



# PSYCHOLOGY - CBCS

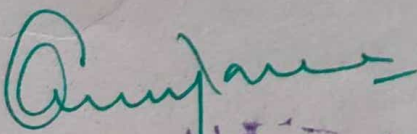
## COMMON CORE CURRICULUM FOR UNDER GRADUATE COURSE (Bachelor of Arts)

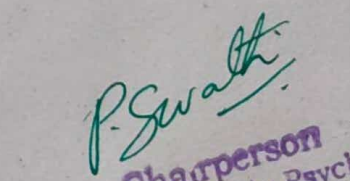
### Course Structure 2019-2020

By

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

JUNE 2020

  
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B.A.  
SUBJECT: PSYCHOLOGY  
CBCS COURSE STRUCTURE  
w.e.f. 2019-2020

Sl.No	Code	Course Title	HPW	Credits	Exam Hrs	Marks
(1)	(2)	(3)	(5)	(6)	(7)	(8)
<b>SEMESTER – I</b>						
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
		<b>Total</b>	<b>25</b>	<b>25</b>		
<b>SEMESTER – II</b>						
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
		<b>Total</b>	<b>25</b>	<b>25</b>		
<b>SEMESTER – III</b>						
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)	Basics of Statistics and Experimental Psychology	2	1	1½ hrs	+25P
19.	DSC302		5	5	3 hrs	80U+20I
20.	DSC303		5	5	3 hrs	80U+20I
		<b>Total</b>	<b>25</b>	<b>25</b>		
<b>SEMESTER – IV</b>						
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)	Inferential Statistics and Experimentation on Behavioural Phenomena	2	1	1½ hrs	+25P
27.	DSC402		5	5	3 hrs	80U+20I
28.	DSC403		5	5	3 hrs	80U+20I
		<b>Total</b>	<b>25</b>	<b>25</b>		
<b>SEMESTER – V</b>						
29.	ELS1	English (First Language)	3	3		

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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
		<b>Total</b>	<b>27/2 5</b>	<b>25</b>		<b>80U+20I</b>
		<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 1 ½ hrs	40U+10I 35R+15V V
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
		<b>Total</b>	<b>29/2 7</b>	<b>25</b>		
		<b>GRAND TOTAL</b>	<b>156/ 152</b>	<b>150</b>		

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

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>

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

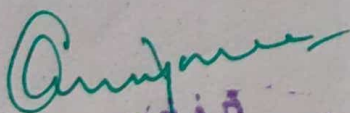
Sl.No	Course Category	No.of Courses	Credits per Course
1	DSC (101+201+301+401): Includes Theory and Practicum	4	20 ( 5 X 4)  {T=4x4hrs+ P=1x2hrs}
2	DSE (501+601):Includes Theory and Practicum	2	10 (5 X 2)  {T=4x4hrs+ P=1x2hrs}
3	SEC (1+2+3+4)	4	8 (4 X 2)
4	GE (1)	1	4 (4 X 1)
5	RP&PR	1	4(4 X 1)
	<b>Total</b>	<b>6 (excluding SEC's, GE &amp; PR)</b>	<b>30(excluding SEC's, GE&amp; PR)</b>

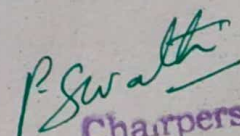
**NOTE:** Kindly note the points mentioned below:

**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.

**\*Theory papers offered from III to VI Semesters will not have assignment (5 marks) as they have practicum (as per the guidelines of academic section, O.U).**

**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.

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

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

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**PSYCHOLOGY-CBCS –CORE COURSE STRUCTURE- 2019-20 : PROPOSED SCHEME FOR B.A. PROGRAMME**

YEAR	SEMESTER	TITLE OF THE THEORY PAPER & TYPE OF COURSE	HPW	CREDITS (Theory-T) 1 cr=1hr	PRACTICUM	HPW	CREDITS (Practicum-P) 1 cr = 2 hrs	TOTAL CREDITS (T+P)	EXAM DURATION	MARKS
BA I Year	I (DSC-101)	General Psychology	5	5	--	--		5	5 hrs (T)	T=80U+20I
	AECC-1			2						
	II (DSC-201)	Personality Theories and Assessment	5	5	--	--		5	5 hrs (T)	T=80U+20I
	AECC-2			2						
BA II Year	III (DSC-301)	Social Psychology	4	4	Basics of Statistics and Experimental Psychology	2	1	5	3 hrs (T)+2hrs(P)	T=60U+15I* P=25
	SEC-1	Life Skills		2				2		
	SEC-2	Application of Psychology in Professional Settings		2				2		
	IV (DSC-401)	Abnormal Psychology	4	4	Inferential Statistics and Experimental Phenomena	2	1	5	3 hrs (T)+2hrs(P)	T=60U+15I* P=25
BA III Year	SEC-3	Stress Management and Well-Being		2				2		
	SEC-4	Health Behaviour and Lifestyle		2				2		
	V (DSE-501)	A. Child Psychology B. Educational Psychology	4	4	Psychological Testing	2	1	5	3 hrs (T)+2hrs(P)	T=60U+15I* P=25
	(GE)	Psychological Competencies	4	4	--			4		
	VI (DSE-601)	A. Adolescent Psychology B. Health Psychology	4	4	Psychological Assessment	2	1	5	3 hrs (T)+2hrs(P)	T=60U+15I* P=25
	PR	PROJECT (PR) * (for 4 cr)		4				4	VV	P=100
		TOTAL CREDITS (excluding PR, GE & SEC's)		24		6		30		

DSC: Discipline Specific Course- DSC 1,2,3 & 4 (includes Practicum);DSE: Discipline Specific Elective- DSE 1 & 2 (includes Practicum);SEC: Skill Enhancement Course- SEC-1,2,3 & 4;GE: Generic Elective: 1;PR\*: Project; PR; HPW: Hours per Week; I-Internal Exam; U-University Exam; VV-Viva-Voce Examination

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**SEMESTER – I**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PAPER – I /DSC-1 (5 Credits)**  
**GENERAL PSYCHOLOGY (DSC-101)**

**Objectives:**

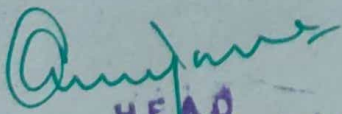
- Introduce students to the dynamic field of psychology, teach them about traditional and contemporary approaches to psychology, methods used in psychology and orient students about the biological basis of behaviour and sensory experiences
- To introduce them to basic cognitive concepts of attention, 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

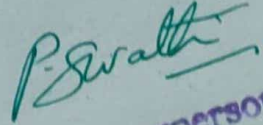
**MODULE-1: Introduction to General Psychology**

- 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)

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

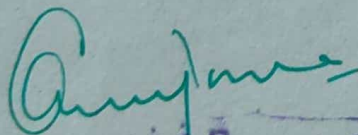
- **Memory and Forgetting:** Meaning and significance of memory; Types of memory; Methods of measuring memory; Information Processing Model of Memory; Curve of Forgetting; Theories of Forgetting (Decay theory and Interference Theory); Methods of improving memory.
- **Thinking and Reasoning:** Nature and types of thinking, Theories (Bruner & Sullivan); Reasoning: Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences); 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

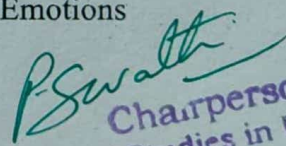
### MODULE –IV: Learning and Intelligence

- **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

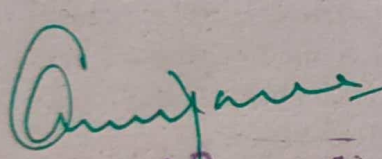
  
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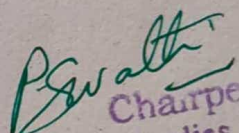
  
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### Recommended Books and Reading Sources

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* (2<sup>nd</sup> 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.

  
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**SEMESTER – II**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PAPER – II /DSC-1I (5 Credits)**  
**PERSONALITY THEORIES AND ASSESSMENT (DSC-201)**

**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, Definition and Characteristics of Personality
- **Factors influencing Personality-** Biological, Social, Cultural, Psychological factors; Significant and Traumatic experiences

**MODULE-II: Major Theoretical Approaches to Personality**

- Sigmund Freud's Psychoanalytic Theory
- Erik Erikson's Psychosocial Theory
- Roger's Theory of Self

**MODULE-III: Other Theoretical Approaches to Personality**

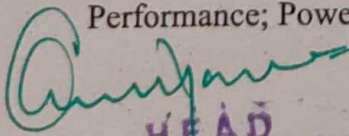
- Bandura's Social Learning Theory
- Trait Theories (Allport & Cattell)
- Type Theories (Kretschmer, Sheldon and Galton)
- Trait-cum-Type Theories (Eysenck theory)

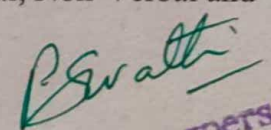
**MODULE-IV: Personality Assessment**

- **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
- Brief Introduction to tests of Intelligence and Personality
- **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.

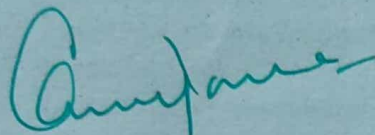
  
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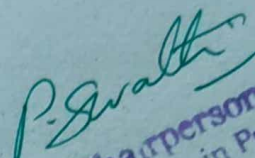


#### REFERENCES:

- 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*, 2<sup>nd</sup> Edition. Pearson Education Inc., New Delhi.
- Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Neel Kamal Publication Pvt Ltd.



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**SEMESTER – III**  
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**DISCIPLINE SPECIFIC CORE PAPER – III/DSC-III (T) (4 Credits)**  
**SOCIAL PSYCHOLOGY (DSC-301-T)**

**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: Social Perception – Understanding Others**

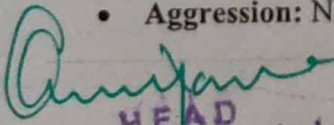
- Definition, Nature, Scope and Methods of Social Psychology (Observation Method, Survey Method, Correlational Method, Field Study and Experimental Method).
- **Attribution:** Theories of Attribution (Heider's Common Sense Theory, Jones and Davis's Correspondent Inference Theory, Kelly's Co-variation 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

**MODULE– II: Attitude & Prejudice**

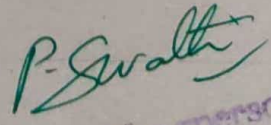
- **Attitude:** Nature and Definition; Distinctive Features of Attitudes
- **Formation of Attitudes:** Classical and Operant Conditioning, Social Learning Theory
- **Attitude Change:** Balance Theory, Cognitive Dissonance, Self- Perception and Psychological Reactance
- **Measurement of Attitudes:** Likert 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

**MODULE- III: 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 Behavior** (Situational & Personal factors (Self interest, moral integrity and moral hypocrisy), Emotional and Dispositional factors
- **Aggression:** Nature and Concept of Aggression

  
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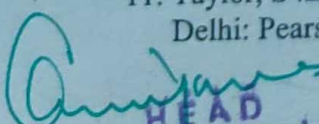
- **Determinants of Human Aggression** – Social (Frustration, Provocation, Displaced aggression, Media violence and heightened arousal, Personal (Type A and Type B, Narcissism and Gender differences) and Situational Factors (Alcohol consumption, High Temperatures)

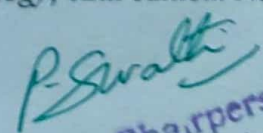
#### MODULE – IV: Groups, Leadership and Socio-Cultural Psychology

- **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

1. Baron.R.A & Byrne.D. (2006). *Social Psychology (10th Edition)*. Pearson Education Inc., New Delhi.
2. Brehm, S.S. and Kassin, SN. (1996). *Social Psychology*, 3rd edition. Boston : Houghton Mifflin Company.
3. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
4. Crisp, R.J. and Turner, R.N. (2007). *Essential Social Psychology*. New Delhi: Sage Publications India Pvt Ltd.
5. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*. La Verne: SAGE.
6. Lippa, L.A. (1990). *Social Psychology*. Wardsworth Publishers, California.
7. Misra, G. and Dalal, A.K. (2001). *Social Psychology in India: Evolution and Emerging trends*. Edited by Ajit.K. Dalal and Girishwar Misra. New Directions in Indian Psychology, Volume I: Social Psychology. New Delhi: Sage Publications India Pvt. Ltd.
8. Myers, D.G (2002). *Social Psychology*, 7th International edition. New York: McGraw Hill Companies.
9. Parameswaran, E.G., & Beena, C., (2015). *Encyclopedia of Social Psychology* (4 Volumes), NeelKamal Publications, New Delhi
10. Raven, B.H. & Rubin, J.Z., (1983). *Social Psychology*. John Wiley & Sons. New York
11. Taylor, S.E., Peplau, L.A. and Sears, D.O. (2006) *Social Psychology*, 12th edition. New Delhi: Pearson Prentice-Hall of India Pvt Ltd.

  
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**SEMESTER – III**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PRACTICUM/DSC-III(P) (1 Credit)**  
**BASICS OF STATISTICS AND EXPERIMENTAL PSYCHOLOGY (DSC-301-P)**

**PART-A: BASICS OF STATISTICS**

**Objectives:**

- To familiarize students with fundamental concepts in statistics and graphical representation of data.
- To help students understand the importance of normal probability curve and descriptive statistics.

**MODULE - I: Fundamental Concepts**

- Importance of statistics in psychology.
- Psychological measurement scales (Nominal scale, Ordinal Scale, Interval scale & Ratio scale).
- Introduction to Techniques of data collection (Questionnaires, Inventories, Scale Check Lists)

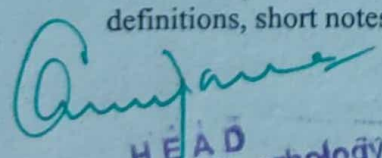
**Data Representation**

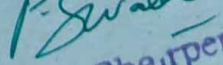
- Constructing a Grouped frequency distribution and Cumulative frequency distribution
- Graphical Representation of data (Frequency Polygon, Histogram, Cumulative frequency graph, Cumulative percentage curve (Ogive) and Pie diagram)

**MODULE - II: Normal Distribution and Descriptive Statistics**

- **Normal distribution:** Characteristics and Applications of Normal probability curve; Deviation from normality (Skewness and Kurtosis)
- **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)
  - Computation of Percentiles and Percentile Ranks

**Note:** The practical exam will be conducted for 25 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.

  
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### References:

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

## PART-B : EXPERIMENTAL PSYCHOLOGY

### Objectives:

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

### List of Experiments

**Note:** Conduct Eight Experiments selecting at least one from each area.

#### 1. Psycho-Physics

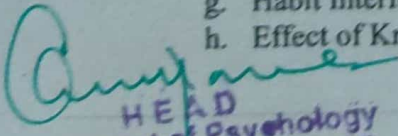
- a. Reaction time
- b. Two-Point Threshold
- c. Method of Average Error – Muller- Lyer Illusion
- d. Method of Minimal Changes – Brightness discrimination
- e. Constant Stimuli Method – Size Constancy

#### 2. Attention

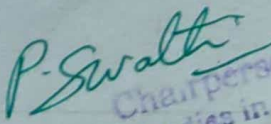
- a. Span of Attention for visual stimuli
- b. Division of Attention with similar and dissimilar tasks
- c. Effect of auditory and visual distraction on Attention

#### 3. 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

  
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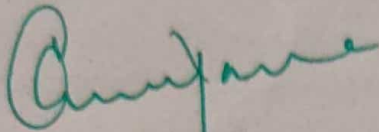
  
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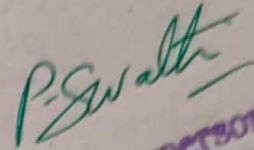
**4. Remembering & Forgetting**

- a. Measuring Retention using Recognition method
- b. Measuring Retention using Recall method
- c. Short term Memory for Digits
- d. Effect of meaning on Retention

**Note:** The practical exam will be conducted for 25 marks.



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**SEMESTER – III**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE- SEC-1**  
**LIFE SKILLS (2 Credits)**

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

**MODULE-I:** Definition and nature of Life Skills, Significance of Life Skills: WHO and UNESCO's views on Life Skills

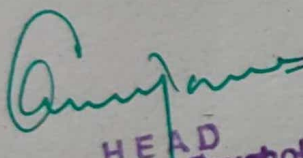
**MODULE-II:** Core Life Skills- Self – Confidence; Time Management; Communication Skills; Management of Disruptive emotions (Anger); Interpersonal Relations

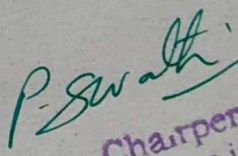
**References:**

Brian, Clegg. (2004), Crash Course in Personal Development, Kogan Page Limited, London, UK.

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.

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

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

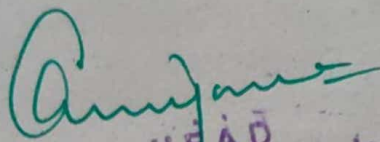
**MODULE-I:** Nature, Definition and Scope of Psychology; Concept and Characteristics of Behaviour; Branches of Psychology (Pure and Applied).

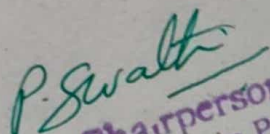
**MODULE-II:** Psychology in Professional Settings (Educational settings, Public and Private Organizations, Hospitals, Legal, Forensic, Non-Governmental Organizations, Sports, and Research Institutions).

**References:**

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

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**SEMESTER -IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PAPER – IV/DSC-IV (T)- (4 Credits):**  
**ABNORMAL PSYCHOLOGY (DSC-401-T)**

**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: Understanding Normality, Abnormality and Stress**

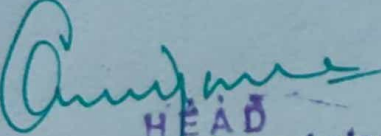
- Concepts of normality and abnormality
- Classification: DSM V and ICD 10
- **Stress:** Nature, Characteristics of Stressors, Types of Stress
- Factors Predisposing a person to stress (Personality and Social Factors)
- Immune System and Stress
- Coping with Stress
- Adjustment Disorder, Acute Stress Disorder and Post-Traumatic Stress Disorder

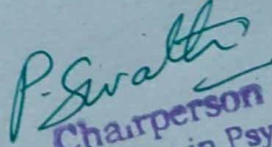
**MODULE- II: Anxiety Disorders, Somatic Symptom and Related Disorders**

- Phobias, Panic Disorder and Generalized Anxiety Disorder
- Somatic Symptom Disorder, Conversion Disorders, Dissociative Amnesia
- Obsessive Compulsive Disorder
- Dissociative Identity Disorder

**MODULE- III: Mood Disorders, Schizophrenia, Personality Disorders and Suicide**

- **Depression:** Characteristics and Symptoms
- **Bipolar Disorder:** Characteristics and Symptoms
- **Schizophrenia:** Criteria and Symptoms (Positive & Negative)
- **Personality Disorders**
- **Suicide:** Type of attempts, gender differences, Risk factors (Mental disorders, Negative life events, Suicide contagion, Personality and Cognitive factors, Biological Factors), Prevention

  
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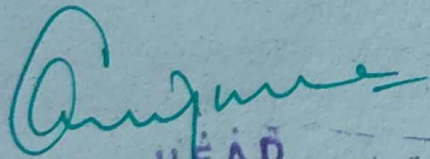


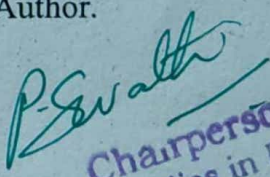
## MODULE – IV: Neuro-Developmental, Neuro-Cognitive, and Addictive Disorders, Approaches and Treatment

- **Neuro-Developmental:** ADHD, Autism Spectrum disorder
- **Neuro-Cognitive disorders:** Alzheimer's Disease, Parkinson's disease, Delirium
- **Addictive Disorders:** Alcoholism, Nicotine Dependence, Psychoactive Drugs
- **Biological Approaches:** Brain Dysfunction, Biochemical Imbalances, Genetic Abnormalities, Drug Therapies, ECT & Brain stimulation techniques, Psychosurgery.
- **Psychological Approaches:** Psychodynamic, Behavioural, Cognitive, Humanistic, Family Systems Approach
- **Socio cultural Approaches:** Cross cultural issues; Culturally specific therapies
- **Prevention:** Prevention Programs; Common elements in Effective treatments

### References

1. American Psychiatric Association: "*Diagnostic and Statistical Manual of Mental Disorders*". DSM-5 (5th Ed).
2. Buss, A.H. (1999). *Psychopathology*. N.Y. John Wiley
3. Butcher, J.N, Mineka, S. & Hooley, J.M (2013). *Abnormal Psychology*. 15th Edition. New Delhi: Pearson Education
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2014). *Abnormal Psychology*. 16th Ed. N.J, USA: Pearson Education
5. Irvin, G. Sarason & Barbara, R. Sarason. (2006). *Abnormal Psychology*. 11th Edition. Prentice Hall India.
6. Lemma. A. (1997). *Introduction to Psychopathology*, N.Y.: Sage
7. Nolen-Hoeksema, S. (2008). *Abnormal Psychology*. 4th Edition
8. Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Hyderabad: Neelkamal Publications.
9. World Health Organization. (2008). ICD-10: *International statistical classification of diseases and related health problems* (10th Rev. ed.). New York, NY: Author.

  
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**SEMESTER – IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PRACTICUM/DSC-IV(P) (1 Credit)**  
**INFERENCE STATISTICS AND EXPERIMENTATION ON BEHAVIOURAL**  
**PHENOMENA (DSC-401-P)**

**PART-A: INFERENCE STATISTICS**

**Objectives:**

- To familiarize students with inferential statistics
- To help students understand the importance of non-parametric statistics

**MODULE -1: Sampling and Inferential Statistics**

- Sampling: Probability and Non-Probability Sampling
- 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

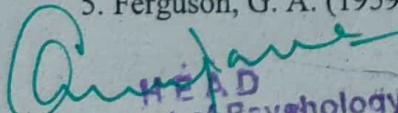
**MODULE-II: Correlation and Chi- square**

- 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
- Nature and definition of Psychological tests; Characteristics of a Psychological test; Types of Psychological Tests.

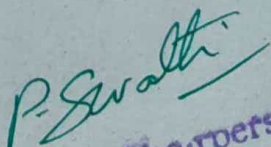
**Note:** The practical exam will be conducted for 25 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.

**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
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4. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
5. Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.

  
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6. Garrett, H. E. (1937). *Statistics in Psychology and Education*
7. Singh, A. K. (1986). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.
8. King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences*. USA: John Wiley & Sons.

## **PART-B: EXPERIMENTATION ON BEHAVIOURAL PHENOMENA**

**Objective:** To enable the students to learn concepts of Psychology through demonstration.

### **List of Experiments/ Tests**

**Note:** Conduct Eight Experiments/ Tests selecting at least one from each area.

#### **1. Motivation**

- a. Level of aspiration
- b. Goal Setting
- c. Approval Motivation Scale by Tripathi & Tripathi (NPC Agra).

#### **2. Emotion**

- a. Judgement of Emotions
- b. Achenbach's Scale for Emotional and Behavioural Adjustment (YSR).

#### **3. Thinking**

- a. Mental Set (Luchin's Jar Problem)
- b. Problem Solving (Pyramid Puzzle)
- c. Concept formation

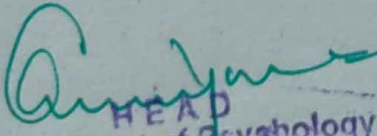
#### **4. Intelligence**

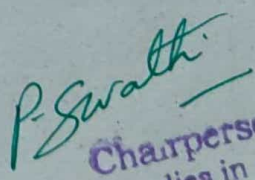
- a. Measuring Intelligence using Non - verbal Intelligence tests (SPM)
- b. Measuring Intelligence using Performance Intelligence tests (Alexander Pass along & Koh's Block Design Test)

#### **5. Social Behaviour**

- a. Conformity
- b. Sociometry
- c. Bogardus Scale
- d. Styles of Leadership Behaviour

**Note:** The practical exam will be conducted for 25 marks.

  
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**SEMESTER – IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE-SEC-3**  
**STRESS MANAGEMENT AND WELL- BEING (2 Credits)**

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

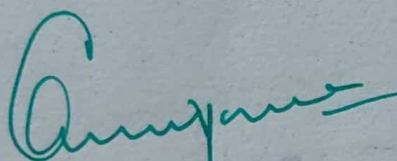
**MODULE- I: Stress:** Nature of stress, symptoms of stress, sources of stress (environmental, social, physiological and psychological), Effect of Stress on Physical and mental health.

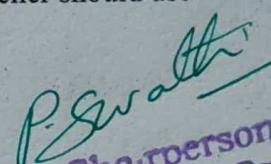
**MODULE- II: Managing stress:** Methods (yoga, meditation, relaxation techniques, problem focused and emotion focused approaches); Concept and types of well- being.

**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.

  
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**SEMESTER – IV**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**SKILL ENHANCEMENT COURSE- SEC-4**  
**HEALTH BEHAVIOUR AND LIFESTYLE (2 Credits)**

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

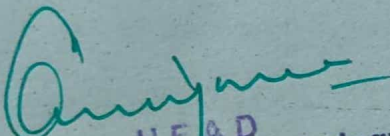
**MODULE-I:** Nature and Significance of Health Behaviour; Components of health behavior; Factors affecting health behaviours (Habits, Substance abuse, Sexual risks).

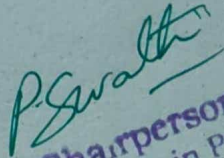
**MODULE-II:** Enhancing Health Behaviours (Changing attitudes, beliefs, and Life style Choices; Diet and exercise).

**References:**

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

  
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**SEMESTER-V**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VA (T)- (4 Credits)**  
**CHILD PSYCHOLOGY (DSE-501A-T)**

**Objectives:**

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

**MODULE - I: THEORY AND RESEARCH IN CHILD DEVELOPMENT**

- Definition, nature and scope of child psychology
- Concepts of human development (developmental tasks, developmental lag and developmental hazards)
- Principles of development
- Hereditary and environmental influences on development
- Research methods in child development

**MODULE - II: FOUNDATIONS OF DEVELOPMENT**

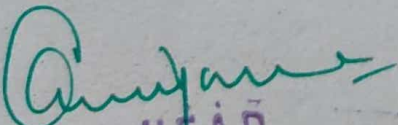
- Prenatal development, Prenatal environmental influences
- Development in infancy (Reflexes, Motor development in infancy, Perceptual development in infancy)
- Physical growth, factors affecting physical growth

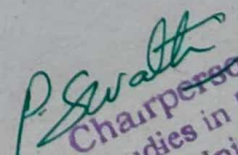
**MODULE - III: COGNITIVE AND LANGUAGE DEVELOPMENT**

- **Cognitive development:** Piagetian and Vygotskian perspectives
- **Language development:** Components of language, Chomsky's theory of language development, prelinguistic development, phonological development, semantic development, grammatical development, pragmatic development

**MODULE-IV: EMOTIONAL, MORAL, PERSONALITY AND SOCIAL DEVELOPMENT**

- **Emotional development:** Functions of emotions, development of emotional expression, understanding and responding to the emotions of others
- **Moral development:** Piaget's and Kohlberg's theory of moral development
- **Personality development:** Emergence of self and development of self-concept and self esteem
- **Socio-cultural contexts:** Family, peers, media, schooling

  
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**References:**

1. Berk, L. E. (2013). *Child development*. Boston: Pearson Education.
2. Hurlock, E.B. (1980). *Child development*. New Delhi: Tata McGraw-Hill.
3. Santrock, J.W. (2014). *Child development*. New York: Mc Graw-Hill Education

*Amritha*

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SEMESTER – V  
B.A (U.G) COMMON CORE SYLLABUS  
DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VB (T)- (4 Credits)  
EDUCATIONAL PSYCHOLOGY (DSE-501B-T)

**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.

**Educational Psychology**

**MODULE-I: Introduction to Educational Psychology**

- Definition, Nature and Scope of Educational Psychology.
- Changing Teaching Profession.
- Teacher's perspectives on Learning.
- Student diversity (Individual styles of learning and thinking, Multiple intelligences, Gifted and talented students, Gender differences in the classroom, Differences in cultural expectations and styles, Bilingualism: language differences in the classroom, Language loss, Cultural differences in attitudes and beliefs).
- Research Methods in Educational Psychology.
- **Motivation: Achievement Processes** (Intrinsic and extrinsic motivation, mastery motivation and mindset, self-efficacy, Goalsetting, planning and monitoring, expectations)
- **Social relationships** (Parents, teachers and peers).
- **Students with achievement Problems** (Students with low achievement, students who avoid failure, students with procrastination, high anxiety, perfectionists and students who are alienated).

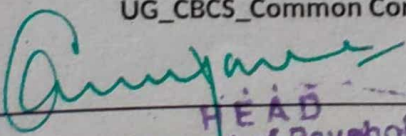
**MODULE-III: Social Constructivist Approaches to Education, Nature of classroom communication and Students with Special Education needs**

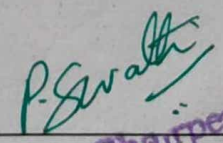
- **Social Constructivist Approaches to Education:** Significance of Social Constructivist Approach; Teachers and Peers as joint contributors to students learning (scaffolding, cognitive apprenticeship, Tutoring, Cooperative learning); Structuring small group work (composing the group, Team building skills and structuring small- group interaction); Fostering a community of learners.
- **Nature of Classroom communication:** Functions of talk: content, procedures, and behavior control; Verbal, nonverbal, and unintended communication; Effective verbal communication; Effective nonverbal communication; Communication styles in the classroom (How teachers and Students talk, using classroom talk to stimulate students' thinking).
- **Students with Special Education needs:** Learning disabilities, ADHD, Intellectual disabilities, Behavioural disorders, Physical disabilities and sensory impairments; Responsibilities of Teachers for students with disabilities; Value of including students with special needs.

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### MODULE-III: Classroom Management and Learning Environment

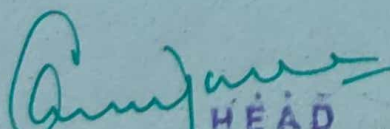
- Significance of Classroom management.
- Preventing management problems by focusing students on learning(Arranging classroom space, Displays and wall space, Computers in the classroom, Visibility of and interactions with students, Spatial arrangements unique to grade levels or subjects, Establishing daily procedures and routines, Establishing classroom rules, Pacing and structuring lessons and activities, Choosing tasks at an appropriate level of difficulty, Providing moderate amounts of structure and detail, Managing transitions, Maintaining the flow of activities, Communicating the importance of learning and of positive behavior, Giving timely feedback, Maintaining accurate records, Communicating with parents and caregivers, Responding to student misbehavior)
- Natural and logical consequences of managing classroom.
- Conflict resolution and problem solving.

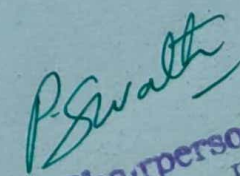
### MODULE-IV: Facilitating Complex Thinking and Planning Instruction

- Forms of Thinking associated with Classroom learning (Critical, creative and Problem solving).
- Instructional strategies that stimulate complex thinking (Teacher -directed instruction; Learner centered Psychological Principles; Learner centered Instructional Strategies; Student centered models of learning- Inquiry learning, cooperative and collaborative learning.
- Planning Instruction: Selecting general learning goals; Formulating learning objectives, students as a source of instructional goals, enhancing student learning through a variety of resources, creating bridges among curriculum goals and student's prior experiences, Planning for instruction as well as for learning.

### References

- Santrock, J.W. (2011). Educational Psychology. Fourth Edition, Tata McGraw – Hill.
- Seifert, K. & Sutton, R. (2009). Educational Psychology. The Global Text Project, Jacobs Foundation, Zurich, Switzerland

  
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## SEMESTER – V

### B.A (U.G) COMMON CORE SYLLABUS

#### DISCIPLINE SPECIFIC ELECTIVE PRACTICUM/DSE-V(P) (1 Credit)

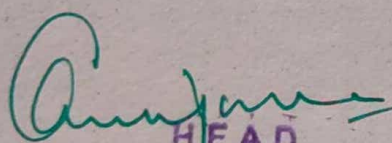
#### PSYCHOLOGICAL TESTING (DSE-501-P)

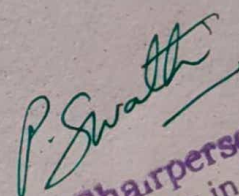
**Objective:** To enable the students to learn concepts of child and educational psychology through psychological Testing.

**Conduct Eight Tests from the following list:**

1. Self-Concept Scale
2. Self- esteem
3. Self- Confidence
4. Bell's Adjustment Inventory
5. Kundu's Introversion and Extroversion Inventory (KIEI)
6. Cooperation
7. Competition
8. Parent- Child relationship
9. Achievement Test
10. Creativity test

**Note:** The practical exam will be conducted for 25 marks.

  
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SEMESTER – V  
B.A (U.G) COMMON CORE SYLLABUS  
GENERIC ELECTIVE /GE- (4 Credits)  
PSYCHOLOGICAL COMPETENCIES

**Objectives:**

- 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-II: MANAGING EMOTIONS AND STRESS MANAGEMENT**

- **Managing Emotions:** 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-III: COMMUNICATION SKILLS 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-IV: PROBLEM SOLVING AND DECISION – MAKING SKILLS**

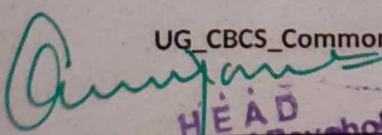
- **Problem solving:** Need for Problem solving; Nature of a problem, Steps in Problem- solving (Information Gathering, Problem Definition, Preparing for Brainstorming, Generating Solutions, Analyzing Solutions, Selecting a Solution, planning next steps like identifying tasks, identifying resources, implementing, evaluating and adapting).
- **Decision – making skills:** Need for Decision -making; Process of decision- making (Identify the decision, Gather relevant information, Identify the alternatives, Weigh the evidence, Choose among alternatives, Take action and Review your decision & its consequences), Decision-making wheel, Effective decision- making Techniques (The Kepner-Tregoe Matrix, Pareto Analysis and Force- Field Analysis).

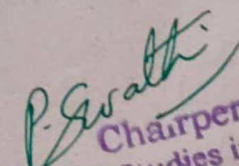
**Note:** This module should be taught using exercises, activities, worksheets and demos.

**References**

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

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**SEMESTER – VI**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VI A (T)- (4 Credits)**  
**ADOLESCENT PSYCHOLOGY (DSE-601A-T)**

**Objectives:**

- To define and understand the developmental process of adolescence
- To apply different theories of development to adolescence
- To consider what factors put adolescents at risk

**MODULE –I: Physical Development of Adolescence**

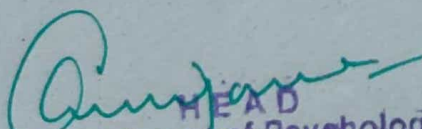
- **Concept of Adolescence** (Hall & Gesell); Importance of adolescent psychology; Characteristics and principles of adolescence development; Developmental tasks of adolescence (Havighurst)
- **Puberty:** Growth Spurt, Sexual maturation, Psychological effects of pubertal development (concerns about body 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

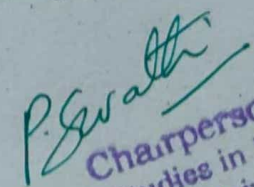
**MODULE- II: Cognitive, Moral and Social Development of Adolescence**

- **Cognitive development:** Piaget's theory of cognitive development; Changes in reasoning, thinking (egocentrism in adolescent thinking) and decision making; Meta cognition – aid to self-regulatory learning.
- **Moral development:** Kohlberg's and Carol Gilligan's theory of moral development.
- **Social Development: Family:** Parenting styles, parent-adolescent conflict; sibling rivalry; 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.

**MODULE III: Emotional and Personality Development**

- **Emotional Development:** Emotional Intelligence (Self Awareness, Social awareness, Self-management of emotions, establishing and maintaining healthy relationships)
- **Development of personal 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.

  
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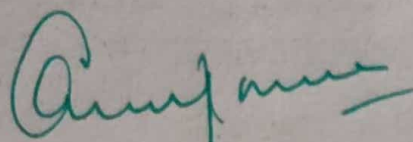


#### MODULE -IV: Issues, Challenges and Problems

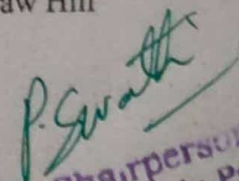
- Risk Behaviours: STDs, HIV/AIDS; Teenage Pregnancy
- Addiction to Technology
- Substance abuse; Juvenile delinquency; Violence and rape
- Obesity and eating disorders
- Depression and suicide

#### References

1. Hutchinson, D. Elizabeth. (Ed) (2008), *Dimensions of Human Behaviour: The Changing Life Course*, USA, Sage Publications Inc.
2. Hurlock, Elizabeth. B. (1981). *Development Psychology A Life-Span Approach*, (Fifth Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi
3. Santrock, John. W. (2008). *Child Development*, (Eleventh Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi



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**SEMESTER – VI**  
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**DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VIB (T)- (4 Credits)**  
**HEALTH PSYCHOLOGY (DSE-601B-T)**

**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 to Health Psychology**

- 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**

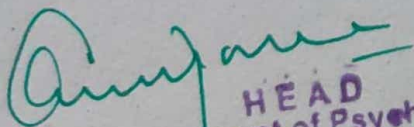
- Characteristics of health behaviour
- Barriers to health behaviour
- Theories of health behaviour (Protective motivation theory, theory of reasoned action) and their implications
- Pain: Meaning, Types, Assessment and Pain Management Techniques

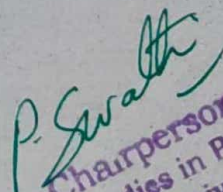
**MODULE-III: Chronic Illness and Management**

- Cardiovascular Diseases, Cancer AIDS
- Living with Chronic illness
- Emotional response to chronic illness
- Psychological Interventions
- Rehabilitation

**MODULE - IV: Health Compromising and Enhancing Behaviours, Patient- Provider Communication**

- **Health Compromising Behaviours:** Smoking, Alcoholism and Substance abuse
- **Health Enhancing Behaviours:** Weight Control, Diet, Yoga and Exercise
- Nature of Patient-Provider Communication
- Improvement of Poor Patient-Provider Communication
- Improving Adherence to Treatment
- Role of Care givers, Burnout of Caregivers

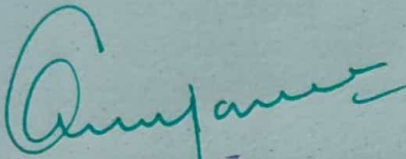
  
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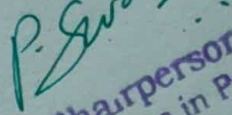
  
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## References

1. Allen, F. (2011). *Health Psychology and behaviour*. Tata McGraw Hill Edition
2. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Kindersley
3. Sarafino, E.P. (1990). *Health Psychology: Biopsychosocial Interactions* (3<sup>rd</sup> Edition). John Wiley & Sons
4. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
5. Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

  
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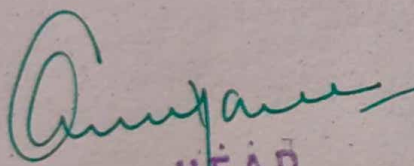
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**DISCIPLINE SPECIFIC ELECTIVE PRACTICUM/DSE-VI (P) (1 Credit):**  
**PSYCHOLOGICAL ASSESSMENT (DSE-601-P)**

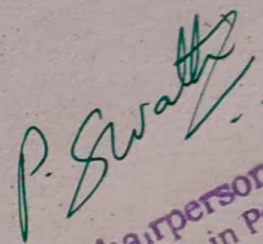
**Objective:** To enable the students to learn the tests related to areas of adolescent and health psychology.

**Conduct Eight Tests from the following:**

1. Life events Scale/Student Stress Scale
2. State & Trait Anxiety
3. Loneliness Scale
4. Adolescent Depression
5. Aggression Questionnaire
6. KNPI
7. Student Problem Inventory
8. Well- being
9. Health Locus of Control
10. Type A and Type B personality test

**Note:** The practical exam will be conducted for 25 marks.

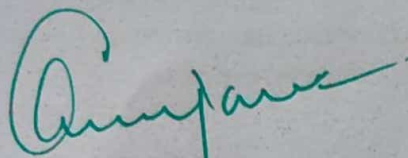
  
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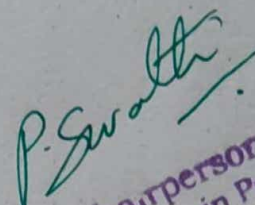


**SEMESTER – VI**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**RESEARCH IN PSYCHOLOGY AND PROJECT WORK (PR)- (4 Credits)**

- Orientation on Research report as per APA 6Edition
- Brief Introduction to the identification of the problem, review of literature, sampling methods and data collection will be delivered before planning the project
- Tests or experiments that are introduced in psychology will be identified to conduct the project on a sample. These will be identified based the areas of interest of teacher and student.
- Methodology for the project will be arrived at from a Teacher – Student interaction
- Data interpretation using appropriate statistical techniques using MS Excel and SPSS
- Project will be assessed for 100 marks.



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## B.A (U.G) COMMON CORE SYLLABUS

2019-2020

### PSYCHOLOGY LABORATORY

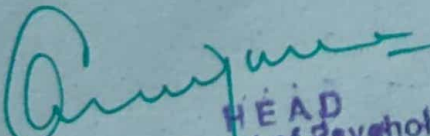
#### Basic Equipment and Infrastructure requirements for Psychology Lab

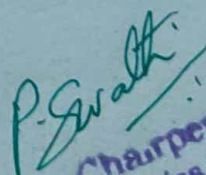
- Area of the Room (Appx 1000 sq.ft)
- 10 tables (2.5 ft/3ft)
- 20 stools\* (in proportion to the height of the table)
- Electrical plug points (close to every table)
- Extension cords (as per requirement)
- White Boards
- Computers with UPS and speakers (minimum 5 no's)
- Photos of Psychologists (with 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

  
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