



St Aloysius College (Autonomous)

Mangaluru

Re-accredited by NAAC “A” Grade

Course structure and syllabus of

B.A.

PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM

(2019 – 20 ONWARDS)

ST ALOYSIUS COLLEGE
(Autonomous)
MANGALURU- 575 003



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Re-accredited by NAAC with 'A' Grade - CGPA 3.62

Recognised by UGC as "College with Potential for Excellence"

College with 'STAR STATUS' conferred by DBT, Government of India

3rd Rank in "Swacch Campus" Scheme, by MHRD, Govt of India

No: SAC 40/Syllabus 2019-20

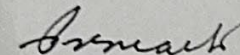
Date: 18-07-2019

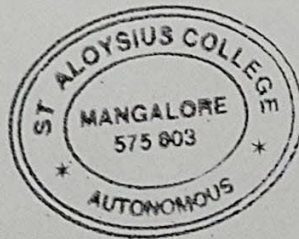
NOTIFICATION

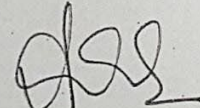
Sub: Syllabus of B.A. Psychology under Choice Based Credit System.

- Ref: 1. Decision of the Academic Council meeting held on 02-05-2019 vide
Agenda No: 17(2019-20)
2. Office Notification dated 18-07-2019

Pursuant to the above, the Syllabus of B.A. Psychology under Choice Based Credit System which was approved by the Academic Council at its meeting held on 02-05-2019 is hereby notified for implementation with effect from the academic year 2019-20.


PRINCIPAL




REGISTRAR

To:

1. The Chairman/Dean/HOD.
2. The Registrar Office
3. Library

Preamble

Psychology is the scientific study of behavior and mental processes. A good deal of human behavior however familiar is still puzzling and mysterious to us. Therefore, a course in psychology will help to understand the complexities of human behavior and answer the why's and how's of behavior.

Objectives:

- To understand the basic content of psychology
- To demonstrate the ability to think critically and analytically and to reason logically about the issues in child development
- To create awareness and bring about personal and social change
- To expose the students to the various manifestations of psychopathology and health enhancing behaviors.

PROGRAMME FOR B.A. PSYCHOLOGY

Semester	Paper	Code	Hrs/week	Credits	Marks	Total
I	Foundations of Behaviour-I	G106.1	4	2	70/30	150
	Practicals I	G106.1P	3	2	40/10	
	Elective (CBCS): The Science of Personality	G106.1E	2	1	40/10	
II	Foundations of Behaviour II	G106.2	4	2	70/30	150
	Practicals II	G106.2P	3	2	40/10	
	Elective (CBCS): Psychology of positive Human Functioning	G106.2E	2	1	40/10	
III	Child Development I	G106.3	4	2	70/30	150
	Practicals III	G106.3P	3	2	40/10	
	Elective(CBCS) Behaviour in the social context	G106.3E	2	1	40/10	
IV	Child Development II	G106.4	4	2	70/30	150
	Practicals IV	G106.4P	3	2	40/10	
	Elective(CBCS): Psychosocial Competencies for better living	G106.4E	2	1	40/10	
V	Social Psychology	G106.5a	4	2	70/30	300
	Abnormal Psychology	G106.5b	4	2	70/30	
	Practicals V	G106.5P	4	2	80/20	
VI	Industrial And Organizational Psychology	G106.6a	4	2	70/30	300
	Health Psychology	G106.6b	4	2	70/30	
	Practicals VI	G106.6P	4	2	80/20	

I SEMESTER

G106.1 FOUNDATIONS OF BEHAVIOUR I

OBJECTIVES:

- On completion of this course, students should know and understand the major theoretical aspects and methods of psychology
- Have knowledge of the basic content of General psychology
- To be able to apply psychology to their everyday lives.

UNIT I- Introduction to Psychology -Yesterday and Today **12 hrs**

- Psychology – Definition, Goals.
- Historical Schools of Psychology- Structuralism, Functionalism, Gestalt, Psychoanalytic.
- Modern Perspectives- Behavioural, Humanistic, Bio Psychological, Socio Cultural, and Evolutionary
- The Research Process – The Scientific Method.
- Descriptive Research- Observation, Case Studies and Survey. Correlation Research and Experimental Research.
- Ethical issues in Psychological Research

UNIT II- The Biology of Mind and Behaviour **12hrs**

- Genes and Behaviour link – Evolution, Genes and Inheritance
- Nervous system-Neuron -Structure and functions.
- Synaptic transmission and neurotransmitters.
- Division of the Nervous system. The Central Nervous system. Brain and spinal cord. The peripheral Nervous system. Somatic, autonomic SNS and PNS.
- Brain – structure and functions, hindbrain, midbrain and forebrain, thalamus, hypothalamus and limbic system, cerebral cortex – lobes and hemispheres.
- Endocrine system- pituitary, adrenal islets, gonads, thyroid, and pineal glands.

UNIT III- Sensation and Perception **12hrs**

- Sensation – Definition , Basic Concepts – Sensory Thresholds, JND, Absolute Threshold, Differential Threshold, Signal Detection , Sensory Adaptation, Transduction- Sensory Receptors, Sensory Pathways – Afferent and efferent
- Biological Basis / Neural Basis of Sensation – Vision, Hearing, Taste Touch and Taste
- Perception – Definition – physiological, psychophysical and cognitive approach. Perceptual organization, Depth perception - Monocular and Binocular cues. Visual Illusions and causes
- Extra sensory perception

UNIT IV- States of Mind - Consciousness

12hrs

- Consciousness- Definition. Sleep – The Need for Sleep- Adaptive Theory, Restorative Theory. How It Works - Circadian Rhythm and the Role of Hypothalamus. Stages of Sleep. Sleep deprivation – its effects. Sleep Disorders- Somnambulism, Night Terror, Insomnia, Sleep Apnea and Narcolepsy
- Dreams- What Triggers Dreams, Why Dream – Freud’s Wish Fulfilment , Activation Synthesis Hypothesis, Editing/ Strengthening Neural Connection, Goals/ Desires/ Arousal and inhibition
- Altered States of Consciousness – Hypnosis – Meditation and Psychoactive Drugs

BOOKS FOR STUDY:

1. Baron, R. & Misra, G. (2015). *Psychology*. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
3. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
4. Feldman, R.S. (2017) *Understanding Psychology*, 12thedn. McGraw Hill
5. Feldman, R.S. (2011) *Understanding Psychology*, 10thedn. New Delhi: Tata McGraw Hill Publishing Company Lt.
6. Kosslyn, S.M., & Rosenberg, R.S. (2008). *Psychology In context* (3rd Edn). Pearson education

BOOKS FOR REFERENCE:

1. Baron, R. A. (2002). *Psychology*, 5thedn. New Delhi: Prentice Hall India Ltd.
2. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
3. Feldman, R.S. (2017) *Understanding Psychology*, 12thedn. New Delhi: Tata McGraw Hill Publishing Company Lt.
4. Gazzaniga, M.S. & Hefferington, T.F. (2003) *Psychological Science: the Mind, Brain and Behaviour*, 1stedn, W.W. Norton and Company Inc. Publishers.
5. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1stedn. New Delhi :Neelkamal Publications Pvt. Ltd.
6. Passer and Smith.(2017). *Psychology the science of mind and behaviour*. 3rdedn Tata McGraw Hill.
7. Santrock, J. W. (2006). *Psychology: Essentials*, updated 2ndedn, Delhi: Tata McGraw Hill.
8. Smith, E. E., Hoeksma, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard’s Introduction to Psychology*, 14thedn. Bangalore: Thomson Asia Pte Ltd.
9. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

G106.1p PRACTICALS:

1. Nature of questions and accuracy of report.
2. Span of Attention
3. Muller Lyer illusion
4. Assessment of Study habits using study habits inventory. – Palsane and Sharma.
5. Sensation seeking inventory
6. Stroop Effect

STATISTICS IN PSYCHOLOGY:

Meaning and Importance of Statistics in Psychology, concepts of population, sample, variables. Organization of data – statistical tables and frequency distribution, Graphical representation. Measures of Central Tendency.

COURSE REQUIREMENT

GROUP WRITTEN ASSIGNMENTS

At the end of each chapter assignments on various topics covered in the chapter will be assigned to groups. To be submitted within a week after its announcement on the class notice board.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION: Evaluation is based on completing class assignments, paper presentations, seminars, taking practice tests at the end of every chapter, exams, active participation and class attendance.

CHOICE BASED COURSE
G 106.1E THE SCIENCE OF PERSONALITY

Objective : To understand how personality develops and influences the way we think and behave

Unit I – Understanding personality Through the lens of theories

Sigmund Freud, Carl Jung, Eric Erickson, Abraham Maslow, Carl Rogers, Victor Frankl

Unit II- Personality Disorders

Borderline personality disorder, Histrionic personality disorder, Narcissistic.

Unit III- Personality Assessment

EPI, Myers Briggs, Ego defense mechanisms, Identity vs role confusion, Multidimensional existence meaning, sensation seeking

References:

- 1 Schultz , D.P., & Schultz, S.E.(2016). *Theories of personality (11th edn)*.Cengage learning.
- 2 Butcher, J. N., Hooley, J.M., Mineka, S., Nock , M.K . (2015). *Abnormal Psychology and Modern Life (17thedn.)*. New York: Harper – Collins.

G106.2 FOUNDATIONS OF BEHAVIOUR II

UNIT I- Learning

- Learning - Definition, Classical conditioning processes- extinction, spontaneous recovery, generalization, discrimination. Application of classical conditioning.
- Operant conditioning processes- Reinforcement schedules, punishment, dangers and effective punishment. Application of operant conditioning
- Cognitive learning –latent, Insight observational learning- Bandura.

UNIT II Memory

- Definition –. Three processes of memory- Encoding, Storage and retrieval
- Three stages of memory with reference to Atkinson &shiffrin model – sensory, short term, long term- semantic ,procedural, flashbulb, TOT,
- Forgetting – Causes.
- Techniques for improving memory-mnemonics.

Unit III- Emotion and Motivation

- Emotions-nature of emotions –physiological, cognitive and behavioral components of emotion.
- Theories of emotions –cannon –Bard, James Lange, Schacter Singer, cognitive mediation, facial feedback hypothesis.
- Expressions of emotions – External, Internal and psychological changes.
- Definition – Motives, needs , drives and incentives
- Theories of motivation- Instinct theory, drive reduction and Maslow's theory
- Physiological drives – Hunger, thirst, sex.
- Social motives – affiliation and power.

Unit IV- Psychology of Individual Differences

- **Personality** Definition – Theories of personality : Cattell , Carl Jung, Alfred Adler, Sigmund Freud, Carl Rogers, Type A and B, Big Five Factor (Costa and Maccrae)
- **Intelligence** –Definition. Theories of intelligence-Spearman, Sternberg and Howard gardener. Normal Probability Curve
- Classification of MR- NIMH – Medical, psychological and educational.
- Psychological tests-types of tests-ability tests-achievement, aptitude and intelligence, personality tests-objective- Questionnaireand Inventories – MMPI , projective - TAT, Rorschach Ink blot test

BOOKS FOR STUDY:

1. Baron, R. & Misra, G. (2015). *Psychology*. New Delhi: Pearson.
 2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
 3. Passer, M.W. & Smith, R.E. (2017). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill education .
 4. Feldman, R.S. (2017). *Understanding Psychology*, 12thedn. McGraw Hill Education
 5. Feldman, R.S. (2011). *Understanding Psychology*, 10thedn. New Delhi: Tata McGraw Hill Education
6. Kosslyn, S.M., & Rosenberg, R.S. (2008). *Psychology In context* (3rd Edn). Pearson education.

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2. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
3. Feldman, R.S. (2017). *Understanding Psychology*, 12thedn. New Delhi: Tata McGraw Hill Publishing Company Lt.
4. Gazzaniga, M.S. & Hefferington, T.F. (2003) *Psychological Science: the Mind, Brain and Behaviour*, 1stedn, W.W. Norton and Company Inc. Publishers.
5. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1stedn. New Delhi :Neelkamal Publications Pvt. Ltd.
6. Passer and Smith. (2017). *Psychology the science of mind and behaviour*. 3rdedn Tata McGraw Hill.
7. Santrock, J. W. (2006). *Psychology: Essentials*, updated 2ndedn, Delhi: Tata McGraw Hill.
8. Smith, E. E., Hoeksema, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard's Introduction to Psychology*, 14thedn. Bangalore: Thomson Asia Pte Ltd.
9. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

G106.2p PRACTICALS (any five)

1. Recall and recognition.
2. Effect of chunking on memory.
3. Type A B personality
4. Intelligence Test – Otis test of mental ability.
5. Achievement motive test
6. Multi dimensional Assessment of Personality – Teenage Form
7. Habit Interference Board

STATISTICS IN PSYCHOLOGY:

Measures of Variability - Range, Quartile deviation and Mean deviation.

COURSE REQUIREMENT

GROUP WRITTEN ASSIGNMENTS:

At the end of each chapter assignments on various topics covered in the chapter will be assigned to groups. To be submitted within a week after its announcement on the class notice board.

PAPER PRESENTATION:

Students can present papers on the topics given to them by the supervisor.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION:

Evaluation is based on completing class assignments, paper presentations, seminars, exams, active participation and class attendance.

CHOICE BASED COURSE

G 106.2E PSYCHOLOGY OF POSITIVE HUMAN FUNCTIONING

Objectives: To scientifically understand and deal with life's challenges

Unit I- Positive Experiences

PERMA model of well being, Empathy, Happiness, Joy, Love, Gratitude, Hope, Optimism, Forgiveness.

Unit II- Positive States & Traits

Resilience, Compassion, Humility, Sense of Humor, Kindness, bravery

Unit III- Positive psychology in practice

Wisdom in action – SOC model of effective life management, Growth through trauma, Mindfulness, **Daily** Diary, Gratitude letter.

References:

- 1 Baumgardner.S.R.,& Crothers, M.K.(2009). *Positive Psychology*. Pearson education.
- 2 Carr.A.(2007). *Positive Psychology : The science of happiness and human strengths*. Routledge.

III SEMESTER
G106.3 CHILD DEVELOPMENT-I

OBJECTIVES:

On completion of this course on child Development

- Students will demonstrate the ability to think critically and analytically and to reason logically about issues in Child Development.
- Understand the physical, Cognitive, emotional changes during the childhood period.
- Understand the complex factors which affect development – genetic and prenatal factor to child’s early environment.

UNIT I: INTRODUCTION AND FOUNDATION TO CHILD DEVELOPMENT

(10 hrs)

- Historical views of childhood. Today’s children – contemporary issues- health and well being, families and parenting, education, culture and social policies
- Nature of development- biological, cognitive and socio emotional, periods of development- pre natal, infancy early childhood middle and late childhood, adolescence
- Developmental issues- nature / nurture continuity & discontinuity, early and later experience
- The scientific research approach- methods - Case study, Biographical Method, Research Design: Longitudinal, Cross- sectional, microgenetic and longitudinal sequential
- Theories of Child Development – Psychodynamic- Freud, Erickson, Cognitive- Piaget, Vyogotsky, Ecological -UrieBronfenbrenner

UNIT II: BEGINNING OF LIFE

(12 hrs)

- Sex cells and their differences
- preparatory processes: Maturation, Ovulation and Fertilization – its importance
- Multiple offspring’s: Identical twins and fraternal twins.
- Abnormalities in genes and Chromosomes – Pheylketunoria, Down’s syndrome, Sickle cell anemia.
- Abnormalities of the sex chromosomes: Triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X Syndrome& XYY syndrome.

UNIT III: PRE NATAL DEVELOPMENT

(13Hrs)

- Germinal period – embryo, ovum, fetus – development and Hazards.
- Pre-natal Environmental influences.
- Stages of labour and delivery.
- Types of Birth – Natural or prepared childbirth, caesarian section, Breech birth, Transverse presentation, Instrumental Birth.
- The post partum period- nature, physical and psychological adjustments

- Reproductive choices: Genetic counseling, prenatal diagnostic choices, umbilical cord blood.

UNIT IV: INFANCY

(13hrs)

- Sub divisions of infancy
- Assessment of the new born-APGAR scale
- Physical growth and development-cephalocaudal and proximodistal pattern, height and weight, brain development, states of consciousness, SIDS, Nutrition, and New born Reflexes- eye blinking, sucking, swimming, palmar grasp and Babinski, gross and fine motor skills
- Cognitive development-language development-how language develops
- Socio emotional development - Attachment: patterns of attachment, establishing attachment- involvement of father, stability of attachment, stages of attachment –when attachment fails. Crying, smiling, stranger anxiety, social referencing, temperament-classification. Personality: developing trust, developing sense of self, independence.

BOOKS FOR STUDY:

1. Berk, L.E. (2013). *Child Development* (9thedn.). New Delhi: Pearson Education Inc.
2. Santrock, J. W. (2013). *Child Development* (12thedn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
3. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2011). *Human Development* (12th International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

BOOKS FOR REFERENCE

1. Bee, H., and Boyd, D., (2004). *The Developing Child* (10thedn.). Delhi: Pearson Education (Singapore) Pte. Ltd.
2. Berger K S, (1983). *The Developing Person through the Life Span*, New York: Worth Publishers. Inc.
3. Berk, L.E. (2006). *Child Development* (6thedn.). New Delhi: Pearson Education Inc.
4. Charlesworth, R. (2004). *Understanding Child Development* (6thedn.). New York: Delmar/Thomson Learning .
5. Hetherington EM and Ross (1994), *Child Psychology* (3rdedn.).
6. Hurlock, E. B. (1997). *Child Development* (6thedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Lindon Jennie and Arnold Hodder, *Understanding Child Development*.

8. Lois, H., Scot. P., Elizabeth, H. and Scheld (1998) *Developmental Psychology Today*, (5thedn.). McGraw Inc.
9. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2004). *Human Development* (7th International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
10. Santrock J.W. (2007). *A topical approach to Life Span Development* (3rdedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

G106.3p PRACTICALS: (any five)

1. Seguin form Board test.
2. Coloured Progressive Matrices.
3. Parenting Scale by R.L. Bharadwaj.
4. Early school Personality Questionnaire by Catell.
5. Parental attitude Scale towards Pre school Education.
6. Children's Curiosity Scale
7. Cognitive Development test for Pre schoolers.
8. Passi Test of Creativity

STATISTICS & RESEARCH METHODOLOGY:

- Standard Deviation.
- Meaning of research, objectives and types of research. Research process. Meaning, Need and important concepts related to Research design. Sampling design – steps. Criteria, characteristics and types of sample design.

COURSE REQUIREMENT

GROUP DISCUSSION

Over the course of the semester at the end of each chapter a topic appropriate to the chapter will be discussed in small groups. You may be then asked to write and turn in your reflections or conclusions regarding the topic.

CHILD DEVELOPMENT JOURNAL

A child development journal to be maintained and submitted at the end of the IV semester. A printed list of activities will be given at the beginning of the semester. Reports of the neonatal intensive care unit visit and other visits to be included in the journal. Along with inputs in theory and practical you are expected to submit a child development journal. It is a record of your activities and reactions regarding children and your role with them. Record your

observations, interactions, activities and your reactions. To begin with think about your past experiences as a child and with other children and write down whatever seems important. A part of the journal will be submitted at the end of the third semester and the other part at the end of the fourth semester.

The journal consists of

- Reflections of topics given for group discussion at the end of every chapter
- Summary of papers presented
- Results and discussions of field activities
- Report of the visits
- Your reactions to articles

ASSIGNMENTS

Assignments on the various topics covered in the syllabus will be assigned. To be submitted within a week after its announcement on the class notice board.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION: Evaluation is based on completing class assignments, paper presentations, seminars, exams, active participation and class attendance.

CHOICE BASED COURSE (Elective)
G 106.3E BEHAVIOR IN THE SOCIAL CONTEXT

OBJECTIVE:

- **Understand human behavior in the social context**

Unit I -Situations affect behaviour

Social standards of behaviour, Conformity, Obédience, Bystander problem

Unit II-Construction of social reality

Interpersonal attraction, Making attributions, Préjudice and Discrimination,
Intimate Relationship

Unit III – Application to life and Current Events

The self, Social perception, social cognition, attitudes, persuasion, Prejudice
& discrimination, social skills training, Intimate Relationship.

References :

1. Baron, R.A., and Byrne, D. (2004). *Social Psychology* (10thedn). New Delhi: Pearson Education and Dorling Kindersley.
2. Taylor, S. E., Peplau, L. A., and Sears, D. O. (2006). *Social Psychology*, (12thedn.). New Delhi: Pearson Education and Dorling Kindersley.

IV SEMESTER

G106.4 CHILD DEVELOPMENT- II

OBJECTIVES:

- Students will demonstrate the ability to think critically and analytically and to reason logically about issues in Child Development.
- Understand the physical, Cognitive; emotional changes during early childhood, middle and late childhood period Understand the changes that occur during puberty and Adolescence.
- Understand the problems and disorders of childhood and adolescence.

UNIT I: EARLY CHILDHOOD

(13hrs)

- Body growth and change-height and weight
- Brain development
- Motor development-gross and fine motor skills, handedness
- Cognitive development-information processing-attention, memory, task analysis, language development-Brown's stages and rule systems
- Emotional and personality development-the self and self understanding,
- Moral development- Piaget theory -moral behavior, moral feelings, Kohlberg's theory.
- Gender-biological influences and social influences-parental ,peer, school teacher, media and cognitive influences
- Development in the social context-parenting styles, sibling relationships and birth order, working mothers, peer relations, play –functions and types of play, television.
- Early childhood education-types of preschools and transition to kindergarten

UNIT II – MIDDLE CHILDHOOD

(14hrs)

- Physical development-Growth, Nutrition, obesity and body image
- Cognitive development- Piagetian approach-concrete operational child, moral reasoning, information processing and intelligence-basic processes and capacities, metamemory, mnemonics, selective attention
- Language development-vocabulary ,grammar, syntax, pragmatics, identifying words, comprehension, writing
- The child in school-entering first grade influences on school achievement with reference to Bronfenbrenner’s bio ecological theory-the child, parenting, socioeconomic status, teacher expectations, the educational system, second language education.
- Psychosocial development-the developing self -self esteem and emotional growth.
- The child in the family-family atmosphere
- The child in the peer group-popularity, friendship, aggression and bullying.

UNIT III: PUBERTY AND ADOLESCENCE

(10hrs)

- The end of childhood- how puberty begins-Causes of puberty changes,
- Major physical changes at puberty,
- Variations in the age of puberty and consequences of puberty changes.
- Erickson’s ideas on identity- four statures of identity
- Adolescent sexuality and sexual orientation.

UNIT IV: DISORDERS AND PROBLEMS OF CHILDHOOD AND ADOLESCENCE

(11hrs)

- Symptom disorders: Enuresis- Encopresis,
- Child abuse and sex abuse.
- Learning disabilities
- Attention deficit hyperactivity disorder
- Pervasive developmental disorder :Autism
- Eating disorders-anorexia and Bulimia
- Sexually transmitted infections
- Premenstrual syndrome

BOOKS FOR STUDY:

1. Berk, L.E. (2013). *Child Development* (9thedn.). New Delhi: Pearson Education Inc.
2. Santrock, J. W. (2013). *Child Development* (12thedn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
3. Papalia, D.E., Olds, S. W., & Feldman, R.D., (2011). *Human Development* (12th International edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Hurlock, E. B. (1997). *Child Development* (6thedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
5. Santrock, J. W. (2013). *Adolescence* (8thedn.). New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
6. Butcher, J. N., Hooley, Mineka, S.M., Nock, M.K. (2015). *Abnormal Psychology and Modern Life* (17thedn.). New York: Harper – Collins.

BOOKS FOR REFERENCE

1. Bee, H., and Boyd, D. (2004). *The Developing Child* (10thedn.). Delhi: Pearson Education (Singapore) Pvt. Ltd.
2. Berger K S, (1983). *The Developing Person through the Life Span*, New York: Worth Publishers. Inc.
3. Berk, L.E. (2006). *Child Development* (6thedn.). New Delhi: Pearson Education Inc.
4. Charlesworth, R. (2004). *Understanding Child Development* (6thedn.). New York: Delmar/Thomson Learning .
5. Hetherington EM and Ross (1994), *Child Psychology* (3rdedn.).
6. Hurlock, E. B. (1997). *Child Development* (6thedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Lindon Jennie and Arnold Hodder, *Understanding Child Development*.
8. Lois, H., Scot. P., Elizabeth, H. and Scheld (1998) *Developmental Psychology Today*, (5thedn.). McGraw Inc.
9. Santrock J.W. (2007). *A topical approach to Life Span Development* (3rdedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

G106.4p PRACTICALS: (any five)

1. Parent Child Relationship.
2. Bell's Adjustment Inventory – student form
3. Guidance Needs Inventory.
4. Bhatia's Battery of Performance Test.
5. Malin's Intelligence Scale for Children
6. Scientific Aptitude Test for College Students
7. High School Personality Questionnaire by Catell
8. David's Aptitude Test

STATISTICS & RESEARCH METHODOLOGY:

Correlation – Pearson Product moment, Spearman's Rank difference.

Scales of measurement – nominal, ordinal, interval and ratio.

Characteristics of a good test.

COURSE REQUIREMENT

CHILD DEVELOPMENT JOURNAL

A child development journal to be maintained and submitted at the end of the semester. A printed list of activities will be given at the beginning of the semester. Reports of the neonatal intensive care unit visit and other visits to be included in the journal. Along with inputs in theory and practical you are expected to submit a child development journal. It is a record of your activities and reactions regarding children and your role with them. Record your observations, interactions, activities and your reactions. To begin with think about your past experiences as a child and with other children and write down whatever seems important. The journal to be submitted at the end of the fourth semester.

The journal consists of

- Reflections of topics given for group discussion at the end of every chapter
- Summary of papers presented
- Results and discussions of field activities
- Report of the visit to neo natal intensive care unit
- Your reactions to articles

GROUP DISCUSSION

Over the course of the semester at the end of each chapter a topic appropriate to the chapter will be discussed in small groups. You may be then asked to write and turn in your reflections or conclusions regarding the topic

ASSIGNMENTS

Assignments on the various topics covered in the syllabus will be assigned. To be submitted within a week after its announcement on the class notice board.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION: Evaluation is based on completing class assignments, paper presentations, seminars, exams, active participation and class attendance.

CHOICE BASED COURSE (Elective)

G 106.4E PSYCHOSOCIAL COMPETENCIES FOR BETTER LIVING

Objective: To enhance the well being by coping effectively with the demands and challenges of everyday life.

Unit I- Self awareness

Self concept, self esteem, self confidence, coping with emotions, fears and concerns

Unit II- Communication

Five components to effective communication, barriers, anger management, Interpersonal bonding, working in teams.

Unit III- Entrepreneurial competencies

Problem solving , Decision making, risk taking , management of time .

References:

Manual will be developed and followed for the course

V SEMESTER
G106.5a. SOCIAL PSYCHOLOGY

OBJECTIVES:

- On completion of this course students should understand oneself, others and social behaviour.
- Understand the formation of attitudes and its effect on social behavior and methods to counter act them.
- To create awareness about the factors that influence social behaviour

UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY & SOCIAL PERCEPTION

(14hrs)

- Definition, Historical roots of Social Psychology
- Theories in social Psychology- brief mention of Psychoanalytic, learning, cognitive , evolutionary and social. Interdependence and Socio cultural - in detail
- Methods in social Psychology – Observation, Correlation, Survey
- Forming impressions of others: Non verbal communication, What information do we use to form impressions, integrating impressions, motivated person perception, Impression Management
- Attribution: Understanding the causes of Behaviour, Theories: Jones and Davis's Correspondent Inference theory, Kelley's covariation theory, other dimensions of causal attribution, Augmenting and Discounting, Regulatory focus theory.

UNIT 2: PRO-SOCIAL BEHAVIOUR:

(12hrs)

- Responding to an emergency, providing help,
- Decision to help in an emergency – Five steps
- Situational factors – Attraction, Attribution and Pro-social models
- Helping as a function of Emotional state
- Why do people help: empathy-altruism, negative state relief, empathic joy and genetic determinism
- Personality and prosocial behavior

UNIT 3: ATTITUDE, PREJUDICE AND DISCRIMINATION (12hrs)

- Defining attitude, Attitude formation,
- The attitude- behaviour link,
- Attitude change overtime,
- When attitude change fails.
- The origin of prejudice, techniques for countering its effects.
- Prejudice based on Gender

UNIT 4: BEHAVIOUR IN GROUPS (10hrs)

- Meaning and definitions of groups
- Basic features of groups
- Behaviour in the presence of others- Social facilitation, Social loafing,

Social impact theory, De individuation, Crowding.

- Group interaction: competition versus cooperation
- Co-operation – factors influencing co-operation,
- Conflict – nature causes and effects. Conflict resolution

BOOKS FOR STUDY:

3. Baron, R.A., and Byrne, D. (2004). *Social Psychology* (10thedn). New Delhi: Pearson Education and Dorling Kindersley.
4. Taylor, S. E., Peplau, L. A., and Sears, D. O. (2006). *Social Psychology*, (12thedn.). New Delhi: Pearson Education and Dorling Kindersley.

BOOKS FOR REFERENCE

- 1 Myers, D.G. (2005). *Social Psychology* (8thedn.). New Delhi: Tata McGraw Publishing Hill Company Ltd.

V SEMESTER

G106.5b ABNORMAL PSYCHOLOGY

OBJECTIVES:

- To introduce students to the different perspectives and models regarding the causation of mental illness
- To acquaint students with various manifestations of psychopathology.

UNIT I- Abnormal Psychology in Science and Practice

Abnormality –Definition – Deviance, Distress, Dysfunction and Danger

Models of abnormality- Biological, Psychodynamic, Cognitive - Behavioural, Humanistic – Existential, and Socio cultural.

Clinical Assessment-Key concepts, clinical interview, physical examination, behavioural assessment, psychological testing, Neurophysiological testing, Neuro imaging and psycho physiological assessment.

Diagnosis-DSM V, ICD -11.

Therapeutic techniques: Biological –psychopharmacological, electro convulsive, psychosurgery, Psychodynamic, Cognitive behavior , humanistic , couple, family, group (in brief)

UNIT II- Anxiety Disorders, Obsessive compulsive disorders,, Somatic symptom Disorders and Dissociative Disorders

Definition – Anxiety - Fear – Panic

Phobias – specific and social - Clinical Description, Causes

Generalised Anxiety Disorder- Clinical Description, Causes

Obsessive – compulsive & related disorders, Body Dysmorphic - Clinical Description, Causes

Somatic symptom disorder- Conversion, Hypochondriasis, pain, Illness anxiety, Malingering, Fictitious disorder. Clinical Description and Causes

Dissociative Disorders – Amnesia &, Fugue, Derealisation , Depersonalization and Dissociative Identity Disorder- Clinical Description and Causes

UNIT III-Schizophrenia and Mood Disorders

Schizophrenia –Types – Clinical Description and Causes

Mood disorders- Unipolar Mood Disorders – Clinical Description and Causes

Bipolar Mood Disorders- Clinical Description and Causes

Suicide- Causes and Risk Factors

UNIT IV- Personality Disorders, Gender Identity Disorders and Cognitive Disorders

Personality Disorders- Cluster B (Dramatic Personality Disorders) - Antisocial, Borderline, Histrionic and Narcissistic

Gender Identity Disorder

Neuro Cognitive Disorders- Delirium, Dementia- Alzheimer's type and Vascular Dementia, Causes

BOOKS FOR STUDY:

1. Ray, J.W. (2015). *Abnormal Psychology, Neuroscience perspectives on human behavior and Experience*. Sage publication
2. Ronald J Comer. (2015). *Abnormal Psychology* (9th ed.) New York: WH Freeman and Co.
3. Barlow, D.M., & Durand, V.M. (2012). *Abnormal Psychology: An Integrative Approach*, (6thEdn.). Cengage Learning.
4. Butcher, J. N., Hooley, J.M., Mineka, S., Nock, M.K. (2015). *Abnormal Psychology and Modern Life* (17thedn.). New York: Harper – Collins.

BOOKS FOR REFERENCE

1. Ray, J.W. (2015). *Abnormal Psychology, Neuroscience perspectives on human behavior and Experience*. Sage publication
2. Ronald J Comer. (2015). *Abnormal Psychology* (9th ed.) New York: WH Freeman and Co.
3. Barlow, D.M., & Durand, V.M. (2012). *Abnormal Psychology: An Integrative Approach*, (6thEdn.). Cengage Learning.
4. Butcher, J. N., and Hooley, J.M., Mineka, S.M., Nock, M.K. (2015). *Abnormal Psychology and Modern Life* (17thedn.). New York: Harper – Collins.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006) *Abnormal psychology – Current perspectives* (9thedn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
6. 6 Davidson, G. C., and Neale, J. M., (2001) *Abnormal Psychology* (Revised 7thed). New York: John Wiley and Sons.
7. 7 Kaplan, H. I., Sadock, B. J., and Grebb, J. A. (1994) *Synopsis of Psychiatry* (7thedn.). New Delhi : B I Waverly Pvt. LTD.
8. 8 Ronald J Comer *Abnormal Psychology* (2nd ed.) New York: WH Freeman and Co.
9. WHO (2019) *ICD 11 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines*. Geneva, WHO.

G106.5p PRACTICALS –

1. Stereotype
2. Competition/co-operation
3. Bogardus social distance Scale .
4. Progressive Weights.
5. Assessment of Social motives using Social Motives Scale.
6. Assessment of anxiety using Sinha's Anxiety Scale.
7. Personal stress source inventory – A.K. Singh
8. Assessment of psychopathology using Multi Phasic Questionnaire – H N Murthy. Cognitive Style Inventory

STATISTICS:

Chi square

COURSE REQUIREMENTS**ASSIGNMENTS**

Assignments on the various topics covered in the syllabus will be assigned. To be submitted within a week after its announcement on the class notice board.

CHAPTER SUMMARY:

Certain topics which you need to know as psychology graduates but is not covered in the syllabus will be assigned to groups (ABNORMAL AND SOCIAL PSYCHOLOGY). Each member in the group will choose and read a topic from the chapter and present it before the class. Presentations will be made once the entire group is ready. The group will be given one month for preparation. Presentations to be made using power point.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION:

Evaluation is based on completing class assignments, paper presentations, seminars, exams, active participation and class attendance.

VI SEMESTER

G106.6a Industrial AND ORGANISATIONAL PSYCHOLOGY

OBJECTIVES:

- To understand the scope and application of industrial and organizational psychology
- Provide information regarding the structure of organizations.
- To sensitize the students to problems related to human relations and human activities in organizations.

UNIT I: THE PRACTICE OF INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

(12hrs)

- The scope and historical development of Industrial and Organizational Psychology
- Challenges for Industrial and Organizational Psychology
- Industrial and Organizational Psychology as a career
- Training and employment problems of Industrial and Organizational Psychology
- Research methods in Industrial and Organizational Psychology – the experimental method, the naturalistic observation, surveys and opinion polls

UNIT II: THE DEVELOPMENT OF HUMAN RESOURCE

(12hrs)

- Employee selection principles and techniques – the recruitment process, review of selection process,
- Performance appraisal - why do it?, techniques of performance appraisal – objective and judgemental, performance appraisal for managers, bias in performance appraisal, how to improve performance appraisals?
- Training and development - scope and goals, the pre training environment, training methods.

UNIT III: ORGANIZATIONAL PSYCHOLOGY

(12hrs)

- Leadership – theories, styles of leadership
- Motivation – theories of motivation- content and process theories
- Job satisfaction – the quality of life at work
- Job satisfaction and effect on the job behaviour
- Characteristics of the workplace – physical, psychological and social.

UNIT IV: CONSUMER PSYCHOLOGY

(12hrs)

- Scope of consumer psychology
- Research methods – surveys and public opinion polls, projective techniques, observations of shopping behaviour. Brand identification, testing reactions to advertising.
- The nature and scope of advertising - types of advertising appeals,
- Consumer behaviour and motivation – buying habits and brand loyalty, product pricing, advertising to children and adolescents, older persons, persons with disabilities, gay community.

BOOK FOR STUDY:

1 Schultz Duane and Schultz Sydney Ellen, (2010). *Psychology and Work Today.*, 10thEdn, Delhi: Pearson Education.

2 Spector, P.E. (2016). *Industrial and Organizational Psychology: Research and Practice*, 6th Edition. Wiley

BOOKS FOR REFERENCE:

1. Ahuja, K. K. *Organizational Behaviour*, New Delhi: Vikas Publication House.
2. Ashwathappa *Organizational Behaviour*
3. Caseell, M. R., Daniel, J., Jennings, and Heavrid, C. (1997). *Fundamentals of Organizational Behaviour*, New Jersey: Prentice Hall Inc.
4. Chandan, J. S. (1997). *Organizational Behaviour* (4th revised edn.). New Delhi: Vikas Publication House.
5. Ghosh P.K and Ghorpade M.B. *Industrial Psychology*, Mumbai: Himalaya Publishing house.
6. Khanka, S. S. (2002) *Organizational Behaviour*, (2nd revised edn.). New Delhi: S. Chand and Co.
7. Luthans, F. (2005). *Organizational Behaviour* (10th edn.). New York: McGraw Hill.
8. Mishra, M. N. (2001). – *Organizational Behaviour*, New Delhi :Vikas Publication House.

VI SEMESTER

G106.6b HEALTH PSYCHOLOGY

OBJECTIVES:

- To acquaint the students with the newly emerging field of health psychology
- To understand the relationship between body and mind
- To understand the role of psychologists in managing chronic illnesses and diseases

UNIT I: INTRODUCTION TO HEALTH PSYCHOLOGY (12hrs)

- Definition of Health Psychology,
- History of body mind relationship,
- Bio-psycho-social model in Health Psychology
- Trends in health and health psychology
- **Community approaches within health psychology**
- **Global health trends**
- **Social inequality and health**

UNIT II: STRESS, PAIN, MANAGING AND COPING WITH STRESS AND PAIN

(12hrs)

- Definition of stress, sources of stress, Categories of stress, Factors predisposing a person to stress
- The physiology of stress
- Theories of stress, physiology of the immune system , psycho neuro immunology, stress and disease
- Coping with stress - internal resources and external resources, Social support
- Pain : Significance of pain, physiology of pain , theories of pain, measurement of pain, control and management of pain

UNIT III: MANAGEMENT OF CHRONIC AND TERMINAL ILLNESSES (12hrs)

- Chronic illnesses- **coronary heart disease, diabetes and asthma**
- Psychological interventions and chronic illness.
- Cancer: Risk factors for cancer, psycho social factors and the course of cancer, coping with cancer,
- HIV AND AIDS –symptoms of HIV AND AIDS, the transmission of HIV, psycho-social impact of HIV infection, interventions to reduce the spread of AIDS, Psychological factors that affect the course of AIDS, Coping with HIV & AIDS.

UNIT IV: PREVENTING INJURIES AND STAYING HEALTHY(12hrs)

- Unintentional Injuries , Strategies for reducing unintentional injuries
- Intentional Injuries , Strategies for reducing intentional injuries
- Primary Prevention and Behavioural outcomes – Nutrition and diet, Control of weight and obesity, Sleep, Exercise.

BOOKS FOR STUDY:

1. Brannon, L., & Fiest J. (2014), *Health Psychology: An Introduction to Behavior and Health* (8thedn.). Cengage Learning
2. Dimatteo, M. R. and Martin L.R. (2007). *Health Psychology*, New Delhi: Pearson Education and Dorling Kindersley.
3. Taylor, S. E. (2014). *Health Psychology* (9th edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Sarafino, E.P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*, 8th Edition. Wiley

BOOKS FOR REFERENCE:

1. Brannon, L., & Fiest J. (2014), *Health Psychology: An Introduction to Behavior and Health* (8thedn.). Cengage Learning
2. Sarafino, E.P., & Smith, T.W. (2014). *Health Psychology: Biopsychosocial interactions*, 8th Edition. Wiley
3. Dimatteo, M. R. and Martin L.R. (2007). *Health Psychology*, New Delhi: Pearson Education and Dorling Kindersley.
3. Park, K. (2005). *Park's text book preventive and social medicine*, (17thedn). Jabalpur: M/s Banarasi Das Bhanot.

G106.6p PRACTICALS: (any EIGHT)

1. Minnesota rate of manipulation test.
2. Assessment of Job Satisfaction.
3. Identification of stress- occupational stress index- Srivastav.
4. Leadership Effectiveness Scale
5. Assessment of Muscular Fatigue.
6. Levinson's Locus of control
7. General Health Questionnaire
8. Psycho Physiological State Inventory
9. Behaviour Orientation Scale
- 10 Hamilton's depression scale
- 11 Sexual anxiety scale/ sexual attitude scale

STATISTICS:

't' test – independent and dependent means .

COURSE REQUIREMENTS

PRESENTATIONS:

Topics will be assigned to the group for presentations. Presentations will be made once the entire group is ready. The group will get a period of one month for preparation. Presentations to be made using power point.

ASSIGNMENTS:

Assignments on the various topics covered in the syllabus will be assigned. To be submitted within a week after its announcement on the class notice board.

PARTICIPATION IN CLASS:

Students are expected to actively participate in class. An assessment in this regard will be made.

ATTENDANCE:

Attendance is compulsory. Sleeping in the class is counted as absence.

PRACTICAL LAB WORK:

You are expected to attend all classes. Experiments will be done only during practical hours and on the date and day specified. Practical record work to be submitted within a week or as instructed by the teacher failing which marks will be deducted. Neatness and promptness in work is given weight age.

EVALUATION:

Evaluation is based on completing class assignments, paper presentations, seminars, taking practice tests at the end of every chapter, exams, active participation and class attendance.

QUESTION PAPER PATTERN FROM I TO VI SEMESTER

Practical 40/10

I TO II SEMESTER

- Plan procedure-10
- Conduction & discussion -10
- Statistics -10
- Viva voce -5
- Record -5

Internals – Participation-2

Model exam -8

III & IV semester

- Plan procedure-10
- Conduction & discussion -10
- Statistics -5
- Research methodology -5
- Viva voce -5
- Record -5

Internals – Participation-2

Model exam -4

Child journal - 4

V AND VI SEMESTER 80/ 20

- Plan procedure-30
- Conduction & discussion -20
- Statistics-10
- Viva voce -10
- Record-10

Internals – Participation-2

Project –18

Theory 70/30

QUESTION PAPER PATTERN FROM I TO VI SEMESTER

Theory 70/30

Question paper is set for 100 marks and then reduced to 70

Part A

I MCQ's = $1 \times 10 = 10$

II Factual questions = $2 \times 5 = 10$

Part B

III Answer any four questions = $5 \times 4 = 20$

IV Answer questions from each unit with internal choice

Four units $\times 15 = 60$

30 marks internals:

Attendance (5) assignments, presentations, seminars, practice test (5), written exams (20).

QUESTION PAPER PATTERN FROM I TO IV SEMESTER CBCS COURSE (QP set for 50 marks)

40/10

I Conceptual questions = $2 \times 5 = 10$

II Answer any four questions $5 \times 4 = 20$

III Answer any two questions $2 \times 10 = 20$

10 marks internals
