



UNIVERSITY OF CALICUT

Abstract

General and Academic - BSc Psychology Programme -CUCBCSS UG 2014 - Scheme and Syllabus w.e.f 2017 Admissions - Including Complementary Courses for BSW Programme - Approved - Orders issued.

G & A - IV - J

U.O.No. 11446/2018/Admn

Dated, Calicut University.P.O, 29.09.2018

*Read:-*1. U.O. No. 3797/2013/CU dated 07.09.2013

2. U.O. No. 5180/2014/Admn dated 29.05.2014

3. U.O.No. 8364/2014/Admn dated 25.08.2014

4. U.O.No. 9910/2017/Admn dated 08.08.2017

5. U.O Note No. 20158/GA - IV - B1/2013/CU dated 26.05.2018

6. Remarks of Chairperson, Board of Studies in Psychology UG dtd. 04.06.2018

7. Item No. III in the minutes of the meeting of Faculty of Science held on 30.06.2018

8. Item No. II(H) in the minutes of the LXXVIII meeting of Academic Council held on 18.07.2018

ORDER

The Modified Regulations of Choice Based Credit Semester System for UG Curriculum w.e.f 2014 was implemented under the University of Calicut vide paper read as (1) and the revised CUCBCSS UG Regulations has been implemented vide paper read as (2).

The Scheme and Syllabus of Core and Complementary courses of BSc Programme in Psychology-Scheme I and II w.e.f 2014 Admissions under CUCBCSS UG 2014, in the University has been implemented vide paper read as (3). The Scheme and Syllabus of Core and Complementary courses of BSc Programme in Psychology-Scheme I and II w.e.f 2017 Admissions under CUCBCSS UG 2014, in the University has been implemented vide paper read as (4).

Vide paper read as (5), it has been informed that BSc Psychology syllabus does not offer any complementary courses to Bachelor of Social Work (BSW) Programme. But as per the revised syllabus of BSW Programme implemented w.e.f 2017 admissions, the complementary course for BSW Programme, are those offered by BSc Psychology to BA Philosophy candidates. Since the students of BSW (2017 admission) have already completed their second semester, it seems that there is no remedy other than making applicable these set of complementaries to BSW also. Hence the Chairperson, Board of Studies in Social Work has made a request to the Chairperson, Board of Studies in Psychology UG to the effect that complementary courses offered by BSc Psychology to BA Philosophy be made applicable to BSW Programme also, since these complementary courses were not specifically offered for BSW in the Syllabus of BSc Psychology Programme.

While considering the matter, the Chairperson, Board of Studies in Psychology UG remarked vide paper read as (6), that the complementary courses offered by BSc Psychology to BA Philosophy can be made applicable to the BSW Programme also.

Faculty of Science vide paper read as (7), recommended that the complementary courses offered by BSc Psychology to BA Philosophy can be made applicable to BSW Programme also w.e.f 2017 admissions. Academic Council vide paper read as (8), approved the recommendation of Faculty of Science and Vice Chancellor has ordered to implement the resolutions of the Faculty of Science that have been approved by Academic Council.

Sanction has, therefore, been accorded for adding the syllabus of Complementary Courses offered by BSc Programme in Psychology to BSW Programme, in the Scheme and Syllabus of B.Sc Programme in Psychology w.e.f 2017 admissions.

Orders are issued accordingly. The syllabus is herewith appended.
(The syllabus is available in the website: universityofcalicut.info)

Biju George K

Assistant Registrar

To

All Affiliated Colleges offering BSc Psychology

Copy to: Pareekha Bhavan/ JCE II/Digital Wing/SF/DF/FC

Forwarded / By Order

Section Officer

**CHOICE BASED CREDIT SEMESTER SYSTEM FOR
UNDERGRADUATE PROGRAMME (CUCBCSSUG)**

UNIVERSITY OF CALICUT

**REVISED CURRICULUM FOR BSC PSYCHOLOGY
(2017-18 ADMISSION ONWARDS)**

Under

**Calicut University Regulations for Choice Based Credit Semester System
For Under-Graduate Curriculum**

BOARD OF STUDIES IN PSYCHOLOGY(UG)

Sl.No	NAME	DESIGNATION AND OFFICIAL ADDRESS
1	Smt.Sinto P Anto (Chairman)	Assistant Professor Department of Psychology Vimala college, Thrissur
2	Dr. Nice Mary	Assistant Professor Department of Psychology Prajyoti Niketan College,Pudukad
3	Dr. Arun Kumar	Assistant Professor Department of Psychology Govt. College for Teacher Education, Calicut
4	Dr. Jaya . A.T.	Assistant Professor Department of Psychology Prajyoti Niketan College,Pudukad
5	Rahul. V.R.	Assistant Professor Department of Psychology Govt. Training College, Thycaud, Thiruvananthapuram
6	Smt. Sujeesha. T.G.	Assistant Professor Department of Psychology Sri C Achutha Menon Government College , Kuttanellur, Thrissur
7	Shiju Joseph	Assistant Professor Department of Psychology Govt. Women's College, Thiruvananthapuram
8	Dr. Vinod Kumar	Assistant Professor Dept. of Behavioral Sciences Kannur University
9	Smt. Nisha.K.	Assistant Professor Department of Psychology Farook College, Kozhikode
10	Dr. Milu Maria Anto	Assistant Professor Department of Psychology Prajyoti Niketan College,Pudukad
11	Dr. Baby Shari.P.A (PG Board Chairman)	Associate Professor Department of Psychology University of Calicut

ACKNOWLEDGEMENTS

The Board would like to acknowledge the contributions of Dr. Varghese Paul.K., (Associate Professor, Dept. of Psychology, Prajyoti Niketan college, Pudukad), Dr. Monsy Edward, (Associate Professor, Dept. of Psychology, Prajyoti Niketan college, Pudukad), Dr. Sukanya. B. Menon (Assistant Professor, Dept. of Psychology, Prajyoti Niketan College, Pudukad), Dr.Soumya Starlet (Assistant Professor, Dept. of Psychology, Prajyoti Niketan College, Pudukad), Dr. Aneesh. V. Appu (Assistant Professor, Dept. of Psychology, Christ College, Irinjalakuda) and Jobin.A. (Assistant professor on contract, Govt.College,Chittur).

Course Structure of BSc Psychology**SEMESTER I**

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
1	PSY1A01	Common Course I-English	72	4	4	20	80	100
2	PSY1A02	Common Course II-English	90	5	3	20	80	100
3	PSY1A07	Common Course III-Language other than English	72	4	4	20	80	100
4	PSY1B01	Basic themes in Psychology-I	72	4	3	20	80	100
5	PSY1C01	Human Physiology	72	4	3	20	80	100
6	PSY1C02	Psychological Statistics	72	4	3	20	80	100
Total				25	20	600		

SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
7	PSY2A03	Common Course IV-English	72	4	4	20	80	100
8	PSY2A04	Common Course V-English	90	5	3	20	80	100
9	PSY2A08	Common Course VI-Language other than English	72	4	4	20	80	100
10	PSY2B01	Basic themes in Psychology-II	72	4	3	20	80	100
11	PSY2C01	Human Physiology	72	4	3	20	80	100
12	PSY2C02	Psychological Statistics	72	4	3	20	80	100
Total				25	20	600		

SEMESTER III

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
13	PSY3A05	Common Course VI-English	90	5	4	20	80	100
14	PSY3A09	Common Course VIII-Language other than English	90	5	4	20	80	100
15	PSY3B01	Psychological measurement and testing	54	3	3	20	80	100
16		Experimental Psychology Practical –I	36	2	*			
17	PSY3C01	Human Physiology	90	5	3	20	80	100
18	PSY3C02	Psychological Statistics	90	5	3	20	80	100
Total				25	17	500		

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

SEMESTER IV

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
19	PSY4A06	Common Course IX-English	90	5	4	20	80	100
20	PSY4A10	Common Course X-Language other than English	90	5	4	20	80	100
21	PSY4B01	Individual Differences	54	3	3	20	80	100
22	PSY4B02	Experimental Psychology Practical –I	36	2	4	20	80	100
23	PSY4C01	Human Physiology	90	5	3	20	80	100
24	PSY4C02	Psychological Statistics	90	5	3	20	80	100
Total				25	21	600		

SEMESTER V

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
25	PSY5B01	Abnormal Psychology-I	54	3	3	20	80	100
26	PSY5B02	Social Psychology	54	3	3	20	80	100
27	PSY5B03	Developmental Psychology -I	54	3	3	20	80	100
28	PSY5B04	Psychological Counseling	54	3	3	20	80	100
29	PSY5B05	Health Psychology	54	3	3	20	80	100
30		Open Course	36	2	2	10	40	50
31		Experimental Psychology Practical- II	54	3	*			
32		Experimental Psychology Practical –III	54	3	*			
33		Project	36	2		550		
Total				25	17			

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

SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits	Marks		
						Int	Ext	Total
34	PSY6B01	Abnormal Psychology II	72	4	3	20	80	100
35	PSY6B02	Applied Social psychology	72	4	3	20	80	100
36	PSY6B03	Developmental Psychology II	54	3	3	20	80	100
37	PSY6B04	Life skill Education: Applications and training	54	3	3	20	80	100
38	PSY6B05	Elective	54	3	3	20	80	100
39	PSY6B06	Experimental Psychology Practical – II	54	3	4	20	80	100
40	PSY6B07	Experimental Psychology Practical- III	54	3	4	20	80	100
41	PSY6B08	Project	36	2	2	10	40	50
Total				25	25	750		

Elective Papers

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of Criminal Behavior
3. PSY6B05-03 Positive Psychology
4. PSY6B05-04 Educational Psychology

Open Course

Choice I

Code:PSY5D01 Psychology and Personal Growth

Choice II

Code:PSY5D02 Life skill Applications

Mark Distribution

Common:English	6x100	600	1000
Additional :Mal/Eng	4x100	400	
Core Papers	17x100	1700	1750
Project		50	
Open		50	50
Complementary	Human Physiology	4x100	400
	Psychological Statistics	4x100	400
Total Marks			3600

DETAILS OF COURSES**CORE COURSES**

PSY1B01:Basic Themes in Psychology-I

PSY2B01: Basic Themes in Psychology-II

PSY3B01:Psychological Measurement and Testing

PSY4B01: Individual Differences

PSY4B02:Experimental Psychology Practical I

PSY5B01:Abnormal Psychology I

PSY5B02:Social Psychology

PSY5B03:Developmental Psychology I

PSY5B04:Psychological Counselling

PSY5B05:Health Psychology

PSY6B01: Abnormal Psychology II

PSY6B02:Applied Social Psychology

PSY6B03:Developmental Psychology II

PSY6B04: Life Skill Education:Applications and Training

PSY6B06:Experimental Psychology Practical II

PSY6B07: Experimental Psychology Practical III

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.

Human Physiology

Psychological Statistics

Open Courses

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

PSY5D01:Psychology and Personal Growth

PSY5D02:Life Skill Applications

Elective Courses

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

PSY6B05-01:Organisational Behavior

PSY6B05-02:Psychology of Criminal Behavior

PSY6B05-03:Positive Psychology

PSY6B05-04:Educational Psychology

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

PSY1C05: Psychological Processes I

PSY2C05:Psychological Processes II

PSY4C05:Psychology of Social Behavior

PSY3C05:Abnormal Psychology

PSY3C06:Life Span Development

PSY4C06: Health Psychology

PSY1C06:Social Behavior I

PSY2C06:Social Behavior II

PSY3 C07:Abnormal Behavior I

PSY4C07:Abnormal Behavior II

EVALUATION SCHEME FOR CORE COURSES**THEORY: EVALUATION SCHEMES**

The evaluation scheme for each course contains two parts: viz., internal evaluation and external evaluation.

1. Internal Evaluation

20% of the total marks in each course are for internal evaluation. The colleges shall send only the marks obtained for internal examination to the university.

Table 1: Components for evaluation

Sl.No.	Components	Marks
1	Attendance	5
2	Test paper I & II	5+5
3	Assignment	2
4	Seminar/Viva	3
	Total	20

Table 2: Percentage of Attendance & Eligible marks

% of Attendance	Marks
Above 90%	5
85-89%	4
80-84%	3
76-79%	2
75%	1

Question Paper pattern for External evaluation of core courses (similar for all six semesters)

Duration	Section	Pattern	Total No. of Questions	Questions to be answered	Marks for each question	Total marks for each section
3 hours	A	Objective Type: Multiple Choice-5 Fill in the Blanks-5	10	10	1	10
	B	Short Answer	10	10	2	20
	C	Paragraph type	8	6	5	30
	D	Essay	4	2	10	20
	GRAND TOTAL					80

Components of internal evaluation for open course

Sl.No.	Components	Marks
1	Attendance	2.5
2	Test paper I & II	2.5+2.5
3	Assignment/seminar	2.5
	Total	10

Question Paper Pattern for External Evaluation(Open Course)

Type of Question	Questions to be given	Questions to be answered	Marks for each question	Total marks
Objective Type	8	8	$\frac{1}{2}$	4
Very short answers	7	5	2	10
Short Essay	6	4	4	16
Essay	2	1	10	10
Total	23	18		40

MODEL QUESTION PAPER OF CORE COURSE FOR ALL SEMESTERS**FIRST SEMESTER B. Sc DEGREE EXAMINATION, NOVEMBER 2017
PSY1B01 BASIC THEMES IN PSYCHOLOGY I****Name:****Reg No:****Time: 3Hrs****Maximum Marks: 80****SECTION -A****Objective Type**Answer **ALL** Questions .Each carries One mark

Choose the correct Answer from the following options given

1. Who is described as the founder of experimental psychology.
(Freud,William James,Wilhelm Wundt,Rogers)
2. Identify the person who does not belong to Gestalt Psychology.
(Kohler,Koffka,Wertheimer,Kraepelin,)
3. -----is the school of thought concerned with analyzing sensations and personal experience into basic element.
(Psychoanalytic, Behavioristic,Functionalism, Structuralism)
- 4.Vivid images during sensory deprivationusually can be best described as-----
(Day dreams,Hallucinations,Hypnagogic,Hypodynamic)
5. -----is the statistical technique for combining the results of many studies on the same subject.
(Placebo effect,Survey,Correlation,Metanalysis)

Fill in the Blanks

6. is a decrease in perceptual response to a repeated stimulus.
7. Firmly held a belief that has no basis in reality is called.....
- 8 Any event that follows a response and decreases its likelihood of occurring again is.....
9. Archetypes is a concept put forward by
10. Learning that occurs without obvious reinforcement and that remains unexpressed until reinforcement is provided is called.....

(10x1= 10 Marks)

SECTION - B

(Answer in Two or three sentences)

Answer **all questions**. Each question carries 2 marks

11. Placebo effect
12. Structuralism
13. Circadian rhythm
14. Self-awareness
15. Selective attention
16. Perceptual Organization
17. Meditation
18. Survey method
19. Figure-ground perception
20. Perceptual set

(10x2= 20 Marks)

SECTION -C

(Answer in a paragraph of about half a page to one page)

Answer **Any SIX** questions. Each question carries 5 marks

21. Steps in scientific investigation
22. Types of variables.
23. Factors affecting attention.
24. Stages of sleep.
25. Discuss the different views on hypnosis
26. Explain cognitive learning
27. Theories of colour vision
28. Scope of psychology

(6 x 5= 30 Marks)

SECTION –D**Essay Type Questions**

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

29. Define psychology.Explain in brief the history of psychology.
30. Explain the nature of consciousness.Give a brief description on altered states of consciousness.
31. Compare and contrast classical and operant conditioning.
32. Elaborate the different research methods in psychology.

(2 x 10= 20)

DETAILED SYLLABI

B.SC PSYCHOLOGY**SEMESTER I****PSY1B01****Credits : 3****BASIC THEMES IN PSYCHOLOGY- I****72hours****OBJECTIVES:**

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

Module 1 Introduction**20 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**20 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.

Perceptual organization; 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 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

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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.

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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 India

B.SC PSYCHOLOGY**SEMESTER II****PSY2B01****Credits: 3****BASIC THEMES IN PSYCHOLOGY- II****72hours****OBJECTIVES:**

1. To generate interest in Psychology
2. To make familiar the basic concept of the field of Psychology with an emphasis on the applications of Psychology in everyday life
3. To understand the basics of various theories in Psychology
4. To provide basic knowledge about systems and processes like cognition, memory, motivation and emotion.

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.

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

Module 2 Memory**22 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).

Module 3 Motivation**20 hours**

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.

Module 4 Emotion**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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B.SC PSYCHOLOGY**SEMESTER III****PSY3B01****Credits: 3****PSYCHOLOGICAL MEASUREMENT AND TESTING****54 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 principals in testing

Module 1: Introduction to Measurement and Scaling Techniques (14 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 psycho physics: 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 (12 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 (14 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

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

B.SC PSYCHOLOGY**SEMESTER III****36hours****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

PART I**Attention**

1. Span of attention
2. Set in attention
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.

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 IV****PSY4B01****Credits: 3****Individual Differences****54hours****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

Module 1: 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.

Module 2: Assessment of intelligence, Aptitude and achievement (12 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 .

Module 3: 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, 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 : Assessment of Personality(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 Projective tests.

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 Publishing Co.

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****36hours****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

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 Distributers.

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

Name:.....

Reg No:

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATIONS

Experimental Psychology-I PSY4B 02**Maximum Marks: 80****Time: 3Hrs**

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 I

External Evaluation 80 marks		Internal Evaluation 20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks	Record	5 marks
Result and Discussion	20 marks		
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY**SEMESTER V****PSY5B01****Credits : 3****ABNORMAL PSYCHOLOGY-I****54 hours****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.

Module 1: Basic concepts 8 hours

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

Module2: 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 18 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 18 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 (10thed.). Newyork :Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). New York: 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 V****PSY5B02****Credits : 3****SOCIAL PSYCHOLOGY****54hours****OBJECTIVES:**

To enable the student to

- Understand and explain behavior in social settings
- Explain the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

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

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

Module 2: Social perception and Attitudes**15hours**

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. Persuasion, cognitive approach to persuasion, resistance to persuasion. Cognitive dissonance and attitude change.

Module 3: Group, Leadership and Social Influence**15hours**

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

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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)*.Hyderbad: 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****54hours****OBJECTIVES**

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

Module 1: Introduction and theories to Life Span Development 13 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 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: Physical Development 13 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: Cognitive Development 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****54hours****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 role plays

Module 1:**18 hours**

Counseling and Helping. Definition and scope of Counseling. Goals of counseling. Conditions facilitating effective counseling. 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

Module 2:**6 hours**

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

Module 3:**20 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

Module 4:**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****54hours****Objectives**

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

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 16 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 14 hours

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 courses may be offered by Departments of Psychology for other students

CHOICE I

CODE: PSY5D01 PSYCHOLOGY AND PERSONAL GROWTH Credit : 2

CHOICE II

CODE: PSY5D02 LIFE SKILL APPLICATIONS Credit : 2

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE I**SEMESTER V****PSY5D01****Credits : 2****PSYCHOLOGY AND PERSONAL GROWTH****36hours****Objectives**

To understand the basic concepts in Psychology

To acquaint the students with the aspects of personal growth

The contents and teaching of this part is general and designed to suit as a general or Peripheral paper for non-Psychology main students. The class room interaction should focus on experiential component of learning apart from the usual lectures

Module 1.**8 hours**

Psychology: - Definition and history of psychology. The subject matter and scope-Branches of Psychology and its application in personal and social life

Module 2.**12hours**

Positive Psychology:-History and concept of positive psychology. Concept of Happiness: - Basic nature of emotional development. Positive and negative emotional state. Control of emotional states. Happiness – causes and effect of happiness application in day to day life. Hope and Optimistic Behavior-General concepts.

Module 3.**16hours**

Positive Self , social relations and methods for personal growth :- Self esteem-determinants-self efficacy-Development of social and personal self-Barriers in self development.

--Family and relationships-role of emotional intelligence in activating social life. Social well-being and personal growth. Brief outline of transactional analysis

Conflicts and frustration management- Stress management techniques. Meditation as a tool for personal growth-Yoga techniques for enhancing personal effectiveness and positive emotional and social life.

Reference

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

Additional Reference:

Fadiman, James and Frager, 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 : 2

LIFE SKILL APPLICATIONS

36hours

Objectives

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

Module 1

8 hours

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

Module 2

14hours

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

14hours

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

References

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

Rajasenani ,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/>

B.SC PSYCHOLOGY**SEMESTER V****EXPERIMENTAL PSYCHOLOGY PRACTICAL II****54hours****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

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 Distributers.

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

B.SC PSYCHOLOGY**SEMESTER V****EXPERIMENTAL PSYCHOLOGY PRACTICAL III****54hours****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

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(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.

B.SC PSYCHOLOGY**SEMESTER V****PROJECT****36hours**

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.

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****72hours****Objectives**

To develop awareness about major psychological disorders

To acquaint the students with causes of major psychological disorders

Module 1: Substance abuse disorder 20hours

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 20hours

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 20hours

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 12hours

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****72hours****Objectives:**

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

Module 1: Foundations of applied social psychology**18hours**

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**18hours**

Social psychological roots of social anxiety. Social psychological model of depression. Treatment and prevention- self presentation theory, hopelessness theory and biases in clinical decision making. Psychiatric social work- need and role of a case worker, after-care work, data collection, help to the family and helping the patient.

Module 3: Applying social psychology to the media and aggression**18hours**

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. Media violence, child abuse, domestic violence. Prevention and control of aggression.

Module 4: Social problems in India and applying social psychology**18hours**

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)*.Hyderabad: Neelkamal Publications Pvt. Ltd.

Myers, D.G. (1999). *Social Psychology, 7th ed.* 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****54hours****Objectives:**

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

Module 1: Emotional Development**13hours**

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**15hours**

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**12hours**

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: Late adulthood 14hours

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 Psychology: 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

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B04****Credits: 3****LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.****54hours****Objectives**

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

Module 1 12hours

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

Module 2 14hours

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.

Module 3 14hours

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.

Module 4 14hours

Life skill in different area: 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 Grew Hill Publishing Co.Ltd
- Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers
- Rajasenan ,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).Life skills 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/>

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

Each student has to opt one elective among the following four papers

1. PSY6B05-01 Organisational Behaviour
2. PSY6B05-02 Psychology of Criminal Behavior
3. PSY6B05-03 Positive Psychology
4. PSY6B05-04 Educational Psychology

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B05-01****Credits : 3****ORGANIZATIONAL BEHAVIOUR****54hours****Objectives:**

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

MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 11hours

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**13hours**

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**15hours**

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**15hours**

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****54hours****Objectives:**

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

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**14hours**

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

MODULE 3: CORRECTIONAL PSYCHOLOGY**14hours**

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

MODULE 4: FORENSIC PSYCHOLOGY**14hours**

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**54hours****SEMESTER VI****PSY6B05-03****Credits : 3****POSITIVE PSYCHOLOGY****Objectives**

To familiarize the important concepts in positive psychology

To understand the importance of well being which allows people to understand what makes life worth living

To give knowledge about the importance of factors contributing happiness

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 14 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 14 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**14 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****54hours****Objectives:**

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

Module 1: Educational Psychology**13hours**

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

Module 2: Child Development and Learning**13hours**

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**14hours**

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**14hours**

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****PSY6B06****Credits: 4****EXPERIMENTAL PSYCHOLOGY PRACTICAL II****54hours****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 Brother Publishers.
- Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.
- Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 80 marks		Internal Evaluation 20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks		
Result and Discussion	20 marks	Record	5 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B07****Credits: 4****EXPERIMENTAL PSYCHOLOGY PRACTICAL III****54hours****PART II**

1. 16 PF
2. Weschler adult performance intelligence scale
3. Emotional Intelligence inventory
4. Aptitude Tests
5. IAS rating scale
6. Occupational stress inventory
7. Materialism spiritualism scale
8. Family relationship inventory
9. Risk taking scale
10. Study habit 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 80 marks		Internal Evaluation 20 marks	
Introduction	15 marks	Practical Knowledge of the subject	5marks
		Punctuality	5 marks
		Attendance	5 marks
Administration	25 marks		
Result and Discussion	20 marks	Record	5 marks
Record	10		
Viva Voce	10 marks		

B.SC PSYCHOLOGY**SEMESTER VI****PSY6B08****36 hours
Credits: 2****PROJECT****Pattern of evaluation of Project**

External Evaluation 40 marks		Internal Evaluation 10 marks	
Significance of the study, Objectives, Method, Analysis of results and finding	25 marks	Novelty of the subject	2 marks
		Punctuality	2 marks
		Organisation of the report	3 marks
Presentation skill	5 marks	Viva Voce	3 marks
Viva Voce	10 marks		

**COMPLEMENTARY COURSES IN PSYCHOLOGY OFFERED TO OTHER
DEPARTMENTS**

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

Name of Course	Code	Credit	Hrs/week	Semester
Psychological Processes -I	PSY1C05	2	3	I
Psychological Processes -II	PSY2C05	2	3	II
Abnormal Psychology	PSY3C05	2	3	III
Psychology of Social Behavior	PSY4C05	2	3	IV

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

Semester I**PSY1C05****Credit: 2****PSYCHOLOGICAL PROCESSES –I****54 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

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 14hours

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

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 16hours

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.

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

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

Observational learning/Modelling

Module 4 Memory 14hours

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).

REFERENCES

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.

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.

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

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

Semester II**PSY2C05****Credit: 2****PSYCHOLOGICAL PROCESSES –II****54 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 cognition, intelligence and personality

Module 1 Cognitive Processes 14 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, approaches or strategies of problem solving-trial and error heuristics, algorithm, forming subgoals, searching for analogies, changing the representation of the problem .

Creative thinking; convergent and divergent thinking; stages of creative thought.

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

Module 2: 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 3: 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 4: Personality

16 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. Humanistic perspective: Rogers, Maslow, Albert Bandura's social learning theory.

Assessment of Personality, Uses of Personality tests.

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: McGraw 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.

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.

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.

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

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

Semester III**PSY3C05****Credit: 2****ABNORMAL PSYCHOLOGY****54 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

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 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 16 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 12hours

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

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.

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

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

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

Semester IV**PSY4C05****Credit: 2****PSYCHOLOGY OF SOCIAL BEHAVIOR****54 hours****Objectives**

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

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 14 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 14 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**14 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.

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.

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

Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.

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 -I	PSY1C05	2	3	I
Social Behavior-I	PSY1C06	2	3	
Psychological Processes -II	PSY2C05	2	3	II
Social Behavior-II	PSY2C06	2	3	
Life Span Development	PSY3C06	2	3	III
Abnormal Behavior-I	PSY3C07	2	3	
Health Psychology	PSY4C06	2	3	IV
Abnormal Behavior -II	PSY4C07	2	3	

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

Semester I**PSY1C05****Credit: 2****PSYCHOLOGICAL PROCESSES –I****54 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

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 14hours

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

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 16hours

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.

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

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

Observational learning/Modelling

Module 4 Memory 14hours

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).

REFERENCES

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

Semester I

PSY1C06

Credit: 2

SOCIAL BEHAVIOR –I

Objectives

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

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 14 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

14 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**14 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.

References

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

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SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF BA PHILOSOPHY

Semester II

PSY2C05

Credit: 2

PSYCHOLOGICAL PROCESSES –II

54 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 cognition, intelligence and personality

Module 1 Cognitive Processes 14 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, approaches or strategies of problem solving-trial and error heuristics, algorithm, forming subgoals, searching for analogies, changing the representation of the problem .

Creative thinking; convergent and divergent thinking; stages of creative thought.

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

Module 2: 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 3: 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 4: Personality 16 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. Humanistic perspective: Rogers, Maslow, Albert Bandura's social learning theory.

Assessment of Personality, Uses of Personality tests.

References:

- 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: McGraw Hill Inc.
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- 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.
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Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

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

Semester II

PSY2C06

Credit: 2

SOCIAL BEHAVIOR –II

54 hours

Objectives

- To familiarize the major concepts of social behavior
- To understand the major social issues in society

MODULE 1 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 2 Group Influence and Leadership 14 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 3 Interpersonal Attraction and Close Relationships 14 hours

Internal Determinants of Attraction : The Need to Affiliates 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 4 Stereotype, Prejudice and Discrimination 14 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.

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

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

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF**BA PHILOSOPHY****SEMESTER III****PSY3C06****Credits: 2****LIFESPAN DEVELOPMENT****54 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.

Module 1: Introduction and theories to Life Span Development 13 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**17 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.

REFERENCE

1. Berk, L.E (2003) *Child Development* (3rd de). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company
3. Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company

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

Semester III**PSY3C07****Credit: 2****ABNORMAL BEHAVIOR I****54 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

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 Cotemporary 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 16 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).

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.

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

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

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

Semester IV**PSY4C06****Credit: 2****HEALTH PSYCHOLOGY****54 hours****Objectives**

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

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 14 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 3 : STRESS AND COPING 14 hours

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

MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS 14 hours

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

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., & Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition). Sage publications INDIA PVT. LTD.

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

Semester IV**PSY4C07****Credit: 2****ABNORMAL BEHAVIOR II****54 hours****Objectives**

- To develop in them awareness about different types of personality disorders and substance abuse.
- To acquaint the students with the symptoms of major psychological disorders

Module 1: 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 2: Schizophrenia and other psychotic disorders 14 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 3: Mood disorders 14 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 4: Common Disorders of Childhood 12 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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**SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF
BA ECONOMICS**

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes -I	PSY1C05	2	3	I
Psychological Processes -II	PSY2C05	2	3	II
LifeSpan Development	PSY3C06	2	3	III
Psychology of Social Behavior	PSY4C05	2	3	IV

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

Semester I

PSY1C05

Credit: 2

PSYCHOLOGICAL PROCESSES –I

54hours

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

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

14hours

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

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

16hours

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.

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

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

Observational learning/Modelling

Module 4 Memory

14hours

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).

REFERENCES

- 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.
- Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
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- Mishra, B.K. (2008). Psychology: *The study of Human Behavior*. New Delhi: Prentice Hall of Ind

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

Semester II

PSY2C05

Credit: 2

PSYCHOLOGICAL PROCESSES –II

54 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 cognition, intelligence and personality

Module 1 Cognitive Processes

14 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, approaches or strategies of problem solving-trial and error heuristics, algorithm, forming subgoals, searching for analogies, changing the representation of the problem .

Creative thinking; convergent and divergent thinking; stages of creative thought.

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

Module 2: 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 3: 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 4: Personality

16 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. Humanistic perspective: Rogers, Maslow, Albert Bandura's social learning theory.

Assessment of Personality, Uses of Personality tests.

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: McGraw Hill Inc.

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

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

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY PAPER OF**BA ECONOMICS****SEMESTER III****PSY3C06****Credits: 2****LIFESPAN DEVELOPMENT****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.

Module 1: Introduction and theories to Life Span Development 13 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**17 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.

REFERENCE

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

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

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

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

Semester IV**PSY4C05****Credit: 2****PSYCHOLOGY OF SOCIAL BEHAVIOR****54 hours****Objectives**

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

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 14 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 14 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 14 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.

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.

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

Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.

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

Evaluation Pattern of Complementary papers offered by Psychology

External examinations for complementary courses for BA Programmes will be conducted at the end of 2nd and 4th semester.. Internal evaluation may be completed by the end of respective semesters (10 marks each for odd and even semester). External evaluation for 80 marks will be equally split into two parts (Part A and Part B) with 40 marks each for odd semester and even semester. Part A and Part B of the questions will cover syllabus of odd and even semesters.

Components of internal evaluation

Sl.No.	Components	Marks
1	Attendance	2.5
2	Test paper I & II	2.5+2.5
3	Assignment/seminar	2.5
	Total	10

Pattern of question papers for complementary course offered for BA programmes is as follows (Part A from odd semester and Part B from even semester)

Section	Sl.no		Nature of Questions	No. of questions		Questions to be answered		Marks	Total Marks	
	Part A	Part B		Part A	Part B	Part A	Part B		Part A	Part B
A	01-06	07-12	Objective type	6	6	6	6	1/2	3	3
B	13-18	19-24	Very short answer	6	6	5	5	2	10	10
C	25-28	29-32	Short essay	4	4	3	3	5	15	15
D	33- 34	35- 36	Essay	2	2	1	1	12	12	12
Total				18	18	15	15		40	40

Model Question Paper for Complementary paper in Psychology for BA Programmes**First/Second Semester BA Sociology, 2017****PSY1C05/Psy2C05****Psychological Processes I/Psychological Processes II****Time : 3 hours****Maximum marks:80****Section A****Part A****Objective Questions**

Answer **all** questions. Each question carries $\frac{1}{2}$ mark.

1.The first psychological laboratory was established by :

(a)John Locke (b)Wilhem Wundt (c)Thomas Hardy (d) Sigmund Freud

2.Which school of thought define Psychology as the scientific study of the behavior of an organism?

(a)Functionalists (b) Behaviorists (c) Gestalt (d)Psychoanalysts

3.----- is the meaningful interpretation of sensation

(a)Attention (b)Perception (c)Concentration (d)Meditation

Fill in the Blanks

4. Wrong perception of stimulus is known as –

5. ---- is known as the father of Psychology

6.---- is the founder of scientific psychology (6x $\frac{1}{2}$ =3 marks)

Part B

Answer **all** questions. Each question carries $\frac{1}{2}$ mark.

Objective Questions

7. Identify the odd one

(a) Self-esteem (b)self-actualisation (c) safety (d) Achievement

8. Who put forward hierarchy of motives?

(a) Stern (b) Maslow (c) Binet (d) Terman

9. Write the odd one

(a) Functional fixedness (b) Mental set (c) Creativity (d) Emotion

Fill in the blanks

10. The mental shortcut method of effective problem solving is -----

11. Tendency to achieve certain standards of excellence is -----

12. ----- part of nervous system is responsible for emotions.

(6 x ½ = 3 marks)

Section B

Part A

Answer any **five** questions. Each question carries **two** marks. Write short notes on the following.

13. Reinforcement

14. Punishment

15. Determinants of attention

16. Trial and Error learning

17. Naturalistic observation method

18. Determinants of learning

(5 x 2 = 10 marks)

Part B

Answer any **five** questions. Each question carries **two** marks. Write short notes on the following

19. Barriers of Problem Solving

20. Culture Free test

21. Psycholinguistics

22. Giftedness

23.Lie Detector

24.Images

(5 x 2 =10 marks)

Section C

Part A

Answer any **three** questions. Each question carries **five** marks. Write short essay on the following

25.Theories of colour perception

26.Memory processes

27.Schools of Psychology

28.Schedules of reinforcement

(3 x 5 =15 Marks)

Part B

Answer any **three** questions. Each question carries **five** marks.

29.Hierarchy of motives

30.Stages of Creativity

31.Reasoning

32.Strategies of Problem solving

(3 x 5 =15 Marks)

Section D

Part A

Answer any **one** question which carries **twelve** marks. Write an essay on the following

33.Briefly outline the personality assessment techniques.

34.Discuss the theories of Intelligence.

(1 x 12=12marks)

Part B

Answer any **one** question which carries **twelve** marks. Write an essay on the following.

35.Explain the causes and theories of forgetting.

36.Define space perception. Explain the use of cues in space perception.

(1 x 12= 12 Marks)

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF BSW

Name of course	Code	Credit	Hrs/week	Semester
Psychological Processes -I	PSY1C05	2	3	I
Psychological Processes -II	PSY2C05	2	3	II
Life Span Development	PSY3C06	2	3	III
Health Psychology	PSY4C06	2	3	IV

Semester I

PSY1C05

Credit: 2

PSYCHOLOGICAL PROCESSES –I

54 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

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

14hours

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

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

Perceptual constancies:size,shape,brightness constancies.

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

Module 3 Learning

16hours

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.

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

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

Observational learning/Modelling

Module 4 Memory

14hours

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).

REFERENCES

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

Semester II

PSY2C05

Credit: 2

PSYCHOLOGICAL PROCESSES –II

54 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 cognition, intelligence and personality

Module 1 Cognitive Processes

14 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, approaches or strategies of problem solving-trial and error heuristics, algorithm, forming subgoals, searching for analogies, changing the representation of the problem .

Creative thinking; convergent and divergent thinking; stages of creative thought.

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

Module 2: 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 3: 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 4: Personality

16 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. Humanistic perspective: Rogers, Maslow, Albert Bandura's social learning theory.

Assessment of Personality, Uses of Personality tests.

References:

- 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.
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- 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 India

SEMESTER III

PSY3C06

Credits: 2

LIFESPAN DEVELOPMENT

54 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.

Module 1: Introduction and theories to Life Span Development 13 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 17 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.

REFERENCE

1. Berk, L.E (2003) *Child Development* (3rd de). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1996) *Developmental Psychology-A Life span Approach*. New Delhi: Tata McGraw Hill Publishing Company
3. Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company

Semester IV

PSY4C06

Credit: 2

HEALTH PSYCHOLOGY

54 hours

Objectives

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

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

14 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 3: STRESS AND COPING

14 hours

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

MODULE 4: PSYCHOSOCIAL ISSUES AND MANAGEMENT OF ADVANCING AND TERMINAL ILLNESS

14 hours

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

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., & Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition). Sage publications INDIA PVT. LTD.

Evaluation Pattern of Complementary courses

External examinations for complementary courses for BA Programmes will be conducted at the end of 2nd and 4th semester.. Internal evaluation may be completed by the end of respective semesters (10 marks each for odd and even semester). External evaluation for 80 marks will be equally split into two parts (Part A and Part B) with 40 marks each for odd semester and

even semester. Part A and Part B of the questions will cover syllabus of odd and even semesters.

Components of internal evaluation

Sl.No.	Components	Marks
1	Attendance	2.5
2	Test paper I & II	2.5+2.5
3	Assignment/seminar	2.5
	Total	10

Pattern of question papers for complementary course offered for BA programmes is as follows(Part A from odd semester and Part B from even semester)

Section	Sl.no		Nature of Questions	No. of questions		Questions to be answered		Marks	Total Marks	
	Part A	Part B		Part A	Part B	Part A	Part B		Part A	Part B
A	01-06	07-12	Objective type	6	6	6	6	1/2	3	3
B	13-18	19-24	Very short answer	6	6	5	5	2	10	10
C	25-28	29-32	Short essay	4	4	3	3	5	15	15
D	33- 34	35- 36	Essay	2	2	1	1	12	12	12
Total				18	18	15	15		40	40

Model Question Paper for Complementary course in Psychology for BSW

First/Second Semester BSW, 2018

PSY1C05/Psy2C05

Psychological Processes I/Psychological Processes II

Time : 3 hours**Maximum marks:80****Section A****Part A****Objective Questions**

Answer **all** questions. Each question carries $\frac{1}{2}$ mark.

1.The first psychological laboratory was established by :

(a)John Locke (b)Wilhem Wundt (c)Thomas Hardy (d) Sigmund Freud

2.Which school of thought define Psychology as the scientific study of the behavior of an organism?

(a)Functionalists (b) Behaviorists (c) Gestalt (d)Psychoanalysts

3.----- is the meaningful interpretation of sensation

(a)Attention (b)Perception (c)Concentration (d)Meditation

Fill in the Blanks

4. Wrong perception of stimulus is known as –

5. ---- is known as the father of Psychology

6.---- is the founder of scientific psychology (6x $\frac{1}{2}$ =3 marks)

Part B

Answer **all** questions. Each question carries $\frac{1}{2}$ mark.

Objective Questions

7. Identify the odd one

(a) Self-esteem (b)self-actualisation (c) safety (d) Achievement

8. Who put forward hierarchy of motives?

(a) Stern(b) Maslow (c) Binet (d) Terman

9.Write the odd one

(a) Functional fixedness (b) Mental set (c) Creativity (d) Emotion

Fill in the blanks

10. The mental shortcut method of effective problem solving is -----

11

11. Tendency to achieve certain standards of excellence is -----

12. ----- part of nervous system is responsible for emotions.

(6x ½=3 marks)

Section B

Part A

Answer any **five** questions. Each question carries **two** marks. Write short notes on the following.

13.Reinforcement

14.Punishment

15. Determinants of attention

16.Trial and Error learning

17.Naturalistic observation method

18.Determinants of learning

(5 x 2 =10 marks)

Part B

Answer any **five** questions. Each question carries **two** marks. Write short notes on the following

19.Barriers of Problem Solving

20.Culture Free test

21.Psycholinguistics

22.Giftedness

23.Lie Detector

24.Images

(5 x 2 =10 marks)

Section C

Part A

Answer any **three** questions. Each question carries **five** marks. Write short essay on the following

25.Theories of colour perception

26.Memory processes

27.Schools of Psychology

28.Schedules of reinforcement

(3 x 5 =15 Marks)

Part B

Answer any **three** questions. Each question carries **five** marks.

29.Hierarchy of motives

30.Stages of Creativity

31.Reasoning

32.Strategies of Problem solving

(3 x 5 =15 Marks)

Section D

Part A

Answer any **one** question which carries **twelve** marks. Write an essay on the following

33.Briefly outline the personality assessment techniques.

34.Discuss the theories of Intelligence.

(1 x 12=12marks)

Part B

Answer any **one** question which carries **twelve** marks. Write an essay on the following.

35.Explain the causes and theories of forgetting.

36.Define space perception. Explain the use of cues in space perception.

(1 x 12= 12 Marks)