



# **PSYCHOLOGY - CBCS**

## **COMMON CORE CURRICULUM UNDER GRADUATE COURSE (Bachelor of Arts)**

### **Course Structure 2019-20**

**By**

**Department of Psychology  
University College of Arts & Social Sciences  
Osmania University**

**June 2019**

B.A.		CBCS COURSE STRUCTURE w.e.f. 2019-'20			SUBJECT:PSYCHOLOGY	
Sl.No	Code	Course Title	HPW	Credits	Exam Hrs	Marks
(1)	(2)	(3)	(5)	(6)	(7)	(8)
SEMESTER - I						
1.	ELS1	English (First Language)	4	4		
2.	SLS1	Second Language	4	4		
3.	AEC1	Environmental Science/Basic Computer Skills	2	2		
4.	DSC101	General Psychology	5	5	3 hrs	80U+20I
5.	DSC102		5	5	3 hrs	80U+20I
6.	DSC103		5	5	3 hrs	80U+20I
Total			25	25		
SEMESTER - II						
7.	ELS2	English (First Language)	4	4		
8.	SLS2	Second Language	4	4		
9.	AEC2	Basic Computer Skills/ Environmental Science	2	2		
10.	DSC201	Personality Theories and Assessment	5	5	3 hrs	80U+20I
11.	DSC202		5	5	3 hrs	80U+20I
12.	DSC203		5	5	3 hrs	80U+20I
Total			25	25		
SEMESTER - III						
13.	ELS3	English (First Language)	3	3		
14.	SLS3	Second Language	3	3		
15.	SEC1	Life Skills	2	2	1 ½ hrs	40U+10I
16.	SEC2	Psychology in Professional Settings	2	2	1 ½ hrs	40U+10I
17.	DSC301(T)	Social Psychology	4	4	3 hrs	60U+15I
18.	DSC301(P)	Experimental Psychology	2	1	1½ hrs	+25P
19.	DSC302		5	5	3 hrs	80U+20I
20.	DSC303		5	5	3 hrs	80U+20I
Total			25	25		
SEMESTER - IV						
21.	ELS4	English (First Language)	3	3		
22.	SLS4	Second Language	3	3		
23.	SEC3	Stress Management and Well-Being	2	2	1 ½ hrs	40U+10I
24.	SEC4	Health Behaviour and Lifestyle	2	2	1 ½ hrs	40U+10I
25.	DSC401(T)	Abnormal Psychology	4	4	3 hrs	60U+15I
26.	DSC401(P)	Experiments on Behavioural Phenomena	2	1	1½ hrs	+25P
27.	DSC402		5	5	3 hrs	80U+20I
28.	DSC403		5	5	3 hrs	80U+20I
Total			25	25		
SEMESTER - V						

29.	ELS1	English (First Language)	3	3		
30.	SLS4	Second Language	3	3		
31.	GE	Psychological Competencies	4	4	3 hrs	80U+20I
32.	DSE501-T	(A)Child Psychology (OR) (B)Educational Psychology	4	4	3 hrs	60U+15I +25P
33.	DSE501-P	Psychological Testing	2	1	1½ hrs	
34.	DSE502A B		3T+4 P/5	5	3 hrs	
35.	DSE503A B		5	5	3 hrs	80U+20I
		Total	27/2 5	25		80U+20I
<b>SEMESTER – VI</b>						
36.	ELS6	English (First Language)	3	3		
37.	SLS6	Second Language	3	3		
38.	PR	Research in Psychology & Project Work	2T+ 4R	4	2 hrs 1½ hrs	40U+10I 35R+15VV
39.	DSE601-T	(A)Adolescent Psychology (B) Health Psychology	4	4	3 hrs	60U+15I +25P
40.	DSE601-P	Psychological Assessment	2	1	1½ hrs	
41.	DSE602A B		3T+4 P/5	5	3 hrs	
42.	DSE603A B		5	5	3 hrs	80U+20I
		Total	29/2 7	25		
<b>GRAND TOTAL</b>			156/ 152	150		

ELS: English Language Skill; SLS: Second Language Skill; AEC: Ability Enhancement Compulsory Course; SEC: Skill Enhancement Course; DSC: Discipline Specific Course; DSE: Discipline Specific Elective; GE: Generic Elective; T: Theory; P: Practical; I: Internal Exam U: University Exam: PR: Project Report; VV: Viva-Voce Examination.

Note: i) A student should opt for either **A or B of DSE Groups** in V and VI Semesters.  
ii) Project work should be done individually under the supervision of the teachers

#### SUMMARY OF CREDITS (OVERALL)

Sl. No.	Course Category	No. of Courses	Credits Per Course	Credits
1	English Language	6	4/3	20
2	Modern Language	6	4/3	20
3	AEC	2	2	4
4	SEC	4	2	8
5	GE	1	4	4
6	Project Report	1	4	4
7	DSC	12	5	60
8	DSE	6	5	30
	<b>TOTAL</b>	<b>38</b>		<b>150</b>

### Summary of Credits (Psychology - UG – CBCS-2019-20)

Sl.No	Course Category	No.of Courses	Credits per Course
1	DSC (101+201+301+401): Includes Theory and Practicum	4	20 ( 5 X 4) {T=4X4hrs+ P=1X2hrs}
2	DSE (501+601):Includes Theory and Practicum	2	10 (5 X 2) {T=4X4hrs+ P=1X2hrs}
3	SEC (1+2+3+4)	4	8 (4 X 2)
4	GE (1)	1	4 (4 X 1)
5	RP&PR	1	4(4 X 1)
	<b>Total</b>	<b>6 (excluding SEC's, GE &amp; PR)</b>	<b>30(excluding SEC's, GE&amp; PR)</b>

**NOTE:** Kindly note the points mentioned below:

**1. Practicum:** Psychology as a Scientific Discipline comprises of both **Theoretical and Practical Knowledge**. Since, practical component is the core element for the Discipline, it has been made **compulsory** from III, IV , V and VI semesters with 1 credit (2 hrs of teaching per credit) each per semester.

**2. Project Work with Research Method:** Applications of Psychology to the community is crucial in understanding varied spectrums of psychosocial and cultural dynamics. Scientific studies in this field help in contributing to the psychological well being of people. Orienting students in basic research designs, APA format of report writing and required knowledge in use of statistics in Psychology is necessary. Training students in the Project work (for 4credits in semester VI) will enable them to apply the principles and concepts learnt during the course. This will immensely benefit both students and the state of Telangana.

**B.A. (CBCS) SYLLABI (wef 2019-'20)**

**SUBJECT:PSYCHOLOGY**

<b>Year</b>	<b>Semester/ Paper</b>	<b>ELS (1)</b>	<b>SLS (2)</b>	<b>AEC/SEC13 (3)</b>	<b>SEC24/GE/PR (4)</b>	<b>DSC/DSE (5T)</b>	<b>DSC/DSE (5P)</b>	<b>DSC/DSE (6)</b>	<b>DSC/DSE (7)</b>	<b>Total Credits</b>
<b>I</b>	<b>I</b>	English (First Language) (4HPW)	Second Language (4HPW)	Environmental Science/Basic Computer Skills (2HPW)	-	<b>DSC(101) (5HPW) General Psychology</b>		(5HPW)	(5HPW)	25
	<b>II</b>	English (First Language) (4HPW)	Second Language (4HPW)	Environmental Science/Basic Computer Skills (2HPW)	-	<b>DSC(201) (5HPW) Personality Theories and Assessment</b>		(5HPW)	(5HPW)	25
<b>II</b>	<b>III</b>	English (First Language) (3HPW)	Second Language (3HPW)	<b>SEC-1 (2HPW) Life Skills</b>	<b>SEC-2 (2HPW) Psychology in Professional Settings</b>	<b>DSC(301-T) (4HPW) Social Psychology</b>	<b>DSC(301-P) (2HPW) Experimental Psychology</b>	(5HPW)	(5HPW)	25
	<b>IV</b>	English (First Language) (3HPW)	Second Language (3HPW)	<b>SEC-3 (2HPW) Stress Management and Well-Being</b>	<b>SEC-4 (2HPW) Health Behaviour and Lifestyle</b>	<b>DSC(401-T) (4HPW) Abnormal Psychology</b>	<b>DSC (401-P) (2HPW) Experimentation on Behavioural Phenomena</b>	(5HPW)	(5HPW)	25
<b>III</b>	<b>V</b>	English (First Language) (3HPW)	Second Language (3HPW)	-	<b>(4HPW) – GE Psychological Competencies</b>	<b>DSE(501-T) (4HPW) (A) Child Psychology (B) Educational Psychology</b>	<b>DSE(501-P) (2HPW) Psychological Testing</b>	(5HPW)	(5HPW)	25
	<b>VI</b>	English (First Language) (3HPW)	Second Language (3HPW)	-	<b>Research in Psychology &amp; Project Work (2T+4R)</b>	<b>DSE(601-T) (4HPW) (A)Adolescent Psychology (B)Health Psychology</b>	<b>DSE(601-P) (2HPW) Psychological Assessment</b>	(5HPW)	(5HPW)	25
	<b>Total</b>	<b>20</b>	<b>20</b>	<b>8</b>	<b>12</b>	<b>30</b>		<b>30</b>	<b>30</b>	<b>150</b>
<b>CREDITS UNDER NON-CGPA</b>			<b>NSS/NCC/Sports/Extra Curricular</b>			<b>Up to 6 (2 in each year)</b>				
			<b>Summer Internship</b>			<b>Up to 4 (2 in each after I &amp; II years)</b>				

**SEMESTER – I**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC COURSE – I /DSC-1: GENERAL PSYCHOLOGY**

**Objectives:**

- Introduce students to the dynamic field of psychology, teach them about traditional and contemporary approaches to psychology, methods used in psychology and orient students about the biological basis of behaviour and sensory experiences
- To introduce them to basic cognitive concepts of attention, perception, Memory, thinking, reasoning and learning
- To introduce students to concepts of motivation and make them understand about development of emotions and to make them aware about concept of Intelligence, development of tests and types of tests used to assess intelligence
- To enable students to gain overall understanding about the basic cognitive and behavioural process in psychology

**MODULE-1: Introduction to General Psychology**

- Historical Foundations of Psychology; Nature, Goals and Fields of Psychology (Pure and Applied)
- **Schools of Psychology:** Structuralism, Functionalism, Psychoanalysis, Behaviorism and Gestalt
- **Contemporary Approaches to Psychology:** Cognitive Approach, Humanistic Approach and Existential Approach
- **Methods of Psychology:** Introspection, Observation, Case Study, Interview, Survey and Experimental Method
- **Biological Basis of Behaviour:** Nervous System and its Organization – The Structure of Neuron, Central Nervous System – Brain and Spinal cord, Localization of Brain Functions, Autonomic Nervous System
- **Hormonal Basis of Behavior:** The Major Endocrine Glands and their Functions
- **Mechanisms of Heredity:** Chromosomes and Genes; Influence of Heredity and Environment on Behavior

**MODULE-II: Sensation, Attention and Perception**

- **Sensation:** Sensory Thresholds; Characteristics of sensation; Types of sensation; Measurement of sensations (Absolute Threshold, Signal Detection, Difference Threshold, Sensory Adaptation)
- **Attention:** Nature and Concept of Attention; Different aspects of Attention – Span, Division, Shifting, Distraction and Fluctuation, Voluntary and Involuntary attention
- **Perception:** Difference between Sensation and Perception; Principles of Perceptual Organization; Perceptual Constancies and Depth Perception (Monocular and Binocular Cues); Movement Perception; Internal and External factors influencing Perceptual Experience; Distortions in Perception: Illusions & Hallucinations; Extrasensory Perception (ESP)

### **MODULE- III: Remembering, Thinking and Reasoning**

- **Memory and Forgetting:** Meaning and significance of memory; Types of memory; Methods of measuring memory; Models of Memory: Information Processing Model, Levels of Processing Model; Curve of Forgetting; Theories of Forgetting (Decay theory and Interference Theory); Methods of improving memory.
- **Thinking and Reasoning:** Nature and types of thinking, Theories (Bruner & Sullivan); Reasoning: Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences)
- **Problem Solving:** Problem cycle, types of problem solving, Impediments to Problem Solving; Problem solving strategies (algorithm, heuristics and biases, Means-End Analysis)  
**Creativity:** Characteristics of Creative People; Stages of Creative Thinking

### **MODULE –IV: Learning and Intelligence**

- **Learning:** Concepts of Maturation and Learning; Concept of Learning Curve; Theories of learning (Classical and Instrumental Conditioning, Sign learning, Learning by Insight and Observation); Role of Motivation, Reward and Punishment in Learning; Transfer of Learning; Efficient Methods of Learning.
- **Intelligence:** Definition and Nature of Intelligence; Brief history of Testing Movement (Contribution of Binet); Theories of Intelligence (Thorndike, Spearman, Thurstone, Sternberg, and Gardener); Measurement of Intelligence (Concept of IQ, Types of Intelligence Tests); Variations in Intellectual Ability (Intellectually Gifted and Retarded); Factors influencing individual differences in intelligence (Heredity and Environment)

### **MODULE – V: Motivation and Emotion**

- **Motivation:** Definition and functions of motives; Types of Motives (Physiological and Psycho-Social Motives); Unconscious motivation; Maslow's Theory of Motivation.
- **Emotion:** Definition and Nature of Emotions; Development of Emotions; Physiological basis of Emotions; Theories of Emotion (James-Lange, Cannon-Bard and Schachter-Singer); Adaptive and disruptive functions of Emotions; Measurement of Emotions

### Recommended Books and Reading Sources

1. Atkinson & Haggard. (2003). *Introduction to Psychology* — Thomson Wardsworth 14<sup>th</sup> Edition.
2. Baron, R.A. (1995). *Psychology*. 3rd edition. Delhi: Prentice Hall.
3. Baron, R.A., Byrne, D. & Kantowitz, B.H. (1980). *Understanding Behavior (2<sup>nd</sup> Edition)*. Holt Rinehart and Winston, New York.
4. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). *Psychology (2nd Edition)* Macmillan Publishing Company. New York.
5. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
6. Feldman R.S (2011 ). *Understanding Psychology*, 10th edition .Delhi : Tata- McGraw Hill.
7. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L: *Introduction to Psychology. 6th edition*, Oxford Press.
8. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. *Introduction to Psychology. 7<sup>th</sup> Edition*, Tata Mc Graw- Hill.
9. Munn, N.L., Fernald, L.D., & Fernald, P.S. ( 1997 ) *Introduction to Psychology*. Delhi: Houghton Mifflin.
10. Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Hyderabad: Neelkamal Publications.
11. Saundra, K. Ciccarelli. & Noland, J. White. *Psychology*. Pearson Prentice Hall.
12. Weiten, W. (2014). *Psychology: Themes and variations. (9th Edition)*. CA: Wadsworth, Cengage Learning.

**SEMESTER – II**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC COURSE-2/ DSC-2 :**  
**PERSONALITY THEORIES AND ASSESSMENT**

***Objectives:***

- To familiarize students with concept of personality and factors influencing personality
- To introduce students to major theoretical approaches and other contemporary approaches to personality
- To help them understand various types of assessments in measuring personality
- To make them understand the importance of psychological testing and various types of tests available to measure behaviour

**MODULE -1: Introduction to Personality**

- Nature, Definition and Characteristics of Personality
- Factors Influencing the Development of Personality: Biological, Social, Cultural, Psychological factors; Significant and Traumatic experiences
- Approaches to Personality: Nomothetic and Idiographic

**Freudian and Neo-Freudian approaches to Personality**

- Freud's Psycho Analytic Approach to Personality
- Neo Freudians: Carl Jung, Alfred Adler, Erik Erikson

**MODULE-2: Behaviouristic, Cognitive, Trait, Type and Factor Approaches**

- **Behaviouristic Approaches:** Pavlov and Skinner
- **Social Cognitive Approaches:** Bandura and Walter Mischel
- **Type Approaches:** Sheldon and Kretschmer
- **Trait Theory:** Allport, Eysenck (Trait and Type theory)
- **Factorial Theories:** Cattell's Factor-Analytic Trait Theory, The Big Five Factor Theory

**MODULE -3: Humanistic, Existential and Eastern Approaches**

- **Humanistic Approaches:** Roger's Self Theory, Maslow's Theory of Self Actualization
- **Existential Approaches:** Rollo May and Victor Frankl
- **Eastern Approaches:** Hinduism, Buddhism and Sufism

#### **MODULE-IV: Personality Assessment**

- **Nature and Types of Assessment:** Observation, Checklists and Rating Scales, Personality Inventories, Questionnaires and Interviews; Projective Techniques, Sentence Completion tests.
- **Recent Approaches in Personality Assessment-** Simulated Tests, Online Personality Testing; Advantages & Disadvantages in Personality Assessment.

#### **MODULE-V: Psychological Testing**

- Concept of Psychological Testing
- **Characteristics of a good Psychological Test:** Standardization, Reliability, Validity and Norms
- **Classification of Psychological Tests:** Individual & Group, Verbal, Non-Verbal and Performance; Power, Speed and Dexterity tests.

#### **REFERNCES:**

1. Cervone.D & Caprara.G.V (2000). *Personality- Determinants, Dynamics and Potentials.* Cambridge Univeristy Pub,UK.
2. Frager, R & Fadiman, J. (2007). *Personality and Personal Growth.* USA: Pearson Education, INC
3. Friedman, H.S. & Schustack, M.W. (2004). *Personality*, 2<sup>nd</sup> Edition. Pearson Education Inc., New Delhi.
4. Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theories of personality*, 4TH edition. John Wiley and Sons.
5. Schultz,D & Schultz, S.E (1994), *Theories of Personality*, Brooks & Cole Pub company
6. Zucker,R.A, Rabin.A.I., Aronoff. J, Frank.S. (1992) *Personality Structure in the Life Course*, Springer Pub Com.

**SEMESTER – III**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE-1/ SEC-1: LIFE SKILLS**

**Objective:** To orient and equip students on various life skills that will enable them to understand self and others

**Module 1:** Definition and nature of Life Skills, Significance of Life Skills: WHO and UNESCO's views on Life Skills

**Module 2:** Core Life Skills- Self – Confidence; Time Management; Communication Skills; Management of Disruptive emotions (Anger); Interpersonal Relations in education, family and work

**References:**

1. Brian, Clegg. (2004), Crash Course in Personal Development, Kogan Page Limited, London, UK.
2. Robert, M. Sherfield, Rhonda J. Montgomery, Patricia G. Moody (2011), Developing soft skills, 4<sup>th</sup> Edition, Pearson Education.

Note: This paper needs to be taught using exercises and games and teacher should use interactive sessions.

**SEMESTER – III**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE -2/SEC-2-**  
**PSYCHOLOGY IN PROFESSIONAL SETTINGS**

**Objective:** To introduce to the students the significance of Psychology and its application in various settings of life.

**MODULE- 1:** Nature, Definition and Scope of Psychology; Concept and Characteristics of Behaviour; Branches of Psychology (Pure and Applied).

**MODULE-2:** Psychology in Professional Settings (Educational settings, Public and Private Organizations, Hospitals, Legal, Forensic, Non-Governmental Organizations, Sports, and Research Institutions).

**References:**

1. Parameswaran, E.G. & Beena, C. (2002). Invitation to Psychology. Neel Kamal Publication Pvt Ltd.
2. Saundra, K. Ciccarelli. & Noland, J. White. Psychology. Pearson Prentice Hall.

**Note:** This paper needs to be taught using exercises, checklists and activities and teacher should use interactive sessions.

**SEMESTER – IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE-3/ SEC-3 :**  
**STRESS MANAGEMENT AND WELL- BEING**

**Objective:** To understand the main symptoms and sources of stress and learn ways of coping with stress to enhance well- being.

**MODULE- 1: Stress:** Nature of stress, symptoms of stress, sources of stress (environmental, social, physiological and psychological), Effect of Stress on Physical and mental health.

**MODULE- 2: Managing stress:** Methods (yoga, meditation, relaxation techniques, problem focused and emotion focused approaches); Concept and types of well- being; Effective well-being in career and family among young adults

**References**

1. DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson.
2. Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar .
3. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

**Note:** This paper needs to be taught using exercises, checklists and activities and teacher should use interactive sessions.

**SEMESTER – IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE-4/ SEC-4 :**  
**HEALTH BEHAVIOUR AND LIFESTYLE**

**Objective:** To understand the concepts of health behavior and life style, to know the factors that affect and enhance health behavior.

**MODULE-1:** Nature and Significance of Health Behaviour; Components of health behavior; Factors affecting health behaviours (Habits, Substance abuse, Sexual risks).

**MODULE-2:** Enhancing Health Behaviours (Changing attitudes, beliefs, and Life style Choices; Diet and exercise).

**References:**

1. Sarafino, E.P. (1990). Health Psychology: Biopsychosocial Interactions (3rd Edition). John Wiley & Sons
2. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

**Note:** This paper needs to be taught using exercises, checklists and activities and teacher should use interactive sessions.

**SEMESTER – V**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**GENERIC ELECTIVE/GE:**  
**PSYCHOLOGICAL COMPETENCIES**

**Objective:**

- To help students understand the importance of enhancing psychological competencies for better living

**MODULE I: INTRODUCTION TO PSYCHOLOGICAL COMPETENCIES**

- Meaning, importance and need of Psychological Competencies
- Enhancing Self-awareness (JOHARI Window) and self- Confidence
- Goal Setting
- Creativity

**MODULE-2: EMOTIONAL AND STRESS MANAGEMENT COMPETENCIES**

- Nature of Emotions, Positive and Negative Affect, managing emotions like anger and anxiety
- Enhancing emotional competencies like resilience, optimism and hope
- Nature and types of stress, Physical, Emotional and Behavioural reactions to stress, Stress management techniques (Deep breathing exercises, yoga, meditation, Thought stopping technique, Diet and Time management)

**MODULE-3: COMMUNICATION AND INTERPERSONAL COMPETENCIES**

- **Effective communication skills:** Communication process( source, message, encoding, channel, decoding, receiver and feedback), Elements of communication ( Face to Face, Tone of Voice, Body language, Verbal and Physical), Listening skills (Types of Listening, Barriers to Effective Listening and Strategies for effective listening), 7 Cs of communication (Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous).
- **Building interpersonal relationships:** Nature of interpersonal relationships, Types of conflicts, Building interpersonal relationships through conflict management and assertiveness skills.

**MODULE-4: PROBLEM SOLVING SKILLS**

- **Problem solving:** Need for Problem solving; Nature of a problem, Steps in Problem-solving (Information Gathering, Problem Definition, Preparing for Brainstorming, Generating Solutions, Analyzing Solutions, Selecting a Solution, planning next steps like identifying tasks, identifying resources, implementing, evaluating and adapting).

**Note: This module should be taught using exercises, activities, worksheets and demos.**

**References**

1. Kagan, S., & Higho, C. (2004). *Life Skills*. MacMillan Publishers
2. Larry James, L. (2006). *The First Book of Life Skills*. Embassy books.
3. WHO. (2010). *Life Skills Manual*. UNESCO Publication.