PSYCHOLOGY - CBCS

PROPOSED COMMON CORE CURRICULUM FOR UNDER GRADUATE COURSE
(Bachelor of Arts)

Course Structure 2016

By

Department of Psychology
Osmania University

PSYCHOLOGY-CBCS –CORE COURSE STRUCTURE- 2016
PROPOSED SCHEME FOR B.A. PROGRAMME

YEAR	SEMESTER	TITLE OF THE THEORY PAPER & TYPE OF COURSE	CREDITS (Theory-T) 1 cr=1hr	PRACTICUM	CREDITS (Practicum-P) 1 cr = 2 hrs	TOTAL CREDITS
BA I Year	I	**General Psychology**(DSC-1A)	5	--	--	5
	II	**Cognitive and Behavioural Processes** (DSC-1B)	5	--	--	5
BA II Year	III	**Personality Theories and Assessment** (DSC-1C)	4	**Basics of Experimental Psychology**	1	5
	IV	**Statistics in Psychology** (DSC-1D)	4	**Experimentation on Behavioural Phenomenon**	1	5
BA III Year	V	**Social Psychology** (DSC-1E)	3	**Psychological Testing-1**	1	4
		A. Adolescent Psychology B.Educational Psychology (DSE-1E)	3	**Psychological Testing-2**	1	4
		Enhancing Psychological Competencies-1 (GE-1E)	2			2
	VI	**Abnormal Psychology** (DSC-1F)	3	**Psychological Testing-3**	1	4
		A.Health Psychology B. Cognitive Psychology (DSE-1F)	3	**Psychological Testing-4**	1	4
		Enhancing Psychological Competencies-2 (GE-1F)	2			2
		PROJECT (PR-F) * (for 4 cr)				
		TOTAL CREDITS (excluding GE)	**30**		**6**	**36**

DSC: Discipline Specific Course- DSC 1A,1B,1C,1D,1E & 1E (includes Practicum)

DSE: Discipline Specific Elective- 1E & 1F

GE: Generic Elective: 1E & 1F

PR*: Project: PR-F (In lieu of one theory paper from Semester VI)

COMMON CORE FOR UG PSYCHOLOGY- CBCS 2016

Summary of Credits (Psychology - UG – CBCS-2016)

Sl.No	Course Category	No.of Courses	Credits per Course
1	DSC (1A+1B+1C+1D)	4	20 (5 X4)
2	DSC (1E+1F)	2	8 (4 X 2)
3	DSE (1E+1F)	2	8 (4 X 2)
4	GE (1E + 1F)	2	
5	PR		
	Total	**10**	**36 (excluding GE)**

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 and V semesters with 1 credit (2 hrs of teaching per credit) each per semester.

2. Project: 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. 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. **It may be noted that the project work can be chosen by the student in LIEU of one theory paper from semester VI (DSE-1E)**

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

Objectives:

- Introduce students to the dynamic field of Psychology, teach them about traditional and contemporary approaches to Psychology and Methods used in Psychology
- To orient students about the biological basis of behaviour and Sensory experiences
- To introduce them to basic concepts of Attention, Perception and Learning
- To facilitate students to gain a perspective about fundamental processes underlying Behaviour towards the end of this semester

Module – I: Introduction

- 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

Module– II: 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-III: Sensation and Attention

- **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, Distraction and Fluctuation, Voluntary and Involuntary Attention

Module- IV: Perception

- **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 – V: 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

RECOMMENDED BOOKS & READING SOURCES

1. Parameswaran, E.G. & Beena, C. An Invitation to Psychology. Neel Kamal Publications, Hyderabad.
2. Introduction to Psychology. Vol 1 & 2. NCERT Publication, New Delhi.
3. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L: Introduction to Psychology. 6th edition, Oxford Press.
4. Saundra, K. Ciccarelli. & Noland, J. White. Psychology. Pearson Prentice Hall.
5. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. Introduction to Psychology. 7th Edition,Tata Mc Graw- Hill.

B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE COURSE -2/DSC-2: COGNITIVE AND BEHAVIOURAL PROCESSES

Objectives:

➢ To teach students about basic Cognitive processes related to Storage and Retrieval i.e., Memory and Forgetting
➢ To familiarize students with processes underlying Thinking, Reasoning and problem Solving
➢ To introduce students to concepts of Motivation and make them understand about development of Emotions
➢ 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 –I: Remembering and Forgetting

➢ **Memory:** Meaning and Significance of Memory
➢ Types of Memory
➢ Methods of Measuring Memory
➢ Information Processing Model of Memory
➢ **Forgetting:** Curve of Forgetting
➢ Theories of Forgetting : Decay theory and Interference Theory
➢ Methods of Improving Memory

Module-II: Thinking and Reasoning

➢ **Thinking** – Nature and types of thinking, Theories – Bruner & Sullivan
➢ **Reasoning** – Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences); aids and obstacles to reasoning
➢ **Problem Solving** – Problem cycle, types of problem solving, Impediments to Problem Solving, Problem solving strategies – algorithm, heuristics and biases, Means-End Analysis, Computer simulation
➢ **Creativity**: Characteristics of Creative People; Stages of Creative Thinking

Module –III: Motivation

➢ **Motivation:** Definition and Functions of Motives
➢ Types of Motives – Physiological and Psycho-Social Motives
➢ Unconscious motivation.
➢ Maslow's Theory of Motivation.

Module –IV: 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

Module-V: Intelligence

- ➢ Definition, 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)

RECOMMENDED BOOKS AND READING SOURCES:

1. Parameswaran, E.G.& Beena, C.(2002). Invitation to Psychology. Hyderabad: Neelkamal Publications.
2. Atkinson & Haggard. (2003). Introduction to Psychology — Thomson Wardsworth 14th Edition.
3. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). Psychology (2nd Edition) Macmillan Publishing Company. New York.
4. Baron, R.A., Bynne, D. & Kantowitz, B.H. (1980). Understanding Behavior (2nd Edition). Holt Rinehart and Winston, New York.

SEMESTER – III
B.A (U.G) COMMON CORE SYLLABUS
DISCLIPLINE SPECIFIC CORE PAPER-3 (DSC-3) – III: 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-I: Introduction to Concept of Personality
➢ Nature and Definition
➢ Factors influencing Personality- Biological factors, Social factors, Cultural factors, Psychological factors, significant experiences and Traumatic experiences

Module-II: Major Theoretical Approaches

➢ Sigmund Freud's Psychoanalytic Theory
➢ Erik Erikson's Psychosocial Theory
➢ Bandura's Social Learning Theory
➢ Roger's Theory of Self

Module-III: Other Theoretical Approaches to Personality

➢ Trait Theories (Allport & Cattell)
➢ Type Theories (Kretchmer, Sheldon and Galton)
➢ Trait-cum-Type Theories (Eysenck theory)

Module-IV: Personality Assessment

➢ Nature and Types of Assessment – Observation, Checklists and Rating Scales, Personality Inventories, Questionnaires and Interviews.
➢ Projective Techniques – Rorschach, TAT and Sentence Completion tests.

Module-V: Psychological Testing

➢ Concept of Psychological Testing
➢ Characteristics of a good Psychological Test – Standardisation, Reliability, Validity and Norms

➢ Classification of Psychological Tests – Individual & Group, Verbal, Non-Verbal and Performance, Brief Introduction to tests of Intelligence and Personality, Concepts of Power, Speed and Dexterity in tests.

REFERNCES:

➢ Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theories of personality*, 4TH edition. John Wiley and Sons.
➢ Friedman, H.S. & Schustack, M.W. (2004). Personality, 2nd Edition. Pearson Education Inc., New Delhi.
➢ Parameswaran, E.G. & Beena, C. (2002). Invitation to Psychology. Neel Kamal Publication Pvt Ltd.

SEMESTER -III
BASICS OF EXPERIMENTAL PSYCHOLOGY
CORE COURSE PRACTICUM[1] – 1

Objectives:

- To teach students about understanding behaviour through experimentation in laboratory
- To train the students to analyse and report the data from experiments

Theory to be taught for Practical's
- Historical background to experimental psychology
- Experimental Controls and Psycho-physical methods
- Modern trends in Psychological Experimentation using Instruments and Computers

List of Experiments:

1. Related to Psycho-Physics to be taught using computer simulation using software to be provided by TSCHE
   a. Reaction time
   b. Two-Point Threshold
   c. Method of Average Error – Muller- Lyer Illusion
   d. Method of Minimal Changes – Brightness discrimination
   e. Constant Stimuli Method – Size Constancy
2. Two Experiments related to Attention
   a. Span of Attention for visual stimuli
   b. Division of Attention with similar dissimilar tasks
   c. Effect of auditory and visual distraction on Attention

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[1] **Basic equipment and infrastructure for lab has been standardized and the details will be furnished by TSCHE**

Objectives:

- To familiarize students with basic statistical methods.
- To help students understand and quantify psychological behaviour through statistical methods.

MODULE I : Fundamental Concepts
Introduction –
  - ➢ Importance of statistics in psychology.
  - ➢ Psychological measurement scales- Nominal scale, Ordinal Scale, Interval scale & Ratio scale.
  - ➢ Introduction to Techniques of data collection – Questionnaires, Inventories, Scales, Check Lists

Data Representation –
  - ➢ Constructing a Grouped frequency distribution and Cumulative frequency distribution
  - ➢ Graphical Representation of data - Frequency Polygon, Histogram, Cumulative frequency graph, Cumulative percentage curve (Ogive) and Pie diagram

MODULE II : Measurement of Behaviour

  - ➢ Characteristics of Psychological Assessment (Psychological Tests and Experiments)
  - ➢ Standardization of Psychological Tests – Reliability, Validity and Norms
  - ➢ Probability and Non-Probability Sampling

MODULE III : Descriptive Statistics
  Measures of central tendency
  - ➢ Meaning, Computation, Advantages and Disadvantages of Mean, Median and Mode.
  - ➢ The Effects of Linear Transformation on Central Tendency Measures.

  Measures of Variability – Meaning, Computation and Uses of:
  - ➢ Range and Quartile Deviation
  - ➢ Average Deviation
  - ➢ Variance; Standard Deviation from Raw Scores and Grouped Scores

  Normal distribution –
  - ➢ Characteristics and Applications of Normal probability curve
  - ➢ Deviation from normality – Skewness and Kurtosis
  - ➢ Computation of Percentiles and Percentile Ranks

MODULE IV : Inferential Statistics

- ➢ Meaning and types of hypothesis (alternative hypothesis and null hypothesis)
- ➢ Hypothesis testing; Levels of Significance; Degrees of Freedom
- ➢ Type I and Type II Error
- ➢ t-Distribution and t-test
- ➢ Assumptions and computation of t for independent (small and large samples) and correlated samples

MODULE V : Correlation and Non-Parametric Statistics

- ➢ Meaning of correlation; Coefficient of correlation
- ➢ Types of Correlation – Positive and Negative Correlation, Partial and Multiple Correlation
- ➢ Assumptions and Computation of Pearson's Product Moment Correlation and Spearman's Rank Order Correlation.
- ➢ Meaning and uses of Chi-square as a test of independence; Computation of chi-square for 2x2 fold contingency table

References:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.
2. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences.Reliance Pub. House: New Delhi
3. Mangal, S.K. (2012).Statistics in Psychology & Education.2nd Edition. New Delhi: PHI learning Pvt. Ltd
4. Garrett, H. E. (1937). Statistics in Psychology and Education
5. Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.
6. Ferguson, G. A. (1959). Statistical analysis in psychology and education.
7. Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without anguish using SPSS version 14.0 for Windows*. John Wiley & Sons, Inc.
8. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
9. King, B.M. &Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences. USA: John Wiley & Sons.

Experimentation of Behavioural Phenomenon
Core Course Practicum – 2

Experimentation of behavioral phenomenon

Objectives:

- **To teach students how to conduct experiments on psychological phenomenon**
- **To enable students analyse and report the data of experiments and see its relevance to the phenomenon**

1. **Two experiments from Learning**
   a. Trial and error Learning
   b. Insight Learning
   c. Bilateral Transfer of Learning
   d. Massed Vs Spaced Learning
   e. Part Vs Whole Learning Method
   f. Serial Learning - Positioning Effect
   g. Habit Interference
   h. Effect of Knowledge on Results

2. **Two experiments from Remembering & Forgetting**
   a. Measuring Retention using Recognition method
   b. Measuring Retention using Recall method
   c. Short term Memory for Digits
   d. Effect of meaning on Retention

3. **Two experiments from Thinking**
   a. Mental Set (Luchin's Jar Problem)
   b. Problem Solving (Pyramid Puzzle)
   c. Concept formation

4. **Two experiments from Motivation**

Objectives:

- To orient students about basic concepts of Social Psychology and major theoretical perspectives in social psychology
- Understand how theory motivates research and how research modifies theoretical statements about human social behavior
- Learn how classic research, such as the Milgram paradigm, shaped social psychology and the culture
- Understand cross-cultural differences and similarities in social behavior;

MODULE – I: Nature and Scope of Social Psychology

- ➢ Definition, Nature and Scope
- ➢ Methods of Social Psychology – Observation Method, Survey Method, Correlational Method, Field Study and Experimental Method

Unit – II: Social Perception – Understanding Others

- ➢ **Attribution** : Theories of Attribution – Heider's Common Sense Theory, Jones and Davis's Correspondent Inference Theory, Kelly's Co-variation Model and Weiner's Three Dimensional Model ;Errors in Attribution – Fundamental Attribution Error, Actor – Observer Effect, Self Serving Bias.
- ➢ **Impression formation and Impression Management** - Techniques of Impression Management.
- ➢ **Communication:** Definition, Nature and Types of Communication, Communication patterns – Circle, Wheel, Chain and Y patterns
Barriers to Effective Communication; Rumors and Propaganda

Unit– III: Attitude & Prejudice

- ➢ **Attitude:** Nature and Definition; Distinctive Features of Attitudes
- ➢ Formation of Attitudes – Classical and Operant Conditioning, Social Learning Theory
- ➢ Attitude Change: Balance Theory, Cognitive Dissonance, Self- Perception and Psychological Reactance
- ➢ Measurement of Attitudes - Likert Method of Summated Ratings, Bogardus Method of Social Distance, Thurstone's Equal Appearing Intervals Method, Osgood and Tannenbum's Semantic Differential Scale

- ➢ **Prejudice and Discrimination** – Nature and Origin of Prejudice
- ➢ Causes of Prejudice; Techniques of Reducing Prejudice

Unit - IV: Pro-Social Behaviour and Aggression

- ➢ **Pro-Social Behaviour:** Difference between Pro-social Behaviour and Altruism; Concept of Bystander Effect; Steps in Pro-social Behaviour
- ➢ Factors influencing Pro-social Behaviours- Situational & Personal factors (Self interest, moral integrity and moral hypocrisy), Emotional and Dispositional factors
- ➢ **Aggression:** Nature and Concept of Aggression
- ➢ Determinants of Human Aggression – Social (frustration, Provocation, displaced aggression, media violence and heightened arousal, Personal (Type A and Type B, Narcissism and Gender differences), and Situational Factors (Alcohol consumption, High Temperatures)

Unit– V: Groups, Leadership and Socio-Cultural Psychology

- ➢ **Groups:** Nature,Types, Structure of a Group - Status, Position, Roles and Norms, Functions of a Group;Groups and Individual Performance - Social Facilitation, Social Loafing
- ➢ Decision Making by Groups – Polarisation, Risky Shift, Group think
- ➢ Group Dynamics: Conformity, Compliance, Obedience, Cooperation, Competition and Cohesiveness
- ➢ **Leadership**
- ➢ Nature of Leadership,Traits of a Leader
- ➢ Types of Leaders – Autocratic, Democratic and Charismatic Leaders
- ➢ Classic Studies on Leadership, Leader Behavior
- ➢ Socio-Cultural Psychology in Indian Context: Culture and cultural identity development; Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism; Cultural transition ; Acculturation, assimilation and alienation; Psycho-Social effects of Migration; Disadvantaged Groups; Programmes and Policies

REFERENCE BOOKS

Parameswaran,E.G., & Beena, C., (2015), Encyclopedia of Social Psychology (4 Volumes), NeelKamal Publications, New Delhi

Baron.R.A & Byrne.D. (2006) Social Psychology (10th Edition) Pearson Education Inc., New Delhi.

B.H.Raven & J.Z.Rubin. (1983) Social Psychology – John Wiley & Sons. New York

Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). Multiculturalism and TQE. California: SAGE

Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). Handbook of Multicultural Measures, La Verne: SAGE.

Lippa, L.A. (1990). Social Psychology – Wardsworth Publishers – California.

CORE COURSE PRACTICUM -3

Experimentation and Psychological Testing -1

Experimentation and Psychological Testing

Theory to be taught:

- **Important Characteristics of Psychological test and the concept of culture free and culture fair test**
- **Types of tests**

Objectives:

- **To teach students in planning and conducting psychological experiments**
- **To Teach importance of using psychological test**
- **To enable students analyse and report the data of experiments and see its relevance to the phenomenon**

List of Experiments and Tests

1. **Two Experiments from Emotions**
2. **Two tests of Intelligence**
   a. Measuring Intelligence using Non verbal Intelligence tests (SPM)
   b. Measuring Intelligence using Performance Intelligence tests
      (Alexander Pass along & Koh's Block Design Test)
3. **Two test of personality (One Computer based and one Paper-Pencil)**
4. **Two tests of self**

List of Tests:
Self-Esteem
Extraversion and Neuroticism Personality Assessment.
Word-Association Technique
Adjustment Questionnaire
Well-Being Scale
KNPI
Self-Concept Scale
Interest Tests/Aptitude Tests
Self Confidence Scale
Sociometry
Level of Aspiration
Bogardus Scale
Measuring Styles of Leadership Behaviour
Parent Child Relationship
Conformity
Aggression Scale
Frustration test
Social Support
Cooperation
Competition
State and trait anxiety
Hamilton anxiety scale
Adolescent Depression scale
Mental health battery
Loneliness scale
Medico Psycho Diagnostic Inventory
Life Events scale
Raven's Coloured Progressive Matrices.
Baron's Emotional Intelligence Scale for Youth.
Children's Self concept scale by Ahluwalia (NPC, Agra).
Emotional Stability test for children by Sen Gupta and A.K. Singh 6th – 8th Std.
Children (NPC Agra).
Approval Motivation Scale by Tripathi & Tripathi (NPC Agra).
Achenbach's Scale for Emotional and Behavioural Adjustment (YSR).

DISCIPLINE SPECIFIC ELECTIVE (DSE)- I A: ADOLESCENT PSYCHOLOGY

OBJECTIVE:

1. To define and understand the developmental process of adolescence.

2. To apply different theories of development to adolescence.

3. To consider what factors put adolescents at risk.

MODULE –I: Adolescence

➤ Concept of Adolescence – Hall & Gesell.
➤ Importance of adolescent psychology.
➤ Characteristics and principles of adolescence development
➤ Developmental tasks of adolescence - Havighurst

MODULE II: Physical Development

➤ Puberty - Growth Spurt, Sexual maturation, Psychological effects of pubertal development-concerns about body image. Challenges to early and late development.
➤ Changes in the adolescent brain. Sleep patterns in adolescence.
➤ Adolescent health – importance of nutrition and exercise.
➤ Adolescent sexuality – sexual orientation, sexual morality, sexual behaviour, need for adequate sex education

MODULE III: Cognitive Development

➤ Cognitive development – Piaget's formal operational stage. Changes in reasoning, thinking and decision making. Metacognition – aid to self regulatory learning.
➤ Development of identity –Erikson's stage of identity vs role confusion, Marcia's ego identity statuses, Rosenberg's model of identity
➤ Importance of self concept and self esteem in adolescence, factors affecting self-concept. Sex role identity.
➤ Moral development – Kohlberg's post-conventional morality

MODULE IV: Emotional and Social Development

➤ Emotional Development – Emotional Intelligence – Self Awareness, Social awareness, Self-management of emotions, establishing and maintaining healthy relationships

- Family – generation gap, Parenting styles, parent-adolescent conflict; siblings - influence of family size and birth order.
- Peers – functions, peer pressure; friends – stability of friendship.
- Institutions – School- influence of teachers, leisure activities, influence of technology.
- Activism during adolescence - causes and manifestations. The role of spirituality and religion in adolescence.

MODULE V: Issues, Challenges, & Problems

- Risk Behaviours: STDs, HIV/AIDS; Teenage Pregnancy
- Addiction to Technology
- Substance abuse; Juvenile delinquency; Violence and rape;
- Poverty and low educational attainment; Adolescent stress- external and internal stressors
- Obesity and eating disorders;
- Depression and suicide.
- Risk factors and Protective factors.

References

- Hutchinson, D. Elizabeth. (Ed) (2008), *Dimensions of Human Behaviour: The Changing Life Course,* USA, Sage Publications Inc.

- Hurlock, Elizabeth. B. (1981). *Development Psychology A Life-Span Approach,* (Fifth Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi

- Santrock, John. W. (2008). *Child Development*, (Eleventh Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi

B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE-V (DSE-1 B)
EDUCATIONAL PSYCHOLOGY

Objectives:

- ✓ Appreciate the need and importance of study of educational psychology in understanding, analysing and interpreting the development of learner.
- ✓ Explore the possibilities of an understanding of processes in human cognition as basis for designing learning environments and experiences at school.

MODULE-I: Introduction to Educational Psychology

- ➢ Education-concept, scope, Aims and functions.
- ➢ Interdisciplinary nature of Education.
- ➢ Educational Psychology – Its Nature and Scope, Relationship of Education and Psychology.
- ➢ Distinction between psychology of education and educational psychology.
- ➢ Applications of Educational Psychology in teaching-learning.
- ➢ Utility of Educational Psychology to the teacher.

MODULE-II: Understanding Learner's development and Diversity

- ➢ Individual differences –intra and inter Individual differences, Individual differences in intelligence, aptitude, interest, values and academic achievement.
- ➢ Understanding children with special needs- Mental retardation, Learning Disabilities, Hearing and Speech impairment.
- ➢ Inclusive Education for Socially Disadvantaged and Deprived Sections.

MODULE-III: Learning

- ➢ Domains of learning-three domains of learning- Cognitive, Affective and Psychomotor (with reference to Bloom's and Revised Bloom's taxonomies);
- ➢ Verbal learning, Social learning, Social constructivist theory(Vygotsky)
- ➢ Transfer of Learning- Meaning, Nature, Types, Educational Implications.

MODULE-IV: Cognition and Learning

- ➢ Concept formation- Developments of Concept Formation, Role of Teacher in Concept Building.
- ➢ Memory and Forgetting: Causes of forgetting. Effective methods of remembering.

Module – V

- ➢ Academic Standards and learning outcomes with reference to Continuous Comprehensive Evaluation (CCE).
- ➢ Stress and Mental Health of student and teacher.
- ➢ Role of School in Life skills training.

References:

1. Aggarwal, J.C. (1995). *Essential Educational Psychology*, New Delhi, ND: Vikas Publishing House Pvt. Ltd.
2. Chauhan, S.S. (1988). *Advanced Educational Psychology*, New Delhi, ND: Vikas publication. Ltd., New Delhi.
3. Mangal, S.K.(2000). *Advanced Educational Psychology*, New Delhi, ND: Prentice-Hall of India Pvt.
4. Norman A. Sprinthall and Richard C. Sprinthall, (1990). *Educational Psychology – A Developmental Approach* (Fifth edition), New York, NY: Mc. Graw-Hill Psychology Services.
5. Panda, K.C. (2002). *Education of Exceptional children*, New Delhi, ND: Vikas publishing House Pvt. Ltd.
6. Skinner, C.E. (2002). *Educational psychology* (*4th Edition*), New Delhi, ND: Prentice Hall of India Pvt. Ltd.

B.A (U.G) COMMON CORE SYLLABUS
Generic Elective (GE)-1
Enhancing Psychological Competencies -1

Objective

- To help students understand the importance of Enhancing Psychological Competencies for better living

MODULE I: Introduction to Psychological Competencies
- ➢ Meaning of Psychological Competencies
- ➢ Importance of Psychological Competencies
- ➢ Need to enhance Psychological Competencies

MODULE II : Problem Solving
- ➢ Nature of problem,
- ➢ Types of problems,
- ➢ Understanding the problem,
- ➢ Approaches in problem solving,
- ➢ Factors influencing Problem Solving
- ➢ Barriers to effective problem solving

MODULE III : Decision Making
- ➢ Need
- ➢ Process
- ➢ Stages of Decision Making
- ➢ Heuristics

MODULE IV : **Enhancing Emotional Competencies**
- ➢ Meaning and Nature of Emotions
- ➢ Understanding and Dealing with Love in the context of Interpersonal relations

MODULE V : **Pro-Social Behaviour**
- ➢ Meaning and Nature of Pro-Social Behaviour
- ➢ Social Responsibility towards Culture and Community
- ➢ Social Responsibility towards Nation

References
Reading material/books will be furnished at a later date

B.A (U.G) COMMON CORE SYLLABUS
CORE PAPER –VI (DES-6): ABNORMAL PSYCHOLOGY (MALADJUSTMENT AND READJUSTMENT)

OBJECTIVES:

- To introduce students to the fundamental concepts and scientific principles underlying abnormal human behaviour
- To increase awareness about mental health problems in society
- To create a foundation for higher education and a professional career in clinical psychology

MODULE- I: Adjustment and Maladjustment

- ➢ Concept of Adjustment and Maladjustment
- ➢ Causes of Maladjustment; Conflicts – Types.
- ➢ Stress – Nature; Types of Stress, Sources of Stress; Immune System & Stress; Personality & Stress; Coping with Stress – Types of Coping
- ➢ Extreme Maladjustment- Dimensions; Classification – DSM V and ICD 10

MODULE- II: Anxiety related disorders and Dissociative disorders

- ➢ Post Traumatic Stress Disorder
- ➢ Phobias and panic disorder
- ➢ Generalized Anxiety Disorder
- ➢ Obsessive Compulsive Disorder
- ➢ Somatic symptom Disorder, Conversion Disorders, Dissociative Amnesia, Dissociative Identity Disorder.

MODULE- III: Mood Disorders, Suicide and Schizophrenia,

- ➢ Depression – Characteristics and Symptoms
- ➢ Bipolar Disorder - Characteristics and Symptoms
- ➢ Suicide – Type of attempts, gender differences, Risk factors- Mental disorders, Negative life events, Suicide contagion, Personality and Cognitive factors, Biological factors, Prevention
- ➢ Schizophrenia – Symptoms- Positive, Negative and Cognitive Deficits; Types

MODULE – IV: Personality Disorders, Neuro-Developmental and Neuro-Cognitive disorders, Addictive Disorders

- ➢ Personality Disorders
- ➢ ADHD, Autism Spectrum disorder
- ➢ Alzheimer's Disease, Parkinson's disease, Delirium
- ➢ Addictive Disorders - Alcoholism - Nicotine Dependence - Psychoactive Drugs

MODULE-V: Approaches and Treatment

- ➢ Biological Approaches – Brain Dysfunction, Biochemical Imbalances, Genetic Abnormalities, Drug Therapies, ECT & Brain stimulation techniques, Psychosurgery.
- ➢ Psychological Approaches – Psychodynamic, Behavioural, Cognitive, Humanistic, Family Systems Approach
- ➢ Sociocultural Approaches – Cross cultural issues; Culturally specific therapies
- ➢ Prevention Programs; Common elements in Effective treatments

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- Irvin,G. Sarason & Barbara, R. Sarason. (2006). Abnormal Psychology 11th Edition. Prentice Hall India.

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- Nolen-Hoeksema, S. (2008). Abnormal Psychology. 4th Edition. New York: McGraw Hill.

- Buss, A.H. (1999). Psychopathology. N.Y. John Wiley

- Parameswaran, E.G. & Beena, C.(2002).Invitation to Psychology. Hyderabad: Neelkamal Publications.

B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE (DSE-2 A) – II A: HEALTH PSYCHOLOGY

Objectives –

- To help students understand the spectrum of health and illness for better health management.
- To help students gain insight into mind-body relationship.

MODULE I: Introduction

➢ Definition of Health Psychology
➢ Mind-body relationship
➢ Bio-psychosocial Model of Health
➢ Life styles and disease patterns
➢ Illness and Personality

MODULE II : Behaviour and Health

➢ Characteristics of health behaviour
➢ Barriers to health behaviour
➢ Theories of health behaviour (Protective motivation theory, theory of reasoned action) and their implications
➢ Pain - Meaning, Measurement and Management

MODULE III : Health Enhancing Behaviours

➢ Improving Nutrition, Weight Control, Diet and Exercise
➢ Safety and Accident Prevention
➢ Reducing Substance Use and Abuse

MODULE IV : Health and Well-Being

➢ Living in Peace, Peace Education model of Prem Rawat
➢ Life satisfaction

MODULE V : PATIENT-PROVIDER RELATION

➢ Nature of Patient-Provider Communication
➢ Improvement of Poor Patient-Provider Communication
➢ Improving Adherence to Treatment

> ➢ Role of Care givers, Burnout of Caregivers

<u>References</u>

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Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley

Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011). Positive psychology: The scientific and practicalexplorations of human strengths. New Delhi: Sage.

Allen, F.(2011). Health Psychology and behaviour. Tata McGraw Hill Edition

Sarafino, E.P. (1990). Health Psychology: Biopsychosocial Interactions (3rd Edition). John Wiley & Sons

B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE (DSE) – II: CHILD PSYCHOLOGY

Objectives:

1. To equip the learner with an understanding of the concept and process of child development
2. To impart an understanding of the various domains of child development
3. To inculcate sensitivity to socio-cultural context of child development

MODULE I: Introduction to Child Psychology

➢ Definition and Nature of Child Psychology
➢ Concept of Human Development
➢ Theories of Child Development
➢ Research Methods in Child development

MODULE II: Foundations of Development

➢ Principles of Development
➢ Hereditary and Environmental Influences on Development
➢ Aspects of Prenatal and Post-natal Development – Milestones of Development, Hazards of Development and Developmental Delays
➢ Physical Development

MODULE III: Cognitive Processes and Development

➢ Cognitive development: perspectives of Piaget and Vygotsky
➢ Language development
➢ Information Processing; Intelligence

MODULE IV: Emotional Personality Development

➢ Emotional development
➢ Moral development – Kohlberg's Theory
➢ Personality development – Overview of Freud and Erikson
➢ Emergence of self and development of self-concept and self-esteem; Development of Gender Roles

MODULE V: Socio-Cultural Contexts of Child Development

- ➢ Family and Parenting
- ➢ Peers, Schooling and Media
- ➢ Culture and Children's Development

References:

Berk E. L. (2003).*Child Development* (6[th]ed). India, Prentice Hall.

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Santrock, J.W. (2007). Child Development (11[th]ed.). Tata McGraw-Hill Publishing Company Ltd.

Beck, L. (2003).*Child Development*. New Delhi: Pearson

Dacey S. J. & Travers F. J. (2002).*Human Development Across the Lifespan* (5[th]ed). Delhi: Tata McGraw-Hill

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective.* New Delhi.

B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE (DSE)– IV: COGNITIVE PSYCHOLOGY

Module – I   Introduction to Cognitive Psychology: What is Cognitive Psychology; Human Cognition; Importance of Cognitive Psychology in life and work

Module - II   A Brief history of Cognitive Psychology. Paradigms of Cognitive Psychology: Information-Processing Approach; Connectionist Approach; Ecological Approach

Module – III   Attention: Selective attention; The Filter Model, Automatic Processing; Dual - task performance. Attention and Human Brain, Attention and PET (Positron Emission Transaxil) Scan

Module – IV   Visual Pattern Recognition, Vision, Subjective Organization, Gestalt Theory, Feature Analysis, Eye Movement and Pattern Perception

Module – V   Applications of Cognitive Psychology to the domains of Artificial Intelligence, Engineering, Education and Law

References:

1.   Kellogg, R.T (1997) Cognitive Psychology. Sage Publications. New Delhi.
2.   Galotti, K.M. (2000) Cognitive Psychology in and out of the laboratory, 2nd Ed,Wordsworth Publishing Company.
3.   Eysenck. M. W. The Blackwell Dictionary of Cognitive Psychology.
4.   Matlin, M.W, (1995) Cognition Ed. A Prison Indian Edition.
5.   Robert L.Solso (2004) Cognitive Psychology (6th Edition) Allyn & Bacon Inc.

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Psychological Testing - 2

Practicum – 4

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Psychological Testing

Objective

- **To teach students measurement of behavior through testing and field studies**
- **To enable students to quantify, interpret the data using statistics and draw conclusions**

List of tests

1. **For each of the five electives cited below there will be 4 tests and 4 field studies (the phenomenon identified will be observed by the student in the field)**
   a. **Health Psychology,**
   b. **Adolescence Psychology,**
   c. **Cognitive Psychology**
   d. **Educational Psychology**

B.A (U.G) COMMON CORE SYLLABUS
Generic Elective (GE)-2
Enhancing Psychological Competencies -2

Objective –

- To help students understand the importance of Enhancing Psychological Competencies for better living

MODULE I: Introduction to Psychological Competencies

- ➢ Meaning of Psychological Competencies
- ➢ Importance of Psychological Competencies
- ➢ Need to enhance Psychological Competencies

MODULE II : Mindfulness

- ➢ Introduction and Background
- ➢ Need and Importance
- ➢ Mechanisms of Mindfulness: Attention Regulation, Emotional Regulation and Body Awareness

MODULE III : Critical Thinking

- ➢ Meaning and Introduction
- ➢ Benefits of Critical Thinking
- ➢ Inductive and Deductive Reasoning
- ➢ Critical Thinking and Perception
- ➢ Observation and Logic
- ➢ Causal Explanations

MODULE IV : Enhancing Emotional Competencies

- ➢ Understanding Resilience
- ➢ Optimism and Hope
- ➢ Living with Peace

MODULE V : **Psychological Challenges in Contemporary life**

- ➢ Need and Importance
- ➢ Handling and dealing with Cultural differences
- ➢ Understanding and Dealing with Psychological Challenges in the context of Migration, Vocational Choices and its preparation (Grooming and Etiquitte)

References

Reading material/books will be furnished at a later date

Project in Psychology

- **Brief Introduction to data collection will be delivered before planning the project**

- **Four areas in psychology will be identified and topics will be selected from any two areas. This will be at the discretion of teacher (areas will be decided during the training for Psychology faculty after establishing viability and cost)**

- **Methodology for the project will be arrived at from a Teacher – Student interaction**

PSYCHOLOGY LABORATORY – BA COURSE
Basic Equipment and Infrastructure requirements for Psychology Lab

- Area of the Room (Appx 1000 sq.ft)
- 10 tables (2.5 ft/3ft)
- 20 stools* (in proportion to the height of the table)
- Electrical plug points (close to every table)
- Extension cords (as per requirement)
- White Boards
- Computers with UPS and speakers (minimum 5 no's)
- Photos of Psychologists (with names)
- Notice Boards
- Glass Almirahs to store apparatus and equipment
- Lab Assistant (graduated in Psychology and trained in laboratory)
- Lab Attender (trained)
- LCD Projector

Basic Apparatus and materials in the Psychology Laboratory

- Stop watches (preferably electronic)
- Blind Folds
- Playing cards
- Wooden scales
- Wooden screens
- Tachistoscope
- Mirror drawing apparatus
- Muller Lyer Illusion boards
- Aesthesiometers
- Memory drums
- Standard Progressive matrices
- Pass Along Test
- Hanfmann-Kasanin Concept formation Test
- Division of Attention

- ✓ *Stools: Can be screw based ones that can be self adjusted as per the required height and necessity of the experiment.
- ✓ Equipment and apparatus may be procured as per the requirement in sufficient numbers.
- ✓ Software packages to conduct reaction time and psycho-physics experiments