3. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- PO5. Environment and Sustainable Development:** To sensitize students regarding the need to protect and conserve environment and ecology, thus encouraging them to be agents of social change and Sustainable Development.
- PO6. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes
- PO7. Individual and Team Work:** To function effectively as an individual, as a member or leader in diverse teams, and in multi-disciplinary global scope
- PO8. Social Responsibility :** To enlighten students as social beings to involve in debates, discussions etc mediating disagreements and coming up with logical conclusions

Programme specific outcomes

- **PSO1:** Understand the different fields of Psychology
- **PSO2:** Acquire basic Theoretical knowledge and practical applications it in different fields of Psychology
- **PSO3:** Learn anatomical and physiological aspects of Human Behaviour
- **PSO4:** laboratory experience make them equipped to use basic Psychological Tests and experiments
- **PSO5:** Enhance Critical thinking of students to relate with current needs of the society in the area of mental Health
- **PSO6:** Develop scientific mind to apply the theoretical knowledge on different disorders and understand the practical application of Psychotherapeutic management during post graduate levels
- **PSO7:** Acquire basic skills to conduct Research work in Psychology using statistical knowledge
- **PSO8:** Analyse one's own psycho-social development towards personal, academic, and professional growth.
- **PSO9:** Choose a Master's Program in Psychology according to their aptitude and interest.

B.SC PSYCHOLOGY**SEMESTER I****PSY1B01****Credits :3****BASIC THEMES IN PSYCHOLOGY-I****64 hours****Course Objectives:**

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life.
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and Consciousness.

Course Outcomes :

- Understand how psychology was developed and became the field of science as we know it now
- Understand basic psychological processes like sensation & perception, states of consciousness and learning
- Students will be able to know how complex is human mind and each individual is unique
- Apply the learnt information in the practical day today life
- Able to analyze states of consciousness and can apply various techniques like meditation and mindfulness to improve their own and other's consciousness

Module 1 Introduction**16 hours**

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; Correlational studies; experimental method.

Module 2 Attention and Perception**16 hours**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.

Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top-down processing.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module 3 States of Consciousness

14 hours

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders
Dreams: psychodynamic, physiological and cognitive views.
Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

Module 4 Learning

18 hours

Concept of learning, Nature of learning, learning curve.
Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.
Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.
Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning.
Cognitive learning: Cognitive map; latent learning; sign learning.
Observational learning/Modelling

REFERENCES

- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
- Boozin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.
- Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
- Coon, D. & Mitterer, J.O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
- Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

Additional References:

- Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

B.SC PSYCHOLOGY

SEMESTER II

PSY2B01

Credits: 3

BASIC THEMES IN PSYCHOLOGY-II

64 hours

Course Objectives:

- Understand how psychology was developed and became the field of science as we know it now
- Understand basic psychological processes like sensation & perception, states of consciousness and learning
- Students will be able to know how complex is human mind and each individual is unique
- Apply the learnt information in the practical day today life
- Able to analyze states of consciousness and can apply various techniques like meditation and mindfulness to improve their own and other's consciousness

Course Outcomes

- Understand higher mental processes like intelligence, thinking, motivation and emotion etc.
- Able to explain correlates and determinants of one's behaviour, judgement, reasoning, emotion, motivation, and personality
- Equipped to explain why a person is motivated to behave in a particular way
- Equipped to test intelligence quotient (IQ) and find out one's level of intellectual functioning
- Able to apply the learnt things in the practical situations

Module 1 Cognitive Processes

16 hours

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language, Role of language in thinking.

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, approaches or strategies of problem solving-trial and error, heuristics, algorithm, forming sub goals, searching for analogies, changing the representation of the problem ;Culture, cognitive style and problem solving. Creative thinking; convergent and divergent thinking; stages of creative thought.

Decisionmaking; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 2 Memory

18 hours

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon.

Implicit and explicit memory-priming.

Measuring memory; Recall, Recognition, Relearning.

Retrieval cues; Encoding specificity principle; Context dependent memory, State dependent memory; Serial position effect; Reconstructive memory; Source Monitoring; Eyewitness testimony; False memory; Metamemory.

Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

Module3Motivation

16hours

Motivation; A model of Motivation; Sources of Motivation-Drives, Incentives, Instincts.

Theories of motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory-Yerkes-Dodson's Law; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory, Attribution theory.

Types of Motives; Biological motives and learned motives.The motivation of hunger and eating: Biological factors in the regulation of hunger; Environmental factors in the regulation of hunger: Sexual motivation; Hormones and human sexual behaviour; Sexual orientation.

Achievement motivation: Individual differences; situational determinants of achievement behaviour; Measuring achievement motivation.

Aggressive motive; Power motive; Affiliation motive.Intrinsic and extrinsic motivation.

Module4Emotion

14 hours

Emotion: The elements of emotional experience; The cognitive component, The physiological component; The behavioural component; Primary emotions; Positive emotions.

Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors.

Expression of emotions; Facial expressions, non-verbal cues and body language; Assessment of emotions.

Theories of emotion: James-Lang theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion-Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis; Evolutionary theories of emotion.

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Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of India

B.SC PSYCHOLOGY**SEMESTER III****PSY3B01****Credits:3****PSYCHOLOGICAL MEASUREMENT AND TESTING****48 Hours****Objectives:**

- To offer foundation on psychological measurement and testing
- To provide the basis of test construction and to build up skills on developing psychometric test
- To familiarize the uses of psychological tests
- To make aware of ethical principles in testing

Course Outcomes

- Understanding of measurement tools which is basic of Psychometry
- To identify psychometric properties of a psychological test .
- To familiar with various psychological tests that are in common use.
- Establish research attitude in students by teaching research fundamentals.

Module 1: Introduction to Measurement and Scaling Techniques**12 Hours**

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, Problems in psychological measurements.

Concepts of psychophysics: Absolute threshold, Difference threshold, Weber's law, Fechner's law, Psychophysical/ psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.

Module 2: Nature and Use of Psychological Tests**10 Hours**

Definition of psychological test, Historical perspective of psychological testing

Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, ethical issues in psychological testing, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker.

Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.

Module 3: Test Construction and Administration**12 Hours**

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation, Meaning of Reliability, Types of reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity,

Concept of Norms –norm referenced and criterion- referenced norms, types of norms- percentile, standard score, age equivalent, grade equivalent and T-score.

Module 4: Basics of Psychological Research**14 Hours**

Meaning and characteristics of scientific research, types of research: historical, basic versus applied research, experimental versus descriptive/non experimental.

Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing the literature-sources of review, Sampling- fundamentals of sampling,

Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions.

Structure of a research report, APA style of writing research report

References

Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3rd ed.). Patna: Bharati Bhawan Publishers

Chadha.N.K.,(2009).Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.

Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.).New Delhi: Prentice –Hall Of India.

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Gregory,R.J .(2000).Psychological Testing:History,Principles,And Applications (3rd ed.) Boston: Allyn & Bacon.

B.SC PSYCHOLOGY

SEMESTER III

32hours

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

Objectives

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes

- Able to understand how psychological phenomenon such as attention and perception can be studied using tests and experiments.
- Able to conduct and prepare reports on Psychological tests and experiments objectively.
- Acquire basic skills necessary to conduct psychological Experiments

PART I

Attention

1. Span of attention
2. Set inattention
3. Division of attention
4. Distraction of attention
5. Colour blindness test
6. Depth perception

Each student is required to conduct a minimum of 4 experiments from the above experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure attention and perception. Evaluation will be made at the end of fourth semester.

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Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

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Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

B.SC PSYCHOLOGY**SEMESTER IV****PSY4B01****Credits:3****INDIVIDUAL DIFFERENCES****48 hours****Objectives:**

- To provide theoretical knowledge about systems and processes like intelligence and personality
- To understand the history of intelligence and Personality Testing
- To familiarize the student with various types of tests in Psychology

Course Outcomes

- Explain basic concepts and theories of Intelligence and personality
- Explain the origins and types of intelligence testing
- Describe the tools used for personality assessment
- Distinguish between attitude and achievement tests

Module 1: Intelligence**12 hours**

Definition, nature and meaning of intelligence,. Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory.

Module 2: Assessment of intelligence, Aptitude and achievement**10 hours**

Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale, Kaufman's Scale, Raven's Progressive Matrices, Bhatia's Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence

Define Aptitude and Achievement, Distinction Between Aptitude Test And Achievement Test, Uses Of Achievement Tests, Types Of Aptitude Test- DAT, GATB, Sensory Tests, Motor Dexterity Test .

Module3:Personality**12hours**

Concept of Personality, Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development. Jung: Structure of personality, Basic concepts in Individual Psychology. Horney: Basic anxiety, styles, feminist turn in psychoanalysis

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,. Eysenck: dimensions of personality. Introduction to Humanistic perspective: Rogers, Maslow.

Module 4 : AssessmentofPersonality**14 hours**

Meaning and purpose of personality assessment. Tools of personality assessment -Self report inventories, Strength and weakness of self report inventories, 16PF, MMPI ,EPQ: General outline about these tests. Questionnaires and Inventories, Projective measures of personality – Strengths and weakness of projective tests, TAT, Other measures: Behavioral Observation and Interviews, situational tests. Measurement of interest- types of interest tests, Strong Interest Inventory. Strengths and Weaknesses of Projectivetests.

References

Passer M.W.& Smith.R E.,(2007).Psychology-the science of mind and behaviour(3rd ed.). New Delhi: Tata McGraw Hill

Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3rd ed.). Patna: Bharati Bhawan Publishers

Gerrig R.J &Zimbardo.P.G. (2005).Psychology and Life(17th ed.).New Delhi: Pearson Education. Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.).New Delhi: Prentice –Hall Of India.

Coon, D. (1983). Introduction to Psychology: Exploration and Application. New York: West Publishing Co.

Morgan,C.T., King, R.A., Weisz, J.R.,& Schopler, J. (1993). Introduction to Psycholgy, 7th ed. New Delhi: Tata McGraw Hill

Additional References

Weiten,W.(2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/ Cole PublishingCo.

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.

Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.

Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.

B.SC PSYCHOLOGY**SEMESTER IV****PSY4B02****Credits: 4****EXPERIMENTAL PSYCHOLOGY PRACTICAL I****32 hours****Objectives:**

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes

Able to understand psychological phenomenon using tests and experiments.

Able to measure Psychological attributes such as memory and illusion

Able to conduct and prepare reports on Psychological tests and experiments objectively.

PART II

Illusion

1. Horizontal-Vertical illusion
2. Muller-Lyer Illusion

Memory

3. Immediate memory span
4. Working memory scale
5. Children's memory scale
6. PGI Memory Scale
7. Weschler Memory Scale

Each student is required to conduct any of the above 4 experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure illusion and memory. Evaluation for Part I (III Sem) & Part II (IV Sem) will be made at the end of the fourth semester.

References

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Lt

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATION S

Name:.....

Reg No:.....

PSY4B02**ExperimentalPsychology-I****MaximumMarks:60****Time: 2Hrs**

Conduct any one experiment from the following. Write the introduction, plan, procedure, result and discussion.

1. Find out the immediate memory span of the subject

OR

2. Find out the division of attention of the subject.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	6 marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY

SEMESTER V

PSY5B01

Credits : 3

ABNORMAL PSYCHOLOGY-I

48hours

Objectives:

- To enable students to understand the concepts of abnormal behavior
- To develop awareness about different types of anxiety and stress disorders
- To encourage the students to know different therapeutic techniques in management of anxiety and stress disorders.

Course Outcomes

- Discuss the historical antecedents to modern understandings of abnormal behavior
- Understand the major classification of mental disorders
- Describe etiology related to various abnormal behaviour
- Explain the clinical features of mental disorders such as Stress disorders and anxiety disorders, Somatoform and dissociative disorder and Personality disorders

Module 1: Basic concepts

8hours

Mental disorder, classification, Historical views of abnormal behaviour, causal factors- Biological- psychosocial and socio cultural

Module 2: Stress disorders and anxiety disorders

10 hours

Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: specific phobia, social phobias, Generalized Anxiety disorders, obsessive-compulsive disorder. Causal factors

Module 3: Somatoform and dissociative disorder

16 hours

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors

Module 4: Personality disorders

14 hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors.

Reference

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). Newyork : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). Newyork : W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* (11th ed.). U.S.A: WoltersKluwer.

B.SC PSYCHOLOGY

SEMESTER V

PSY5B02

Credits : 2

SOCIAL PSYCHOLOGY

48hours

Objectives:

- To equip the students with basic aspects of social psychology
- To introduce the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

Course Outcomes

- Understand the historical and scientific origin and development of the Social Psychology
- Demonstrate the ability to state the fundamental principles of social psychology
- Describe the basic psychological theories, principles, and concepts explaining social perception attitude formation, group processes, pro-social behavior, conformity/obedience and stereotyping/prejudice
- Predict the outcomes of various social situations through application of social psychology principles

Module 1: Introduction to Social Psychology

10 hours

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology

Module 2: Social perception and Attitudes

13 hours

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.

Module 3: Group, Leadership and Social Influence

13 hours

Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience

Module 4: Interpersonal attraction and prosocial behavior**12hours**

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

REFERENCES

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12 th ed.* New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi : Pearson Education

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage

B.SC PSYCHOLOGY

SEMESTER V

PSY5B03

Credits: 3

DEVELOPMENTAL PSYCHOLOGY-I

48hours

Objectives:

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development

Course Outcomes

- Basic understanding of the initial researches done in the field of Developmental Psychology
- Get an idea about the different stages of prenatal development
- Basic understanding regarding physical, cognitive and emotional development in the early stages of life
- Enable the student to critically evaluate each person's development stages and pros and cons related to development
- Get an idea about theories in this field and their practical implications

Module 1: Introduction and theories to LifeSpanDevelopment

10 hours

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky, Periods of Development and Erikson's Theory. Developmental tasks of each stages of development.

Module 2: PrenatalDevelopment

14 hours

Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short term use of Teratogens- Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects. Post partum period- physical, emotional adjustment.

Module 3: PhysicalDevelopment

10 hours

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early & middle adulthood.

Module 4: CognitiveDevelopment

14hours

Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Language development: Pre-

linguistic, Phonological, Semantic, Grammatical and Pragmatic Development .Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development, Sternberg - Cognitive Development of middle adulthood.

REFERENCE

Berk, L.E (2003) *Child Development* (3rd ed). New Delhi: Pearson Education Pvt Ltd.

Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J.E (2007) *Child Development* (2nd ed) New Delhi: Tata McGraw Hill Publishing Company.

B.SC PSYCHOLOGY**SEMESTER V****PSY5B04****Credits : 3****PSYCHOLOGICAL COUNSELLING****48hours****Objectives:**

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through roleplays

Course outcomes

- Able to understand the importance and application of psychological counselling.
- Able to understand the basic skills necessary for Psychological counselling.
- Differentiate different counselling approaches used
- Critically analyze ethical issues in counselling

Module1:**16 hours**

Counseling and Helping. Definition and scope of Counselling. Goals of counseling. Conditions facilitating effective counselling. Counsellor and counsellee characteristics. Characteristics of an effective counsellor.

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Module2:**8 hours**

Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach

Module3:**14 hours**

Counseling Skills and Techniques

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building. Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills

Module4:**10 Hours**

Applications of Counselling in various settings (briefly): School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counseling

Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.

Note: A few major skills like active listening, paraphrasing and reflecting are to be practiced through role plays in the class.

Reference:

Capuzzi, D. (2007). *Counselling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.

Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.

Jones, R.N. (2008). *Basic Counselling Skills- A helper's manual*. New Delhi: Sage Publishers.

B.SC PSYCHOLOGY**SEMESTER V****PSY5B05****Credits: 3****HEALTH PSYCHOLOGY****48hours****Objectives:**

- To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

Course Outcomes

- Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, and risk factors for health compromising behaviours and strategies for their modification
- Describe the biopsychosocial model of health and other specific but related psychological theories
- Understand the effects of stress on person's health and the role played by stress buffering factors
- Able to recommend the stress management strategies
- Identify the psychosocial issues related to terminal illness and its management

MODULE 1: INTRODUCTION TO HEALTH PSYCHOLOGY**12 hours**

Definition of Health Psychology, Mind Body Relationship, Need And Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model

MODULE 2: HEALTH BEHAVIOUR AND PRIMARY PREVENTION**12 hours**

Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach-Health Belief Model, Theory Of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory And Attribution Theory, Models Of Prevention

MODULE 3: STRESS AND COPING**12 hours**

Stress, Theoretical Contributions To Stress-Fight-Flight, Selye's General Adaptation Syndrome, Tend –Befriend, Psychological Appraisal & Stress, Coping: Moderators Of Coping-Personality, Social Support, Other Life Stressors, Stress Management Programmes

MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS**12hours**

Emotional Responses To Chronic Illness, Psychosocial Issues —Continued Treatment, Issue Of Non Traditional Treatment, Stages To Adjustment To Dying, Psychological Management Of Terminal Illness, Medical Staff And Terminal Ill Patient, Individual Counselling, Family Therapy, Management Of Terminal Illness In Children

REFERENCE

Taylor E. S. (2006). Health Psychology (6TH EDITION), MC Graw Hill Companies, California

ADDITIONAL REFERENCE

Naima Khatoon (2012). Health Psychology, Dorling kindersley (INDIA) Pvt.Ltd.

Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition).Sage Publications India Pvt. Ltd.

OPEN COURSE

One among the following three courses may be offered by Departments of Psychology for other students

CHOICE I

CODE:PSY5D01 PSYCHOLOGY ANDPERSONALGROWTH Credit : 3

CHOICE II

CODE:PSY5D02 LIFESKILLAPPLICATIONS Credit : 3

CHOICE III

CODE:PSY5D03 CHILD AND ADOLESCENTMENTALHEALTH Credit:3

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE I

SEMESTER V	PSY5D01	Credits :3
PSYCHOLOGY AND PERSONAL GROWTH		48 hours

Objectives:

- To understand the basic concepts in Psychology
- To acquaint with the students with the aspects of personal growth

Course Outcomes

- Explain the basics of Psychology
- Identify the components of personal growth
- Explain happiness and its relation with different aspects of life
- Appraise stress and apply stress management strategies

Module 1 : Introduction to Psychology 10 hours

Psychology: Definition, goals of psychology, application of psychology in personal and social life : Branches of psychology

Module 2 : Positive Psychology 14 hours

Positive Psychology: definition, assumption, and goals. Well-being : Definition, subjective and psychological well-being, eastern and western perspectives of well-being. Hope, Optimism, Mindfulness.

Module 3 : Happiness 14 hours

Positive emotions and negative affectivity. Happiness : Causes and effects of happiness, Happiness across life span, Gender, Marriage, Money and culture in happiness, Close relationship and happiness.

Module 4 : Methods of personal growth 10 hours

Stress : Distress and eustress, responses to stress, stress management techniques. Meditation and yoga techniques for enhancing personal effectiveness. Resilience : Definition, Risk, protective factors of resilience, Models of resilience

Reference

Alan Carr (2011). *Positive Psychology: The Science of Happiness & Human strengths* (II edition). Routledge, London & New York.

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education Carr, Alan (2011). *Positive Psychology* (2nd Edn), New York: Routledge Taylor and Francis Group.

Mishra, B.K. (2008). *Psychology: The study of Human Behavior*. New Delhi: Prentice Hall of India

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). *Positive psychology: the scientific and practical explorations of human strengths* (2nd edition). Sage Publications India Pvt. Ltd, New Delhi.

Additional Reference:

Fadiman, James Frager, and Robert. (2002). *Personality and Personal Growth* (5th Edn) Prentice Hall.

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE II**SEMESTER V****PSY5D02****Credits : 3****LIFESKILLAPPLICATIONS****48hours****Objectives:**

- To promote life skilled education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

Course outcomes

- Develop and exhibit accurate sense of self
- Applying comprehensive set of skills and knowledge for life success
- Understand the communication process and its benefits
- Able to practice , and translate performance of life skills into efficient habits

Module1 :Introduction**8 hours**

Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.

Module 2: Self awareness, Empathy and Problemsolving**12 hours**

Self awareness: concept, importance of self awareness, skills to become self aware and benefits of self awareness in real life.

Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems

Module 3 :Survival Skills, Effective communication and Negotiating skills**14 hours**

Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations

Effective communication: listening skills, verbal and non verbal communications.

Negotiating skills: decision making-importance of effective decision making in real life, career decision making

Module4: Life skill indifferent area**14 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

Reference

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers

Rajasenana ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation .(2001). Life skills in Non formal Education;A Review. Paris.

UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Lifeskills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

OPEN COURSE**To be offered by Department of Psychology for other students****OPEN COURSE CHOICE III****SEMESTER V****PSY5D03****Credits :3****CHILD AND ADOLESCENT MENTAL HEALTH****48hours****Objectives:**

- To gain knowledge about the importance of mental health along with physical health
- To understand general mental health issues during developmental years
- To get an insight about how to effectively handle the general mental health problems

Course outcomes

- Able to Explain assessments of mental health issues in children and adolescent
- Discuss the general mental health issues and factors affecting mental health issues
- Basic understanding about the functioning of mental health professionals and the different management strategies used for dealing mental health issues

Module1:**10 hours**

Definition of Mental Health (WHO), Prevalence of mental health issues in young people, Assessment of mental health issues in children and adolescents: Interview, Case study, Observation, Psychological testing (in brief)

Module2:**12 hours**

Factors affecting mental health in young children (brief description): Biological factors , Psychological factors: Intellectual factors, Temperament, Environmental factors: Role of parenting, peer influence, Impact of school, Impact of culture and community

Module3:**16 hours**

General mental health issues (brief description of): Emotional problems: Separation anxiety, social anxiety. Behavioural problems: Temper tantrums, conduct disorders, risk taking behavior, bullying, alcohol and drug abuse. Other common mental health issues: Attention Deficit Hyperactivity Disorders, Learning Disability, Depression and self harm and Schizophrenia.

Module4:**10 hours**

Basics of management of Mental Health Issues (brief description):-Counselling, Psychoeducation, Behaviour Therapy, Cognitive Behaviour Therapy, Play Therapy, Family Intervention.

Mental health professionals:- Psychiatrist, School Psychologist, Clinical Psychologist, Social Worker.

Reference

Dogra,N; Parkin, A; Frake,C and Gale,F(2002). A multidisciplinary Handbook of Child and Adolescent Mental health for Front-Line Professionals. Jessica Kingsley Publishers : London.

Suggested Reading:

Thompson, M; Hooper,C; Laven-Bradbury, C and Gale, C (2012). Child and Adolescent Mental Health Theory and Practice .2nd edition, Hodder Education :UK.

B.SC PSYCHOLOGY
SEMESTER V
EXPERIMENTAL PSYCHOLOGY PRACTICAL II **48 hours**

Objectives:

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes:

- Understand how psychological phenomenon can be explored using tests and experiments.
- Conduct and prepare reports on Psychological experiments objectively.
- Evaluate the effect of different learning methods, transfer of training, and motivation

PART I

Learning

1. Massed v/s spaced learning
2. Rote V/s Meaningful learning
3. Trial and error learning

Transfer of training

4. Bilateral transfer
5. Habit interference

Motivation

6. Level of aspiration
7. Knowledge of result

Each student is required to conduct any 6 experiments and submit record for evaluation at the end of the semester. The list includes experiments that measure learning and motivation. Evaluation will be made at the end of sixth semester (PSY6B06).

References

Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). *Experimental Psychology. An introduction*. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). *Test measurements and methods in behavioral sciences*. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). *Experimental Psychology*. New York: Methen and Co. Ltd.

B.SC PSYCHOLOGY**SEMESTER V****EXPERIMENTAL PSYCHOLOGY PRACTICAL III****48 hours****Objectives:**

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes:

- Understand how psychological phenomenon can be explored using tests and experiments.
- Conduct and prepare reports on Psychological tests objectively.
- Able to assess the Intelligence, personality, creativity, adjustment, interest, achievement and decision making skill of an individual

PART I

1. Standard Progressive Matrices
2. Eysenck Personality Questionnaire
3. Bhatias Battery of Performance intelligence Tests
4. Tests of creativity
5. Bells adjustment inventory
6. Locus of control
7. Multiphasic interest inventory
8. Achievement value and anxiety inventory
9. Career decision making scale

Each student is required to conduct a minimum of 6 tests and submit record for evaluation at the end of the semester. The list includes psychological assessments that measure intelligence and personality. Evaluation will be made at the end of sixth semester (PSY6B08).

REFERENCES

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

B.SC PSYCHOLOGY

SEMESTER V

PROJECT

16hours

Pursuing a *research project* enables students to pursue an original study about a topic of interest. Students are expected to conduct a small project on socially relevant topics. Project work should be carried out with the supervision of faculty members in the department. The project work must be started from the fifth semester onwards and students should submit their report at the end of sixth semester.

Objectives

- To study basic skills to conduct a research
- To learn basic way of data collection and processing

Course Outcomes

- Understand the basic requirements of a research
- Applying statistical methods to conduct analysis of data and interpret results

Guide lines for the Project work

- The project work shall be a quantitative, qualitative or exploratory study and the use of simple statistical techniques may be encouraged.
- Students must do the project work individually and submit the report in manuscript format (handwritten form).
- Preferably tool can be prepared by the students themselves such as interview schedule, observation schedule, questionnaires, categories of content analysis etc
- Authenticity of the project work should be verified.
- The report should not exceed 30 pages
- The report must have five chapters such as Introduction, review, method, result and discussion, summary and conclusion and reference (APA format).
- An abstract of the study should be submitted along with the research report.
- The project will be valued both internally and externally

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B01

Credits : 3

ABNORMAL PSYCHOLOGY-II

64hours

Objectives:

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

Course Outcomes

- Describe the characteristics and clinical features of Substance abuse disorder, Schizophrenia and psychotic disorder , mood disorders
- Explain the Major developmental disorders
- Examine the impact of biological , psychological and social factors on the development of psychological disorders

Module 1: Substance abuse disorder

18 hours

Alcohol Related Disorders - Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, Psychosocial Causal Factors in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence - Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives) , Hallucinogens, Ecstasy, Marijuana , Stimulants

Module 2: Schizophrenia and other psychotic disorder

18 hours

Schizophrenia - Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture- Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Subtypes of Schizophrenia, Other Psychotic Disorders - Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder , Brief Psychotic Disorder . Causal factors

Module 3: Mood Disorder

16 hours

Mood Disorders: Types of Mood Disorders. Unipolar Depressive Disorders - Major Depressive Disorder, Other Forms of Depression, Premenstrual Dysphoric Disorder , Dysthymic Disorder (Persistent Depressive Disorder). Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) . Causal Factors.

Module 4: Developmental disorders

12 hours

Attention-Deficit/Hyperactivity Disorder, Conduct Disorder, Autism Spectrum Disorder, Specific learning Disorders, Intellectual Disability. Causal factors

Reference

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). Newyork : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P. , & Rosenhan , D. L. (2001). *Abnormal Psychology* (4th ed.). Newyork : W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* (11th ed.). U.S.A : Wolters Kluwer.

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B02

Credits :3

APPLIED SOCIAL PSYCHOLOGY

64hours

Objectives:

- To familiarize the theoretical concept and research methods in applied Psychology.
- To give knowledge about application of Social Psychology in different areas like clinical, Educational, health and media.
- To understand the major social issues in India.

Course Outcomes

- Demonstrate the application of social psychology in different areas like clinical, Educational, health and media.
- To get an outline regarding different aspects of social problems in India
- Able to examine the media related violence and recommend the preventive measures for aggression.

Module 1: Foundations of Applied Social Psychology

16 hours

Social psychology and related disciplines. Applied social psychology: historical context. Social Psychological theories- cognitive dissonance theory, group think theory.

Module 2: Applying Social psychology to Clinical and Counseling Psychology

16 hours

Social psychological roots of social anxiety. Social psychological model of depression. Treatment and prevention- self presentation theory, hopelessness theory and biases in clinical decisionmaking.

Module 3: Applying Social psychology to the Media and Aggression

16 hours

Consequence of viewing media violence- fear, aggressive thoughts. Effects of exposure to violent pornography. Reducing the harmful effects of exposure to violent sexual material. Effects of media influence on our thought. Aggression. Theoretical perspectives on aggression: role of biological factors, drive theories, modern theories of aggression. Determinants of aggression: social, personal, situational. Prevention and control of aggression.

Module 4: Social problems in India and applying Social Psychology

16 hours

The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor

REFERENCES

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderbad: Neelkamal Publications Pvt. Ltd.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi: Pearson Education.

Ram Ahuja (1999).*Social Problems in India.* Jaipur and New Delhi: Rawat Publications.

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology:*

Understanding and addressing social and practical problems. New Delhi: Sage Publication.

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B03

Credits: 3

DEVELOPMENTAL PSYCHOLOGY–II

48 hours

Objectives:

- To study emotional and social development of life span periods.
- To study the vocational development and adjustments in adulthood.
- To understand the period of late adulthood.

Course Outcomes

- Get an insight regarding the major life changes in Adolescence and Adulthood
- Understand the physical, social, emotional and cognitive changes during adulthood
- Identify the factors affecting job satisfaction and vocational adjustments
- Help the student to become self aware of the changes happening in one's life

Module 1: Emotional Development

12 hours

Emotion- types of emotions. Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Self development-role of family, parenting and peer relations in emotional development. Close relationships in adulthood. Adult life changes, marriage and family in adulthood.

Module 2: Social Development

12 hours

Process of socialization from infancy to middle adulthood. Vygotsky's theory of social development - ZPD. Development of attachment: types, Bowlby's Ethological theory of attachment, Factors affecting attachment. Marital Life Style & Parenthood in Young Adulthood. Empty nest syndrome. Attraction, love and close relationships- adult marriage life. Moral development- theories: Piaget, Kohlberg.

Module 3: Vocational Development

12 hours

Vocational development and adjustment in early adulthood. Career, work and leisure in middle adulthood. Selecting a job, appraisal of vocational adjustment. Work life balancing. Vocational adjustment in Middle Adulthood-Changed working conditions that affect middle aged workers, conditions influencing vocational adjustment and satisfaction in middle age.

Module 4:Lateadulthood**12 hours**

Characteristic of late adulthood. Gerontology. Physical –cognitive – language- and socio-emotional development in late adulthood. Development of personality and self. Family and relationships. Biological theories of ageing. Vocational adjustment and adjustment to retirement in late adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

REFERENCES

Hurlock, Elizabeth.B(1996).*Developmental Psycholgy: A Life-Span Approach*. New Delhi: Tata McGraw Hill Publishing Company.

Papalia, Diane. E et.al(2004).*Human Development,9th ed*. New Delhi. Tata McGraw Hill Publishing Company Limited.

Santrock, J. E (2007) *Child Development (2nd end)* New Delhi: Tata McGraw Hill Publishing Company

SEMESTER VI	B.SC PSYCHOLOGY PSY6B04	Credits: 3
LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.		48hours

Objectives:

- To promote life skilled education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

Course Outcomes

- Develop and exhibit accurate sense of self
- Able to identify coping skills and its applicability
- Understand the communication process and its benefits
- Applying comprehensive set of skills and knowledge for personal enhancement

Module1 Introduction to life skills 12hours

. Life skill; Need and importance-definition and interpretation by WHO-Origin and development of concept of life skill.

Module2 Mother Skills, Survival skills and Communication skills 12 hours

Mother skills: self awareness – development of self theories-assessment ; empathy. Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts. Effective communication: components of communication. Listening-verbal and non verbal skills.

Module3 Thinking Skills, Coping Skills 12hours

Thinking skills: Critical thinking & creative thinking and media thought.

Negotiating skills: Decision making-problem solving.

Coping skills: Life skills for stress & time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.

Module4 Life skill in different areas 12 hours

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

References

Hurlock, B.E. (2007). Developmental Psychology. New Delhi: Tata MC Graw Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills. New Delhi : Sage Publishers

Rajaseenan, U. (2010). Life skills, Personality and Leadership. Chennai, RGNIYD

UNESCO and Indian National Commission for Cooperation. (2001). Life skills in Non formal Education; A Review. Paris. UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Life skills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, GenevaWHO-<http://www.who.int/en/>

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B05
ELECTIVES****Credit : 3**

Each student has to opt one elective among the following five courses

1. PSY6B05-01 OrganisationalBehaviour
2. PSY6B05-02 Psychology of CriminalBehavior
3. PSY6B05-03 PositivePsychology
4. PSY6B05-04 EducationalPsychology
5. PSY6B05-05 CognitivePsychology

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B05-01****Credits :3****ORGANIZATIONAL BEHAVIOUR****48hours****Objectives:**

- To familiarize the concept of human Behaviour in Organizations
- To give knowledge about work-motivation, group, leadership and organizational culture

Course Outcomes

- To understand the conceptual framework of the discipline of Organizational behaviour and its practical applications in the organizational set up.
- Analyze individual and group behaviour, and understand the implications of organizational behaviour on the process of management.
- Evaluate the appropriateness of various leadership styles and the role of leaders in a decision making process.
- To understand conflict management strategies used in organizations
- To explain group dynamics and demonstrate skills required for working in groups

MODULE 1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR**12 hours**

The Concept of Organization – Need and Importance of Organizational Behaviour – Goals-Scope and Challenges of Organization - Organization Structure-Types – Organizational behaviour Models.

MODULE 2: INDIVIDUAL BEHAVIOUR**12 hours**

Attitude – Characteristics – Components – Formation of attitude. Perception – Importance – Factors influencing perception – Interpersonal perception- Impression Management. Motivation - Meaning and types of Motivation, content theories and process theories.

MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP**12 hours**

Concept of groups - Basic groups- Theories of group formation. Communication - Processes of communication in organization-Functions of communication. Transactional Analysis.

Leadership- Functions of a leader- Approaches to the study of leadership phenomenon.

MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

12 hours

Meaning of conflict - The processes of conflict, Types and sources of conflict, Resolution of conflict. Meaning of stress- Work stressors - Consequences and management of stress- Balancing work and life. Organizational development – Characteristics –Objectives – Organizational effectiveness.

REFERENCES

Robbins, S.P.(2005) *Essentials of Organizational Behaviour*, 8th ed. New Delhi: Prentice Hall India Pvt. Ltd.

Sharma, R.A.(2000) *Organizational Theory and Behaviour*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Limited.

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B05-02

Credits : 3

PSYCHOLOGY OF CRIMINAL BEHAVIOR

48hours

Objectives:

- Mold youngsters with conceptual knowledge in Criminology.
- To enable the students to build up on their analytical skills in Criminology.

Course Outcomes

- Understand the concept, meaning and development of theories
- Understand different types of crimes and nature of criminal offenders
- Apply knowledge of correctional psychology in prisoners and juvenile delinquents
- Understand the concept and application of forensic psychology in special areas

MODULE 1: THEORY AND METHOD

12 hours

Crime, Criminal law and Criminals-Theories of Crime-Foundations of Modern Criminology-Theories of

Crime-Radical, Situational, and Rationality perspectives-Getting a Line on Crime: The production and Use of Data.

MODULE 2: CRIMES AND CRIMINAL OFFENDERS

12hours

Murder and Assault-Robbery: Theft by violence and varieties of non-violent- Occupational and Organized Crime- Public Order Crime.

MODULE 3: CORRECTIONAL PSYCHOLOGY

12 hours

Correction Psychology in Adult Setting- Psychological Assessment in Corrections- Treatment and Rehabilitation in Correctional Facilities- Juvenile Corrections.

MODULE 4: FORENSIC PSYCHOLOGY

12 hours

Definition- General Concepts- Special areas: Investigative Psychology-Police Psychology-Child Forensic Psychology-Forensic Psychology

REFERENCES:

Bartol, C.R & Bartol, A.M. (2004) *Forensic Psychology*. U.K: Sage Publications.

Barlow, H.D (1987). *Introduction to Criminology*, Boston: Little Brown & Co.

Howtt (2002) *Forensic and Criminal Psychology*. London: Prentice Hall.

Dutta, R.K. (2003) *Crime against Women*. New Delhi: Reference Press

Pognebin, M.R (2003) *Qualitative Approaches to Criminal Justice perspective from the field*. London: Sage Publications.

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B05-03****Credits : 3****POSITIVE PSYCHOLOGY****48 hours****Objectives:**

- To familiarize the important concepts in positive psychology
- To understand the importance of wellbeing which allows people to understand what makes life worth living
- To give knowledge about the importance of factors contributing happiness

Course Outcomes

- Develop an elaborative idea about positive psychology in eastern and western perspectives
- Understand the concept of well-being and identify its implications
- Understand various dimensions and applications of happiness
- Integrate and apply core concepts of positive psychology to personal and professional life

MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY**12 hours**

What is positive psychology? Positive Psychology: assumptions, goals and definitions

Eastern and western perspectives in positive psychology

MODULE 2: WELL-BEING**12 hours**

Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being.

MODULE 3 : HOPE, OPTIMISM AND FLOW**12 hours**

Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self determination theory & intrinsic motivation, meta-motivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation

MODULE 4: HAPPINESS**12 hours**

Positive emotions, positive & negative affectivity. Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness

REFERENCES

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage publications India Pvt. Ltd, New Delhi.

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

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B05-04

Credits : 3

EDUCATIONAL PSYCHOLOGY

48 hours

Objectives:

- To promote an understanding of the application of Psychological principles in the process of education.
- To familiarise the students with the characteristics of normal and exceptional children.
- To provide the ways and methods of teaching and classroom management.

Course Outcomes:

- To prioritize the facts and methods that can be used in solving problems related to learning
- To understand about people having exceptional abilities and their difficulties
- To discuss various theories related to learning
- To critically examine the merits and demerits of current educational system

Module 1: Educational Psychology

10 hours

Nature and Scope of Educational Psychology – Contribution of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey, and Gardner on Education. .

Module 2: Child Development and Learning

10 hours

Age-level characteristics and education – Physical, social, emotional and cognitive characteristics of Pre-school to Higher secondary students. Role of teacher in each stages of education.

Learning: Behavioural approach – Objectives of instruction – Mastery Learning – Behaviour modification techniques.

Module 3: Motivation

14 hours

Behavioural, Cognitive and humanistic approaches of motivation – Implication of achievement motivation and attribution theories – Techniques for enhancing student motivation. Class room communication- verbal, non- verbal and unintended communication.

Module 4: Educating Exceptional Children

14 hours

Education of Gifted Children, Juvenile delinquent, Learning Disabled , Mentally Retarded , Physically Disabled , Emotional and Behavioural Disordered. Role of special educator in dealing with exceptional children.

REFERENCES

Bichler, R. F & Snowman, J (1990) *Psychology Applied to Teaching* (6th Edn) Boston: Houghton Mifflin Company.

Santrock, J.W. (2011). *Educational Psychology* (4th ed.). New Delhi: Tata McGraw-Hill.

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

Seifert, K.Sutton,R. (2009) *Educational Psychology* (2nd Edn).Zurich:Global Text.

B.SC PSYCHOLOGY**Semester VI****PSY6BO5-05****Credit: 3****COGNITIVE PSYCHOLOGY****48 HOURS****Objectives :**

- To familiarize the field of Cognitive Psychology
- To enable students to gain an understanding about the development of the field of Cognitive Psychology
- Create awareness about the current shading of the field.

Course outcomes:

- Understand human psychology from cognitive perspective
- Discuss the historical antecedents to modern understandings of cognitive psychology
- Explain the basic processes in cognition
- Describe the terms concept and memory within the scope of cognitive psychology

Module 1: Introduction**12 hours**

Define cognitive Psychology, The domains of Cognitive Psychology, Paradigms of Cognitive Psychology: the information processing approach, connectionist approach, evolutionary approach

Module 2 : History and methods**12 hours**

Brief history of Cognitive Psychology: Philosophical, Psychological, and Technological roots

Methods of tapping the mind: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive neuroscience

Module 3 : Basic processes in Cognition**12 hours**

Perceiving objects and recognizing patterns: Gestalt approaches, bottom –up processes, top down processes, Disruptions of perception

Memory: working memory and executive functioning

Module 4: Representation and Organization of Knowledge**12 hours**

Concepts and categorization, theoretical descriptions of the nature of concepts, the nature of mental imagery, Mnemonics and memory codes

References

Galotti, M.K., (2008), Cognitive Psychology: Perception, Attention and Memory., Wardworth: engage learning.

Solso.L.R., (2001), Cognitive Psychology (6th Edn) ., Pearson Education Pte.Ltd, New Delhi.

Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi.

Sternberg R.J., (2007) ., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B06

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL II

48 hour

Objectives:

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes:

- Students would be able to understand how psychological phenomenon can be studied using tests and experiments.
- Students would be able to conduct and prepare reports on Psychological tests and experiments objectively.
- Acquire basic skills necessary to conduct psychological Experiments

PART II

1. Simple reaction time
2. Choice reaction time
3. Tracing test
4. Steadiness tests
5. Finger dexterity
6. Tweezer dexterity
7. Conformity Behaviour
8. Social Maturity Scale
9. Self-expression Inventory
10. Parental Encouragement Scale

Each student is required to conduct any 6 experiments from the above experiments and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester (PSY6B06).

References

Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). *Experimental Psychology. An introduction*. New York: Harper and Brothers Publishers.

Singh, A.K. (2004). *Test measurements and methods in behavioral sciences*. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). *Experimental Psychology*. New York: Methen and Co. Ltd.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	6 marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY

SEMESTER VI

PSY6B07

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL III

48 hours

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

Course Outcomes:

- Students would be able to understand how psychological phenomenon can be studied using tests and experiments.
- Students would be able to conduct and prepare reports on Psychological tests and experiments objectively.
- Acquire basic skills necessary to conduct psychological Experiments

PART II

1. 16 PF
2. Weschler adult performance intelligence scale
3. Emotional Intelligence inventory
4. Aptitude Tests
5. IAS ratings scale
6. Occupational stress inventory
7. Materialism spiritualism scale
8. Family relationship inventory
9. Risk taking scale
10. Study habits scale

Each student is required to conduct a minimum of 6 tests from the above tests and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester (PSY6B07).

References

Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.

Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.

Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

Pattern of evaluation of Experimental Psychology Practical III

External Evaluation 60 marks		Internal Evaluation 15 marks	
Introduction	10marks	Lab Involvement/Records Attendance	6marks
Administration	15 marks		
Result and Discussion	15 marks	Record	9 marks
Record	10 marks		
Viva Voce	10 marks		

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B08****Credits: 2****PROJECT****32hours****Pattern of evaluation of Project**

External Evaluation		Internal Evaluation	
40 marks		10 marks	
Relevance of the topic, Statement of the Objectives	8 marks	Originality	2 marks
Reference, Bibliography, Presentation, quality of Analysis, Use of Statistical Tools	8 marks	Methodology	2 marks
Findings and Recommendations	12marks	Scheme/ Organisation of the report	3 marks
Viva Voce	12 marks	Viva Voce	3 marks

COMPLEMENTARY COURSES IN PSYCHOLOGY OFFERED TO OTHER DEPARTMENTS

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for BA Programme. The college can choose any complementary course either in Type I or Type II.

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF

BA SOCIOLOGY

Name of Course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Psychology of Abnormal Behavior and SocialBehavior	PSY3C05/PSY4C05	4	6	III/IV

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF

BA PHILOSOPHY

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Social Behavior	PSY1C06/PSY2C06	4	6	I/II
Life Span Development and Health Psychology	PSY3C06/PSY4C06	4	6	III/IV
Abnormal Behavior	PSY3C07/PSY4C07	4	6	III/IV

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF

BA ECONOMICS

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes -I	PSY1C05/PSY2C05	4	6	I/II
Life span Development and Psychology of Social Behavior	PSY3C06/PSY4C05	4	6	III/IV

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF BSW

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Life Span Development and Health Psychology	PSY3C06/PSY4C06	4	6	III/IV

Evaluation Pattern of Complementary Courses offered by UG Board of Studies in Psychology

EVALUATION SCHEME FOR CORE AND OPEN COURSES

The evaluation scheme for each complementary course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment : 20% of the total marks in each course are for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 40% and Class room participation based on attendance 20%

Table 1: Components for evaluation of internals (Total-20 marks)

Sl.No.	Components	Marks
1	Class room participation based on Attendance	4
2	Test paper	8
3	Assignment	8
	Total	20

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken.

Table 2: Split up of marks for Test paper

Range of marks in test paper	Out of 8 Marks (Maximum internal marks is 20)
Less than 35%	1
35%-45%	2
45%-55%	3
55%-65%	4
65%-85%	6
85%-100%	8

Table 2: Split up of marks for Class Room Participation

Range of CRP	Out of 4Marks (Maximum internal marks is 20)
50% \leq CRP<75%	1
75% \leq CRP<85%	2
85% and above	4

External Evaluation

External evaluation carries 80 % of the marks. The complementary courses will have an external examination of 2.5 hours duration with 80marks.

Scheme of Examinations

The external QP with 80 marks and Internal examination is of 20 marks. Duration of each external examination is 2.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

Section A

Short answer type carries 2 marks each -15questions Ceiling – 25Marks

Section B

Paragraph/ Problem type carries 5 marks each -8questions Ceiling - 35Marks

Section C

Essay type carries 10 marks (2 outof 4) 2X10=20 Marks

MODEL QUESTION PAPER OF COMPLEMENTARY COURSE (TYPE I/TYPE II)
FIRST/SECOND SEMESTER BA DEGREE EXAMINATION, NOVEMBER 2019
PSY1C05/PSY2C05 PSYCHOLOGICAL PROCESSES

Name:.....

RegNo:.....

Time:2.5Hrs

Maximum Marks:80

SECTION -A

Answer *ALL* Questions. Answer in Two or three sentences. Each carries 2 marks. There shall be ceiling of 25 marks in this section

1. Structuralism
2. Selectiveattention
3. PerceptualOrganization
4. Surveymethod
5. Figure-groundperception
6. Reinforcement
- 7.Punishment
8. Determinants of attention
- 9.Trial and Error learning
- 10.Naturalistic observation method
- 11.Determinants oflearning
12. Barriers of ProblemSolving
13. Culture Freetest
14. Psycholinguistics
15. Giftedness

Ceiling -25Marks

SECTION -B

Answer *all* questions. Answer in a paragraph of about half a page to one page .Each question carries 5 marks. There shall be ceiling of 35 marks in this section

16. Steps in scientificinvestigation

17. Types ofvariables.

18. Factors affectingattention.

19. Theories of colour perception

20. Memoryprocesses

21. Explain cognitivelearning

22. Schedules ofreinforcement

23. Stagesof Creativity

Ceiling -35Marks

SECTION -C

Answer *all* questions. Answer in a paragraph of about half a page to one page .Each question carries 5 marks. There shall be ceiling of 35 marks in this section

24. Briefly outline the personality assessment techniques.

25.Discuss the theories ofIntelligence.

26. Explain the causes and theories offorgetting.

27. Define space perception. Explain the use of cues inspaceperception

(2x10=20 Marks)

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF
BA SOCIOLOGY**

Name of Course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Psychology of Abnormal Behavior and SocialBehavior	PSY3C05/PSY4C05	4	6	III/IV

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA SOCIOLOGY**

Semester I/II

PSY1C05/PSY2C05

Credit:4

PSYCHOLOGICAL PROCESSES

96hours

Objectives:

- To generate interest in Psychology
- To familiarize the students with the concepts of basic Psychological processes
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and memory
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

Course Outcomes

- Understand the meaning, historical background and research methods of Psychology
- Explain the basic processes in attention, perception, memory, Thought and motivation
- Understand the theoretical perspectives of learning, emotion, and forgetting
- Evaluate the nature, determinants and theories of intelligence and personality

Module 1 Introduction

10hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semistructured and unstructured interviews;

Surveys; case study; Questionnaires; correlational studies; experimental method.

Module 2 Attention and Perception

12 hours

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated

with attention-span of attention, division of attention, distraction of attention.

Perceptual organisation; Gestalt principles, figure and ground segregation, phi-phenomenon.

Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module3 Learning

12 hours

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

Cognitive learning: Cognitive map; latent learning; sign learning.

Observational learning/Modelling

Module4 Memory

12 hours

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon.

Measuring memory; Recall, Recognition, Relearning.

Forgetting: Curve of forgetting; Reasons of forgetting- ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

Module 5: Cognitive Processes**12 hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language, Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making ;Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 6: Motivation and Emotion**10 hours**

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating.

Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

Module 7: Intelligence**14 hours**

Definition, nature and meaning of intelligence,.Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory.Evolution of intelligence testing: Stanford-Binet, Wechsler scales.Mental retardation and giftedness.

Module 8: Personality**14 hours**

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development,. Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,. Eysenck: dimensions of personality.

Assessment of Personality, Uses of Personality tests.

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Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.

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**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA SOCIOLOGY**

Semester III/IV

PSY3C05/PSY4C05

Credit: 4

PSYCHOLOGY OF ABNORMAL BEHAVIOR AND SOCIAL BEHAVIOR

96HOURS

Objectives:

- To acquaint the students with the history and meaning of abnormal behavior
- To develop in them awareness about different types of abnormal behaviors
- To enable the student to understand and explain behavior in the social setting
- To explain the psychological aspects of various social phenomena

Course Outcomes

- Understand the meaning and historical background of Abnormal Behaviour
- Describe the clinical features and types of stress and its related disorders, Anxiety disorders, somatic and dissociative disorders
- Understand the definition, nature and scope of Social Psychology
- Describe and discuss major concepts in the field of social psychology
- Able to examine aggression and recommend the preventive measures for aggression.

Module 1: Abnormality

14hours

Meaning of Abnormality, DSM V and Definition of mental disorder

Historical Views of Abnormal Behaviour- Demonology, Gods and Magic, Hippocrates Medical Concepts, Early Philosophical Conceptions, Abnormality during middle ages, Humanitarian Approaches and Contemporary views of Abnormality.

Causal Factors for Abnormal Behaviour- Biological, Psychological and Sociocultural factors.

Module 2: Stress Disorders

12hours

Definition, Factors predisposing a person to stress, Characteristics of stressors.

Stress and Mental Health- Adjustment disorder, Adjustment disorder caused by unemployment, Post Traumatic Disorder and Acute Stress Disorder.

Module 3: Panic, Anxiety, Obsessions and their disorders

12 hours

Clinical Picture of Specific Phobias, Social Phobias, Panic Disorder, Agoraphobia, Obsessive Compulsive disorder, Body Dysmorphic disorder, Hoarding disorder and Trichotillomania.

Module 4: Somatic Symptoms and Dissociative disorders**12 hours**

Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID).

Module 5 : Introduction to Social Psychology**12 hours**

Origin and Development of Social Psychology. Definition, Nature and Scope of Social Psychology. Research Methods in Social Psychology.

MODULE 6: Social Cognition**12 hours**

Schemas: Mental frame works for organizing social information. Impact of schemas on social cognition: Attention, Encoding and Retrieval. Heuristics- Reducing effort in social cognition.

Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.

MODULE 7: Social Perception and Social Influence**12 hours**

Social Perception: Nonverbal communication: Basic channels, Facial feedback hypothesis. Attribution: Theories of attribution- Jones and Davis theory and Kelly's Theory of causal attribution. Impression formation and impression Management.

Social Influence: Conformity- Factors affecting conformity, Desire to be liked- Normative social influence and Desire to be right- Informational social influence. Compliance: Principles and Techniques, Obedience to authority.

MODULE 8 Prosocial Behavior and Aggression**10 hours**

Prosocial Behavior: Motives for Prosocial Behavior, Responding to an Emergency, External and Internal Influences on Helping Behavior. Theoretical Perspectives of Prosocial Behavior.

Aggression: Perspectives on Aggression. Causes of Human Aggression : Social, Cultural, Personal And Situational. Prevention and Control of Aggression

Reference

Barlow, D.H. & Durand, V.M. (2015). (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning , Canada.

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Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). New Delhi: Pearson Education.

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF
BA PHILOSOPHY**

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Social Behavior	PSY1C06/PSY2C06	4	6	I/II
Life Span Development and Health Psychology	PSY3C06/PSY4C06	4	6	III/IV
Abnormal Behavior	PSY3C07/PSY4C07	4	6	III/IV

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA PHILOSOPHY**

Semester I/II	PSY1C05/PSY2C05	Credit:4
	PSYCHOLOGICAL PROCESSES	96hours

Objectives:

- To generate interest in Psychology
- To familiarize the students with the concepts of basic Psychological processes
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and memory
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

Course Outcomes

- Understand the meaning, historical background and research methods of Psychology
- Explain the basic processes in attention, perception, memory, Thought and motivation
- Understand the theoretical perspectives of learning, emotion, and forgetting
- Evaluate the nature, determinants and theories of intelligence and personality

Module I Introduction 10hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semistructured and unstructured interviews;

Surveys; case study; Questionnaires; correlational studies; experimental method.

Module 2 Attention and Perception**12 hours**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Perceptual organisation; Gestalt principles, figure and ground segregation, phi-phenomenon.

Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module 3 Learning**12 hours**

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

Cognitive learning: Cognitive map; latent learning; sign learning.

Observational learning/Modelling

Module 4 Memory**12 hours**

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory;

Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon.

Measuring memory; Recall, Recognition, Relearning.

Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

Module 5: Cognitive Processes**12 hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language,

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making ;Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 6: Motivation and Emotion**10 hours**

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating.

Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

Module 7: Intelligence**14 hours**

Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

Module 8: Personality**14 hours**

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development, Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits, Eysenck: dimensions of personality.

Assessment of Personality, Uses of Personality tests.

REFERENCES

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- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.
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- Coon, D.& Mitterer ,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
- Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
- Passer M.W.& Smith.R E.,(2007),psychology-the science of mind and behaviour(3rd ed.). New Delhi: Tata McGraw Hill
- Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

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- Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
- Mishra, B.K. (2008). Psychology: *The study of Human Behavior*. New Delhi: Prentice Hall of Ind

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA PHILOSOPHY**

Semester I/II	PSY1C06/PSY2C06	Credit: 4
	SOCIAL BEHAVIOR	96 hours

Objectives

- To enable the student to understand and explain behavior in the social setting
- To explain the psychological aspects of various social phenomena

Course outcomes

- Understand the historical and scientific origin and development of the Social Psychology
- Understand the definition, nature and scope of Social Psychology
- Demonstrate the ability to state the fundamental principles of social psychology
- Describe and discuss major issues and concepts in the field of social psychology
- Able to examine aggression and recommend the preventive measures for aggression
- Describe the dynamics of prosocial behavior, attitudes, group influence, Interpersonal relationships and leadership

MODULE 1: Introduction to Social Psychology **12 hours**

Origin and Development of Social Psychology. Definition, Nature and Scope of Social Psychology. Research Methods in Social Psychology.

MODULE 2: Social Cognition **12 hours**

Schemas: Mental frame works for organizing social information. Impact of schemas on social cognition: Attention, Encoding and Retrieval. Priming: Which Schemas guide our thought?

Heuristics- Reducing effort in social cognition.

Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.

MODULE 3: Social Perception and Social Influence **12 hours**

Social Perception: Nonverbal communication: Basic channels, Facial feedback hypothesis. Attribution: Theories of attribution- Jones and Davis theory and Kelly's Theory of causal attribution. Impression formation and impression Management.

Social Influence: Conformity- Factors affecting conformity, Desire to be liked-Normative social influence and Desire to be right-Informational social influence. Compliance: Principles and Techniques, Obedience to authority.

MODULE 4 Prosocial Behavior and Aggression**12 hours**

Prosocial Behavior: Motives for Prosocial Behavior, Responding to an Emergency, External and Internal Influences on Helping Behavior. Theoretical Perspectives of Prosocial Behavior.

Aggression: Perspectives on Aggression. Causes of Human Aggression : Social, Cultural, Personal And Situational. Prevention and Control of Aggression.

MODULE 5 Attitudes**12 hours**

Definition, Characteristics and Components of attitude. Attitude Formation: How Attitudes Develop- Classical Conditioning, Instrumental Conditioning and Observational Learning. The Fine Art of Persuasion: How Attitudes are changed. Resisting Persuasion Attempts-Reactance, Forewarning, Selective Avoidance. Cognitive Dissonance and Attitude Change.

MODULE 6 Group Influence and Leadership**12 hours**

What is a group? Nature and Functions. Social Facilitation. Social Loafing. Deindividuation, Group Polarisation and Group Think. Decision Making by Groups- How it occurs and the Pitfall it faces. Group Interaction: Competition versus Cooperation.

Leadership : Theories of Leadership and Types. Role of leadership in group settings.

MODULE 7 Interpersonal Attraction and Close Relationships**12 hours**

Internal Determinants of Attraction : The Need to Affiliate and The Basic Role of Affect. External Determinants of Attraction : Proximity and other observable Characteristics.

Close Relationships: Family, Friends, Lovers and Spouses. Interdependent Relationships: Family and Friends.

MODULE 8 Stereotype, Prejudice and Discrimination**12 hours**

Nature and Origins of Stereotyping. Prejudice and Discrimination: Feelings and Actions towards social groups. Techniques for countering the effects of Prejudice.

References

Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.

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**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA PHILOSOPHY**

SEMESTER III/IV

PSY3C06/PSY4C06

Credits: 4

LIFESPAN DEVELOPMENT AND HEALTH PSYCHOLOGY

96 hours

Objectives:

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development
- To study emotional, social development and adjustments of life span periods.
- To understand the psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

Course Outcomes:

- Get an idea about the different stages of prenatal development
- Basic understanding regarding physical, cognitive, emotional and social development in different stages of life
- Enable the student to critically evaluate each person's development stages and pros and cons related to development
- Get an idea about theories in the field of Developmental Psychology and their practical implications
- Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, and risk factors for health compromising behaviours and strategies for their modification
- Understand the effects of stress on person's health and able to recommend the stress management strategies
- Identify the psychosocial issues related to terminal illness and its management

Module 1: Introduction and theories to Life Span Development

12 hours

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social, learning, Vygotsky, Periods of Development, and Erikson's Theory. Developmental tasks of each stages of development.

Module 2: Prenatal Development

12 hours

Fertilization- Germinal Period, Embryonic Period, Fetal Period. Effect of long term and short term use of teratogens. Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects..

Module 3: Physical and Cognitive Development**14 hours**

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early, middle adulthood and late adulthood. Biological theories of ageing.

Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development . Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage..Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development

Module 4 : Emotional and Social Development**14 hours**

Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Process of socialization from infancy to middle adulthood .Close relationships in adulthood. Adult life changes, marriage and family in adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

MODULE 5: Introduction to health psychology**12 hours**

Definition of health psychology, mind body relationship, need and significance of health psychology, biopsychosocial model v/s biomedical model

MODULE 6 : Health behaviour and Primary Prevention**10 hours**

Health behaviours, changing health habits-attitude change, cognitive behavioural approach-health belief model, theory of planned behaviour, trans theoretical model, protection motivation theory, social cognitive theory and attribution theory.

MODULE 7 : Stress and Coping**10 hours**

Stress, theoretical contributions to stress-fight-flight, Selye's general adaptation syndrome, tend – befriend, psychological appraisal & stress, coping, stress management programmes

MODULE 8: Psychosocial Issues and Management of Advancing and Terminal illness**12 hours**

Emotional responses to chronic illness, psychosocial issues —continued treatment, issue of non traditional treatment, stages to adjustment to dying.

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**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA PHILOSOPHY**

Semester III/IV

PSY3C07/PSY4C07

Credit: 4

ABNORMAL BEHAVIOR

96 hours

Objectives:

- To acquaint the students with the history and meaning of abnormal behavior
- To develop in them awareness about different types of abnormal behaviors

Course Outcomes

- Discuss the historical antecedents to modern understandings of abnormal behavior
- Understand the major classification of mental disorders
- Describe etiology related to various abnormal behaviour
- Explain the clinical features of mental disorders such as Stress disorders and anxiety disorders, Somatoform and dissociative disorder, Personality disorders, Schizophrenia and other psychotic disorders and mood disorders
- Describe the common childhood disorders

Module 1: Abnormality

14 hours

Meaning of Abnormality, DSM V and Definition of mental disorder

Historical Views of Abnormal Behaviour- Demonology, Gods and Magic, Hippocrates, Medical Concepts, Early Philosophical Conceptions, Abnormality during middle ages, Humanitarian Approaches and Contemporary views of Abnormality.

Causal Factors for Abnormal Behaviour- Biological, Psychological and Sociocultural factors.

Module 2: Stress Disorders

12 hours

Definition, Factors predisposing a person to stress, Characteristics of stressors.

Stress and Mental Health- Adjustment disorder, Adjustment disorder caused by unemployment, Post Traumatic Disorder and Acute Stress Disorder.

Stress and Physical Health- Hypertension, Coronary Heart Disease.

Module 3: Panic, Anxiety, Obsessions and their disorders

14 hours

Clinical Picture of Specific Phobias, Social Phobias, Panic Disorder, Agoraphobia, Obsessive Compulsive disorder, Body Dysmorphic disorder, Hoarding disorder and Trichotillomania.

Module 4: Somatic Symptoms and Dissociative disorders**12 hours**

Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID).

Module 5: Personality disorders**14 hours**

Clinical Picture of Personality disorders, Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality

Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder.

Module 6 : Schizophrenia and other psychotic disorders**10 hours**

Clinical Picture of Schizophrenia -Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Subtypes of Schizophrenia.

Clinical Picture of Delusional Disorders and Brief Psychotic disorder.

Module 7: Mood disorders**10 hours**

Clinical Picture of mood disorders, Types of Mood disorders, Unipolar Depressive Disorders - Major Depressive Disorder, Other Forms of Depression, Premenstrual Dysphoric Disorder , Dysthymic Disorder (Persistent Depressive Disorder). Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) .

Module 8: Common Disorders of Childhood**10 hours**

Attention Deficit Hyperactivity Disorder, Disruptive, Impulse Control and Conduct Disorders, Separation Anxiety Disorder and Childhood Depression

Reference

Barlow, D.H. & Durand, V.M. (2015). (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning , Canada.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.

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Seligman, M. E. P., Walker, E. P. , & Rosenhan , D. L. (2001). *Abnormal Psychology* (4th ed.). Newyork : W. W. Norton & Company, Inc.

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BAECONOMICS**

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes -I	PSY1C05/PSY2C05	4	6	I/II
LifeSpan Development and Psychology of Social Behavior	PSY3C06/PSY4C05	4	6	III/IV

**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA ECONOMICS**

Semester I/II

PSY1C05/PSY2C05

Credit: 4

PSYCHOLOGICAL PROCESSES

96 hours

Objectives:

- To generate interest in Psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and memory
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

Course Outcomes:

- Understand the meaning, historical background and research methods of Psychology
- Explain the basic processes in attention, perception, memory, cognition and motivation
- Understand the theoretical perspectives of learning, emotion, and forgetting
- Evaluate the nature, determinants and theories of intelligence and personality

Module I Introduction

10 hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semistructured and unstructured interviews;

Surveys; case study; Questionnaires; correlational studies; experimental method.

Module 2 Attention and Perception**12 hours**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Perceptual organisation; Gestalt principles, figure and ground segregation, phi-phenomenon.

Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module 3 Learning**12 hours**

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

Cognitive learning: Cognitive map; latent learning; sign learning.

Observational learning/Modelling

Module 4 Memory**12 hours**

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory;

Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon.

Measuring memory; Recall, Recognition, Relearning.

Forgetting: Curve of forgetting; Reasons of forgetting- ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

Module 5: Cognitive Processes**12 hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images;

Language, the structure of Language,

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making ;Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 6: Motivation and Emotion

10 hours

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating.

Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

Module 7: Intelligence

14 hours

Definition, nature and meaning of intelligence,. Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

Module 8: Personality

14 hours

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development,. Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,. Eysenck: dimensions of personality.

Assessment of Personality, Uses of Personality tests.

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SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY PAPER OF**BA ECONOMICS****SEMESTER III****PSY3C06/PSY4C05****Credits: 4****LIFESPAN DEVELOPMENT AND PSYCHOLOGY OF SOCIAL BEHAVIOR****96 Hours****Objectives:**

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development
- To study emotional, social development and adjustments of life span periods.
- To enable the student to understand and explain behavior in the social setting
- To explain the psychological aspects of various social phenomena

Course Outcomes:

- Get an idea about the different stages of prenatal development
- Basic understanding regarding physical, cognitive, emotional and social development in different stages of life
- Get an idea about theories in the field of Developmental Psychology and their practical implications
- Understand the historical and scientific origin and development of the Social Psychology
- Describe and discuss major issues and concepts in the field of social psychology
- Able to examine aggression and recommend the preventive measures for aggression

Module 1: Introduction and theories to Life Span Development**10 hours**

Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social, learning, Vygotsky, Periods of Development, and Erikson's Theory. Developmental tasks of each stages of development.

Module 2: Prenatal Development**8 hours**

Fertilization- Germinal Period, Embryonic Period, Fetal Period. Effect of long term and short term use of teratogens. Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects..

Module 3: Physical and Cognitive Development**16 hours**

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early, middle adulthood and late adulthood. Biological theories of ageing.

Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development . Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage..Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development

Module 4 : Emotional and Social Development

14 hours

Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Process of socialization from infancy to middle adulthood. Close relationships in adulthood. Adult life changes, marriage and family in adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

MODULE 5 : Introduction to Social Psychology

12 hours

Origin and Development of Social Psychology. Definition, Nature and Scope of Social Psychology. Research Methods in Social Psychology.

MODULE 6: Social Cognition

12 hours

Schemas: Mental frame works for organizing social information. Impact of schemas on social cognition: Attention, Encoding and Retrieval.

Heuristics- Reducing effort in social cognition.

Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.

MODULE 7: Social Perception and Social Influence

12 hours

Social Perception: Nonverbal communication: Basic channels, Facial feedback hypothesis. Attribution: Theories of attribution- Jones and Davis theory and Kelly's Theory of causal attribution. Impression formation and impression Management.

Social Influence: Conformity- Factors affecting conformity, Desire to be liked- Normative social influence and Desire to be right- Informational social influence. Compliance: Principles and Techniques, Obedience to authority.

MODULE 8: Prosocial Behavior and Aggression

12 hours

Prosocial Behavior: Motives for Prosocial Behavior, Responding to an Emergency, External and Internal Influences on Helping Behavior. Theoretical Perspectives of Prosocial Behavior. Aggression: Perspectives on Aggression. Causes of Human Aggression : Social, Cultural, Personal And Situational. Prevention and Control of Aggression.

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- Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.
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SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF BSW

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes	PSY1C05/PSY2C05	4	6	I/II
Life Span Development and Health Psychology	PSY3C06/PSY4C06	4	6	III/IV

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF BSW

Semester I/II	PSY1C05/PSY2C05	Credit: 4
	PSYCHOLOGICAL PROCESSES	96 hours

Objectives:

- To generate interest in Psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and memory
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

Course Outcomes:

- Understand the meaning, historical background and research methods of Psychology
- Explain the basic processes in attention, perception, memory, cognition and motivation
- Understand the theoretical perspectives of learning, emotion, and forgetting
- Evaluate the nature, determinants and theories of intelligence and personality

Module 1 Introduction

10 hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semistructured and unstructured interviews;

Surveys; case study; Questionnaires; correlational studies; experimental method.

Module 2 Attention and Perception**12 hours**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Perceptual organisation; Gestalt principles, figure and ground segregation, phi-phenomenon.

Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

Module 3 Learning**12 hours**

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

Cognitive learning: Cognitive map; latent learning; sign learning.

Observational learning/Modelling

Module 4 Memory**12 hours**

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory;

Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon.

Measuring memory; Recall, Recognition, Relearning.

Forgetting: Curve of forgetting; Reasons of forgetting- ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).

Module 5: Cognitive Processes**12 hours**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images;

Language, the structure of Language,

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making ;Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

Module 6: Motivation and Emotion**10 hours**

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating.

Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

Module 7: Intelligence**14 hours**

Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

Module 8: Personality**14 hours**

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development,. Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,.
Eysenck: dimensions of personality.
Assessment of Personality, Uses of Personality tests.

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SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF BSW**SEMESTER III/IV****PSY3C06/PSY4C06****Credits: 4****LIFESPAN DEVELOPMENT AND HEALTH PSYCHOLOGY****96 hours****Objectives:**

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development
- To study emotional, social development and adjustments of life span periods.
- To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

Course Outcomes

- Get an idea about the different stages of prenatal development
- Basic understanding regarding physical, cognitive, emotional and social development in different stages of life
- Enable the student to critically evaluate each person's development stages and pros and cons related to development
- Get an idea about theories in the field of Developmental Psychology and their practical implications
- Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, and risk factors for health compromising behaviours and strategies for their modification
- Understand the effects of stress on person's health and able to recommend the stress management strategies
- Identify the psychosocial issues related to terminal illness and its management

Module 1: Introduction and theories to LifeSpan Development**12 hours**

Historical foundation of Developmental Psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social, learning, Vygotsky, Periods of Development, and Erikson's Theory. Developmental tasks of each stages of development.

Module 2: Prenatal Development**12 hours**

Fertilization- Germinal Period, Embryonic Period, Fetal Period. Effect of long term and short term use of teratogens. Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects..

Module 3: Physical and Cognitive Development**14 hours**

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early, middle adulthood and late adulthood. Biological theories of ageing.

Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development . Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage..Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development

Module 4 : Emotional and Social Development**14 hours**

Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Process of socialization from infancy to middle adulthood. Close relationships in adulthood. Adult life changes, marriage and family in adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

MODULE 5: Introduction to Health Psychology**12 hours**

Definition of Health Psychology, mind body relationship, need and significance of health psychology, biopsychosocial model v/s biomedical model

MODULE 6 : Health behaviour and Primary Prevention**10 hours**

Health behaviours, changing health habits-attitude change, cognitive behavioural approach-health belief model, theory of planned behaviour, trans theoretical model, protection motivation theory, social cognitive theory and attribution theory.

MODULE 7 : Stress and Coping**10 hours**

Stress, theoretical contributions to stress-fight-flight, Selye's general adaptation syndrome, tend – befriend, psychological appraisal & stress, coping, stress management programmes

MODULE 8: Psychosocial Issues and Management of Advancing and Terminal illness**12 hours**

Emotional responses to chronic illness, psychosocial issues —continued treatment, issue of non traditional treatment, stages to adjustment to dying.

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