



# **BANGALORE UNIVERSITY**

## **BA/BSC SYLLABUS 2014**

**BANGALORE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
Jnanabharathi Campus, Bangalore-560 056.**

DEPARTMENT OF PSYCHOLOGY

The BOS meeting held on 16<sup>th</sup> June 2014 at the department of psychology approved the UG Syllabus. Following is the framework of the syllabus for the six semesters for BA/BSc with psychology as one of the optional subjects.

Semester	Paper Title	Number of units	Number of hours	Number of credits
I	Basic psychological processes I	5	50	2
I	Practicals I		3/week	1
II	Basic psychological processes II	5	50	2
II	Practicals II		3/week	1
III	Child Psychology I Or Developmental Psychology I	5	50	2
III	Practicals III		3/week	1
IV	Child Psychology II Or Developmental Psychology II	5	50	2
IV	Practicals IV		3/week	1
V *	Counseling Psychology I Or Health psychology I Or Social Psychology I Or Industrial & Organizational psychology I Or Educational Psychology I Or Abnormal Psychology I	4	40	2 X 2 = 4
Practical V & Practical VI			3 X 2/week	2
	Counseling Psychology II Or Health psychology II Or Social Psychology II Or Industrial & Organizational psychology II Or Educational Psychology I I Or Abnormal Psychology I I	4	40	2 X 2 = 4
Practical VII & Practical VIII			3 X 2/week	2

**\*V & VI sem any two papers out of the six electives are to be offered.**

### **3BASIC PSYCHOLOGICAL PROCESSES**

#### **I SEMESTER - BA/BSC.**

##### **UNIT - I- THE SCIENCE OF PSYCHOLOGY:**

**12 hours.**

**A) Definition and goals of Psychology.**

**b) Modern perspectives** – Psychodynamic, Behavioral, Cognitive, Evolutionary, Sociocultural, Humanistic Movement and Positive Psychology, Indian Perspective.

**c) Fields of Psychology.**

**c) Types of Psychological Research:** Descriptive research (Observation, Survey and Interviews, Standardized Tests, Case studies).

Correlational Research (Positive and Negative)

Experimental Research (independent and Dependent variables, Experimental and Control groups, Double – Blind Experiments).

##### **UNIT –II INTELLIGENCE:**

**12 hours.**

**A) Definition;Measuring intelligence;** criteria of good intelligence tests, types of intelligence tests (Binet tests, Wechsler scales, Group Tests of Intelligence)

**b) Theories of intelligence:** Multiple intelligences, Gardner's Eight Intelligences, Sternberg's Triarchic Intelligence.

**c) Influences on intelligence** - Genetic and Environmental only

**d) Extremes in intelligence** - Mental Retardation, giftedness.

**E) Emotional Intelligence.**

##### **UNIT-III LEARNING:**

**10 hours.**

**A) Definition, types of learning;**

**b) Biological factors in learning.**

**c) Classical Conditioning:** (Pavlov's studies, acquisition, generalization and discrimination, extinction and spontaneous recovery) Applications of classical conditioning.

**D) Operant conditioning:** Thorndike's Law of Effect; Skinner's approach to operant Conditioning, shaping, principles of reinforcement (positive and negative reinforcement, Primary and secondary Reinforcement).

**e)Observational learning.**

**F) Insight learning.**

##### **UNIT – IV- MEMORY:**

**10 hours.**

**a)Nature of memory** (Encoding, storage and retrieval)

**a.1) Memory encoding-** Attention, levels of Processing, Elaboration, Imagery.

**a.2) Memory storage** – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory.

**a.3) Memory Retrieval** – Retrieval Cues and retrieval tasks.

**b) Forgetting** – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval

**UNIT – V MOTIVATION:**

**8 hours.**

**a) Nature;**

**b) Approaches** – Instinct Approaches, Drive Reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-Determination Theory.

**References – for both I and II Semester**

1. John.W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
2. Saundra K Ciccarelli and Glenn E Meyer, Psychology, South Asian Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.
3. Feldman. R.S Understanding Psychology, IV Edition, 2006, Tata McGraw Hill Publication.
4. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.
5. Sridhara.A. Manovygnanika Sidhantagala Kaipidi.( Kannada)
6. Srivasthava, Indian Psychology
7. Anand Paranjpay, Indian Psycholo

**PRACTICALS**

**1st Semester**

1. Observation & Suggestion
2. Habit Interference
3. Effect of Chunking on Recall
4. Bilateral Transfer
5. Effect of Cueing on Recall

**Statistics**

- Measures of Central Tendency Mean, Median & Mode for Ungrouped Data & Grouped Data with only Frequency( No class Intervals) Long Method.

**Project-**

## **BASIC PSYCHOLOGICAL PROCESSES**

### **II SEMESTER - BA/BSC.**

#### **UNIT – I –**

##### **BIOLOGY AND BEHAVIOR:**

**12 hours.**

**a) An overview of the Nervous System;** neurons and nerves (structure of the neuron, neural impulse, synapse, neurotransmitters)

**b)Central Nervous System:**

**b.1) The Brain** – structure of the brain; brain stem; structure of the cortex; association areas of the cortex (Broca's area and Wernicke's area)

**b.2)The Spinal Cord** – The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.

**c) Techniques to study the brain.**

**d)Endocrine glands.**

#### **UNIT – II**

##### **SENSATION AND PERCEPTION:**

**10 hours.**

**a)Sensation** - Purposes of sensation and perception; sensory receptors and the brain; ABCs of sensation.

**b) Vision** – Colour Vision, After Image and Colour Blindness.

**c) Perception** – ABCs of perception; The Constancies (Size, Shape and Brightness).Gestalt Principles; Depth perception; Perceptual Illusions.

#### **UNIT – III**

**10 hours**

##### **THINKING:**

**Cognition;** Concept formation (Importance); Problem solving (Steps in Problem Solving; obstacles in Problem Solving) Critical Thinking; Reasoning (Inductive and Deductive reasoning) Decision making; Creativity (Divergent and Convergent thinking).

#### **UNIT – IV**

##### **EMOTIONS**

**8 hours**

**a) The Three Elements of Emotion** – The Physiology of Emotion; The Behavior of Emotion; The Subjective Experience of Emotion.

**b)Theories of Emotion** – James – Lange Theory of Emotion, Cannon – Bard Theory of Emotion, Schachter – Singer Theory of Emotion; Lazarus and the Cognitive – Mediatlional Theory. Positive psychology Movement.

## **UNIT – V-**

### **PERSONALITY:**

**10 hours.**

**A)Definitions of Personality, including Allport’s definition.**

**b)Approaches to the study of Personality**– Freud’s Psychoanalytic theory (Personality’s structures, Defense Mechanisms, Personality development) Roger’s Approach; Trait Theories – The Big Five Personality Factors; Bandura’s Social Cognitive Theory (Self - Efficacy) Skinner’s Behaviorism.

**c) Measurement of Personality** – Questionnaires, Rating Scales, Projective Tests.

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### **PRACTICALS II Semester**

1. Signal Detection
2. Stroop Effect
3. Muller Lyer Illusion
4. Mapping of Retinal Color Zones
5. Maze Learning

**Statistics** Measures of Central Tendency-Mean, Median (short method) & Mode with Class Intervals and frequency.

**Project** :Analysis of data on Motiquiz - Gender Differences for sample collected by Individual.

## **CHILD PSYCHOLOGY -I**

### **III SEMESTER- BA/BSC.**

#### **UNIT I**

**(6 hours)**

##### **INTRODUCTION TO CHILD PSYCHOLOGY**

- A) The field of child psychology** - Definition; careers in child development
- B) Theories of child development**– Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner, Ethological model/perspective.
- C) Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation.

#### **Unit – II**

**(15 hours)**

##### **BIOLOGICAL FOUNDATION**

- A) GENETIC FOUNDATION** - genetic code, sex cells, boy or girl (sex determination), multiple offspring, patterns of genetic inheritance.
- B)Inheritance** - dominant and recessive relationship, dominance and recessive genes.
- C) Diseases - Chromosomal abnormalities** – Down syndrome; **Abnormalities of the sex chromosomes** - Klinefelters, Fragile x , Turner's, XXX, XYY; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

##### **PRENATAL DEVELOPMENT**

- A)Conception** - period of zygote, period of embryo, period of fetus .  
Influences on prenatal development; Genetic counseling;  
Prenatal diagnostic methods;
- B)Child birth** – types of child birth - natural, prepared, home deliveries, medication; Birth complications – oxygen deprivation, pre-term and low birth weight ; sudden infant death syndrome ( SIDS ); Stages of child birth ; publications ; Assessment – Apgar scale and Brazelton scale;

#### **UNIT III**

**(10 hours)**

##### **MOTOR AND SENSORY DEVELOPMENT**

- A) MOTOR DEVELOPMENT** - Reflexes – new born reflexes; reflexes and development of motor skills; infant states of arousal – sleep and crying

Motor development in infancy – meaning; sequence of motor development – cephalocaudal and proximodistal; gross motor development; fine motor development – reaching and; handedness.

**B ) SENSORY DEVELOPMENT**

Vision, hearing, touch, taste, smell and balance

**UNIT - IV**

**(10 hours)**

**COGNITIVE DEVELOPMENT AND DEVELOPMENT OF LANGUAGE**

**A)COGNITIVE DEVELOPMENT** - Piaget's theory of cognitive development

–Memory - strategies of storing memory

**B) LANGUAGE DEVELOPMENT** – components of language development;

Pre-linguistic development – receptivity to language, first speech sounds,

Phonological development; semantic development; Pragmatic development; Bilingualism.

**UNIT V**

**(9 hours)**

**Emotional and social development-**

**A) EMOTIONAL DEVELOPMENT.**

Development of emotional expression, emotional self regulation, acquiring emotional display rules, understanding and responding to emotions of others, individual differences

**B) SOCIAL DEVELOPMENT -**

Functions of the family, growing up with siblings ; Media, TV, Academic and Pro-social learning, Imagination, Computers .

**References: for III & IV Semester**

1. Laura E. Berk- Child Development- 7th Edition, Eastern economy edition, PHI publication
2. John.W.Santrok Child Development - 11th edition, Tata McGraw hill edition
3. Carson, Butcher and Mineka ,Abnormal Psychology- 11th edition, Pearson education

**PRACTICALS**

1. Learning Styles -VARK
2. Student Problem Checklist
3. Free Association
4. Paired Association Learning
5. Creativity

**Statistics**

- SD Grouped & Ungrouped Data



- Significance of Difference between Means –SEM

**Project: Child Psychology-** Any one of three projects on ADHD, LD and Separation Anxiety in children.

## **CHILD PSYCHOLOGY - II**

### **SEMESTER IV- BA/BSC.**

#### **Unit I**

##### **MORAL DEVELOPMENT**

**(8 HOURS)**

What is moral development? Piaget's theory, Kohlberg's theory, Influences on moral reasoning; Pro-social and antisocial behavior.

#### **UNIT II**

##### **EMERGENCE OF SELF**

**(10 HOURS)**

- A) **Self** - Emergence of self and self awareness ; self concept – middle childhood, cognitive & cultural influence on self concept; self esteem ; structure of self esteem , changes in the level of self esteem , influences on self esteem .
- B) **Play** - Functions of play, partners, classic study of play, types of play.

#### **Unit III:**

##### **PEERS AND SCHOOLING:**

**(10 Hours)**

- A) **Peers:** Importance of peer relations, Dev of peer sociability, influences on peer sociability, friendships, peer acceptance, peer groups, peer pressure and conformity .
- B) **Schooling:** School transition, teacher-student interaction, teaching students with special needs.

#### **UNIT IV:**

##### **DISORDERS OF CHILDHOOD:**

**(12 Hours)**

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, childhood depression, symptom disorders, (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

## **UNIT V:**

### **TREATMENT & OUTCOMES**

**(10 HOURS)**

ADHD; conduct disorder, oppositional defiance disorder ; anxiety disorders of childhood ; childhood depression; symptom disorders, (Enuresis, encopresis, sleep walking and tics) ; Pervasive developmental disorders (Autism),

Other therapeutic techniques – family therapy and play therapy.

### **PRACTICALS FOR IV SEMESTER**

1. Self Concept Rating Scale (R.K.Saraswat )
2. Concept Formation for height and size
3. Two Point Threshold
4. Size Weight Illusion
5. Emotional Intelligence Inventory (MEII)

### **Statistics:**

- Correlation-Rank Difference
- Pearson's Product Moment methods.

### **Project**

Analyses of Data and discussion for the project worked on, in III Semester.

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## **DEVELOPMENTAL PSYCHOLOGY - I**

### **III SEMESTER BA/ B.Sc**

#### **UNIT I**

**(08 hours)**

#### **INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY**

**a)Human development today.**

**b)Theoretical approaches to human development** – Eric Erickson and Urie Bronfenbrenner  
Domains of human development- Physical, cognitive, psycho-social development.

**c)Influences on Human Development--** Heredity, environment, maturation, family, socio-economic status and neighbors, culture, race or ethnicity .

**d)Major stages in Life Span Development** (8 stages).

**e)Principles of Baltes's life span approach** (6 principles)

**g) Developmental research designs** – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.

#### **UNIT II**

#### **BIOLOGICAL BEGINNINGS**

**(08 hours)**

**a)Conceiving a new life-**Fertilization; Multiple Births

**b)Mechanisms of Heredity-** Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance:  
Genotypes, phenotypes, Multifactorial Transmission

**c)Mutation-** Causes and types- Chromosomal and Gene linked abnormalities. – Chromosomal Abnormality-Down syndrome; **Sex-linked chromosomal abnormalities** - Klinefelters, fragile X, Turner's, XYY, triple X; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

#### **Unit III**

## **PRENATAL LIFE**

**(10 hours)**

### **a)Prenatal Development**

**a.1)Stages of prenatal development-** period of germinal, embryonic and foetal stage

**a.2)Environmental influences on prenatal development-** i) Maternal factors- Nutrition, physical activity, drug intake, sexually transmitted diseases, maternal illness, maternal age, outside environmental hazards.

ii) Paternal factors.

**b)Prenatal Assessment-** Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound.

**c)Birth Process-** Stages of Child Birth .

**d)Methods of delivery:** Medicated, natural, prepared and caesarean.

## **Unit IV INFANCY**

**(12 hours)**

**a)Neonatal period-** medical and behavioral assessment: Medical- Apgar scale, Behavioral- Brazelton scale ;Physical development in infancy - principles - cephalocaudal, proximodistal;

### **b)Physical growth**

**b.1) Early reflexes-** Moro, grasping, tonic neck, babinsky, rooting, walking and swimming

**b.2) Early Sensory capacities** - Touch, taste, smell, hearing and vision (sight) **Motor development-** milestones of motor development- (gross and fine motor skills-head control, hand control and locomotion).

**c) Cognitive development-** Piagetian approach - sensory motor stage

**d) Emotional development-** stranger anxiety, separation anxiety, social referencing **e)Language development-** sequence of language development, early vocalization, recognizing language sounds, gestures, first words, first sentences.

**f)Social development-** Socialization and internalization – developing a conscience, developing self –regulation.

## **Unit V CHILDHOOD (Early and Late childhood)**

**(12 hours)**

### **a)Physical development-**

Bodily growth and change.

**b)Motor development/skills-** gross motor skills, fine motor skills and handedness .

**c)Cognitive development-** Piagetian approach preoperational stage and concrete operational stage .

**d)Emotional development-** Understanding emotions; Emotional growth .

**e)Language development-** Vocabulary , grammar, syntax, pragmatics and social speech. Private speech, delayed language development.

**f)Social development-** relationships with other children, choosing playmates and friends.

### **REFERENCES Common for III & IV Semester**

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9<sup>th</sup> edition, Tata McGraw Hill Publication
2. John W Santrock A topical Approach to Life Span Development , 3rdEdition, Tata Macgraw-Hill Edition

### **PRACTICALS**

#### **III SEM B.A/B.Sc**

1. Learning Styles -VARK
2. Student Problem Checklist
3. Free Association
4. Paired Association Learning
5. Creativity

#### **Statistics**

- SD Grouped & Ungrouped Data
- Significance of Difference between Means –SEM

**Project : Developmental Psychology**-Learning Styles Sample-Age Group-16-20 years, Boys & Girls, (Eg: 5Boys+5 Girls from B.A compared with 5Boys+5 Girls from B.com)Compare learning styles of students from any two Faculties

## **DEVELOPMENTAL PSYCHOLOGY - II**

### **IV SEMESTER B.A/ B.Sc**

#### **UNIT I PUBERTY & ADOLESCENCE**

**(12 hours)**

**a) Puberty** – the end of childhood,

**b) Physical Development:** Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity .

**c) Physical and Mental Health -**

**c.1) Nutrition and Eating disorders; Substance abuse** – risk factors of drug abuse, gateway drugs – alcohol – marijuana and tobacco; **STD's** – sexually Transmitted diseases; **Search for identity** – theories by Erikson , Marcia; **Moral reasoning** – Kohlberg's theory; **Psychosocial Development:** Relationship with family, peers and adult society (in brief)

#### **.UNIT II: EARLY ADULTHOOD**

**(10 hours)**

**a) Physical Development :** Sensory & Psychomotor Functioning .

**b) Cognitive development-** Piaget's shift to post formal thought, Schaie's Life span model of Cognitive development. Emotional Intelligence.

**c) Psycho social development** -Erikson's Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation ,Marriage.

#### **UNIT III: MIDDLE ADULTHOOD**

**(12 hours)**

**a) Physical Development-** physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.

**b) Cognitive development** –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity .

**c) PsychoSocial Development –**

Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

#### **UNIT IV:**

## **LATE ADULTHOOD - PART - I**

**(10 hours)**

**a)Physical development:** Sensory & Psychomotor Functioning-Vision, Hearing, Taste& Smell, Strength, Endurance, Balance &Reaction time, Sexual Functioning

**b)Cognitive Development:** Intelligence &Processing Abilities ; Competence in everyday tasks & problem solving .

**c) Psychosocial Development- Personal Relationships in Late life-** Social contact, Relationships & Health ; Multigenerational Family; **Non-marital kinship ties**-Relationships with Adult children or their absence; Relationship with siblings; **Becoming Grandparents.**

## **UNIT V**

## **LATE ADULTHOOD - PART - II**

**(06 hours)**

**a) The many faces of death;** Care of the dying.

**b) Facing death & Loss-Psychological Issues-**Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan.

**c)Finding Meaning & purpose in Life &Death**

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## **PRACTICALS**

## **IV SEMESTER**

1. Self Concept Rating Scale (R.K.Saraswat )
2. Concept Formation for height and size
3. Two Point Threshold
4. Size Weight Illusion
5. Emotional Intelligence Inventory (MEII)

## **Statistics:**

- Correlation-Rank Difference
- Pearson's Product Moment methods.

## **Project**

Analysis of Data and discussion for the project worked on, in III Semester.

## **COUNSELLING PSYCHOLOGY - I**

### **V SEMESTER – BA / BSC**

#### **UNIT – I 10 hours**

##### **INTRODUCTION**

Definition of Counselling, Goals of Counselling, Scope of Counselling, Difference between Counselling, Guidance and Psychotherapy. Historical background of Counselling. Current trends.

#### **UNIT – II 10 hours**

##### **THEORETICAL APPROACHES TO COUNSELLING**

Psycho –Analytical, Behavioural, Cognitive, Humanistic and Gestalt Therapy.

#### **UNIT III 12hours**

##### **PROCESS OF COUNSELLING**

Client – Counsellor Relationship establishment, Problem Identification and Exploration. Working in a counselling relationship: Counsellor Skills in the understanding and action phases – Changing perceptions, leading, Multi focused responding, Accurate empathy, Self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter Transference. Planning for problem – Solving, Solution Application and Termination. Issues related to termination – Follow up, Referral and Recycling.

#### **UNIT – IV 08 hours**

##### **PERSONAL ASPECTS OF COUNSELLING SKILLS**

Counselling Skills: Communication Skills: Non –verbal and Verbal Communication Skills. Variables affecting the Counselling processes: Counsellor Variables - Age, Experience, Sex, Interest, Perceptual Sensitivity, Personal Adjustment, Personal Security, Genuineness, Counsellor's Attitude and Beliefs, Rapport, Empathy. Portrait of an Effective Counsellor. Counsellee factors.

##### **REFERENCES: common for V & VI Semester**

1. Samuel T. Gladding,(6<sup>th</sup> Edition), Counselling, A Comprehensive Profession. Dorling Kindersley India Limited,pearson.



2. Robert.L Gibson, Marianne H, Mitichell, Introduction to Counselling and Guidance. 7<sup>th</sup> Edition, Prentice Hall India Private Limited.
3. S Narayana Rao, Counselling and Guidance. Tata McGraw Hill Publication Co. Ltd. New Delhi.
4. E.R. Welfel, Lewis E. Patterson. The Counselling Process – A multi-theoretical Integrative Approach

## **EDUCATIONAL PSYCHOLOGY - I**

### **V SEMESTER- BA/BSC.**

**UNIT I :** 8 hours

#### **PSYCHOLOGY AND ITS BEARING ON EDUCATION**

- a) Educational Psychology-Definition, Nature, Scope; Role of psychology for educational theory and practice; Aims and objectives of educational psychology .
- b.) Research Methods-Program evaluation research, Action research and the Teacher as a researcher

**UNIT II:** 12 hours

#### **APPLICATION OF LEARNING THEORIES TO EDUCATION.**

- a) Behavioral approaches to learning-Classical conditioning, Operant conditioning {in brief}; applied behavior analysis in education-Increasing desirable behaviors, Decreasing undesirable behaviors.
  - b) Social Cognitive approaches to learning –Bandura’s Social Cognitive theory,
  - c) Observational learning {in brief};
- Theories of instruction- 1) Bruner’s Cognitive development theory; Gagne’s Hierarchical theory; Atkinson’s Decision-Theoretic Analysis for Optimizing Learning;

**UNIT III:** 10 hours

#### **MOTIVATION IN LEARNING.**

- a. Motivation to achieve –extrinsic and intrinsic motivation; other cognitive processes- Attributions, Mastery motivation, Self-efficacy; Anxiety and Achievement;

**UNIT IV: MEMORY AND FORGETTING** 10 hours

- a. Meaning, Nature, Types of memory; Improving STM-Chunking; Improving LTM-development of declarative knowledge, development of procedural and conditional knowledge.
- b. Forgetting- Nature, Causes.

TEXT BOOKS – common for V & VI Semester

- 1) Bhatia and Bhatia.- A Textbook of Educational Psychology (1996), Doaba House Booksellers and Publishers, Delhi.
- 2) S.K. Mangal – Advanced Educational Psychology, 2<sup>nd</sup> edition, (2002), Prentice Hall of India, New Delhi.
- 3) J.W. Santrock- Educational Psychology, 2<sup>nd</sup> Edition (2006) Tata Mc Graw – Hill publishing Company Limited, New Delhi.

## **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY - I**

### **SYLLABUS for V SEMESTER**

#### **UNIT-I**

12 Hours

##### **INTRODUCTION**

Definition, Goals, Forces and Fundamental concepts -Nature of people and nature of organization. **History** of industrial Psychology and Organizational Behavior, Areas of Industrial psychology.

**Two classical studies-A). Time and motion study** -Nature and characteristics, Use of Therbligs. Principles, psychological implications and shortcomings-  
Objections to change- Intrusion of an outsider, Increased feeling of insecurity.

**Hawthorne studies** –Nature, Implications and criticisms.

Importance of Time and Motion studies and Hawthorne studies.

**I-O Psychology as a career:** Training & Employment.

#### **UNIT II**

10 hours

##### **JOB ANALYSIS AND SELECTION**

**Job Analysis:** Definition and methods – Questionnaire method, Checklist method, Individual interview method, Observation, Group interview method, Technical conference method, Diary method, Work participation method and Critical incident method.

**Selection: Application blanks. Psychological tests** used in selection – intelligence tests, personality tests, interest tests and aptitude tests.( mention two in each area).

**Interview** – guided interview, unguided interview, stress interview and group interview.

#### **UNIT III**

10 hours

##### **EMPLOYEE ATTITUDES AND THEIR EFFECTS**

**The Nature of Employees Attitudes** -Job satisfaction, Job Involvement, Organizational Commitment, Work Moods. Effects of Employee Attitudes- Employee Performance, Turnover, Absence & Tardiness, Theft, Violence, Other Effects.

**Studying Job Satisfaction**-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Changing Employee Attitudes

#### UNIT IV

08 hours

#### MOTIVATION AND REWARD SYSTEMS

**Motivation**- Goal setting- elements, Content Theories of Motivation – Herzberg’s-Motivator-Hygiene (Two factors) Theory, Alderfer’s- E-R-G Model.

**Reward system**- Financial and Non-financial incentives.

**Economic Incentive Systems**: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

#### References: common for V & VI Semester

1. **Schultz D.P. and Schultz E.S** –Psychology & Work Today Eighth Edition ,Pearson Education,Inc.and Dorling Kinderssley Publishing Inc.

2. **John W Newstrom**- OrganizationalBehaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited.New Delhi.

3.**GirishbalaMohanty**-Industrial Psychology and OrganisationalBehaviour, Kalyani Publishers, Ludhiana

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## ***SOCIAL PSYCHOLOGY-I***

### ***SEMESTER – V***

#### **UNIT – 1**

10 Hours.

##### **SOCIAL PSYCHOLOGY – DEFINITION AND SCOPE:**

Nature and scope of Social Psychology – Definitions( by Baron and Taylor) social psychology as scientific in nature, focus on the behavior of individuals, understanding causes of social behavior and thought, actions and characteristics of others, cognitive processes, environmental variables, cultural context.

Methods in Social psychology – Systematic Observation, Correlation, Experimental.

#### **UNIT 2**

10 Hours.

**PERCEPTION AND ATTRIBUTION:** Self – perception and Person – perception; meaning and principles of social perception; Information used in Social Perception (non-verbal communication – facial expressions, gazes, stares, body language, touching).

Attribution – meaning and theories – Jones and Davis’ theory of correspondent interference – non common effects, social desirability. Kelley’s theory of Causal Attribution – consensus, consistency, distinctiveness.

Some basic sources of error in attribution – correspondence bias, actor – observer effect, self serving bias.

Applications of attribution theory – attribution and depression, attribution and prejudice.

Impression formation and impression management – central and peripheral traits, cognitive explanations and other aspects of impression formation – nature of first impressions and motives for forming them.

#### **UNIT-III**

10 Hours.

##### **SELF AND SELF – CONCEPT**

Self – concept – nature and correlates of self esteem, attitude about self, evaluating one's self, social comparisons ,downward social comparisons, effects of high v/s low self esteem, paradoxical self esteem, changes in self esteem.

Other aspects of self functioning – focusing, monitoring, and efficacy – focusing attention on self or external world, monitoring behavior using external and internal cues.

Self efficacy – nature and correlates, confidence in self.

Gender Stereotyping – nature and correlates, gender identity and gender stereotypes; basis of gender identity; gender – role behavior and reactions to gender role behavior, gender role at home and on the job; why gender roles are still powerful; why men and women differ – biology, acquired gender roles or both.

#### UNIT-IV–

10 Hrs.

**ATTITUDE AND PREJUDICE** **Attitude** – definition, nature, formation and change – formation of attitudes – social learning, want satisfaction, information exposure, group affiliation, personality factors.

Types of attitude change

**Nature of Prejudice:** Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.

#### **References common for V & VI Semester**

1. Robert A Baron and Donn Byrne Social Psychology –, 10<sup>th</sup> edition, Pearson Education Publication.

2.Shelley A Taylor, Letitia Anne peplau, David O. Sears, Social Psychology –, 2006, Pearson Education.

3.B.Kuppuswamy,Social Psychology

## **PAPER - V - HEALTH PSYCHOLOGY –I**

### **SEMESTER V - BA/B.Sc.**

#### **UNIT I - Introduction**

**10 hours**

- a) Definition of Healthy Psychology  
(History of Health Psychology; The Bio-Medical model)
- b) Methods - Experiments, Correlational studies, prospective and retrospective study
- c) Illness cognition; the meaning of being healthy; Levinthal's self-regulatory model of illness cognition till stage 3.

#### **UNIT II - Stress**

**10 hours**

- a) Stress: What is stress? Theories of Stress – (Cannon, Selye, Lazarus); Subjective correlates of stress.
- b) Coping with stress; nature of coping; coping strategies; measuring coping; Social support.

#### **Unit III – Addictive Behaviour – A Perspective:**

**10 hours**

- a) Addiction.
- b) Factors involved in learning addictive behaviour; Stages of substance abuse;
- c) Interventions to promote cessation.

#### **Unit IV – Modification and Enhancement of Health Behaviour**

**10 Hours**

- a) Modification – Changing Health Habits; Cognitive-Behavioural Approaches to Health Behaviour Changes.
- b) Health Enhancing Behaviour – Exercise, Maintaining a Healthy Diet, Food Habits, Weight Control.

#### **Textbooks:**

1. Jane Ogden – Health Psychology – a text book, 4<sup>th</sup> edition 2010, Tata McGraw Hill Education Private Limited, New Delhi.

2. Shelley E. Taylor – Health Psychology – 6<sup>th</sup> Edition 2006, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers – Positive Psychology, 2009, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.

#### **Books for Reference –**

1. M. Robin Dimatteo & Leslie R. Martin – Health Psychology – 2002, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.
2. Alan Carr – Positive Psychology - Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

### **Abnormal Psychology -I**

#### **V semester - BA/BSC.**

#### **Unit: 1 Introduction- 6 Hours**

Defining abnormality, criteria of abnormality- statistical, social, personal-discomfort, maladaptive. Myths and Misconceptions of abnormal behavior, classification of abnormal behavior

#### **Unit:-2 Psychological models of abnormality 14 Hours.**

Psychodynamic- Levels of consciousness, structure and dynamics of personality, psycho sexual stages, ego defense mechanisms, impact and criticisms

Behaviorism- Assumptions of behavioral psychology, mechanisms of learning-extinction, generalization, discrimination, shaping, Learning to follow rules, reinforcement, punishment, abnormal behavior as a product of learning

Cognitive behavioral perspective- Attribution theory cognitive appraisal-conceptual frame work for cognitive vulnerability, self efficacy, information processing

Humanistic theory- Roger's theory (relate to Abnormality)

Community and Interpersonal Mental Health model – Roots of Interpersonal perspective, Sullivan's Interpersonal theory; community and interpersonal personal relationships, impact of Interpersonal Model.

#### **Unit-3 Stressand Mental Health 06 Hours.**

Definition of stress, causes of stress-frustration, pressure and conflict. Stress Management and coping – biofeedback, exercise, stress management intervention, catarsis

**Unit:-4 Anxiety, Somatoform and Dissociative Disorders 14 Hours** Phobia- Agoraphobia, Social phobia, Specific phobia, General anxiety disorders, Panic attack- with agoraphobia, without agoraphobia, Obsessive Compulsive disorder

Somatoform disorder-Somatization disorder, hypochondriasis, pain disorder, convulsion disorder.

Dissociative disorder- Fugue, Amnesia, Dissociative identity disorder, Depersonalization disorder, general causes and symptoms.

### **References: for V & VI Semester**

1. Lauren B Alloy, John.H.Riskind, Margaret J Manah, **Abnormal Psychology** Current perspective-9<sup>th</sup> edition
- 2.Robert C Carson, James N Butcher, Susan Mineka, Jill M Hooley,**Abnormal Psychology** 13<sup>th</sup> edition,
- 3.Rosen and Gregory,**Abnormal Psychology**,

### **PRACTICALS FOR SEMESTER V (Practicals V)**

- 1.Eysenck Personality Inventory
2. FIRO – B
3. Type A/B Behavioral Pattern Scale
4. Internal – External Locus of Control Scale
5. Personal Values Questionnaire

**Statistics:** Critical Ratio

### **PRACTICALS FOR SEMESTER V- (Practicals VI)**

1. DBDA- 1 to 4
2. DBDA – 5 to 8
3. MRMT
4. Interest Inventory
5. Tweezer Dexterity

**Statistics** – ‘t’ test.

**Project** – Interest inventory – college students – 18 – 21 years, 10 boys, 10 girls(should be related to the specialization taken).

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## **SOCIAL PSYCHOLOGY-II**

### **SEMESTER – VI**

#### **UNIT 1**

10 Hours

##### **INTER- PERSONAL ATTRACTION & GROUP DYNAMICS**

Meaning; variables determining interpersonal attraction – proximity, positive and negative emotions, need to affiliate and observable characteristics (physical attractiveness), similarity.

Mutual liking, close relationships – family.

**GROUP DYNAMICS – Group** – definition and types of groups; stages of group formation; effects of groups on performance – social facilitation; coordination in groups.

**Leadership** – meaning, characteristics of a leader; leadership styles; initiating structure (production oriented) consideration (person oriented)

#### **UNIT-2**

10 Hours.

##### **SOCIAL INFLUENCE:**

Social influence – meaning, conformity, factors affecting conformity, cohesiveness, group size, descriptive and injunctive social norms; bases of conformity – normative social influence, desire to be right.

Compliance – underlying principles (Cialdini); tactics – ingratiation, foot – in – the – door, hone ball, door – in – the – face, that’s – not – all, playing hard – to – get, pique.

Obedience – meaning, destructive obedience, intense indoctrination. Factors affecting and underlying principles of obedience.

#### **UNIT-3**

10 Hours.

**PROSOCIAL BEHAVIOR:** Prosocial behavior – meaning; bystander effect; diffusion of responsibility; decision to help; situational factors that enhance/inhibit helping – attraction, attribution, prosocial models, self interest, moral integrity, moral hypocrisy.

Helpers and those who receive help – bystanders additional state; dispositional differences – empathy. Additional factors – sense of wellbeing, achievement motivation, sociability, need for approval, altruistic personality.

Characteristics of those being helped – aspiring for help, how it feels to receive help.

Theories of prosocial behavior – Empathy – Altruism; Negative state relief model; Empathy – Joy; Genetic determinism.

#### **UNIT-4**

10 Hrs.

## SOCIAL PROBLEMS AND SOCIAL HARMONY :

Application of Social psychology in dealing with social problems.

Aggression, unemployment, poverty, discrimination (gender, caste, socio – economic status, disease related issues )

Role of media in social discord and harmon

## INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY -II VI SEMESTER

### UNIT-I

10 hours

#### PERFORMANCE APPRAISAL

Definition, Need for Performance Appraisal, Techniques of Performance Appraisal Methods – (a) **Objective Performance Appraisal methods**-Output measures, Computerised Performance Monitoring, Job-Related Personal Data Essay Methods, Critical Incident Method, CheckList Method, **Judgmental Performance Appraisal Methods**-Written narratives, Merit Rating Techniques-Rating Scales, Ranking Techniques, Paired-Comparison Technique, Forced – Distribution Technique, Forced Choice Technique, Behaviour Anchored Rating Scale(BARS), Behavior Observation Scales( BOS) (c) Management by Objectives(MBO). 360\* Feedback.**Bias in Performance Appraisal**. How to Improve Performance Appraisals

### UNIT-2

12 hours

#### TRAINING and MANAGING COMMUNICATIONS

Nature of Training; Goals of organizational training.**Methods** /approaches to training- classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.

#### MANAGING COMMUNICATIONS

Communication Fundamentals, Two-way Communication Process-

Potential Problems; Communication Barriers – Impact of Barriers on Communication Process.

Types of Communication: (a) Downward Communication (b) Upward Communication. c)Other Forms of Communication: Lateral Communication and Electronic Communication. d) Informal Communication – Grapevine Communication, Rumour

### UNIT-3

08 hours

#### LEADERSHIP, TEAM WORK AND TEAM BUILDING

**Leadership** – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders.

**Team work** - Life cycle of a team. Team building- need, process & skills.

#### **UNIT-4**

10 hours

#### **STRESS AND COUNSELING**

Definition, Employee Stress, Extreme Products of Stress- Burn-out, Trauma, Workplace Trauma, Workplace Violence, Post-Traumatic Stress Disorder. Causes of Stress- Job Related Causes of stress, Stress& Job Performance, Individual differences in Stress Response. Approaches to Stress Management

**Employee Counseling** –Nature of counseling, Functions of Counseling, Types of Counseling

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## **VI SEMESTER- BA/BSC.**

### **EDUCATIONAL PSYCHOLOGY -II**

#### **UNIT I :**

12 hours

##### **LEARNER DIFFERENCES AND LEARNING NEEDS.**

Individual differences in intelligence-meaning, Multiple Intelligences, Intelligence as a process; Ability differences and Teaching- between class ability grouping, within class ability grouping; Cognitive and learning styles-Cognitive styles: Field dependent and field independent, Impulsive and reflective cognitive styles; Learning styles and Preferences: what are learning preferences and cautions.

#### **UNIT II :**

10 hours

##### **EDUCATING EXCEPTIONAL CHILDREN.(COGNITIVE)**

- a)Definition and Nature;
- b)Gifted Children- Meaning, Definition, Needs and Problems, Identification, Education of gifted children;
- c)Mentally Challenged children –Definition , Nature, Detection, Identification, Classification on the basis of adaptive behavior, Planning education according to the level of mental retardation; d)Disadvantaged Children –Definition, meaning, and education ; e)Learning disability –Definition , Nature and characteristics, Educational provisions for children with learning disability.

#### **UNIT III :**

10 hours

##### **EDUCATING EXCEPTIONAL CHILDREN (PHYSICAL AND EMOTIONAL)**

- a)Types of disabilities: Sensory; Physical; Speech and language ;Emotional and Behavioral .
- b) Suggested remedial measures.
- a)Behavioral problems – (BRIEFLY)
- )Life Skills training; Use of behavioral strategies.

#### **UNIT IV :**

8 hours

##### **MANAGEMENT OF CLASSROOM**

- a)Why classrooms need to be managed effectively;
- b) Management issues in Elementary and secondary school classrooms–the crowded, complex and potentially chaotic classroom;
- c) Emphasizing instruction and a positive Classroom climate;

d) Management goals and strategies; Designing the Physical environment of the classroom-principles of classroom arrangement, Arrangement style.

1) Anita Woolfolk- Educational Psychology (2004), 9<sup>th</sup> Edition, Pearson Education (Singapore) Pvt.Ltd, Indian Branch, Delhi.

2) S.S.Mathur - Educational Psychology, (2007), Vinod Pustak Mandir, Agra.

## **COUNSELLING PSYCHOLOGY-II**

### **VI SEMESTER – BA / BSC**

#### **UNIT I TESTING, ASSESSMENT AND DIAGNOSIS IN COUNSELLING 12 hours**

Tests and Test Scores, Problems and Potential of using tests, Qualities of Good tests – Validity, Reliability, Standardization and Norms. Classification of tests – Intelligence and Aptitude Tests, Interest and Career Tests, Personality tests, Achievement tests. Administration and Interpretation of Tests. Assessment, Diagnosis.

#### **UNIT II GROUP COUNSELLING 08 hours**

Definitions and Explanations. Group Counselling. Theoretical considerations, Values of Group Counselling, Selection of Group Members. Group Processes: Establishment of the Group, Identification, productivity, Realization, Termination. Similarities and Differences between Individual and Group Counselling.

#### **UNIT – III SPECIAL AREAS IN COUNSELLING 12 hours**

Marriage, Couple, Family and Career Counselling: The changing forms of family life, Marriage and Couple Counselling, Family Counselling. The changing nature of the world of work. Abuse and Disability: Abuse - Interpersonal Abuse (only definition), Intra – Personal Abuse – Substance Abuse – Nature, Prevention, Treatment. Counselling people with disabilities: Nature of disabilities. Clients with Specific disabilities – Physical, Mental disabilities, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), HIV / AIDS

#### **ETHICS IN COUNSELLING**

**08 hours**

Codes of Professional Ethics, Ethical Principles: Respect for Autonomy, Beneficence, Nonmaleficence, justice, Fidelity. Ethical Theory: Relationship between Ethics and Law; Common Ethical violations by Mental Health Professionals.

## **Health Psychology –II**

### **Semester VI – BA/B.Sc.**

#### **Unit I – Psycho Neuro Immunology and Disorders of Immune System**

**10 Hours**

- a) Immune system – Physical and Psychological correlation of the Immune System. Disorders – HIV and transmission of HIV, approaches to intervention in HIV, role of the Psychologist; Cancer, coping with HIV status and Cancer, Role of Psychologist.

#### **UNIT II: PAIN**

**10 hours**

- a) Nature of pain; Early pain theories; including psychology in theories of pain; the gate control theory of pain;
- b) The role of psychosocial factors in pain perception; subjective –affective – cognitive processes.
- c) The role of psychology in pain treatment; CBT.
- d) Psychological intervention to manage pain
- e) Pain control techniques – pharmacological, surgical and sensory.
- f) Managing pain – biofeedback, relaxation technique, hypnosis, acupuncture, distraction, guided imagery.

#### **Unit II – Life Style Disorders**

**10 Hours**

CHD – Nature of CHD; Women and CHD; Cardiovascular reactivity, hostility and CHD, Depression and CHD, Type A behaviour.

- a) Hypertension – An overview – Stress and Hypertension; Personality and Hypertension;
- b) Stroke and its consequences.
- c) Diabetes – Types; Implications; Problems in Self Management of Diabetes.
- d)

#### **Unit – III Resilience**

**10 Hours**

Nature of resilience, Developmental perspectives, Clinical perspectives, Sources of resilience, the dangers of blaming the victim, Sources of resilience in children, sources of resilience in adulthood and later life, successful aging, Trauma, positive and negative effects of trauma.

#### **Unit- IV Intervention**

**10 Hours**

Psychological, Psychiatric and Psychopharmacological interventions.

- a) Health practitioners as effective agents of behaviour change.
- b) Compliance, Predicting, Patient satisfaction, Patient understanding.
- c) Patient reaction, role of knowledge in health professionals, problems with traditional approach, problem of doctor viability, explaining variability – the role of health professionals' health beliefs.

#### **Textbooks:**

1. Jane Ogden – Health Psychology – a text book, 4<sup>th</sup> edition 2010, Tata McGraw Hill Education Private Limited, New Delhi.
2. Shelley E. Taylor – Health Psychology – 6<sup>th</sup> Edition 2006, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers – Positive Psychology, 2009, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.

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## **ABNORMAL PSYCHOLOGY-II**

### **VI Semester- BA/BSC.**

#### **Unit:-1 Personality disorders**

**8 Hours**

Classification-General characteristics and causes. Examples of 3 clusters- Paranoid, Narcissistic and Avoidant personality.

#### **Unit:-2 Schizophrenia and Paranoia**

**10 Hours**

Symptoms, types and general causes

#### **Unit:-3 Mood disorders**

**10 Hours.**

Depressions that are not mood disorder (Normal depression) Unipolar disorder- Dysthymia and Major depressive disorder. Bipolar disorder- Bipolar I and Bipolar II general causes and symptoms; Suicide- factors associated with suicide.

#### **Unit:-4**

**12 Hours.**

**Brain disorders and other cognitive impairments-** Dementia, Delusion, Delirium& Mental retardation-Microcephaly Hydrocephaly, Macrocephaly, Downsyndrome, PKU, Cretinism; AMD Classification.  
Developmental disorders- Dyslexia and Autism.

### **PRACTICALS FOR Semester VI (Practicals VII)**

- 1.Assessment of Guidance needs
- 2.Bell's Adjustment Inventory ( 200 questionnaire)
3. GHQ
4. IPAT Anxiety Scale
5. Team effectiveness scale – Dhar & Dhar.

**Statistics:** Median Test

**Project:** Norms & Validation of Stress Inventory

### **PRACTICALS FOR Semester VI (Practicals VIII)**

- 1.Study of attitudes
- 2.RPM



3.Bhatia's Battery

4.GMA/ Test of General Intelligence of college students by Pall and Misra,

5.Emotional Maturity scale

**Statistics** – Chi-square.

**Project** – Team effectiveness scale – college students –sample size – 10 boys and 10 girls.