

FAROOK COLLEGE (AUTONOMOUS)

Farook College PO, Kozhikode-673632

U.G Programme in Psychology

Under

Choice Based Credit Semester System

SYLLABUS

**Core, Complementary & Open Courses
(2022 Admission Onwards)**



Prepared By:

Board of Studies in Psychology

Farook College (Autonomous)

CERTIFICATE

I hereby certify that the documents attached are the bona fide copies of the syllabus of Core Courses offered to B.Sc. Psychology programme and Complementary & Open Courses offered by the Department Psychology to be effective from 2022 admission onwards.

Date:
Place: Farook College

Principal

Course Structure of BSc Psychology

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
1	A01	Common Course I-English	64	4	4
2	A02	Common Course II-English	80	5	3
3	A07	Common Course III- Language other than English	64	4	4
4	BPS1B01	Basic themes in Psychology- I	64	4	3
5	BZL1C02	Human Physiology -I	64	4	3
6	BST1C05	Descriptive statistics	64	4	3
7	*Audit Course	Environment Studies	-	-	-
8	A03	Common Course IV-English	64	4	4
9	A04	Common Course V-English	80	5	3
10	A08	Common Course VI- Language other than English	64	4	4
11	BPS2B02	Basic themes in Psychology- II	64	4	3
12	BZL2C03	Human Physiology -II	64	4	3
13	BST2C06	Regression analysis and probability theory	64	4	3
14	*Audit Course	Disaster Management	-	-	-
15	A05	Common Course VII-English	80	5	4
16	A09	Common Course VIII- Language other than English	80	5	4

17	BPS3B03	Psychological measurement and testing	48	3	3
18		Experimental Psychology Practical –I (continued in the fourth semester)	32	2	**
19	BZL3C04	Human Physiology - III	80	5	3
20	BST3C07	Probability distributions and parametric tests	80	5	3
21	*Audit Course	Human Rights/Intellectual Property Rights/Consumer Protection****	-	-	-
22	A06	Common Course IX-English	80	5	4
23	A10	Common Course X Language other than English	80	5	4
24	BPS4B04	Individual Differences	48	3	3
25	BPS4B05L	Experimental Psychology Practical –I	32	2	4
26	BZL4C06	Human Physiology-IV	80	5	3
27	BST4C08	Statistical techniques for psychology	80	5	3
28	*Audit Course	Gender Studies/Gerontology****	-	-	

29	BPS5B06	Abnormal Psychology-I	48	3	3
30	BPS5B07	Social Psychology	48	3	2
31	BPS5B08	Developmental Psychology -I	48	3	3
32	BPS5B049	Psychological Counseling	48	3	3
33	BPS5B10	Health Psychology	48	3	3
34	BPS5D01/ BPSD02/	Open Course	48	3	3

	BPSD03				
35		Experimental Psychology Practical- II	48	3	***
36		Experimental Psychology Practical –III	48	3	***
37		Project	16	1	
38	BPS6B011	Abnormal Psychology II	64	4	3
39	BPS6B012	Applied Social Psychology	64	4	3
40	BPS6B013	Developmental Psychology II	48	3	3
41	BPS6B014	Life Skill Education: Applications and training	48	3	3
42	BPS6E01/02/03/04/05/06	Elective	48	3	3
43	BPS6B16L	Experimental Psychology Practical –II	48	3	4
44	BPS6B17L	Experimental Psychology Practical- III	48	3	4
45	BPS6B18P	Project	32	2	2

Course Structure of BSc Psychology

SEMESTER I

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
1	A01	Common Course I-English	64	4	4
2	A02	Common Course II-English	80	5	3
3	A07	Common Course III- Language Other than English	64	4	4
4	BPS1B01	Basic themes in Psychology-I	64	4	3
5	BZL1C02	Human Physiology -I	64	4	3
6	BST1C05	Descriptive statistics	64	4	3
7	*Audit Course	Environment Studies	-	-	-
Total				25	20

SEMESTER II

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
8	A03	Common Course IV-English	64	4	4
9	A04	Common Course V-English	80	5	3
10	A08	Common Course VI- Language other than English	64	4	4
11	BPS2B02	Basic themes in Psychology- II	64	4	3
12	BZL2C03	Human Physiology -II	64	4	3
13	BST2C06	Regression analysis and probability theory	64	4	3
14	*Audit Course	Disaster Management	-	-	-
Total				25	20

SEMESTER III

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
15	A05	Common Course VI-English	80	5	4
16	A09	Common Course VIII- Language other than English	80	5	4
17	BPS3B03	Psychological measurement and testing	48	3	3
18		Experimental Psychology Practical –I (continued in the fourth semester)	32	2	**
19	BZL3C04	Human Physiology - III	80	5	3
20	BST3C07	Probability distributions and parametric tests	80	5	3
21	*Audit Course	Human Rights/Intellectual Property Rights/Consumer Protection*****	-	-	-
Total				25	17

SEMESTER IV

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
22	A06	Common Course IX-English	80	5	4
23	A10	Common Course X Language other than English	80	5	4
24	BPS4B04	Individual Differences	48	3	3
25	BPS4B05L	Experimental Psychology Practical –I	32	2	4
26	BZL4C06	Human Physiology-IV	80	5	3
27	BST4C08	Statistical techniques for psychology	80	5	3
28	*Audit Course	Gender Studies/Gerontology*****	-	-	

Total	25	21
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SEMESTER V

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
29	BPS5B06	Abnormal Psychology-I	48	3	3
30	BPS5B07	Social Psychology	48	3	2
31	BPS5B08	Developmental Psychology -I	48	3	3
32	BPS5B09	Psychological Counseling	48	3	3
33	BPS5B10	Health Psychology	48	3	3
34	BPS5D01/ BPSD02/ BPSD03	Open Course	48	3	3
35		Experimental Psychology Practical- II	48	3	***
36		Experimental Psychology Practical –III	48	3	***
37		Project	16	1	
Total				25	17

SEMESTER VI

Sl.no	Course code	Course title	Total hours	Hours/week	Credits
38	BPS6B11	Abnormal Psychology II	64	4	3
39	BPS6B12	Applied Social Psychology	64	4	3
40	BPS6B13	Developmental Psychology II	48	3	3
41	BPS6B14	Life Skill Education: Applications and training	48	3	3

42	BPS6E01/02/ 03/04/05/06	Elective	48	3	3
43	BPS6B16 L	Experimental Psychology Practical –II	48	3	4
44	BPS6B17L	Experimental Psychology Practical- III	48	3	4
45	BPS6B18P	Project	32	2	2
Total				25	25

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

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

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

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

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

Elective Papers

1. BPS6E01 Organizational Behavior
2. BPS6E02 Psychology of Criminal Behavior
3. BPS6E03 Positive Psychology
4. BPS6E04 Educational Psychology
5. BPS6E05 Cognitive Psychology
6. BPS6E06 Foundations of Behavioural science

Open Course

Choice I

Code: BPS5D01 Psychology and Personal Growth

Choice II

Code: BPS5D02 Life skill Applications

Choice III

Code: BPS5D03

Child and Adolescent Mental Health

Mark Distribution for Core Courses, Project and Open Course

Core Courses(including electives)	14x75	1050
Practical	3x100	300
Project		50
Open course		75
Total Marks		1475

DETAILS OF COURSES

CORE COURSES

- BPS1B01:Basic Themes in Psychology-I
- BPS2B02: Basic Themes in Psychology-II
- BPS3B03:Psychological Measurement and Testing
- BPS4B04: Individual Differences
- BPS4B05L:Experimental Psychology Practical I
- BPS5B06:Abnormal Psychology I
- BPS5B07:Social Psychology
- BPS5B08:Developmental Psychology I
- BPS5B09:Psychological Counselling
- BPS5B10:Health Psychology
- BPS6B11: Abnormal Psychology II
- BPS6B12:Applied Social Psychology
- BPS6B13:Developmental Psychology II
- BPS6B14: Life Skill Education: Applications and Training
- BPS6E01/02/03/04/05/06 : Elective
- BPS6B16L:Experimental Psychology Practical II
- BPS6B17L: Experimental Psychology Practical III
- **BPS6B18P :PROJECT**

Complementary Courses of BSc Psychology Programme

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

- Human Physiology
- Psychological Statistics

Audit Courses

- Environment Studies
- Disaster Management
- Human Rights/ Intellectual Property Rights/consumer Protection
- Gender Studies/ Gerontology

Open Courses

During the Vth Semester three Open Courses are offered to the students of other departments from which any one course can be selected.

- BPS5D01:Psychology and Personal Growth
- BPS5D02:Life Skill Applications
- BPS5D03: Child and Adolescent Mental Health

Elective Courses

During VIth Semester five elective courses are offered from which any one course can be chosen.

- BPS6E01: Organisational Behavior
- BPS6E02: Psychology of Criminal Behavior
- BPS6E03:Positive Psychology
- BPS6E04:Educational Psychology
- BPS6E05: Cognitive Psychology
- BPS6E06 Foundations of Behavioural science

Complementary Courses offered by Board of Studies in Psychology to BA Sociology Programme.

- BPS1C01: Psychological Processes I

- BPS2C02: Psychological Processes II
- BPS3C03: Psychology of Abnormal Behavior
- BPS4C04: Social Behavior

EVALUATION SCHEME FOR CORE AND OPEN COURSES

The evaluation scheme for each course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

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

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

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

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

Table 1: Components for evaluation

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

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

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

Table 2: Split up of marks for Test paper

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

Table 2: Split up of marks for Class Room Participation

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

External Evaluation

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

Scheme of Examinations

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

Section A

Short answer type carries 2 marks each - 12 questions Ceiling - 20 Marks

Section B

Paragraph/ Problem type carries 5 marks each - 7 questions Ceiling – 30 Marks

Section C

Essay type carries 10 marks (1 out of 2) 1X10=10 Marks

MODEL QUESTION PAPER OF CORE COURSE FOR ALL SEMESTERS

FIRST SEMESTER B.Sc DEGREE EXAMINATION, NOVEMBER 2022 BPS1B01 BASIC THEMES IN PSYCHOLOGY I

Time: 2Hrs

Maximum Marks: 60

SECTION -A

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

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

(Maximum 20 marks)

SECTION -B

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

13. Steps in scientific investigation
14. Types of variables.

15. Factors affecting attention.
16. Stages of sleep.
17. Discuss the different views on hypnosis
18. Explain cognitive learning
19. Theories of colour vision

(Maximum 30 Marks)

SECTION –C

Essay Type Questions

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

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

(1 x 10= 10 marks)

DETAILED SYLLABI

Programme Outcomes:

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Problem Solving: Understand and solve problems of relevance to society to meet the specified needs using the knowledge, skills and attitudes acquired from humanities/sciences/mathematics/social sciences.

PO3. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Environment and Sustainable Development: To sensitize students regarding the need to protect and conserve environment and ecology, thus encouraging them to be agents of social change and Sustainable Development.

PO6. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

PO7. Individual and Team Work: To function effectively as an individual, as a member or leader in diverse teams, and in multi-disciplinary global scope

PO8. Social Responsibility: To enlighten students as social beings to involve in debates, discussions etc. mediating disagreements and coming up with logical conclusions

Programme specific outcomes

- **PSO1:** Understand the different fields of Psychology
- **PSO2:** Acquire basic Theoretical knowledge and practical applications in different fields of Psychology
- **PSO3:** Learn anatomical and physiological aspects of Human Behaviour
- **PSO4:** Laboratory experience make them equipped to use basic Psychological Tests and experiments

- **PSO5:** Enhance Critical thinking of students to relate with current needs of the society in the area of mental Health
- **PSO6:** Develop scientific mind to apply the theoretical knowledge on different disorders and understand the practical application of Psychotherapeutic management during post graduate levels
- **PSO7:** Acquire basic skills to conduct Research work in Psychology using statistical knowledge
- **PSO8:** Analyze one's own psycho-social development towards personal, academic, and professional growth.
- **PSO9:** Choose a Master's Program in Psychology according to their aptitude and interest.

B.Sc PSYCHOLOGY

SEMESTER I

BPS1B01

Credits: 3

BASIC THEMES IN PSYCHOLOGY- I

64 hours

Course Outcomes:

- To develop appreciation about human behavior and mental processes.
- To get insight into the various branches and scope of Psychology.
- To gain knowledge regarding basic psychological concepts and various theories in the field of attention, perception, consciousness and learning.
- Illustrate different research methods in psychology.
- Able to analyze various states of consciousness and evaluate the effects of consciousness altering drugs.
- To analyze and summarize different learning theories

Module 1 Introduction**16 hours**

Psychology: A working definition. Goals of Psychology.

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

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Development of Psychology in India. Major subfields of Psychology. Role of critical thinking in psychology. Psychology as a science: Essential components of the scientific method.

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

Module 2 Attention and Perception**16 hours**

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

Sensation and perception: Sensory receptors, transduction. Difference between sensation and perception: absolute threshold; difference threshold; just noticeable differences; signal detection theory; subliminal perception.

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

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

Perceptual constancies: size, shape, brightness constancies.

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

Module 3 States of Consciousness

14 hours

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders. Dreams: psychodynamic, physiological; Activation synthesis model, and cognitive views.

Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

Module 4 Learning

18 hours

Concept of learning, Nature of learning, learning curve.

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

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning Acquisition; Forward conditioning, simultaneous conditioning and backward conditioning, Higher order conditioning, Extinction, Reconditioning, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning. Cognitive learning: sign learning, latent learning and Cognitive map, insight learning.

Observational learning/ Modelling: Bobo doll experiment and basic processes.

Activity – Visit nearby educational institution and prepare a report on applications of operant conditioning in classroom settings through discussion with teachers.

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

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

B. Sc PSYCHOLOGY

SEMESTER II

BPS2B02

Credits: 3

BASIC THEMES IN PSYCHOLOGY- II

64 hours

Course Outcomes

- To develop appreciation about the human behavior and mental processes.
- To gain knowledge regarding basic psychological concepts and various theories in the field of cognition, memory, motivation and emotion.
- To get insight into the processes of thought, language, reasoning, problem solving and decision making.

Module 1 Cognitive Processes

16 hours

Cognition. Basic elements of Thought: Concepts; Types of concepts- logical, natural and prototypes; Propositions; Images.

Reasoning: some basic sources of error, Deductive and inductive reasoning.

Decision making: Heuristics- availability heuristics, representativeness heuristics, anchoring and adjustment heuristics. Escalation of Commitment.

Problem solving: Types of problems, steps and barriers to effective problem solving, methods or strategies of problem solving- trial and error, heuristics, algorithm, forming sub goals, searching for analogies, changing the representation of the problem; Metacognitive Processing; Culture, cognitive style and problem solving.

Creative thinking; Stages of creative thought; Convergent and divergent thinking.

Language: Basic components of Language development, Theories of Language development; Social learning view, Language acquisition devise, Cognitive theory, Language and thought; Linguistic Relativity hypothesis (Whorfian hypothesis).

Module 2 Memory

18 hours

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model (Information processing approach); Levels of processing model: Neural network model.

Sensory memory: Iconic memory, echoic memory, haptic, olfactory and gustatory memory.

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

LTM; Types of LTM- Procedural memory, Declarative memory-semantic memory, episodic memory; Flash-bulb memory, tip of the tongue phenomenon.

Implicit and explicit memory-priming.

Measuring memory; Recall, Recognition, Relearning.

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

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

Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics)- Acrostics and Acronyms, Narrative Methods, Rhymes, Link Method and Method of Loci.

Module 3 Motivation

16 hours

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

Intrinsic and extrinsic motivation.

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

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

Social motives: Achievement motivation: Individual differences; situational determinants of achievement behaviour; Measuring achievement motivation. Affiliation motive; Power motive; Aggressive motive.

Module 4 Emotion

14 hours

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

Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors. Expression of emotions; Facial expressions, non-verbal cues and body language; Assessment of emotions.

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

Culture and emotion. Subjective Well-Being.

Activity: Prepare a Questionnaire and conduct a survey on people's attitude towards mental health and seeking psychological services.

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B.Sc PSYCHOLOGY

SEMESTER III

BPS3B03

Credits: 3

PSYCHOLOGICAL MEASUREMENT AND TESTING

48 Hours

Course Outcomes

- To identify different levels of measurement and various measurement tools which is basic of Psychometry.
- To recall psychometric properties of a psychological test.
- To memorize various steps in test construction.
- To instill research attitude in students by teaching research fundamentals.

Module 1: Introduction to Measurement and Scaling Techniques

12 Hours

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

Concepts of psycho physics: Threshold, Absolute threshold, Difference threshold, Weber's law, Fechner's law, Steven's power law, Psychophysical and Psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.

Module 2: Nature and Use of Psychological Tests

10 Hours

Definition of psychological test, Historical perspective of psychological testing,

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

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

Module 3: Test Construction and Administration

12 Hours

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation ,Preparation of manual, Meaning of Reliability, Types of reliability- Test –retest, Internal consistency, Alternate forms, Scorer reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity, Concept of Norms –norm referenced and criterion- referenced norms, types of norms-percentile, standard score, age equivalent, grade equivalent and T-score.

Module 4: Basics of Psychological research

14 Hours

Meaning and characteristics of scientific research, types of research: descriptive /analytical, applied/fundamental, conceptual/empirical, qualitative/quantitative, other types.

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

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

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

Activity: Select a variable and construct different items to measure the variable under study.

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Additional references

Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2nd ed.). India: Repro India Limited

Goodwin, C. J. (2002). Research in Psychology: Methods and design (3rd ed.) New York: John Wiley & Sons, Inc

Evans, A. N & Rooney, B. F. (2008). Methods in Psychological Research. USA: Sage Publications

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

B.Sc PSYCHOLOGY

SEMESTER III

32 hours

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

Course Outcomes

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

PART I

Attention

1. Span of attention
2. Set in attention
3. Division of attention
4. Distraction of attention

5. Colour blindness test
6. Depth perception
7. Muscular Fatigue
8. Problem solving(Tower of Hanoi)

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

REFERENCES

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

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

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

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

B.Sc PSYCHOLOGY

SEMESTER IV

BPS4B04

Credits: 3

INDIVIDUAL DIFFERENCES

48 hours

Course Outcomes

- To learn basic concepts and theories of Intelligence and personality
- Detail the origins and types of intelligence testing
- Familiarize the tools used for personality and intelligence assessment.
- Distinguish between aptitude and achievement tests.

Module 1: Intelligence

12 hours

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

Module 2: Assessment of intelligence, Aptitude and achievement

10 hours

Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale,

Kaufman's Scale, Raven's Progressive Matrices, Bhatia's Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence

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

Module 3: Personality

12 hours

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

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,.

Eysenck: dimensions of personality. Introduction to Humanistic perspective: Rogers, Maslow.

Module 4 : Assessment of Personality

14 hours

Meaning and purpose of personality assessment. Tools of personality assessment -Self report inventories, Strength and weakness of self report inventories, 16PF, MMPI ,EPQ: General outline about these tests. Questionnaires and Inventories, Projective measures of personality – Strengths

and weakness of projective tests, TAT, Other measures: Behavioral Observation and Interviews, situational tests. Measurement of interest- types of interest tests, Strong Interest Inventory. Strengths and Weaknesses of Projective tests.

Activity: Visit an assessment center and get familiarized with various intelligence and personality assessment. Submit a report based on the prescribed format.

REFERENCES

Schultz,D.P &Schultz,S.E,(2009).Theories of Personality (9th ed).USA: Cengage Learning.

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

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

Gerrig R.J &Zimbardo.P.G. (2005).Psychology and Life(17th ed.).New Delhi: Pearson Education.

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

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

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

Additional References

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

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

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

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

B.Sc PSYCHOLOGY

SEMESTER IV

BPS4B05L

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL I

32 hours

Course Outcomes

- Able to understand psychological phenomenon using tests and experiments.
- Able to measure Psychological attributes such as memory and illusion.
- Able to conduct and prepare reports on Psychological tests and experiments objectively.

PART II

Illusion

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

Memory

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

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

References

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

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

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

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

MODEL QUESTION PAPER FOR ALL PRACTICAL EXAMINATIONS

BPS4B05L Experimental Psychology-I

Maximum Marks: 80

Time: 2.5 Hrs

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

1. Find out the immediate memory span of the subject

OR

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

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation 80 marks		Internal Evaluation 20 marks	
Introduction	10 marks	Lab Involvement/Records Attendance	8 marks
Administration	20 marks		
Result and Discussion	25 marks	Record	12 marks
Record	15		

Viva Voce	10 marks		
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B.Sc PSYCHOLOGY

SEMESTER V

BPS5B06

Credits : 3

ABNORMAL PSYCHOLOGY-I

48 hours

Course Outcomes

- To enable students to illustrate the concepts of abnormal behavior
- To develop awareness about different classification systems of mental disorders.
- Define and identify the various common mental disorders

Module 1: Basic concepts abnormal behaviours

8 hours

Abnormality: Indicators, Abnormal Psychology: definition, classification, Historical views of abnormal behaviours- demonology, god, magic, early philosophical conceptions, humanitarian

approach and contemporary views. Classificatory system: ICD-DSM (various editions), advantages and disadvantages of classificatory system,

Module2: Anxiety, obsession, stress and their disorders

10 hours

Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: fear and anxiety. Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.

Obsessive, compulsive and related disorders: Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation

Trauma and stress related disorders: PTSD, acute stress disorder, adjustment disorder

Module 3. Mood disorders

14 hours

Unipolar disorder: major depressive disorder, persistent depressant disorder, Specifiers of MDD

Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia

Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury

Module 4: Somatic symptom and dissociative disorder

16 hours

Somatic Symptom and related disorders: somatic symptom disorder, conversion disorder, illness anxiety disorder, factitious disorder Conversion Disorder

Dissociative Disorders - Depersonalization/ Derealisation Disorder, Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID).

Activity: Collect information on misconceptions about abnormal behavior among general public and present it as Survey/ Interview/Video/Role play.

REFERENCES

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

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10thed.).

Newyork :Harper Collins College Publishers.

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

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

SEMESTER V

BPS5B07

Credits : 3

SOCIAL PSYCHOLOGY

48 hours

Course Outcomes

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

Module 1: Introduction to Social Psychology

8 hours

Definition, Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Research Methods in social psychology - Systematic observation, Correlation, Experimental method.

Module 2: Social Cognition and Social perception

17 hours

Social Cognition: Schemas- Mental frame works for organizing social information, Impact of schemas on social cognition: Attention, Encoding and Retrieval. Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.

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

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

Impression formation and impression Management.

Module 3: Attitude, Group and Social Influence

13 hours

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

Groups: nature and functions, Social facilitation, social loafing.

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

.

Module 4: Interpersonal attraction and prosocial behavior

10hours

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

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

Activity: Identify any social concept (prosocial behavior, interpersonal behavior etc.) in daily behavior and report it based on observation.

REFERENCES

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 14 th ed.* New Delhi: Pearson Education.

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

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

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

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

Myers, D.G. (1999). *Social Psychology, 10 thed.* New Delhi : Pearson Education

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

SEMESTER V

BPS5B08

Credits: 3

DEVELOPMENTAL PSYCHOLOGY –I

48 hours

Course Outcomes

- Able to analyze researches done in the field of Developmental Psychology.
- Get an idea about the different stages of prenatal development
- Describe the physical, social, cognitive and emotional nature of developmental stages.
- Enable the student to critically evaluate each person's development stages and pros and cons related to development.
- Enable the student to apply theories of developmental psychology and their practical implications.

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

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

Module 2: Prenatal Development**14 hours**

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

Module 3: Physical Development**10 hours**

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

Module 4: Cognitive Development**14hours**

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

Activity: Visit a Crèche/ Day Care and submit an observation schedule based on Piaget's Developmental stages.

REFERENCES

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

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

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

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

SEMESTER V

BPS5B09

Credits: 3

PSYCHOLOGICAL COUNSELLING

48 hours

Course outcomes

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

Module 1: Introduction to Counselling

16 hours

Counselling: Definition, Counselling as a helping relationship, Counselling and Psychotherapeutics, Counselling and Guidance, Goals of counseling, Variables affecting Counselling, Personality character of Counselor, Counsellor attitude, Counselee factors. Characteristics of an effective counsellor, Psychological test and counselling. Models of Counselling skills: Helping skill model; Exploration, Insight and Action. Skilled helper model; Outline of the three stages, Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals, Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation.

Module 2: Approaches to counselling

8 hours

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

Module 3: Counselling Skills and Techniques

14 hours

Preparation for counselling, client counsellor relationship. Content and process of counselling: Skills in counselling; Uses of skills; Nonverbal skills (SOLER), attending ,attenuating, bodily awareness, challenging, checking out, clarifying, giving advice, immediacy, listening skills, naming skills, observing, information providing, questioning, reflecting, reframing, remembering, self disclosure, structuring , silence using, witnessing, empathy, paraphrasing interpretation, confrontation.

Divergent thinking, goal setting, decision making, problem solving, role playing, advice and information giving strategies, terminating skills.

Module 4: Applications of Counselling

10 Hours

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

Ethical considerations of counselling; Ethical principles of counselling, Ethical issues of counselling. Professional counsellor, Legal aspects in counselling.

Activity: Identify the problem and the techniques used by students in the process of Peer Counselling.

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

REFERENCES:

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

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

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

McLeod, J & McLeod J(2011).*Counselling skills(second edition)*.England . Open university press

Palmer.S.,(2000).*Introduction to Counselling and Psychotherapy; An essential guide*. New Delhi, Sage publication.

Taukeni.S.G(2020) counselling and therapy .United kingdom.Intech open press

SEMESTER V

BPS5B10

Credits: 3

HEALTH PSYCHOLOGY

48 hours

Course Outcomes

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

Module 1: Introduction to health psychology

10 hours

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

Module 2: Health behaviour and primary prevention

14 hours

Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach Health Belief Model, Theory Of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory And Attribution Theory, Social Engineering. Health enhancing behavior, Health compromising behavior. Levels of Prevention.

Module 3: Stress and coping

12 hours

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

Module 4 : Psychosocial issues and Management of advancing and terminal illness

12 hours

Death Across the Life Span, Psychological Issues in Advancing Illness, Psychological Management of the Terminally Ill; Medical Staff And Terminal ill Patient, Individual Counselling, Family Therapy, Management Of Terminal Illness In Children. Nature and theories of pain.

Activity: Attend a training session on Stress management or Relaxation technique and demonstrate it on junior students.

REFERENCES

Sarafino, E.P & Smith, T.W (2011). Health Psychology. Biopsychosocial interactions (7th Edn), John Wiley & Sons, Inc, New York

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

Additional reference

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

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

OPEN COURSE

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

/

CHOICE I

CODE: BPS5D01 PSYCHOLOGY AND PERSONAL GROWTH Credit : 3

CHOICE II

CODE: BPS5D02 LIFE SKILL APPLICATIONS Credit : 3

CHOICE III

CODE: BPS5D03 CHILD AND ADOLESCENT MENTAL HEALTH Credit:3

OPEN COURSE

To be offered by the Department of Psychology for other students

OPEN COURSE CHOICE I

SEMESTER V

BPS5D01

Credits : 3

PSYCHOLOGY AND PERSONAL GROWTH

48 hours

Course Outcomes

- Explain the basics of Psychology
- Detail the concept of emotion and motivation
- Conceptualize positive self and happiness in relation with different aspects of life
- Appraise stress and apply stress management strategies

Module 1: Introduction to Psychology**10 hours**

Psychology: Definition, goals of psychology, application of psychology in personal and social life. Major Branches of psychology : Clinical psychology, Counselling Psychology, Health Psychology, Organizational/Industrial Psychology, Educational Psychology, Positive Psychology.

Module 2: Motivation and Emotion**14 hours**

Motivation: Definition; Intrinsic and extrinsic motivation; Biological and learned motive. Maslow's hierarchy of needs theory. Emotion: Definition; mood and affect; Positive and negative emotion; Distorted mood- Mania and Depression

Module 3: Positive self and Happiness**14 hours**

Roger's concept of self, ideal self, real self, congruence; Self-esteem; Self efficacy. Happiness : Causes and effects of happiness, Happiness across life span, Gender, Marriage, Money and culture in happiness, Close relationship and happiness.

Module 4: Personal growth**10 hours**

Stress: Distress and eustress, responses to stress, Stress management techniques- Emotional expression, wishful thinking, Cognitive restructuring, Meditation, and Relaxation techniques- JPMR. Resilience: Definition, Risk, protective factors of resilience, Models of resilience.

REFERENCES:

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

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

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

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

Additional Reference:

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

OPEN COURSE

To be offered by Department of Psychology for other students

OPEN COURSE CHOICE II

SEMESTER V

BPS5D02

Credits : 3

LIFE SKILL APPLICATIONS

48 hours

Course outcomes

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

Module 1 : Introduction

8 hours

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

Module 2: Self awareness, Empathy and Problem solving

12 hours

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

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

Module 3 :Survival Skills, Effective communication and Negotiating skills

14 hours

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

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

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

Module 4: Life skill in different area

14 hours

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

REFERENCES:

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

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

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

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

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

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

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

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

OPEN COURSE

To be offered by the Department of Psychology for other students

OPEN COURSE CHOICE III

SEMESTER V

BPS5D03

Credits : 3

CHILD AND ADOLESCENT MENTAL HEALTH

48 hours

Course outcomes

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

Module 1:

10 hours

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

Module 2:

12 hours

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

Module 3:

16 hours

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

Module 4:

10 hours

Basics of management of Mental Health Issues (brief description):-Counselling, Psychoeducation, Behaviour Therapy, Cognitive Behaviour Therapy, Play Therapy, Family Intervention. Mental health professionals:- Psychiatrist, School Psychologist, Clinical Psychologist, Social Worker.

Reference

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

Suggested Reading:

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

SEMESTER V EXPERIMENTAL PSYCHOLOGY PRACTICAL II 48 hours

Course Outcomes:

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

PART I

Learning

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

Transfer of training

5. Bilateral transfer
- 6 .Habit interference

Motivation

- 7..Level of aspiration
- 8.Knowledge of result

Each student is required to conduct any 6 experiments and submit record for evaluation at the end of the semester. The list includes experiments that measure learning and motivation. Evaluation will be made at the end of sixth semester(BPS6B06L) .

REFERENCES

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

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

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

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

SEMESTER V

EXPERIMENTAL PSYCHOLOGY PRACTICAL III

48 hours

Course Outcomes:

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

PART I

1. Standard Progressive Matrices

2. Eysenck Personality questionnaire
3. Bhatias Battery of Performance intelligence Tests
4. Tests of creativity
5. Bells adjustment inventory
6. Locus of control
7. Interest inventory
8. Achievement value and anxiety inventory
9. Career decision making scale
10. Emotional Maturity Scale

Each student is required to conduct a minimum of 6 tests and submit record for evaluation at the end of the semester. The list includes psychological assessments that measure intelligence and personality. Evaluation will be made at the end of sixth semester(BPS6B08).

REFERENCES

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

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

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

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

B.Sc PSYCHOLOGY

SEMESTER VI

BPS6B11

Credits : 3

ABNORMAL PSYCHOLOGY-II

64 hours

Course Outcome

- To demonstrate the clinical features of major psychological disorder and neuro-developmental disorders
- Describe the characteristics and clinical features of Substance abuse.

Module 1: Schizophrenia spectrum and other psychotic disorder

18 hours

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

Module 2: Personality disorders

16 hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder.

Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder.

Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder.

Module 3: Substance and alcohol abuse disorder

18 hours

Substance abuse: dependence- tolerance- withdrawal symptoms. Alcohol Related Disorders: Clinical Picture of Alcohol Related Disorders, Harmful use of alcohol, Alcohol use disorder. Effects of alcohol: brain, physical, psychological effect. Psychotic problems of alcohol abuse: alcohol withdrawal delirium, alcohol amnestic disorder,

Common Psycho active drugs: sedatives- stimulants-hallucinogens- opiates- antianxiety drugs

Module 4: Developmental disorders (disorders of childhood and adolescence)

12hours

Psychological vulnerabilities of children and adolescents. Childhood developmental disorders: anxiety-separation anxiety, depression, Phobia, conduct disorder, PDD.

Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, tic disorder. Specific learning Disorders, Intellectual Disability.

Activity: Interview a Mental Health Professional and identify prominent cases.

References

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

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

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

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

SEMESTER VI

BPS6B12

Credits : 3

APPLIED SOCIAL PSYCHOLOGY

64 hours

Course Outcomes

- Describe various theoretical concept and research methods in applied Psychology.
- Demonstrate the application of social psychology to one's life.
- To get an outline regarding different aspects of social problems in India

Module 1: Basics of Applied Social psychology

12 hours

Definition of Applied Social psychology, related disciplines, historical context, Applied Social Psychology as a Science, Social Influences on Behavior: The Power of the Situation, Various Roles of Applied Social Psychologists.

Module 2: Social psychological Theories and Research Methods in Applied Social Psychology **20 hours**

Functions and Characteristics of Social Psychological Theories, Cognitive Dissonance theory- Postdecisional dissonance, Effort justification, Insufficient justification; Groupthink theory. Research Methods - Self-Report Methods, Observational Methods, Research Designs- True Experiments, Quasi-Experiments, Correlational Studies, Descriptive Studies; Qualitative research methods; Research ethics.

Module 3: Applying Social psychology to one's own life **16 hours**

Personal Relationships – Attraction, Attachment, Selection process. Classroom settings: cognitive Errors and student-Teacher Relations, self-perception and their academic consequences. Positive well-being-focus on optimism

Module 4: Social problems in India and applying Social Psychology **16 hours**

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

Activity: Analyze contemporary articles related to social problems through focused group discussions.

REFERENCES

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

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

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

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

DEVELOPMENTAL PSYCHOLOGY –II **48 hours**

Course Outcomes

- Analyze major life changes in Adolescence and Adulthood.
- To describe physical, social, emotional and cognitive changes during adulthood.
- Identify the factors affecting job satisfaction and vocational adjustments.
- Develop self awareness on the changes happening in one's life.

Module 1: Emotional Development **12 hours**

Emotion- types and functions. Emotional behavior: infancy to middle adulthood. Role of family, parenting and peer relations in emotional development. Temperament: definition, different classifications. Development of attachment: types, Bowlby's Ethological theory of attachment, Factors affecting attachment.

Module 2: Psychosocial Development **12 hours**

Self development: infancy to middle adulthood. Process of socialization from infancy to middle adulthood. Vygotsky's theory of social development -ZPD. Young Adulthood: characteristics & life changes; Attraction, love and close relationships; marriage, family & parenthood. Middle adulthood: changes in marriage and other relationships, midlife crisis, empty nest syndrome. Moral development-theories: Piaget, Kohlberg.

Module 3: Vocational Development **12hours**

Early adulthood: Vocational adjustments, selecting a job, appraisal of vocational adjustment. Middle adulthood: Vocational adjustment -Changed working conditions that affect middle aged workers, conditions influencing vocational adjustment and satisfaction in middle age. Vocational adjustment and adjustment to retirement in late adulthood

Module 4: Late adulthood **12 hours**

Characteristic of late adulthood. Gerontology. Physical, cognitive, language and socio emotional development in late adulthood. Development of personality and self. Family and relationships. Biological theories of ageing. Facing death and loss: Psychological issues, Pattern of grieving- Kubler Ross's stages, special losses.

Activity: Understand the core needs of the elderly and identify the community support available to them.

REFERENCES

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

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

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

SEMESTER VI

BPS6B14

Credits: 3

LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.

48 hours

Course Outcomes

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

Module 1 Introduction to life skills

12hours

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

Module 2 Mother Skills, Survival skills and Communication skills 12 hours

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

Module 3 Thinking Skills, Coping Skills 12 hours

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

Negotiating skills: Decision making-problem solving.

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

Module 4 Life skill in different area 12 hours

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

Activity: Prepare a module on any one life skill proposed by WHO.

References

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

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

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

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

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

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

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

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

SEMESTER VI

ELECTIVES

Credit : 3

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

1. BPS6E01 Organisational Behaviour
2. BPS6E02 Psychology of Criminal Behavior
3. BPS6E03 Positive Psychology
4. BPS6E04 Educational Psychology
5. BPS6E05 Cognitive Psychology
6. BPS6E06 Foundations of Behavioural science

SEMESTER VI

BPS6E01

Credits : 3

ORGANIZATIONAL BEHAVIOUR

48 hours

Course Outcomes:

- To describe the conceptual framework of the discipline of Organizational behavior.
- To understand the applications of group dynamics in the organizational setting.
- Evaluate the appropriateness of various leadership styles and the role of leaders in a decision making process.

MODULE1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR

10 hours

The Concept of Organization; Definition, Importance, Goals, Scope and Challenges of Organizational Behaviour; Major disciplines that contribute to OB; Management functions, Management roles, Management skills; Organizational behaviour Models.

MODULE 2: INDIVIDUAL BEHAVIOUR

14 hours

Diversity in Organization: Workforce diversity- Demographic, and Biographical characteristics; Ability- Intellectual, physical and disability; Diversity Management Strategies.

Attitude: Components; Major Job attitudes; Job satisfaction- Definition, Causes and impact;

Emotional Labour; Personality traits relevant to OB; Values-Definition, types; Person-job fit and person-organization fit.

Perception; Factors influencing perception – Interpersonal perception- Impression Management. Motivation - Meaning and types of Motivation, content theories and process theories.

MODULE 3: GROUP BEHAVIOUR AND LEADERSHIP

12 hours

Group: Definition, classification, Stages of group development, Group properties- Roles, Norms, Status, Size and Cohesiveness, Group decision making, Groupthink, Group Polarization.

Communication - Processes of communication in organization, Functions of communication, Grape-vine : Barriers to effective communication: Transactional Analysis.

Leadership: Functions of a leader; Theories- Trait, Behavioral, Contingency theories.

MODULE 4: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

12 hours

Conflict: Meaning, processes, types and sources of conflict, Resolution of conflict.

Negotiation: Strategies and Process.

Organizational politics, Cause of consequences of political behavior.

Stress: Sources, Consequences and management of work stress, Balancing work and life.

Activity: Assess the job attitude of employees in an organization.

REFERENCES

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

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

Griffin. (2005). *Organisational behavior, managing people and organization*, New Delh:, Biztantrs

Khanka, S. S. (2000). *Organizational behavior*, Haryana: Chand & Company, Pvt. Ltd

SEMESTER VI

BPS6E02

Credits : 3

PSYCHOLOGY OF CRIMINAL BEHAVIOR

48 hours

Course Outcomes

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

MODULE 1: THEORY AND METHOD

12 hours

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

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

MODULE 2: CRIMES AND CRIMINAL OFFENDERS

12 hours

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

MODULE 3: CORRECTIONAL PSYCHOLOGY

12 hours

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

MODULE 4: FORENSIC PSYCHOLOGY

12 hours

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

REFERENCES:

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

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

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

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

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

SEMESTER VI

BPS6E03

Credits : 3

POSITIVE PSYCHOLOGY

48 hours

Course Outcomes

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

MODULE 1: INTRODUCTION TO POSITIVE PSYCHOLOGY

12 hours

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

Eastern and western perspectives in positive psychology

MODULE 2 : WELL-BEING

12 hours

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

MODULE 3 : HOPE,OPTIMISM AND FLOW

12 hours

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

MODULE 4 : HAPPINESS

12 hours

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

REFERENCES

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

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

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

SEMESTER VI

BPS6E04

Credits : 3

EDUCATIONAL PSYCHOLOGY

48 hours

Course Outcomes:

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

Module 1: Educational Psychology

10 hours

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

Module 2: Child Development and Learning

10 hours

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

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

Module 3: Motivation

14hours

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

Module 4: Educating Exceptional Children

14 hours

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

REFERENCES

- Bichler, R. F & Snowman, J (1990) *Psychology Applied to Teaching* (6th Edn) Boston: Houghton Mifflin Company.
- Santrock, J.W. (2011). *Educational Psychology* (4th ed.). New Delhi: Tata McGraw-Hill.
- Woolfolk, A (2004) *Educational Psychology* (9th Edn) Delhi: Pearson Education.
- Seifert, K.Sutton,R. (2009) *Educational Psychology* (2nd Edn).Zurich:Global Text.

Semester VI

BPS6E05

Credit: 3

COGNITIVE PSYCHOLOGY

48 HOURS

Course outcomes:

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

Module 1 : Introduction**12 hours**

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

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

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

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

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

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

Memory: working memory and executive functioning

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

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

References

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

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

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

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

SEMESTERVI

BPS6E06

Credits :3

FOUNDATIONS OF BEHAVIOURAL SCIENCE

48hours

Course Outcomes

- To understand the conceptual framework of the discipline of Behavioural science and its practical applications in the organization.
- Analyze individual and group behaviour, and understand the implications of organizational behaviour on the process of management.
- To explain Caste and Community Dynamics and demonstrate skills required to stop bullying.
- To understand conflict management strategies used in organizations

Module 1: Everyday Life

Family, work and social life of humans, evolution of society- psychological and evolutionary perspectives, Joint and nuclear families, Culture- various dimensions.

Module 2: Social Movements, Caste and Prejudice

Psychological perspective of social movements and social change, Social Movement Organizations, Domains of Social movement- political sphere, the workplace, the environment and the issue of peace.

Caste and Religion in India, psychological aspects of caste dominance and submissiveness,

Religious conflicts, in-group and out-groups, gutt housing, Prejudice- formation and maintenance, social propoganda, the influence of social networking sites

Module 3: Behavioural Economics and Consumer Psychology

Definition of behavioural economics, human decision making process- social and cultural factors, Prospect theory, Thaler's contributions

Consumer psychology Definition, Factors influencing buying behaviour, Persuasion- Theories and recent trends

Module 4: Behavioural Science as an Emerging Field

Scope of the field, Behavioural science as applied in Marketing, Public Policy Making, Finance and Banking, etc.

References

Cass Sunstein and Richard Thaler-Nudge: improving decisions about health, wealth and happiness, Yale University Press, 2008

Daniel Kahneman- Thinking fast and Slow, Penguin books UK, 2001

Sujatha Gidla- Ants among elephants

SEMESTER VI

BPS6B16L

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL II

48 hour

Course Outcomes:

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

PART II

1. Simple reaction time

2. Choice reaction time

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

Each student is required to conduct any 6 experiments from the above experiments and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester(BPS6B16L).

REFERENCES

- Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
- Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
- Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
- Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Ltd.

Pattern of evaluation of Experimental Psychology Practical II

External Evaluation	Internal Evaluation
80 marks	20 marks

Introduction	10 marks	Lab Involvement/Records Attendance	8 marks
Administration	20 marks		
Result and Discussion	25 marks	Record	12 marks
Record	15		
Viva Voce	10 marks		

SEMESTER VI

BPS6B17L

Credits: 4

EXPERIMENTAL PSYCHOLOGY PRACTICAL III

48 hours

Course Outcomes:

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

PART II

1. 16 PF
2. Weschler adult performance intelligence scale
3. Emotional Intelligence inventory
4. Aptitude Tests
5. IAS rating scale

6. Occupational stress inventory
7. Materialism spiritualism scale
8. Family relationship inventory
9. Risk taking scale
10. Study habit scale
11. Beck Anxiety Inventory.
12. Alcohol and drug attitude scale.
13. Childhood Trauma Questionnaire

Each student is required to conduct a minimum of 6 tests from the above tests and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) & Part II (VI Sem) will be made at the end of the sixth semester(BPS6B17L).

REFERENCES

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

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

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

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

Pattern of evaluation of Experimental Psychology Practical III

External Evaluation 80 marks	Internal Evaluation 20 marks
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Introduction	10 marks	Lab Involvement/Records Attendance	8 marks
Administration	20 marks		
Result and Discussion	25 marks	Record	12 marks
Record	15 marks		
Viva Voce	10 marks		

BPS6B18P

PROJECT

16 hours

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

Objectives

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

Course Outcomes

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

Guide lines for the Project work

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

Pattern of evaluation of Project

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

Viva Voce	12 marks	Viva Voce	3 marks
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COMPLEMENTARY COURSES IN PSYCHOLOGY OFFERED TO OTHER DEPARTMENTS

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for BA Programme.

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSES OF BA SOCIOLOGY

Name of Course	Code	Credit	Hrs/week	Semester
Psychological Processes I	BPS1C01	2	3	I
Psychological Processes II	BPS2C02	2	3	II

Psychology of Abnormal Behavior	BPS3C03	2	3	III
Social Behavior	BPS4C04	2	3	IV

EVALUATION SCHEME FOR COMPLEMENTARY COURSES

The evaluation scheme for each complementary course shall contain two parts

- 1) Internal assessment
- 2) External Evaluation

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

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

Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40%, Assignment 30% and Class room participation based on attendance 30%

Table 1: Components for evaluation of internals(Total-10 marks)

Sl.No.	Components	Marks
1	Class room participation based on Attendance	3
2	Test paper	4
3	Assignment	3
	Total	10

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

Table 2: Split up of marks for Test paper

Range of marks in test paper	Out of 4 Marks (Maximum internal marks is 10)
Less than 35%	1
35%-45%	2
45%-55%	2.5
55%-65%	3
65%-85%	3.5
85%-100%	4

Table 2: Split up of marks for Class Room Participation

Range of CRP	Out of 3Marks (Maximum internal marks is 10)
$50\% \leq \text{CRP} < 75\%$	1
$75\% \leq \text{CRP} < 85\%$	2
85% and above	3

External Evaluation

External evaluation carries 80 % of the marks. The complementary courses will have an external examination of 1.5 hours duration with 40 marks.

Scheme of Examinations

The external QP with 40 marks and Internal examination is of 10 marks. Duration of each external examination is 1.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A & B. But there shall be Ceiling in each section.

Section A

Short answer type carries 2 marks each - 8 questions Ceiling – 10 Marks

Section B

Paragraph/ Problem type carries 5 marks each – 6 questions Ceiling - 20 Marks

Section C

Essay type carries 10 marks (1 out of 2) 1X10=10 Marks

MODEL QUESTION PAPER OF COMPLEMENTARY COURSE

FIRST SEMESTER BA DEGREE EXAMINATION, NOVEMBER 2019 BPS1C01 PSYCHOLOGICAL PROCESSES I

Name:.....

Reg No:.....

Time: 1.5 Hrs

Maximum Marks: 40

SECTION -A

Answer in Two or three sentences. Each carries 2 marks. There shall be ceiling of 10 marks in this section

1. Structuralism
2. Selective attention
3. Perceptual Organization
4. Survey method
5. Figure-ground perception
6. Reinforcement
7. Punishment
8. Determinants of attention

Maximum -10 Marks

SECTION -B

Answer in a paragraph of about half a page to one page .Each question carries 5 marks. There shall be ceiling of 20 marks in this section

12. Steps in scientific investigation
13. Types of variables.
14. Factors affecting attention.
15. Theories of colour perception
16. Memory processes
17. Explain cognitive learning

Maximum -20 Marks

SECTION -C

Essay Type Questions

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

18. Briefly outline the different perspectives in psychology.

19. Discuss the different types of learning.

(1x10=10 Marks)

SYLLABUS OF PSYCHOLOGY AS COMPLEMENTARY COURSE OF BA SOCIOLOGY

Semester I

BPS1C01

Credit: 2

PSYCHOLOGICAL PROCESSES I

48 hours

Course Outcomes

- Understand the meaning, historical background and research methods of Psychology.
- Explain the basic processes in attention, perception and memory.
- Understand the theoretical perspectives of learning and forgetting.

Module 1 Introduction

10 hours

Psychology: A working definition.

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

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

Branches of Psychology, Scope of Psychology.

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

Module 2 Attention and Perception

12 hours

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

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

Perceptual constancies: size, shape, brightness constancies.

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

Module 3 Learning

12 hours

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

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

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

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

Observational learning/Modelling

Module 4 Memory

14 hours

Key processes in memory: Encoding, Storage and Retrieval.

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

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

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

Flash-bulb memory, tip of the tongue phenomenon.

Measuring memory; Recall, Recognition, Relearning.

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

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

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Semester II

BPS2C02

Credit: 2

PSYCHOLOGICAL PROCESSES II

48 hours

Course Outcomes

- Describe the basic processes in thought and motivation.
- Understand the theoretical perspectives of motivation and emotion.
- Evaluate the nature, determinants and theories of intelligence and personality

Module 1: Cognitive Processes

10 hours

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

Reasoning; Deductive and inductive thinking.

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

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

Module 2: Motivation and Emotion

10 hours

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

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

Intrinsic and extrinsic motivation.

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

Module 3: Intelligence

14 hours

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

intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

.Module 4: Personality

14 hours

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development,. Jung: Structure of personality, Adler: striving for superiority, power motivation.

Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits,.

Eysenck: dimensions of personality.

Assessment of Personality, Uses of Personality tests.

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Semester III

BPS3C03

Credit: 2

PSYCHOLOGY OF ABNORMAL BEHAVIOR

48 HOURS

Course Outcomes

- Understand the meaning of Abnormal Behaviour.
- Describe the clinical features schizophrenia, mood disorders and somatic and dissociative disorders
- Define and identify anxiety, obsessions, stress and its related disorders.

Module 1: Abnormality and Schizophrenia

12hours

Meaning of Abnormality, DSM V and Definition of mental disorder.

Schizophrenia - Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder.

Module 2: Mood Disorder

10 hours

Unipolar disorder: major depressive disorder, persistent depressive disorder, Specifiers of MDD

Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia

Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury

Module 3: Anxiety, obsession, stress and their disorders

14 hours

Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: fear and anxiety. Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.

Obsessive, compulsive and related disorders: Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation

Trauma and stress related disorders: PTSD, acute stress disorder, adjustment disorder.

Module 4: Somatic Symptoms and Dissociative disorders

12hours

Somatic Symptom and related disorders: somatic symptom disorder, conversion disorder, illness anxiety disorder, factitious disorder Conversion Disorder

Dissociative Disorders - Depersonalization/ Derealisation Disorder, Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID).

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Semester IV

BPS4C04

Credit: 2

SOCIAL BEHAVIOR

48 hours

Course Outcomes

- Understand the definition , nature and scope of Social Psychology
- Describe and discuss major concepts in the field of social psychology
- Able to examine aggression and recommend the preventive measures for aggression.

Module 1 : Introduction to Social Psychology

12 hours

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

Module 2: Social Cognition

14 hours

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

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

Module 3: Social Perception and Social Influence

12 hours

Social Perception: Nonverbal communication: Basic channels, Facial feedback hypothesis.

Attribution: Theories of attribution- Jones and Davis theory and Kelly's Theory of causal attribution. Impression formation and impression Management.

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

Module 4: Prosocial Behavior and Aggression

10 hours

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

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

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