

# **BENGALURU CITY UNIVERSITY(BCU)**

## **UG- SYLLABUS B.A. /B.Sc. PSYCHOLOGY 2021 [CBCS]**

**Course Matrix for B.A. /B.Sc. Psychology (BCU)**

| Sem | PAPER TITLE   | Paper     | Hours/<br>Week | Exam<br>duration | Marks |       |       | Cre<br>dits |
|-----|---|-----------|----------------|------------------|-------|-------|-------|-------------|
|     |   |           |                |                  | IA    | Exam  | Total |             |
| I   | Paper I - Basic Psychological Processes-I   | Theory    | 4              | 3                | 30    | 70    | 100   | 2           |
|     | Practical Paper- I  | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
| II  | Paper II-Basic Psychological Processes-II   | Theory    | 4              | 3                | 30    | 70    | 100   | 2           |
|     | Practical Paper- II   | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
| III | Paper III<br>Developmental Psychology /<br>Child Psychology<br>(Students to choose any One)     | Theory    | 4              | 3                | 30    | 70    | 100   | 2           |
|     | Practical Paper- III  | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
| IV  | Paper IV<br>Social Psychology /<br>Educational Psychology<br>(Students to choose any One)       | Theory    | 4              | 3                | 30    | 70    | 100   | 2           |
|     | Practical Paper- IV   | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
| V   | Paper V<br>Psychological Disorders/<br>Positive Psychology<br>(Students to choose any One)      | Theory    | 2 x3           | 2 x3             | 2x30  | 2 x70 | 2x100 | 2x2         |
|     | Paper VI<br>Research Methodology/<br>Counselling Psychology<br>(Students to choose any One)     |           |                |                  |       |       |       |             |
|     | Practical Paper- V  | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
|     | Practical Paper- VI   | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
| VI  | Paper VII<br>Industrial Psychology/<br>Environmental Psychology<br>(Students to choose any One) | Theory    | 2 x3           | 2 x3             | 2x30  | 2 x70 | 2x100 | 2x2         |
|     | Paper VIII<br>Psychological Assessment/<br>Health Psychology<br>(Students to choose any One)    |           |                |                  |       |       |       |             |
|     | Practical Paper- VII  | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
|     | Practical Paper- VIII   | Practical | 3              | 3                | 15    | 35    | 50    | 1           |
|     | <b>TOTAL Credits</b>  |           |                |                  |       |       |       | <b>24</b>   |

## EVALUATION CRITERIA

Theory Paper= 100 Marks

- Semester end exam for Theory – 70 marks (Pass Mark – 25 marks),
  - Internal Assessment Marks – 30 marks
- Criteria for Internal Assessment –
- Attendance – 10 marks
  - Internal Test – 10 marks
  - Assignment/Class Presentation – 10 marks

Practical Paper = 50 Marks

- Semester end Practical exam-35 Marks (Examination-30 Marks, Practical Record-5 Marks)
- Internal Assessment-15 Marks

- Criteria for Internal Assessment –
- Project- 10 Marks
  - Attendance/ Assignment/Class Test– 5 marks

- Practical Classes- **10 students per batch**



I B.A/B.Sc. Syllabus for Psychology  
I Semester  
**Title of the Paper: Basic Psychological Processes - I**

Paper code:  
Hours/week: 4 Hours  
Credits: 02  
Total Hours: 50 Hours

**Course Objectives:**

1. *Understand basic concepts, principles and theories of psychology.*
2. *Better understanding of human behavior and its need for modification for betterment of society*

**Learning outcomes:**

1. *Discuss and apply the concepts of psychology in day-to-day life.*
2. *Acquire the foundation for better understanding of applied branches of psychology.*
3. *Be able to understand self and social behavior which in turn improves their interpersonal skills.*

**Unit I: The Science of Psychology**

10 hours

- a) Definition and Goals of Psychology.
- b) Origin of Psychology: Structuralism, Functionalism and Behaviorism (in brief).
- c) Perspectives of Psychology: Psychodynamic, Behavioral, Humanistic, Cognitive, and Sociocultural perspective.
- d) Psychology in India.
- e) Fields of Psychology.
- f) Research methods in Psychology: Observation, Correlation, and Experimental Research.

**Unit II: Learning**

12 hours

- a) Definition of learning.
- b) Classical Conditioning: Elements of Classical Conditioning, Pavlov's experiment, Stimulus Generalization and Discrimination, Extinction and Spontaneous Recovery.
- c) Operant Conditioning: Skinner's approach to Operant Conditioning, concept of reinforcement- primary, secondary, positive, and negative reinforcement; Shaping, Extinction, Generalization, and Spontaneous Recovery.
- d) Cognitive learning: Insight Learning.
- e) Observational Learning.

**Unit III: Memory**

10 hours

- a) Nature of memory (Encoding, storage, and retrieval).
  - Memory encoding: Attention, levels of Processing, Elaboration, Imagery.
  - Memory storage: Sensory Memory, Short-Term memory, Chunking and Rehearsal, Working Memory, Long-Term Memory, Explicit Memory and Implicit Memory.
  - Memory Retrieval: Retrieval Cues and Retrieval tasks.
- b) Forgetting: Encoding Failure and Retrieval Failure.
- c) Methods for improving memory.



#### Unit IV: Intelligence

10 hours

- a) Definition of intelligence.
- b) Theories of Intelligence: Gardner's Theory of Multiple Intelligence, Sternberg's Triarchic Intelligence Theory, Cattell's Theory of Fluid and Crystallized Intelligence, PASS Theory of Intelligence.
- c) Intelligence in the Indian tradition.
- d) Measuring intelligence- Intelligence Quotient, Binet tests, Wechsler scales, Group Tests of Intelligence.

#### Unit V: Motivation

08 hours

- a) Meaning of Motivation.
- b) Theories of Motivation – Drive Theory, Arousal Theory, Expectancy Theory, Goal Setting Theory, Maslow's Need Hierarchy.
- c) Role of aggression and achievement in motivation.

#### References:

- Sandra K Ciccarelli and Glenn Meyerr. **Psychology**. South Asian Edition.
- Robert A. Baron and GirishwarMisra. **Psychology**. 5<sup>th</sup> Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt.Ltd.
- John W.Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
- Morgan and King. **Introduction to Psychology**. 7<sup>th</sup> Edition, 1986, McGraw-Hill Publications.
- Sridhara .A.ManovygnanikaSidhantaKaipidi.(Kannada)

I B.A/B.Sc. Syllabus for Psychology  
II Semester  
**Title of the Paper: Basic Psychological Processes -II**

Paper code:  
Hours /week: 4 Hours  
Credits: 02  
Total Hours: 50 Hours

**Course Objectives:**

1. *Understand basic concepts, principles and theories of Psychology.*
2. *Better understanding of human behavior and its need for modification for betterment of society*

**Learning outcomes:**

1. *Discuss and apply the concepts of psychology in day-to-day life.*
2. *Acquire the foundation for better understanding of applied branches of psychology.*
3. *Be able to understand self and social behavior which in turn improves their interpersonal skills.*

**Unit I: Personality**

12 hours

- a) Definitions of Personality.
- b) Theories of Personality:
  - Freud's Psychoanalytic Theory: Structure, Defense Mechanisms, Stages of Personality development
  - Socio Cognitive Theory: Bandura's Theory
  - Humanistic Theory: Carl Rogers Theory
  - Trait Theories – The Big Five Personality Factor
- c) Measurement of Personality – Projective Tests, Behavioural Assessments, and Inventories.

**Unit II: Cognition**

08 hours

- a) Meaning of Cognition.
- b) Thinking: Basic Elements of Thoughts (Concepts, Proposition, and Images); Convergent and Divergent thinking.
- c) Reasoning: Inductive and Deductive reasoning.
- d) Problem solving: Steps in Problem Solving, Obstacles in Problem Solving.

**Unit III: Biology and Behavior**

12 hours

- a) Neuron: Structure of neuron.
- b) Central Nervous System:
  - The Brain: Structure of the Brain; Brain Stem; Structure of the Cortex; Association Areas of the Cortex (Broca's area and Wernicke's area).
  - The Spinal Cord: The Reflex Arc.
- c) The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.
- d) Endocrine glands.

#### Unit IV: Emotion

08 Hours

- a) Definition of Emotion.
- b) The Three Elements of Emotion: The Physiology of Emotion, The Behavior of Emotion, The Subjective Experience of Emotion.
- c) Theories of Emotion:
  - James-Lange Theory of Emotion
  - Cannon-Bard Theory of Emotion
  - Schachter –Singer Theory of Emotion
  - Lazarus Cognitive Meditational Theory
  - The Rasa and Bava Theory of Emotions (An Indigenous perspective).

#### Unit V: Sensation and Perception

10 hours

- a) Meaning of Sensation and Perception.
- b) Basic Concepts of Sensation.
- c) Sensory Threshold: Absolute threshold, Signal Detection Theory, JND.
- d) Perception: The Constancies (Size, Shape and Brightness); Gestalt Principles; Depth Perception.

#### References

- Saundra K Ciccarelli and Glenn Meyerr. **Psychology**. South Asian Edition.\*
- Robert A. Baron and Girishwar Misra. **Psychology**. 5<sup>th</sup> Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt.Ltd.
- John W.Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
- Morgan and King. **Introduction to Psychology**. 7<sup>th</sup> Edition, 1986, McGraw-Hill Publications.
- Sridhara .A.Manovygnanika Sidhanta Kaipidi.(Kannada)



II B.A/B.Sc. Syllabus for Psychology  
III Semester  
**Title of the Paper: Developmental Psychology –  
Paper –III (A)**

Paper code:  
Hours/week: 4 Hours  
Credits: 02  
Total Hours: 50 Hours

**Course Objectives**

1. Introduce students to the concepts, theories, and research which define this discipline of Psychology.
2. This course aims at providing conceptual understanding of healthy development and practical understanding of how to help children, adolescents and adults address the challenges they face across the life span
3. Discuss the basic physical, cognitive, and social development during each age period; influences affecting these processes; and the relationships among the various threads of development in each age period.

**Learning outcomes:**

1. Assess the biological, cognitive, cultural, environmental, and social factors that influence development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.

**Unit I: Introduction to Developmental Psychology                      10 hours**

- a) Human development today, Developmental Processes: Change & Stability; Domains of Development- Physical, Cognitive, Psycho-social development.
- b) Theoretical approaches to human development, Urie Bronfenbrenner, Eric Erickson, and Kohlberg's theory.
- c) Major stages in Life Span Development (8 stages). Principles of Baltes's life span approach (6 principles)
- d) Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.

**Unit II: Prenatal Life**

**10 Hours**

- a) Prenatal Development: Stages of prenatal development- period of germinal, embryonic, and fetal stage
- b) 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.
- c) Prenatal Assessment- Amniocentesis, Chorionic villus sampling, Embryoscopy, Ultrasound.
- d) Birth Process- Stages of Childbirth.

### Unit III: Infancy

10 Hours

- Physical growth: Early reflexes- Moro, grasping, tonic neck, Babinsky, rooting, walking, and swimming; 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).
- Cognitive development- Piaget's Sensory Motor Stage, Language Development-early vocalization, recognizing language sounds, gestures, first words, first sentences.
- Socio-Emotional development- stranger anxiety, separation anxiety, Socialization and internalization – developing a conscience, developing self –regulation.

### Unit IV: Childhood & Adolescence

10 Hours

- Physical development - Bodily growth and change in Childhood, Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- Cognitive development: (Piaget's preoperational and concrete operational stage) Language development- Vocabulary, grammar, syntax, pragmatics, and social speech. Private speech, delayed language development.
- Socio-Emotional development- James Marcia: Identity theory, relationships with other children, choosing playmates and friends.
- Health concerns in Adolescence- Nutrition and Eating disorders; Substance abuse; STD's – sexually Transmitted diseases.

### Unit V: Adulthood

10 Hours

- Physical Development- physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning
- Cognitive development –Emotional Intelligence The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity, Memory.
- Psychosocial Development –Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children, Living arrangements and financial adjustments in Late Adulthood.
- Facing death & Loss-Psychological Issues-Confronting one's death; Patterns of grieving Death and Bereavement across the Lifespan Finding Meaning& purpose in Life & Death.

### REFERENCES

- Diane E Papalia, Sally WendkosOlds, Ruth Duskin Feldman, **Human Development**, 9th edition, Tata McGraw Hill Publication
- John W Santrock, **A Topical Approach to Life Span Development**, 3<sup>rd</sup> Edition, Tata McGraw-Hill Edition



II B.A/B.Sc. Syllabus for Psychology  
III Semester

**Title of the Paper: Child Psychology – Paper III (B)**

Paper code:

Hours /week: 4 Hours

Credits: 02

Total Hours: 50 Hours

**Course Objectives:**

1. *Understand principles and different areas of child development.*
2. *Better understanding of overall development during childhood period*
3. *Learn more about of childhood behaviour and common disorders developed during childhood.*

**Learning outcomes:**

1. *Comprehend and discuss about principles behind development of children across different arenas and appreciate the growth and development of children growing up around them.*
2. *Be able to identify and create awareness to others about sequence of developmental stages and deviation if identified.*
3. *Be able to understand childhood behaviour and signs and symptoms of common disorders that develop during the childhood period, identify the same and guide others to seek referral for rectification of problems in children when need.*

**Unit I: Introduction, Theoretical Perspectives and Research**

8 Hour

- a) Historical Views of Childhood.
- b) Theoretical Perspectives: Psycho analytic theory, Erikson's psychosocial theory, Behavioural and Social Cognitive Theories, Ethological theory, and Ecological theory.
- c) Research and Career Options: Research Designs- Correlational Research, Cross-Sectional Research, Longitudinal Research; Conducting Ethical Research; Uses of Research in Improving Children's Lives- Implications for Parenting and in Education; Careers in Child Development.

**Unit II: Prenatal Development, Chromosome and Gene Linked Abnormalities**

12 Hours

- a) Stages in Prenatal Development: The Germinal Stage, Embryonic Stage and Fetal Stage.
- b) Teratology and Hazards in Prenatal Development: General Principles, Prescription and Non-Prescription Drugs, Psychoactive Drugs, Incompatible Blood Types, Maternal Diseases, Maternal Diet and Nutrition, Maternal Emotional States and Stress, Maternal Age, Paternal Factors, Environmental Hazards, and Prenatal Care.
- c) Childbirth: Stages of Childbirth.
- d) Assessing the Newborn: Apgar Scale, Brazelton Neonatal Behavioural Assessment Scale, Neonatal Intensive Care Unit, and Network Neurobehavioral Scale (NNS).
- e) Chromosome and Gene Linked Abnormalities: Chromosomal Abnormality-Down Syndrome, Sex-linked Chromosomal Abnormalities, Gene Linked Abnormalities-Phenylketonuria (PKU) and Sickle cell anaemia.



### Unit III: Physical and Cognitive Development:

12 Hours

- a) Motor Development: Sequence of Motor development, reflexes, gross motor skills, fine motor skills, Handedness.
- b) Sensory Development: Vision (Visual Acuity and Color Vision), Hearing, Touch-Pain, Smell and Taste.
- c) Piaget's Theory of Cognitive Development: Processes of Development-Schemes, Assimilation and Accommodation, Organization; Sensorimotor Stage- Substages and attaining of Object Permanence; Preoperational Stage- Symbolic Functional and Intuitive Thought; Concrete Operational Stage- Conservation and Classification; Formal Operational Stage- Abstract, idealistic logical thinking, and Adolescent Egocentrism.
- d) Vygotsky's Theory of Cognitive Development: Zone of Proximal development and Scaffolding.

### Unit IV: Emotional and Moral Development

8 Hours

- a) Emotional Development: Development of Emotional Expressions- Basic Emotions, Self-Conscious Emotions, Emotional Self-Regulation, Acquiring Emotional Display Rules; Understanding and Responding to Others- Social Referencing; Empathy and Sympathy.
- b) Moral Development: Kohlberg's Theory of Moral Development.

### Unit V: Childhood Related Disorders

10 Hours

- a) Neurodevelopmental Disorders: Intellectual Developmental Disorder (Mild, Moderate, Severe, Profound); Autism Spectrum Disorder; Attention Deficit Hyperactive Disorder; Specific Learning Disorders (Reading Impairment, Impairment in Written Expression, Impairment in Maths).
- b) Elimination Disorders: Enuresis and Encopresis.
- c) Disruptive, Impulse-Control, and Conduct Disorders: Oppositional Defiant Disorders, Intermittent Explosive Disorder, and Conduct Disorder.

### References:

- John.W. Santrock, **Child Development**, 11<sup>th</sup> Edition
- Laura E. Berk, **Child Development**, 9<sup>th</sup> Edition
- Elizabeth Hurlock, **Child Development**, 6th Edition
- Butcher, J.N.; Hooley, J.M.; Mineka, S.; Dwivedi, C.B. – **Abnormal Psychology** 16<sup>th</sup> Edition
- Butcher, J.N.; Mineka, S.; Hooley, J.M.; – **Abnormal Psychology** 15<sup>th</sup> Edition
- **DSM 5**; 5<sup>th</sup> edition; APA
- Robert Siegler, Judy DeLoache and Nancy Eisenberg (2010), **How Children Develop**. 3<sup>rd</sup> Edition. Worth Publishers, New York.

II B.A/B.Sc. Syllabus for Psychology  
IV Semester

**Title of the Paper: Social Psychology - Paper IV (A)**

Paper code:  
Hours/week: 4 Hours  
Credits: 02  
Total Hours: 50 Hours

**Course Objectives**

1. Identify and understand the major theories, principles, and research findings in the field of social psychology.
2. Apply social psychological theories and principles to real life experiences, both in one's own life and in a broader social context.
3. Appreciating interpersonal and group level psychological processes in the cultural context, this paper analyses multimodal influences on human behavior.

**Learning outcomes:**

1. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.

**Unit I: Introduction to Social Psychology**

**6 hrs**

Social Psychology- Definition and scientific nature,  
Focus on Behaviour of individuals and causes of social behaviour and thought.  
Advances at the boundaries.

**UnitII: Social Perception and Social Cognition**

**12 hrs**

- a) Social Perception- Non-Verbal Communication-Recognising deception
- b) Attribution-Definition and Theories (Jones and Davis theory of correspondent inference and Kelly's theory of Causal attribution), Sources of error in attribution and applications of attribution theory.
- c) Social Cognition: Heuristics and Automatic Processing- Schemas- Sources of error in social cognition-optimistic bias, Counterfactual thinking & magical thinking, planning fallacy.

**Unit III: Social Psychology and Individuals**

**10 hrs**

- a) Attitudes- Definition and types (Implicit & explicit). Attitude Formation. Attitude Change (Congruent and incongruent). Cognitive Dissonance (Attitude change). Alternate strategies for resolving dissonance. When dissonance is a tool for beneficial changes in behaviour.
- b) Social Influence- Definition. Conformity- how groups and norms influence our behaviour.
- c) Compliance- Underlying principles and tactics to induce compliance.
- d) Obedience- Destructive obedience and why it occurs. Resisting the effects of destructive obedience.

**Unit IV: Social Psychology and Groups**

**14 hrs**

- a) Groups- Definition. Behaviour in the presence of others-social facilitation and social loafing.
- b) Stereotypes- Nature and origin- Beliefs about social groups – Gender stereotyping
- c) Prejudice- Definition- origins of prejudice- Discrimination- Prejudice in action. Techniques for countering effects of prejudice.



- d) Aggression- Nature and definition. Causes- social, personal and situational causes. Prevention of aggression. Bullying and cyberbullying- Can bullying be reduced?

**Unit V: Applications of Social Psychology: Dealing with adversities and achieving a happy life**  
**08 hrs**

- a) Social Sources of stress on their effects on personal wellbeing.  
b) Social Tactics for decreasing the harmful effects of stress.  
c) Fostering happiness in our lives.

**References:**

- **Social Psychology** (14<sup>th</sup> edition) by Nyla R Branscombe, Robert A Baron –Adapted by PreetiKapur. Pearson Publications
- **Social Psychology** (12<sup>th</sup> Edition) by Shelly E. Taylor, Letitia Anne Peplau and David O. Sears. Pearson Publications.



II B.A/B.Sc. Syllabus for Psychology  
IV Semester

**Title of the Paper: Educational Psychology - Paper IV (B)**

Paper code:  
Hours/week: 4 Hours  
Credits: 02  
Total Hours: 50 Hours

**Course Objectives:**

1. *To understand the teaching –learning process.*
2. *To help in applying psychological concepts to education.*
3. *To help to gain insight into different aspects of the classroom.*
4. *To improve the quality of education by understanding the teacher-student dynamics.*
5. *To prepare for different professions in the field of education.*

**Learning outcomes:**

1. *Describe the importance of educational psychology theory and research for classroom practice.*
2. *Apply basic classroom management concepts and approaches to classroom scenarios.*

**Unit I: Psychology and its Bearing On Education: Introduction to Educational Psychology**

8 hours

- a) Educational Psychology- Definition, Nature, Scope; Aims and objectives of educational psychology; role of psychology for educational theory and practice.
- b) Research in Educational psychology - Program evaluation research, Action research and the Teacher as a researcher.
- c) Effective teaching skills - professional knowledge and skills, commitment, and motivation
- d) Theories of Instruction: Bruner's cognitive development theory, Gagne's hierarchical theory.

**Unit II: Learning and Motivation in Education**

10 hours

- a) Behavioral approaches to learning - Applied behavior analysis in education-Increasing desirable behaviors, decreasing undesirable behaviors.
- b) Social Constructivist approaches to learning – teachers and peers as joint contributors to students' learning – scaffolding, cognitive apprenticeship, tutoring and co-operative learning.
- c) Transfer of learning: meaning and types, importance, and educational implications of transfer of training.
- d) Motivation to achieve – extrinsic and intrinsic motivation; cognitive processes in motivation: Attributions, Mastery motivation, Self-efficacy, goal setting, planning and self-monitoring, expectations, values and purpose.
- e) Students with achievement problems.

**Unit III: Complex Cognitive Processes and Learner Differences** 10 hours

- a) Attention: meaning, types and developmental changes.
- b) Memory – definition and meaning, encoding (include mnemonics as encoding strategy), storage, retrieval and forgetting.

- c) Metacognition – Developmental changes, the good information processing model, strategies, and metacognitive regulation.
- d) Concept formation – understanding concepts, process of concept formation.
- e) Creative thinking – steps and strategies for developing creative thinking.
- f) Cognitive and learning styles - Cognitive styles: 1. Field dependent and field independent, 2. Impulsive and reflective cognitive styles; Learning styles and preferences, Deep and Surface styles.

#### **Unit IV: Exceptional Children and Inclusive Education**

12 hours

- a) Exceptional children - Definition and Nature
- b) Gifted Children - Meaning, Definition, Needs and Problems, Identification and Education of gifted children.
- c) Mentally Challenged children – Definition, Nature, Detection and Classification, Remedial measures for MR and Planning education according to the level of mental retardation.
- d) Learning disability and difficulties – Definition, Nature, characteristics and identification, Educational provisions, and remedial measures for children with learning disability.
- e) Other exceptional children - Sensory (visually impaired and hearing impaired); Physical impairment; Attention Deficit Hyperactivity Disorder; Autism Spectrum Disorders; Speech and language disorders; Emotional and Behavioural disorders
- f) Inclusive education: concept of inclusive education and importance; Merits and demerits of inclusive education.

#### **Unit V: Classroom Management**

10 hours

- a) Need for classroom management.
- b) Management issues in Elementary and secondary school classrooms – the crowded, complex, and potentially chaotic classroom.
- c) Designing the Physical environment of the classroom - Principles of classroom arrangement, Arrangement style and strategies for designing a classroom arrangement.
- d) Creating a positive environment for learning – general strategies, creating, teaching, and maintaining rules and procedures and getting students to cooperate.
- e) Management techniques for children with high anxiety and maladjusted behavior.
- f) Dealing with problem behaviors – management strategies and dealing with aggression.

#### **References:**

- J.W. Santrock- **Educational Psychology**, 4th Edition (2011) Tata McGraw –Hill publishing Company Limited, New Delhi.
- Anita Woolfolk- **Educational Psychology** (2014), 12th Edition, Pearson Education Pvt.Ltd, Indian Branch, Delhi.
- S.K. Mangal – **Essentials of Educational Psychology** (2013), Prentice Hall of India, New Delhi
- S.K. Mangal – **Advanced Educational Psychology**, 2nd edition, (2002), Prentice Hall of India, New Delhi.
- S.S. Mathur - **Educational Psychology**, (2007), Vinod Pustak Mandir, Agra.
- Bhatia and Bhatia - **A Textbook of Educational Psychology** (1996), Doaba House Booksellers and Publishers, Delhi.



III B.A/B.Sc. Syllabus for Psychology  
V Semester

**Title of the Paper: Psychological Disorders - Paper V (A)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. To differentiate between 'normal' and 'abnormal' behaviour.
2. To understand main classificatory systems of psychological disorders.
3. To be aware of the different theoretical perspectives in understanding psychological disorders.
4. To understand signs and symptoms of different psychological disorders
5. To provide an insight into criteria's for diagnosing of abnormal behaviour of varying severities.
6. To make the symptom picture more realistic and clearer by introducing case studies of various disorders.

**Learning Outcomes:**

1. To be able to identify behaviours considered to be as abnormal based on intensity, duration, and frequency of occurrence of behaviour.
2. To be able to categorise disorders into different types based on clusters of signs and symptoms.
3. To be able to identify disorders which require definite referral for diagnosis and treatment purpose.

**Unit I: Introduction**

10 Hours

- a) Definition of Abnormal Psychology; Elements or indicators of abnormality (What do we mean by abnormality)
- b) Need to classify mental disorders; Disadvantages of classification; DSM V and ICD-11
- c) Psychological viewpoints: Newer Psychodynamic perspectives, Behavioural perspective, and Cognitive behavioural perspective
- d) Prevalence of mental disorders in India.

**Unit II: Anxiety Disorders, Somatic Symptom Disorder and Dissociative Disorders** 10 Hours

i. Anxiety Disorders:

- a) Fear and anxiety response pattern; Definition of Anxiety Disorders
- b) Primary Types of anxiety disorders
- c) Clinical picture of Specific Phobias, Social Phobias and Obsessive-Compulsive Disorder.

ii. Somatic Symptom Disorders:

- a) Definition of somatic symptom disorders
- b) Clinical picture of Somatization Disorder, Hypochondriasis, Pain Disorder and Conversion Disorder.

iii. Dissociative Disorder:

- a) Definition of dissociative disorders
- b) Clinical picture of Fugue, Dissociative Amnesia and Dissociative Identity Disorder.



**Unit III: Personality Disorders and Sexual Variants:**

10 Hours

**i. Personality Disorder:**

- a) Definition and Clinical Features of Personality disorders
- b) Clinical picture of Paranoid (Cluster 'A'), Antisocial (Cluster 'B') and Dependent (Cluster 'C') Personality Disorders.

**ii. Sexual Variants:**

- a) Types of Paraphilias
- b) Clinical picture of Exhibitionism and Transvestic Fetishism.

**Unit IV: Mood Disorders and Schizophrenia**

10 Hours

**i. Mood Disorders:**

- a) Definition; Types of mood disorders
- b) Unipolar Mood Disorders - Persistent Depressive Disorder, Major Depressive Disorder, Specifiers of Major Depressive Disorder
- c) Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) - Features of Bipolar Disorders.

**ii. Schizophrenia:**

- a) Definition, Clinical picture
- b) Subtypes of Schizophrenia.

**References:**

1. Butcher, J.N.; Hooley, J.M.; Mineka, S.; Dwivedi, C.B. – **Abnormal Psychology** 16<sup>th</sup> Edition
2. Butcher, J.N.; Mineka, S.; Hooley, J.M.; – **Abnormal Psychology** 15<sup>th</sup> Edition
3. **ICD 11 - WHO**

III B.A/B.Sc. Syllabus for Psychology  
V Semester

**Title of the paper - Positive Psychology – Paper V (B)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. *To introduce the basic concepts of the Positive Psychology to enhance personal and societal wellbeing.*
2. *To enable individuals to apply the concept of positive psychology to discover and apply the strength-based approach to achieve goals and regulate lives.*

**Learning outcome:**

1. *By understanding positive psychology, one can change their approach towards life and enhance happiness and well-being in their life.*
2. *By understanding positive psychology, one can know their strengths, and understand how they might go about exercising these in order to achieve lasting happiness.*

**Unit 1: Introduction to Positive Psychology**

10 hours

- a) Positive Psychology – assumptions, goals, and definition
- b) Positive Psychology and its relation to health psychology, clinical psychology, developmental psychology, survey research and subjective wellbeing, social / personality psychology, and the psychology of religion
- c) Western perspective on Positive Psychology – Greek Mythology, The Pre-Renaissance period, The Renaissance period, the age of enlightenment, The Industrial revolution.
- d) Eastern perspective on Positive Psychology – Confucianism, Taoism, Buddhism and Hinduism
- e) Classification of Character, strengths, and virtues (refer only table 2)

**Unit 2: Positive Cognitive State and Process**

8 hours

- a) Self-Efficacy – definition, developmental antecedents, neurobiology of Self-Efficacy, measuring Self Efficacy, self-efficacy's influence in life arenas (Psychological adjustment, Physical health, Psychotherapy)
- b) Optimism – Historical basis, Definition, developmental antecedents, neurobiology, measuring optimism
- c) Hope – Definition, Developmental antecedents, neurobiology, measuring hope (188 -193)

**Unit 3: Self-Regulation and Self-Control**

10 hours

- a) Value of self –control - Personal goals and self –regulation.
- b) Planning for self-regulation success- planning makes a difference, why planning helps, commitment and confidence.

- c) Goals that create self-regulation problem – Approach and Avoidance goals, goal conflict, goal difficulty
- d) Everyday explanation for self-control failure – excuse, irresistible impulses
- e) Goal disengagement.

#### **Unit 4: Positive Emotions and Well-being**

12 hours

- a) What are positive emotions? – Broaden-and-builder theory, positive emotions broaden our thoughts – Action Repertoires, positive emotions undo negative emotions, positive emotions enhance resilience, positive emotions build enduring resources and improve well-being.
- b) Positive emotions and Health Resources – i) Physical resources, ii) Psychological resources iii) Social resources. Limits of positive emotions.
- c) Positive emotions and well-being – Happiness and positive behaviors, positive emotions and success, positive emotions, and flourishing. A general theory of positivity.
- d) Cultivating positive emotions – flow experiences, savoring

#### **References:**

- Baumgardner, S.R. Crothers M.K. (2014). **Positive Psychology**. Pearson New International Edition
- Snyder, C.R., & Lopez, S. J. (2007). **Positive Psychology: The Scientific and Practical Explorations of Human Strengths**. Thousand oaks, CA: Sage



III B.A/B.Sc. Syllabus for Psychology  
V Semester

**Title of the Paper: Foundations of Research Methodology and Statistics for Psychology – Paper VI (A)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

*1. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.*

**Learning Outcomes:**

- 1. Understanding the different research methods used by psychologists.*
- 2. Differentiating the phases of research.*
- 3. Evaluate the appropriateness of conclusions derived from research.*
- 4. Choose research designs that are appropriate to study questions.*

**Unit I: Introduction**

08 Hours

- a) Need and Importance of Research, Research and Scientific method, types of research-Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative.
- b) Process of research-steps in the research process.
- c) Ethical issues for research.

**Unit II: Variables, Hypothesis and Sampling**

08 Hours

- a) Variables: Meaning and types of variables - Independent, dependent and confounding. Control of variables.
- b) Hypothesis: Definition, characteristics, types-null hypothesis and research hypothesis.
- c) Sampling Design: Population and Samples, Techniques of Sampling-Random and Non-Random.

**Unit III: Research Designs**

12 Hours

- a) Non-Experimental Research designs- Survey Research, Correlational research, Observational, Interview research, case study; Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.
- b) Experimental Research designs- Experimental and control groups, Single and multi-group designs.
- c) Quasi-experimental research designs.

**Unit IV: Measurement and Data analysis**

12 Hours

- a) Scales of Measurement-Nominal, Ordinal, Interval and ratio Scales.
- b) Meaning and applications of descriptive statistics, Properties of Normal Probability Curve.
- c) Measures of central tendency: Mean, median, mode.
- d) Measures of Variation: Range, Standard deviation and Quartile deviation.
- e) Measures of Relationship: Correlation: Pearson Product Moment and Spearman's rank order method.

e) Meaning and applications of Inferential Statistics - Chi Square and Median Test, t- test -Independent samples t test and paired samples t-test

**References:**

- Kothari, C.R., & Garg G., **Research Methodology** (3<sup>rd</sup> Edition), New Age Techno Press (2014).
- Garrett, H.E. & Woodworth, R.S. (1987). **Statistics in Psychology and Education**. Mumbai: Vakils, Feffer & Simons Pvt. Ltd. Gregory, R.J. (2006).
- **Psychological Testing: History, Principles, and Applications** (4th Ed.). New Delhi: Pearson Education. King, B.M. & Minium, E.W., (2007).
- **Statistical Reasoning in the behavioral Sciences USA**: John Wiley & Sons.
- Kerlinger, F.N. & Lee, H.B. (1999), **Foundations of Behavioural Research**. Wadsworth-Thomson Learning

III B.A/B.Sc. Syllabus for Psychology

V Semester

**Title of the Paper: Counselling Psychology – Paper VI (B)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. *To develop an understanding of basic concepts, processes, and techniques of Counseling.*
2. *To enable the student to explore the different theories of counseling psychology.*
3. *To enable the student to acquire sufficient knowledge about the assumptions and issues in the area of counseling.*

**Learning outcomes:**

1. *This paper will provide an overview and understanding of the counselling profession.*
2. *Understand and apply important skills and processes from a range of counselling approaches.*

**Unit I: Introduction**

10 hours

Definition of Counselling, Guidance and Psychotherapy

Goals of Counselling, Scope of Counselling, Historical background of Counselling, Special areas in counselling

**UnitII:Theoretical Approaches to Counselling**

10 hours

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

**UnitIII:Processof Counselling**

12 hours

Client – Counsellor Relationship establishment, Problem Identification and Exploration, Planning for Problem Solving, Solution Application and Termination.

Building Counseling Relationship – Factors that influence the counselling process: Seriousness of the presenting problem, Structure, initiative, the physical setting, Client qualities, Counselor qualities, Types of initial interviews.

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.

Closing Counseling Relationships: Function and Timing of closing a counselling relationship, Issues related to termination – Follow up, Referral and Recycling.



#### Unit IV: 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.

#### References:

1. Samuel T. Gladding (6th Edition), **Counselling, A Comprehensive Profession**. Dorling Kindersley India Limited, Pearson.
2. Robert.L.Gibson, Marianne H, Mitichell, **Introduction to Counselling and Guidance**. 7th 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, Levis.E. Patterson. **The Counselling Process – A Multi-theoretical Integrative Approach**

III B.A/B.Sc. Syllabus for Psychology  
VI Semester

**Title of the Paper: Organizational Psychology -Paper VII (A)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. To provide insights into the historical development & key concepts of functioning of organizations
2. To help students to understand the role of human factor in the context of organizations & work Behavior & Management.
3. To help students understand the role of psychology in managing key areas of work like Recruitment, Training & Development
4. To understand the meaning and theoretical foundations of I/O Psychology
5. To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings.

**Learning Outcomes**

1. Students will demonstrate a basic understanding of the major areas of organizational psychology.
2. Students will learn to apply organizational theory to specific organizational situations.

**Unit I: Introduction**

10 Hours

- a. Definition, Goals, Forces and Fundamental Concepts -Nature of people and Nature of organization.
- b. History of Organizational Behavior
- c. Areas of Industrial Psychology; I-O Psychology as a career

**Unit II: Selection, Training and Development** 10 Hours

- a) Employee Selection Process: Use of Psychological Tests, Interviews
- b) Training- Scope of Organizational Training; Goals of Organizational Training Programs- Needs Assessment- Organizational Analysis
- b. Types of Training Programs- On the job Training- Vestibule Training, Apprenticeship, Computer Assisted Instruction (CAI), Net Based training, Behavior Modification, Job Rotation, Case Studies, Business Games, In basket training, Role Playing, Behavior Modeling, Executive Coaching.
- c. Evaluating Organizational Training Programs

**Unit III: Performance Appraisal**

10 Hours

- a. Definition, Need for Performance Appraisal,
- b. Techniques of Performance Appraisal Methods – (1) Objective Performance Appraisal Methods- Output measures, Computerized Performance Monitoring, Job-Related Personal Data Essay Methods, Critical Incident Method, Checklist Method, (2) Judgmental Performance Appraisal Methods- Written narratives, Merit Rating Techniques- Rating Scales, Ranking Techniques, Paired-Comparison Technique, Forced – Distribution Technique, Forced Choice Technique, Behavior Anchored

Rating Scale (BARS), Behavior Observation Scales (BOS) (c) Management by Objectives (MBO). 360\* Feedback.

c. Bias in Performance Appraisal. Methods to Improve Performance Appraisal.

**Unit IV: Work Related Attitudes, Leadership, Work Motivation & Reward Systems 10 Hours**

- a. The Nature of employee's attitude and Job satisfaction-job involvement, organizational commitment, work moods, effects of employee attitudes.
- b. Definition of motivation, types of motivation, theories of motivation-Herzberg's-Motivator-Hygiene (Two factors) Theory, Alderfer's- E-R-G Model.
- c. Leadership – The Nature of Leadership, Traits of Effective Leaders, Leadership styles – Autocratic, Democratic and Laissez-faire.
- d. Economic Incentives systems - Purposes & Types -Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay

**References:**

- Schultz D.P. and Schultz E.S – **Psychology and Work Today** 8<sup>th</sup> Edition, Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
- John W Newstrom- **Organizational Behaviour-Human Behavior at Work**. 12<sup>th</sup> Edition Tata McGraw-Hill Publishing Company Limited. New Delhi.
- Girishbala Mohanty-**Industrial Psychology and Organizational Behavior**, Kalyani Publishers, Ludhiana
- Keith and Davis (2000) **Human Behaviour at Work**, Tata McGraw Hill Publishing Co.



III B.A/B.Sc. Syllabus for Psychology  
VI Semester

**Title of the Paper: Environmental Psychology – Paper VII (B)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. To familiarize the students with the nature, scope and basic concepts of environmental psychology
2. To help students understand environmental influences and its practical implications.
3. To understand how psychology can contribute to shaping environment, preserve natural environments, and deal with the challenges of environmental and climate change.

**Learning Outcomes:**

1. Knows key concepts in the field of environmental psychology.
2. Will perceive the relationship between environment and behaviour.
3. Will be aware of the role of psychology in shaping, preserving and coping with changes in the environment.

**Unit 1: Nature and Scope of Environmental Psychology** 08 hours

- a) What is environmental psychology; Nature and Characteristics; classification of environment
- b) Fields or scope of Environmental Psychology
- c) Goals and Utility of Environmental Psychology
- d) Indian perspective on human- environment relationship.

**Unit II: Concepts in Environmental Psychology** 10 hours

- a) Environmental Perception: Nature and characteristics of Environmental perception, Social and cultural influences,
- b) Environmental Cognition and cognitive mapping,
- c) Acquisition of Environmental Attitudes.
- d) Environment - Behavior relationship: Human Behavior and Environmental Stimulation, Changes in Environment - Arousal, Environmental Load, Adaptation Level,

**Unit III: Environmental Influences on Behaviour** 10 hours

- a) Personal Space: Nature, Function and determinants of personal space. Consequences of personal space invasion,
- b) Territoriality: function and type, territoriality & aggression.

- c) Crowding: Nature and characteristics, feature, effects of crowding on human beings.
- d) Climate change and psychology
- e) Environmental toxins and psychological concerns.
- f) Psychological benefits of nature.

**Unit IV: Environmental Stress and Conservation**

12 hours

- a) Nature and Characteristics Environmental Stress
- b) Type of stresses, Natural disasters, technological catastrophe,
- c) Meaning of Environmental pollutants. Origin of pollutants Causes of increase in pollution, noise and air pollution.
- d) Effects of Environmental Stress on sensory and cognitive processes.
- e) Human life and Environmental Problems. Pollution control, Designing the Environment for better living.
- f) Environmental psychology and saving the Environment
- g) Prompts and Reinforcement techniques in the Indian context.

**References:**

- Bell, P.A., Greene, T. C., Fisher, J.D., & Baum A. (2001) **Environmental Psychology**. (Vth edition) Wadsworth Group/ Thomson Learning, 10 Davis Drive Belmont CA, U.S.A.
- Ittelson W. H., Proshansky H. M., Rilvin E. G., Winkel G. H. & Dempsey (1974) **An Introduction to Environmental Psychology**. New York.
- Gifford, R. (2007). **Environmental Psychology: Principles and Practice** (4th ed.). Colville, WA: Optimal Books.
- **Environmental Movements in India** P. P. Karan Geographical Review Vol. 84, No. 1 (Jan. 1994), pp. 32-41 Published by: American Geographical Society
- Gadgil, M. and Guha, R. (1994), **Ecological Conflicts and the Environmental Movement in India. Development and Change**, 25: 101-136. doi: 10.1111/j.1467-7660.1994.tb00511.x
- Dr. M. Rajmanickam (1994) **Contemporary Fields of Psychology and Experiments**. Concept Pub. Co., New Delhi.



III B.A/B.Sc. Syllabus for Psychology  
VI Semester

**Title of the Paper: Psychological Assessment – Paper VIII (A)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives:**

1. To introduce students to the field of Psychological Testing & Assessment & Application in Educational & Organizational Settings
2. To introduce students to the Nature of Psychological Assessments & uses of Psychological Tests, with specific examples of tests of Cognitive functions, Intelligence & Personality.
3. To develop the ability to understand self and others and to generate interest in working in the community with a psychological outlook.
4. To develop the skills of testing and scientific reporting in psychology
5. To generate interest in the analysis of psychological data

**Learning Outcome:**

1. Demonstrate competence in the selection, administration, scoring and writing a psychological report of assessment measures.
2. Apply knowledge and skills in the practice of psychological assessment for a variety of assessment tasks across the lifespan.
3. Adapt and produce the ethical & professional standards appropriately.

**Unit I: Introduction to Psychological Measurement and Testing** 10 Hours

- a) Psychological Assessment – definitions, nature, scope, historical background.
- b) Principles of Assessment; Levels of Measurement- Nominal, Ordinal, Interval and ratio.
- c) Functions, uses and limitations of assessment. Errors in measurement.

**Unit II: Classification and characteristics of tests** 10 Hours

- a) Classification of Tests.
- b) Characteristics of a good test- Standardization, Reliability-types, Validity-types, Norms
- c) Ethical & professional Issues & Challenges in testing

**Unit III: Applications of Psychological Assessment- 1** 10 Hours

- a) Assessment of Attention and Concentration
- b) Assessment of Memory
- c) Assessment of Intelligence
- d) Assessment of Aptitude

**Unit IV: Applications of Psychological Assessment - 2** 10 Hours

- a) Assessment of Personality – Inventories, Checklists, Rating Scales, Projective Tests
- b) Assessment of Interest and Achievement
- c) Screening and Diagnostic tests

## References:

- **Psychological Testing**, 7 Edition (Adaptation) Paperback – 2016 Anne Anastasi & Susan Urbina, Pearson
- **Psychological Testing, History, Principles & Application**, Robert j Gregory, Pearson
- **Psychological Testing: A Practical Approach** Paperback – 4<sup>th</sup> Edition, 2015 Leslie A Miller, Robert L . Lovler, Sandra McIntire
- **Psychological Testing and Assessment**, 12 Edition Paperback – 2009 Lewis R. Aiken, Gary Groth-Marnat, Pearson
- **Personality Assessment: A Fresh Psychological**, 2014, Qamar Hasan
- **Tests, Measurements and research Methods in Behavioural Sciences**, Singh.A.K., 2013, Bharathi Bhavan Publishers.

III B.A/B.Sc. Syllabus for Psychology  
VI Semester

**Title of the Paper: Health Psychology – Paper VIII (B)**

Paper code:  
Hours/week: 3 Hours  
Credits: 02  
Total Hours: 40 Hours

**Course Objectives**

1. To deal with the health and well-being of individuals and the ways to sustain them.
2. To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
3. To make awareness about of the stress and coping behavior of individuals in various life situations.

**Learning outcomes:**

1. This paper will create awareness about the scope of health psychology and its role in achievement and maintenance of health.

**UnitI: Introduction** 10 hours

- a) Definition of Health Psychology; Goals of Health Psychology
- b) Models of Health Psychology: Biomedical Model Vs Biopsychosocial Model
- c) Illness Cognition: The meaning of being Healthy; Leventhal's Self-regulatory model of illness cognition.

**UnitII: Health and Behaviour** 10 hours

- a) Health enhancing behaviour: i) psychological factors as resilience, hope, optimism, positive self. ii) Physical factors such as weight control, Diet, Exercise.
- b) Health Compromising Behaviour: i) smoking, Alcoholism and Substance abuse.
- c) Changing health habits: Approaches to health behaviour change: cognitive behavioural, social engineering and Transtheoretical model

**UnitIII: Stress, Lifestyle Disorders and Its Management** 10 hours

- a) What is stress; theories of stress(Cannon, Selye, Lazarus), sources of stress
- b) Coping: what is coping, ways of coping; social support.
- c) Psychoneuroimmunology: immune system- Humoral and cell mediated Immunity.
- d) Cardiovascular disease, Cancer, Diabetes, AIDS.
- e) Yoga for specific lifestyle disorders: Asthma, Sleeplessness, diabetes, BP and cardiac heart diseases.



## Unit-IV Pain and Its Management

10 hours

- a) What is pain; Role of Psychosocial factors in pain perception: Subjective-affective- cognitive processes.
- b) The role of Psychology in pain treatment; CBT
- c) Pain management techniques: biofeedback, relaxation techniques, hypnosis, acupuncture, distraction, guided imagery.

### References:

- Jane Ogden- **Health Psychology**, 4<sup>th</sup> edition 2010, Tata McGraw Hill Education Private Limited, New Delhi.
- Shelley E. Taylor- **Health Psychology**-6<sup>th</sup> edition 2006, Tata McGraw Hill Education Private Limited, New Delhi.
- Steve R. Baumgardner & Marie K. Crothers- **Positive Psychology**, 2009, Dorling Kindersley (India) Pvt. Ltd., licenses of Pearson Education in South Asia
- Manika Ghosh- **Health Psychology**; Pearson publication
- M. Robin Dimatteo & Leslie R. Martin- **Health Psychology**-2002, Dorling Kindersley (India) Pvt. Ltd., Licences of Pearson Education in South Asia.
- Alan Carr- **Positive Psychology**- Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia.
- Iyengar, B.K.S. (1976). **Light on yoga**. London: UNWIN Paperbacks.
- Niranjanananda Sarswathi, Swami. (1994): **Prana, pranayama, pranavidya**, Munger, India: Bihar School of Yoga

## PRACTICAL SYLLABUS FOR 2019 ONWARDS

### SEMESTER –I

1. Observation and Suggestion
2. Habit Interference
3. Effect of Chunking on Recall
4. Effect of Cueing on recall
5. Bilateral transfer

**Project:** Mind Mapping for a particular topic

**Statistics:** Measures of Central Tendency: Mean, Median and Mode for Ungrouped Data and Grouped Data with only Frequency (No class Intervals) Long Method

### SEMESTER-II

1. Brain dominance
2. Muller- Lyer illusion
3. Signal detection
4. Stroop effect
5. Eysenck's Personality Inventory

**Project:** Mind Mapping for a particular unit.

**Statistics:** Measures of Central Tendency: Mean, Median ( short method) and mode with class intervals and frequency

### SEMESTER- III

1. Paired associate learning
2. Addiction Scale
3. Maze learning
4. Creativity
5. Knox cube.

**Project:** Knox cube/ VSMS data to be collected

**Statistics:** SD Grouped and Ungrouped Data, Significance of Difference between Means - SEM

### SEM-IV

1. Self-concept
2. College student problem checklist
3. Processes in Concept formation
4. Size weight illusion
5. Learning Styles Inventory.

**Project:** Interpretation of the data collected in the third semester.

**Statistics: Correlation** – Rank Difference and Pearson's Product Moment methods

## Semester V

### Paper5- Psychological Disorders / Positive Psychology

1. Beck Depression Scale
2. FIRO B
3. Assessment of Anxiety
4. Locus of control
5. PVQ

**Statistics:** Critical Ratio

### Paper 6 - Counselling /Research Methodology

1. RPM
2. Bhatia's Performance test of intelligence
3. Sodhi's Attitude scale
4. Guidance Need Inventory
5. Cohen's perceived stress scale.

**Statistics:** 't' Test

**Project:** Beck's Depression scale will be given as a project. Full project will be completed with data collection and analysis of data in the 5<sup>th</sup> semester.

## Semester VI

### Paper 7 Organizational Psychology / Environmental psychology

1. Tweezer Dexterity Scale
2. Minnesota Rate of Manipulation Test
3. David's Battery of Differential Ability.
4. Occupational Self Efficacy
5. Comprehensive Interest-schedule.

**Statistics:** Median test

## Semester VI

### Paper 8 - Health Psychology / Psychological Assessment

1. Bell's Adjustment Inventory
2. General Health Questionnaire
3. Oxford Happiness scale
4. Type A/Type B behaviour Pattern
5. Rathus Assertiveness scale

**Statistics :** Chi-Square

**Project:** Occupational self-efficacy will be administered. Full project will be completed with data collection and analysis of data.

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Summary

Psychological Processes: A Review of Research

- 1. Introduction
- 2. Theoretical Framework
- 3. Methodology
- 4. Results
- 5. Discussion

1. Introduction

The purpose of this review is to synthesize current research on psychological processes, focusing on the interplay between cognitive and affective factors.

This review examines the theoretical underpinnings of psychological processes, drawing on models such as the Information Processing Model and the Affect-Cognition Link.

The review identifies key areas of research, including the role of attention, memory, and emotion in cognitive processing, and the bidirectional relationship between these systems.

The findings suggest that psychological processes are highly dynamic and context-dependent, with significant implications for clinical practice and educational interventions.

2. Theoretical Framework

2.1. Information Processing Model

The Information Processing Model posits that cognitive processes involve the flow of information through various stages, from sensory input to long-term memory storage and retrieval.

Key components include sensory memory, short-term memory, and long-term memory, each with distinct characteristics and capacities.

The model also emphasizes the role of attention in filtering information and the influence of encoding strategies on memory retention.

Research in this area has led to the development of effective learning strategies and memory aids, highlighting the importance of understanding individual differences in cognitive processing.

The Affect-Cognition Link theory suggests that emotional states can significantly influence cognitive performance, with positive affect generally enhancing and negative affect impairing cognitive functions.

This relationship is mediated by physiological and neurochemical processes, and it has important implications for understanding mood disorders and their impact on cognitive health.

Understanding the Affect-Cognition Link is crucial for developing interventions that address both emotional and cognitive aspects of psychological well-being.

The review concludes that a comprehensive understanding of psychological processes requires an integrative approach that considers both cognitive and affective dimensions.