



**BHAVAN'S VIVEKANANDA COLLEGE  
OF SCIENCE, HUMANITIES AND COMMERCE  
SAINIKPURI, SECUNDERABAD-500 094  
(Accredited with A grade by NAAC)  
Autonomous College  
Department of Psychology**

**PROGRAM NAME:** Bachelor of Arts (Mass Communication, Psychology, Economics)

**COURSE NAME:** GENERAL PSYCHOLOGY

**COURSE CODE:** PY195  
**YEAR/SEMESTER:** I  
**COURSE TYPE:** DSC

**HPW:** 5  
**NO. OF CREDITS:** 4

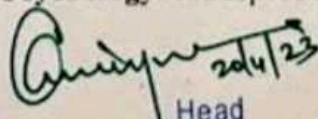
**COURSE OBJECTIVE:** The course objective is to provide insight into dynamics field's of psychology, methods in psychology, cognitive concepts such as learning, motivation, memory, reasoning, intelligence, and process of sensory experiences, nature of emotions and biological basis of behaviour.

**UNIT-WISE COURSE OBJECTIVES:**

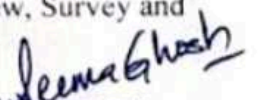
- Cob1: To introduce the various approaches to psychology and its evolution and biological basis of behavior
- Cob2: To familiarize individual's perceptions about the world and concepts of attention, sensation and perception
- Cob3: To provide an understanding about the cognitive processes and to help them understand problem solving
- Cob4: To introduce the concept of learning and Intelligence and methods to assess intelligence
- Cob5: To enable students to understand the development of emotion and motivation and relationship between emotions and motivations and introduce the various theories of emotions and motivation

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

- Historical Foundations of Psychology; Nature, Goals and Fields of Psychology (Pure and Applied)
- **Schools of Psychology:** Structuralism, Functionalism, Psychoanalysis, Behaviourism and Gestalt
- **Contemporary Approaches to Psychology:** Cognitive Approach, Humanistic Approach and Existential Approach
- **Methods of Psychology:** Introspection, Observation, Case Study, Interview, Survey and

  
20/4/23  
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### Experimental Method

- **Biological Basis of Behaviour:** Nervous System and its Organization – The Structure of Neuron, Central Nervous System – Brain and Spinal cord, Localization of Brain Functions, Autonomic Nervous System
- **Hormonal Basis of Behaviour:** The Major Endocrine Glands and their Functions
- **Mechanisms of Heredity:** Chromosomes and Genes; Influence of Heredity and Environment on Behaviour

### MODULE-II: Sensation, Attention and Perception

- **Sensation:** Sensory Thresholds; Characteristics of sensation; Types of sensation; Measurement of sensations (Absolute Threshold, Signal Detection, Difference Threshold, Sensory Adaptation)
- **Attention:** Nature and Concept of Attention; Different aspects of Attention – Span, Division, Shifting, Distraction and Fluctuation, Voluntary and Involuntary attention
- **Perception:** Difference between Sensation and Perception; Principles of Perceptual Organization; Perceptual Constancies and Depth Perception (Monocular and Binocular Cues); Movement Perception; Internal and External factors influencing Perceptual Experience; Distortions in Perception: Illusions & Hallucinations; Extrasensory Perception (ESP)

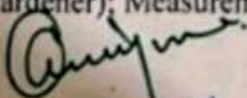
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### MODULE- III: Remembering, Thinking and Reasoning

- **Memory and Forgetting:** Meaning and significance of memory; Types of memory; Methods of measuring memory; Models of Memory: Information Processing Model, Levels of Processing Model; Curve of Forgetting; Theories of Forgetting (Decay theory and Interference Theory); Methods of improving memory.
- **Thinking and Reasoning:** Nature and types of thinking, Theories (Bruner & Sullivan); Reasoning: Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences)
- **Problem Solving:** Problem cycle, types of problem solving, Impediments to Problem Solving; Problem solving strategies (algorithm, heuristics and biases, Means-End Analysis)
- **Creativity:** Characteristics of Creative People; Stages of Creative Thinking

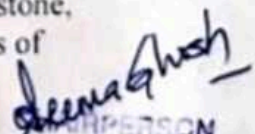
### MODULE –IV: Learning and Intelligence

- **Learning:** Concepts of Maturation and Learning; Concept of Learning Curve; Theories of learning (Classical and Instrumental Conditioning, Sign learning, Learning by Insight and Observation); Role of Motivation, Reward and Punishment in Learning; Transfer of Learning; Efficient Methods of Learning.
- **Intelligence:** Definition and Nature of Intelligence; Brief history of Testing Movement (Contribution of Binet); Theories of Intelligence (Thorndike, Spearman, Thurstone, Sternberg, and Gardner); Measurement of Intelligence (Concept of IQ, Types of



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Intelligence Tests); Variations in Intellectual Ability (Intellectually Gifted and Retarded); Factors influencing individual differences in intelligence (Heredity and Environment)

#### MODULE – V: Motivation and Emotion

- **Motivation:** Definition and functions of motives; Types of Motives (Physiological and Psycho-Social Motives); Unconscious motivation; Maslow's Theory of Motivation.
- **Emotion:** Definition and Nature of Emotions; Development of Emotions; Physiological basis of Emotions; Theories of Emotion (James-Lange, Cannon-Bard and Schachter-Singer); Adaptive and disruptive functions of Emotions; Measurement of Emotions

#### UNIT-WISE COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Explain the various approaches to psychology, method's used and factors affecting behavior

CO2 : Describe and elaborate with the cognitive concepts of attention and perception with the environment around us

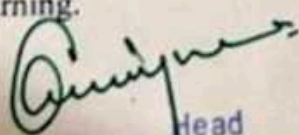
CO3 : Analyse the cognitive processes such as memory, Inductive deductive reasoning and various problem solving strategies .

CO4 : Conceptualize the learning theories and identity & understand the intelligence theories

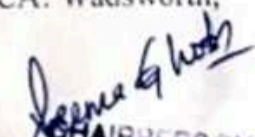
CO5 : Compare and contrast the theories of emotion and able to understand motivation theory

#### Recommended Books and Reading Sources

1. Atkinson & Haggard. (2003). *Introduction to Psychology* — Thomson Wardsworth 14th Edition.
2. Baron, R.A. (1995). *Psychology*. 3rd edition. Delhi: Prentice Hall.
3. Baron, R.A., Byrne, D. & Kantowitz, B.H. (1980). *Understanding Behavior (2nd Edition)*. Holt Rinehart and Winston, New York.
4. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). *Psychology (2nd Edition)* Macmillan Publishing Company. New York.
5. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
6. Feldman R.S (2011 ). *Understanding Psychology*, 10th edition .Delhi : Tata- McGraw Hill.
7. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L: *Introduction to Psychology. 6th edition*, Oxford Press.
8. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. *Introduction to Psychology. 7th Edition*, Tata Mc Graw- Hill.
9. Munn, N.L., Fernald, L.D., & Fernald, P.S. (1997 ) *Introduction to Psychology*. Delhi: Houghton Mifflin.
10. Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Hyderabad: Neelkamal Publications.
11. Saundra, K. Ciccarelli. & Noland, J. White. *Psychology*. Pearson Prentice Hall.
12. Weiten, W. (2014). *Psychology: Themes and variations. (9th Edition)*. CA: Wadsworth, Cengage Learning.



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Department of Psychology

Faculty of Arts

SEMESTER-I

B. A (U.G) COMMON CORE SYLLABUS

DISCIPLINE SPECIFIC CORE PRACTICAL/ DSC-I (P) (1 Credit)

BASICS OF STATISTICS (PY 195 P)

BASICS OF STATISTICS

**Course Objectives :** To introduce students to the Basics of Statistics and importance of Statistics in Psychology

**UNIT WISE COURSE OBJECTIVES:**

**Cob 1:** To familiarize students with fundamental concepts in statistics and graphical representation of data.

**Cob2:** To help students understand the importance of normal probability curve and descriptive statistics.

**MODULE-I: Fundamental Concepts**

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

**Data Representation**

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

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

- **Normal distribution:** Characteristics and Applications of Normal probability curve; Deviation from normality (Skewness and Kurtosis)
- **Descriptive Statistics:**

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- Measures of central tendency (Meaning, Computation, Advantages and disadvantages of Mean, Median and Mode), The Effects of Linear Transformation on Central Tendency Measures.
- Measures of Variability (Meaning, Computation and Uses of Range and Quartile Deviation, Average Deviation, Variance; Standard Deviation from Raw Scores and Grouped Scores)
- Computation of Percentiles and Percentile Ranks

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

#### UNIT WISE COURSE OUTCOMES:

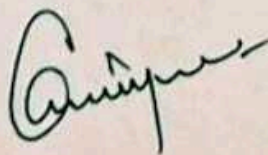
At the end of the Course Students will be able to:

Co1: Classify the measurements scales and locate the graphical representation of the data.

Co 2: Calculate the problems of descriptive statistics and will be able to interpret the statistical data.

#### References:

9. Aron, A., Aron, EN, & Coups, E.J. (2007), Statistics for Psychology (4thEd) India: Pearson Education, Prentice Hall.
10. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance PubHouse: New Delhi
11. Coakes, S. J., & Steed, L. (2009), SPSS Analysis without anguish using SPSS version 14.0 for Windows. John Wiley & Sons, Inc.
12. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold
13. Ferguson, G. A. (1959). Statistical analysis in psychology and education.
14. Garrett, H. E. (1937), Statistics in Psychology and Education
15. Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. Tata McGraw-Hill.
16. King, B.M. & Minium, EW, (2007). Statistical Reasoning in the behavioral Sciences. USA: John Wiley & Sons



*Anupama Ghosh*  
 ANUPAMA GHOSH  
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Department of Mass Communication

**PROGRAM NAME: BA (w.e.f 2022-23)**

**COURSE NAME: PERSONALITY THEORIES AND ASSESSMENT**

**PAPER CODE:PY295  
YEAR/SEMESTER: II  
COURSE TYPE:**

**HPW: 5  
NO. OF CREDITS: 4**

**COURSE OBJECTIVE:** To acquaint the students understand the personality theories in psychology

**UNIT-WISE COURSE OBJECTIVES:**

- COB1: To familiarize the nature, definitions, factors affecting personality of individuals
- COB 2: To elaborate major theoretical approaches to Personality.
- COB3: To provide an understanding of Humanistic, Existential and Eastern approaches explaining personality
- COB4: To provide insight into psychological assessments that measures personality traits on a scale or tool
- COB5: To familiarize with the psychological testing and reliability, validity and standardization of tests.

**MODULE -1: Introduction to Personality**

- Nature, Definition and Characteristics of Personality
- Factors Influencing the Development of Personality: Biological, Social, Cultural, Psychological factors; Significant and Traumatic experiences
- Approaches to Personality: Nomothetic and Idiographic
- Freudian and Neo-Freudian approaches to Personality**
- Freud's Psycho Analytic Approach to Personality
- Neo Freudians: Carl Jung, Alfred Adler, Erik Erikson

**MODULE-2: Behaviouristic, Cognitive, Trait, Type and Factor Approaches**

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- **Behaviouristic Approaches:** Pavlov and Skinner
- **Social Cognitive Approaches:** Bandura and Walter Mischel
- **Type Approaches:** Sheldon and Kretschmer
- **Trait Theory:** Allport, Eysenck (Trait and Type theory)
- **Factorial Theories:** Cattell's Factor-Analytic Trait Theory, The Big Five Factor Theory

### MODULE -3: Humanistic, Existential and Eastern Approaches

- **Humanistic Approaches:** Roger's Self Theory, Maslow's Theory of Self Actualization
- **Existential Approaches:** Rollo May and Victor Frankl
- **Eastern Approaches:** Hinduism, Buddhism and Sufism

### MODULE-IV: Personality Assessment

- **Nature and Types of Assessment:** Observation, Checklists and Rating Scales, Personality Inventories, Questionnaires and Interviews; Projective Techniques, Sentence Completion tests.
- **Recent Approaches in Personality Assessment-** Simulated Tests, Online Personality Testing; Advantages & Disadvantages in Personality Assessment.

### MODULE-V: Psychological Testing

- **Concept of Psychological Testing**
- **Characteristics of a good Psychological Test:** Standardization, Reliability, Validity and Norms
- **Classification of Psychological Tests:** Individual & Group, Verbal, Non-Verbal and Performance; Power, Speed and Dexterity tests.

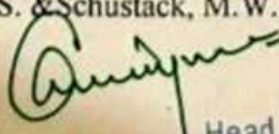
### UNIT-WISE COURSE OUTCOMES:

At the end of the course students will be able to:

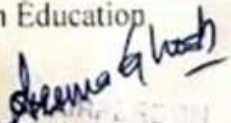
- CO1: Explain the nature and it's phenomenon of personality, .i.e factors influencing personality
- CO2: Articulate the major concepts and principles of each personality theory.
- CO3: Categories the differences in theoretical approaches explaining personality
- CO4: Apply the psychological assessments to understand or interpret the human personality
- CO5: Understand the importance of Psychological testing to determine the individuals behaviour

### REFERNCES:

1. Cervone.D&Caprara.G.V (2000). *Personality- Determinants, Dynamics and Potentials*. Cambridge UniveristyPub,UK.
2. Frager, R & Fadiman, J. (2007). *Personality and Personal Growth*. USA: Pearson Education, INC
3. Friedman, H.S. & Schustack, M.W. (2004). *Personality*, 2nd Edition. Pearson Education

  
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Inc., New Delhi.

4. Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theories of personality*, 4TH edition. John Wiley and Sons.

5. Schultz, D. & Schultz, S.E (1994), *Theories of Personality*, Brooks & Cole Pub company

6. Zucker, R.A., Rab

**SEMESTER – V**  
**B.A (U.G) COMMON CORE SYLLABUS**  
**GENERIC ELECTIVE/GE:**  
**PSYCHOLOGICAL COMPETENCIES**

**Objective:** To emphasize students understand the importance of enhancing psychological competencies for better living

**UNIT-WISE COURSE OBJECTIVES:**

COB1: To provide insight's into enhancing self awareness, self Confidence and SMART goal setting and Creativity.

COB2: To familiarize interventions to overcome stress and emotional disturbance and enhancing positivity

COB3: To understand the effective communication and Interpersonal competencies

COB4: To enhance the problem solving skills

**MODULE I: INTRODUCTION TO PSYCHOLOGICAL COMPETENCIES**

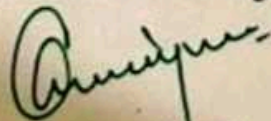
- Meaning, importance and need of Psychological Competencies
- Enhancing Self-awareness (JOHARI Window) and self- Confidence
- Goal Setting
- Creativity

**MODULE-2: EMOTIONAL AND STRESS MANAGEMENT COMPETENCIES**

- Nature of Emotions, Positive and Negative Affect, managing emotions like anger and anxiety
- Enhancing emotional competencies like resilience, optimism and hope
- Nature and types of stress, Physical, Emotional and Behavioural reactions to stress, Stress management techniques (Deep breathing exercises, yoga, meditation, Thought stopping technique, Diet and Time management)

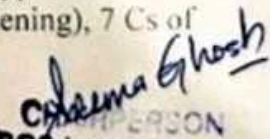
**MODULE-3: COMMUNICATION AND INTERPERSONAL COMPETENCIES**

- **Effective communication skills:** Communication process( source, message, encoding, channel, decoding, receiver and feedback), Elements of communication ( Face to Face, Tone of Voice, Body language, Verbal and Physical), Listening skills (Types of Listening, Barriers to Effective Listening and Strategies for effective listening), 7 Cs of



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communication (Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous.

· **Building interpersonal relationships:** Nature of interpersonal relationships, Types of conflicts, Building interpersonal relationships through conflict management and assertiveness skills.

#### MODULE-4: PROBLEM SOLVING SKILLS

· **Problem solving:** Need for Problem solving; Nature of a problem, Steps in Problem-solving (Information Gathering, Problem Definition, Preparing for Brainstorming, Generating Solutions, Analyzing Solutions, Selecting a Solution, planning next steps like identifying tasks, identifying resources, implementing, evaluating and adapting).

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

#### UNIT-WISE COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Examine self awareness through Johariwindow, illustrates and improves self awareness, Goal setting and Creativity.

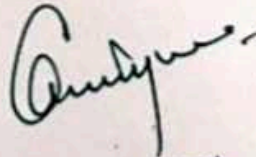
CO2: Demonstrate the various stress and Anger management techniques and interventions

CO 3: Evaluate their communication and improves communication


CO4: Analyses the nature and steps of problem solving

#### References

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



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Faculty of Arts

**SEMESTER-II**  
**BA (U.G) COMMON CORE SYLLABUS**  
**DISCIPLINE SPECIFIC CORE PRACTICAL / DSC-II(P) (1 Credit)**  
**INFERENCEAL STATISTICS – PY295P**

**INFERENCEAL STATISTICS**

**Course Objectives:** To familiarize students with inferential statistics

**UNIT WISE COURSE OBJECTIVES:**

**Cob 1:** To introduce students to the Sampling methods and inferential statistics

**Cob2:** To familiarize with the Concepts of correlation and chi- square

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

- Sampling: Probability and Non-Probability Sampling
- Meaning and types of hypothesis (alternative hypothesis and null hypothesis)
- Hypothesis testing; Levels of Significance; Degrees of Freedom
- Type I and Type II Error
- t-Distribution and t-test
- Assumptions and computation of t for independent (small and large samples) and correlated samples

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

- Meaning of correlation; Coefficient of correlation
- Types of Correlation: Positive and Negative Correlation, Partial and Multiple Correlation
- Assumptions and Computation of Pearson's Product Moment Correlation and Spearman's Rank Order Correlation.
- Meaning and uses of Chi-square as a test of independence; Computation of chi-square for 2x2 fold contingency table
- Nature and definition of Psychological tests; Characteristics of a Psychological test; Types of Psychological Tests.

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

#### UNIT WISE COURSE OUTCOMES:

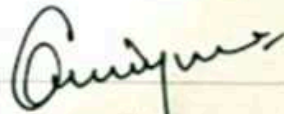
At the end of the course students will be able to:

Co 1: Compare and contrast the probability and non probability sampling methods

Co 2: Analyze the types of Correlational studies and chi square

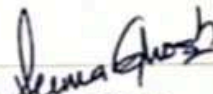
#### References:

8. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
9. Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub House: New Delhi
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11. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London:Hodder Arnold.
12. Ferguson, G. A. (1959), Statistical analysis in psychology and education.
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14. King, B.M. &Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences, USA: John Wiley & Sons.



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**SEMESTER-III**

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

**DISCIPLINE SPECIFIC CORE PAPER-III/DSC-III (T) (4 Credits)**

**SOCIAL PSYCHOLOGY (PY 395)**

**Course Objective:** To introduce students about the basic concept of Social Psychology and major theoretical perspectives and group dynamics .

**UNIT WISE COURSE OBJECTIVE:**

**Cob 1:** To orient students about social perception of understanding others and world around them and theories of attribution

**Cob 2:** To familiarize the concept of Attitude, Attitude formation, change and measurement and concept of prejudice

**Cob 3:** To enable the students understand the Pro social behavior and the concept of Aggression

**Cob 4:** To help students learn about the groups, group dynamics and the Leadership

**Cob 5:** To help them understand the nature, types of communication and cultural differences in social behavior, understand cultural variables in Indian context.

**MODULE-I: Social Perception - Understanding Others**

- Definition, Nature, Scope and Methods of Social Psychology (Observation Method, Survey Method, Correlation Method, Field Study and Experimental Method).
- **Attribution:** Theories of Attribution (Heider's Common Sense Theory, Jones and Davis's Correspondent Inference Theory, Kelly's Co-variation Model and Weiner's Three-Dimensional Model); Errors in Attribution (Fundamental Attribution Error, Actor - Observer Effect, Self Serving Bias)
- **Impression formation and Impression Management:** Techniques of Impression Management

**MODULE II: Attitude & Prejudice**

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- **Attitude:** Nature and Definition; Distinctive Features of Attitudes
- **Formation of Attitudes:** Classical and Operant Conditioning, Social Learning Theory
- **Attitude Change:** Balance Theory, Cognitive Dissonance, Self- Perception and Psychological Reactance
- **Measurement of Attitudes:** Likert Method of Summated Ratings, Bogardus Method of Social Distance, Thurstone's Equal Appearing Intervals Method, Osgood and Tannenbum's Semantic Differential Scale
- **Prejudice and Discrimination:** Nature and Origin of Prejudice, Causes of Prejudice, Techniques of Reducing Prejudice

### MODULE III: Pro-Social Behaviour and Aggression

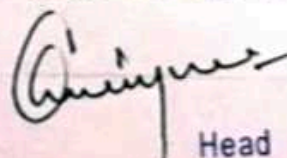
- **Pro-Social Behaviour:** Difference between Pro-social Behaviour and Altruism; Concept of Bystander Effect; Steps in Pro-social Behaviour
- **Factors influencing Pro-social Behavior** (Situational & Personal factors) (Self interest, moral integrity and moral hypocrisy), Emotional and Dispositional factors
- **Aggression:** Nature and Concept of Aggression
- **Determinants of Human Aggression** – Social (Frustration, Provocation, Displaced aggression, Media violence and heightened arousal, Personal (Type A and Type B, Narcissism and Gender differences) and Situational Factors (Alcohol consumption, High Temperatures)

### MODULE – IV: Groups and Leadership

- **Groups:** Nature, Types, Structure of a Group (Status, Position, Roles and Norms), Functions of a Group; Groups and Individual Performance (Social Facilitation, Social Loafing)
- Decision Making by Groups: Polarisation, Risky Shift, Group think
- Group Dynamics: Conformity, Compliance, Obedience, Cooperation, Competition and Cohesiveness
- **Leadership:** Nature of Leadership, Traits of a Leader, Types of Leaders: Autocratic, Democratic and Charismatic Leaders; Classic Studies on Leadership, Leader Behavior

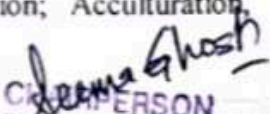
### MODULE - V: Communication and Socio-Cultural Psychology

- **Communication:** Definition, Nature and Types of Communication; Communication patterns (Circle, Wheel, Chain and Y patterns); Barriers to Effective Communication; Rumors and Propaganda
- **Socio-Cultural Psychology in Indian Context:** Culture and cultural identity development; Understanding major cultural variables in Indian context (gender, religion, caste, social class, language and regionalism); Cultural transition; Acculturation



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assimilation and alienation; Psycho-Social effects of Migration; Disadvantaged Groups; Programmes and Policies

#### UNIT WISE COURSE OUTCOMES:

At the end of the Course Students will be able to:

Co 1: Conceptualize the nature, definition and scope of social psychology and theories of Attribution

Co 2: Explain the nature, formation of attitude and attitude change and measures of attitude

Co 3: Describe the importance of prosocial behaviour, Altruism and nature and determinant of aggression

Co 4: Understand the nature of group and group dynamics and the traits and types of a leader.

Co 5: Explain the communication types and patterns and summarize the cultural influences on social behaviour

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4. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications India Pvt Ltd.
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9. Parameswaran, E.G., & Beena, C., (2015). Encyclopedia of Social Psychology (4 Volumes), NeelKamal Publications, New Delhi

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**PART-B: EXPERIMENTAL PSYCHOLOGY**

**Course Objectives:**

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

**List of Experiments**

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

- 1. Psycho-Physics**
  - a. Reaction time
  - b. Two-Point Threshold
  - c. Method of Average Error-Muller-Lyer Illusion
  - d. Method of Minimal Changes – Brightness discrimination
  - e. Constant Stimuli Method-Size Constancy
- 2. Attention**
  - a. Span of Attention for visual stimuli
  - b. Division of Attention with similar and dissimilar tasks
  - c. Effect of auditory and visual distraction on Attention
- 3. Learning**
  - a. Trial and error Learning
  - b. Insight Learning
  - c. Bilateral Transfer of Learning
  - d. Massed Vs Spaced Learning
  - e. Part Vs Whole Learning Method
  - f. Serial Learning – Positioning Effect
  - g. Habit Interference
  - h. Effect of Knowledge on Results
- 4. Remembering & Forgetting**
  - a. Measuring Retention using Recognition method
  - b. Measuring Retention using Recall method
  - c. Short term Memory for Digits
  - d. Effect of meaning on Retention

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

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**SEMESTER-IV**

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

**DISCIPLINE SPECIFIC CORE PAPER-IV/DSC-IV (T)-(4 Credits):**

**ABNORMAL PSYCHOLOGY (PY495)**

**Course Objectives:** To introduce students to the scientific principles underlying abnormal human behaviour and increase awareness about mental health problems in society and to build a professional career in clinical Psychology

**UNIT WISE COURSE OBJECTIVES:**

**Cob1:** To familiarize students understand the normal and abnormal pattern of behaviour and stress

**Cob2:** To make them understand the various Anxiety and Somatic disorders

**Cob3:** To provide them learn the mood disorder, Schizophrenia and Suicide

**Cob4:** To acquaint with personality disorder, neuro cognitive and neuro developmental disorders

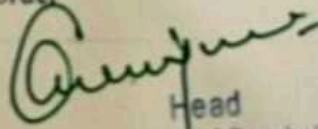
**Cob5:** To educate students on the various approaches and treatments

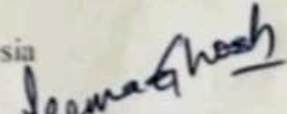
**MODULE-I: Understanding Normality, Abnormality and Stress**

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

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

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

  
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- Dissociative Identity Disorder

### MODULE-III: Mood Disorders, Schizophrenia and Suicide

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

### MODULE-IV: Personality Disorders, Neuro-Developmental, Neuro-Cognitive, and Addictive Disorders

- Personality Disorders
- Neuro-Developmental: ADHD, Autism Spectrum disorder
- Neuro-Cognitive disorders: Alzheimer's Disease, Parkinson's disease, Delirium
- Addictive Disorders: Alcoholism, Nicotine Dependence, Psychoactive Drugs

### MODULE - V: Approaches and Treatment

- Biological Approaches: Brain Dysfunction, Biochemical Imbalances, Genetic Abnormalities, Drug Therapies, ECT & Brain stimulation techniques, Psychosurgery.
- Psychological Approaches: Psychodynamic, Behavioural, Cognitive, Humanistic, Family Systems Approach
- Socio cultural Approaches: Cross cultural issues; Culturally specific therapies
- Prevention: Prevention Programs; Common elements in Effective treatments

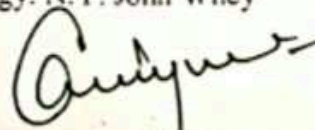
### UNIT WISE COURSE OUTCOMES:


At the end of the course students will be able to:

- Co1: Differentiate between the normal and abnormal patterns of behavior
- Co 2: Differentiate the various Anxiety and Somatic disorders
- Co 3: Evaluate the mood disorders and classification of Schizophrenia
- Co 4: Classify the personality disorders and neuro developmental and cognitive disorders
- Co 5: Define the various approaches and treatments for the abnormal behaviour

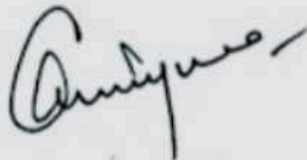
### References:

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

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

**List of Experiments/Tests**

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

- 1. Motivation**
  - a. Level of aspiration
  - b. Goal Setting
  - c. Approval Motivation Scale by Tripathi & Tripathi (NPC Agra).
- 2. Emotion**
  - a. Judgement of Emotions
  - b. Achenbach's Scale for Emotional and Behavioral Adjustment (YSR).
- 3. Thinking**
  - a. Mental Set (Luchin's Jar Problem)
  - b. Problem Solving (Pyramid Puzzle)
  - c. Concept formation
- 4. Intelligence**
  - a. Measuring Intelligence using Non-verbal Intelligence tests (SPM)
  - b. Measuring Intelligence using Performance Intelligence tests (Alexander Passalong & Koh's Block Design Test)
- 5. Social Behaviour**
  - a. Conformity
  - b. Sociometry
  - c. Bogardus Scale
  - d. Styles of Leadership Behaviour

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

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**SEMESTER-IV**

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

**SKILL ENHANCEMENT COURSE-SEC-4 – SE495B**

**HEALTH BEHAVIOUR AND LIFESTYLE (2 Credits)**

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

**UNIT WISE COURSE OBJECTIVES:**

Cob 1: To introduce students to the importance of Health behavior's and components of health behavior]

Cob 2: To familiarize with enhancing Health behaviour

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

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

**UNIT WISE COURSE OUTCOMES:**

At the end of the course students will be able to:

Co 1: Define the significance of health behaviour and factors affecting the health behaviours

Co 2: Elaborate the techniques for improving health behaviours

**References:**

Sarafino, E.P. (1990). Health Psychology: Biopsychosocial Interactions (3 Edition). John Wiley & Sons

Taylor, S.E. (2006). Health psychology, 6<sup>th</sup> Edition. New Delhi: Tata McGraw Hill.

Note: This paper needs to be taught using exercises, checklists and activities and teacher should use interactive sessions.

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