

THE NATIONAL COLLEGE

[Autonomous]

Jayanagar, Bangalore 560070

Department of Psychology

BACHELOR OF ARTS - PSYCHOLOGY

Programme Description:

Psychology is one of the core subjects offered at the undergraduate level. It is a three year full time course aimed at introducing students to the fundamental processes underlying human behavior and familiarizes them with important branches of Psychology such as Developmental Psychology, Abnormal Psychology, Organizational Behaviour and Educational Psychology. The Course also includes Practicals and Project work in all the three years.

Programme Objectives:

1. To provide basic understanding of the subject of Psychology, familiarize them with different branches and emerging fields of Psychology.

2. To lay foundation of the fundamental processes, concepts and principles underlying human thought and behaviour, the process of human development and change across lifespan from biological, cognitive, psychosocial and cultural perspectives.
3. To understand abnormal behaviour and the various components that promote health and well-being.
4. To understand the different aspects of human behaviour and the application of psychological principles in the Industrial / Organisational and Educational fields.
5. To introduce students to the basic aspects in experimentation and testing in Psychology, so that they are able to administer the tests and experiments, discuss and interpret the results.
6. To make them understand basic statistical techniques and fundamentals of research methodology.
7. Students would be encouraged to develop an understanding of real life issues and participate in the programmes and practices in the social contexts, discover themselves, develop competencies for higher education and employment

COURSE STRUCTURE

Sl No.	Semester	Courses	Total marks		No of hours
			Theor y	Practical	
1.	Semester I	Paper - I General Psychology and Practical- 1			4+3
			100	50	
	Semester II	Paper – II General Psychology and Practical- II	100	50	4+3
2.	Semester III	Paper – III Developmental Psychology and Practical - III	100	50	4+3
	Semester IV	Paper – IV Developmental Psychology and Practicals - IV	100	50	4+3
3.	Semester V	Paper - V Abnormal Psychology and Practicals – V	100	50	4+3
	Semester V	Paper - VI A Organisational Behaviour[Elective] and Practicals - VI	100	50	4+3
	Semester V	Paper - VI B Educational Psychology[Elective] and Practicals - VI	100	50	4+3
4.	Semester VI	Paper - VII Abnormal Psychology and Practicals- VII	100	50	4+3
	Semester VI	Paper - VIII A Organisational Behaviour[Elective] and Practicals - VIII	100	50	4+3
	Semester VI	Paper - VIII B Educational Psychology[Elective] and Practicals - VIII	100	50	4+3

Semester Scheme - CBCS.

EVALUATION METHODS FOR EACH SEMESTER:

*Written examination - Theory - 3 hours, 70 marks

*Internal Assessment - 30 marks

*Practical examination - 3 hours, 35 marks

*Internal Assessment - 15 marks

*A Credit of 3+1 is assigned

Revised in 2018
To come into effect from 2018-19

I Year B.A – GENERAL PSYCHOLOGY

Course Title: GENERAL PSYCHOLOGY- Paper I
(I Semester)

COURSE DESCRIPTION:

The students of first semester B.A are offered this introductory paper, involving the study of basic psychological processes. They will be made to enter the world of Psychology with a brief historical background, uses and application in various fields and the emerging fields. The foundation of key concepts, theories and research methods are laid. The science of Psychology is explained by biological determinants of behaviour, processes underlying sensation, perception, cognition, learning and memory.

SYLLABUS:

UNITS	CONTENTS
1.	<p>Introduction</p> <p>1. What is Psychology? Goals of Psychology.</p> <p>2.Scope,Fields – a) PURE – General , Child ,Developmental, Abnormal, Social.</p> <p style="padding-left: 40px;">b)APPLIED – Educational , Clinical, Counselling, Industrial, Health</p> <p style="padding-left: 40px;">c)EMERGING AREAS – Sports, Environmental, Artificial Intelligence.</p> <p>3.Methods : Introspection, Observation, Experimental, Survey.</p> <p>4.Perspectives : Psychodynamic, Neo Freudian, Behavioural, Cognitive Behavioural, Humanistic.</p> <p style="text-align: right;">(1 Credit)</p> <p>(12 Hours)</p>
2.	<p>Biological Foundation of Behaviour</p> <p>1.Introduction.</p> <p>2. Structure and functions of the Neuron.</p>

	<p>3.Synapse. 4.Neurotransmitters. 5.Nervous System :CNS – Brain Parts and Functions , PNS. 6. Endocrine System.</p> <p style="text-align: right;">(10 Hours)</p>
3.	<p>Sensation, Perception and Attention 1.Sensation – Meaning and Definition 2.Perception : Meaning, Gestalt Laws of Perception, Depth perception, Perception of Constancy and Movement. 3. Errors of Perception: Hallucination, illusion 4.ESP 5.Attention & Concentration : Definition, Characteristics 6.Types of Attention : Selective Attention and Divided Attention.</p> <p style="text-align: right;">(10 Hours)</p>
4.	<p>Learning 1.Definition 2.Classical Conditioning – Principles, Application to human behavior. 3.Operant Conditioning -- Positive and Negative reinforces, Punishment, Shaping. 4.Observational Learning. 5.Latent Learning</p> <p style="text-align: right;">(12 Hours)</p>
5.	<p>Memory 1.What is Memory? 2.Basic Processes – Encoding, Storage, Retrieval. 3. Systems of Memory : a) Sensory – Iconic and Echoic . b) STM. c)Working memory d)LTM – Types, LTM organization 4. Forgetting , Ebbinghaus’s study, Causes of forgetting, Theories of Forgetting.</p> <p style="text-align: right;">(10 Hours)</p>

PRACTICAL EXPERIMENTS:

1. Directed Observation
2. Maze Learning
3. Habit Interference
4. Effect of Cueing on Recall
5. Muller – Lyer illusion.

STATISTICS:

1. Frequency distribution
2. Measures of Central Tendency : Mean , Median, Mode for Grouped and Ungrouped data.

WRITTEN PROJECT WORK :

SENSATION : Sensory Organs and their functions – Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic and Organic senses.

REFERENCE BOOKS :

1. Baron (2001) “Psychology” 5TH edition Prentice Hall publication.
2. Ciccarelli K. Sandra (2008) “Psychology” South Asian Edition Pearson Publication.
3. Feldman S. Robert –(2003) “Introduction to Psychology” 6th Edition TMH publication.
4. Laird , Thompson (1992) “Psychology” Houghton/Mifflin
5. Lefton (2000) “Psychology” 7th edition Allyn – Bacon Publishers.
6. Morgan T. Clifford, Richard A. King, John R. Weiz, John Schopler (2004) “Introduction to Psychology” 7th Edition , Tata Mc Graw Hill Publication.

COURSE OUTCOME:

- 1) The paper offered at the first Semester will enable the students to know that Psychology is both an Art and science of understanding human behaviour.
- 2) To apply the principles of Psychology in day-to-day life for a better understanding of themselves and others.

3) To understand the principles of learning and economic methods of memorizing, which can be used by them for better learning.

**Course Title: GENERAL PSYCHOLOGY – Paper II
(II Semester)**

COURSE DESCRIPTION:

This course is a continuation of introductory paper, offered to the Second Semester BA students of Psychology. The basic psychological processes underlying human behavior such as intelligence, motivation and emotion, thinking, personality and states of consciousness are studied.

SYLLABUS:

UNITS	CONTENTS
6.	<p>Intelligence</p> <ol style="list-style-type: none"> 1. Definition (Wechsler’s) 2. Theories: Spearman, Thurstone, Cattell, Sternberg, Gardner. 3. Tests : Characteristics and types of tests 4. Emotional Intelligence 5. Giftedness and Subnormalities 6. Biological and Environmental impact. <p style="text-align: right;">(12 Hours)</p>
7.	<p>Motivation and Emotion</p> <ol style="list-style-type: none"> 1. Motivation : Meaning , Sources. 2. Theories: Drive reduction Theory , Incentive Theory 3. Maslow’s Need Hierarchy. 4. Social Motives: Attachment, Achievement, Power 5. Emotion: Definition, Nature & Types 6. Theories: James –Lange, Cannon – Bard, Schachter- Singer, Cognitive theories 7. Emotional Intelligence. <p style="text-align: right;">(12 Hours)</p>
8.	<p>Thinking</p> <ol style="list-style-type: none"> 1. Thinking: Meaning, Definition. 2. Theories: S-R Theories, Cognitive Theories 3. Structured thinking : Reasoning, Problem Solving, Decision Making, Creative Thinking 4. Unstructured Thinking: Imaginary Thought, Fantasy, Day dreaming.

	(12 Hours)
9.	<p>Personality</p> <p>1. Meaning , Nature</p> <p>2. Definitions: Allport, Eysenck</p> <p>3. Approaches: Type- Type A & Type B, Sheldon, Trigunas Trait- Mc Crae and Costa , Allport, Cattell</p> <p>4. Personality Assessment Techniques: Rating Scale, Interviews, Questionnaire, Projective tests.</p> <p style="text-align: right;">(12 Hours)</p>
10.	<p>States of Consciousness</p> <p>1. Meaning of Consciousness</p> <p>2. Biological Rhythms</p> <p>3. Sleep: Stages, Functions, Deprivation, Disorders.</p> <p>4. Dreams, Day dreams</p> <p>5. Altered States of consciousness – Hypnosis, Yoga & Meditation, Psychoactive Substance use.</p> <p style="text-align: right;">(6 Hours)</p>

PRACTICAL EXPERIMENTS:

1. Achievement Motivation Scale
2. General Mental Ability Test (GMA)
3. RPM
4. Creativity Test
5. EPQ

STATISTICS: Measures of Variability: Quartile Deviation , Standard Deviation – Grouped and Ungrouped data.

PROJECT WORK : Eysenck's Personality Questionnaire – Data Collection and Analysis.

REFERENCE BOOKS :

1. Baron (2001) "Psychology" 5TH edition Prentice Hall publication.
2. Ciccarelli K. Sandra (2008) "Psychology" South Asian Edition Pearson Publication.
3. Feldman S. Robert –(2003) "Introduction to Psychology" 6th Edition Tata McGraw Hill Publication.
4. Laird , Thompson (1992) "Psychology" Houghton/Mifflin Publishers
5. Lefton (2000) "Psychology" 7th edition Allyn – Bacon Publishers.
6. .Morgan T.Clifford, Richard A. King, John R. Weiz, John Schopler (2004) "Introduction to Psychology"
7Th Edition , Tata Mc Graw Hill Publication.

COURSE OUTCOME:

- 1)All the major psychological or mental processes such as intelligence, motivation, emotions can be understood in the right perspective and applied in day to day life to better themselves and help people around them.
- 2)The knowledge of the Psycho - social correlates of Personality will enable the students to attain holistic personality.
- 3)The Indian perspective of Personality development enriches the students to understand behaviour in the cultural context.
- 4) The process and importance of Sleep and Dreams will be scientifically understood. An awareness about the Altered states of consciousness is obtained.

REVISED IN 2019
II Year B.A. DEVELOPMENTAL PSYCHOLOGY

Course Title : DEVELOPMENTAL PSYCHOLOGY-Paper III
(III Semester)

COURSE DESCRIPTION:

Developmental Psychology is a branch of Psychology which aims to explain growth, change, and consistency of humans across the different stages of lifespan from conception to death. The domains of development encompassed are physical, cognitive, social, emotional and personality. Different theories, perspectives and issues are discussed. It purposes to bring an understanding of how people think, feel and behave due to the changes. The biological prerequisites of Conception and the Hereditary mechanisms are taught. The Stages of Life span covered in this Semester are Prenatal period, Infancy, Toddler hood and Childhood.

SYLLABUS:

UNIT	CONTENTS
1.	INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY a) Human development today. b) Theoretical approaches to human development – Eric Erickson and Urie Bronfenbrenner Domains of human development- Physical, cognitive, psycho-social development. c) Influences on Human Development-- Heredity, environment, maturation and agents of socialization d) Major stages in Life Span Development (8 stages). e) Principles of Baltes's life span approach (6 principles) f) Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.

	(08 Hours)
<p>2.</p>	<p>BIOLOGICAL BEGINNINGS.</p> <p>a) Prerequisites of conception – maturation, ovulation, fertilization b) Conceiving a new life-Fertilization; Multiple Births c) Mechanisms of Heredity- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance: Genotypes, phenotypes, Multifactorial Transmission. d) Mutation- Causes and types- Chromosomal and Gene linked abnormalities. – Chromosomal Abnormality-Down syndrome; Sex-linked chromosomal abnormalities - Klinefelters, fragile X, Turner’s, XYY, triple X; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.</p> <p style="text-align: right;">(08 hours)</p>
<p>3.</p>	<p>PRENATAL LIFE.</p> <p>a) Prenatal Development a.1)Stages of prenatal development- period of b) germinal, embryonic and foetal stage a.2)Environmental influences on c) prenatal development- i) Maternal factors- Nutrition, physical activity, d) drug intake, sexually transmitted diseases, maternal illness, maternal age, e) outside environmental hazards. ii) Paternal factors. b) Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound.</p> <p style="text-align: right;">(10 hours)</p>

4.	<p>INFANCY.</p> <p>a) Neonatal period- medical and behavioral assessment: Medical- Apgar scale, Behavioral- Brazelton scale ;Physical development in infancy - principles - cephalocaudal, proximodistal;</p> <p>b) Physical growth</p> <p> b.1) Early reflexes- Moro, grasping, tonic neck, babinsky, rooting, walking and swimming</p> <p> b.2) Early Sensory capacities - Touch, taste, smell, hearing and vision (sight)</p> <p>Motor development- milestones of motor development- (gross and fine motor skills-head control, hand control and locomotion).</p> <p>c) Cognitive development- Piagetian approach - sensory motor stage</p> <p>d) Emotional development- stranger anxiety, separation anxiety, social referencing</p> <p>f) Language development- sequence of language development, early</p> <p>g) vocalization, recognizing language sounds, gestures, first words, first</p> <p>h) sentences.</p> <p>f) Social development-Beginnings of Socialization.</p> <p style="text-align: right;">(12 hours)</p>

5.	<p>CHILDHOOD (Early and Middle childhood)</p> <p>a) Physical development- Bodily growth and change.</p> <p>b) Motor development/skills- gross motor skills, fine motor skills and handedness.</p> <p>c) Cognitive development- Piaget approach preoperational stage and concrete operational stage.</p> <p>d) Emotional development- Understanding emotions; Emotional growth.</p> <p>e) Language development- Vocabulary, grammar, syntax, pragmatics and social speech. Private speech, delayed language development.</p> <p>f) Social development- relationships with other children, choosing playmates and friends.</p> <p style="text-align: right;">(12 hours)</p>
-----------	--

PRACTICALS:

1. Internal External locus of control.
2. Bell's Adjustment Inventory
3. General Well-Being Measure
4. Self Concept Scale
5. Guidance Need Inventory

STATISTICS: Spearman's Rank Difference Correlation

PROJECT WORK: Internal External Locus of Control scale – Data Collection

REFERENCE BOOKS:

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

COURSE OUTCOME :

- 1) The students would have gained knowledge about how life begins, the role of heredity and environment, the nature vs nurture issues in the human development.
- 2) They will gain knowledge about the development of physical, cognitive, emotional, social and language in the early developmental years.
- 3) The causes and symptoms of the genetic disorders and sex chromosomal disorder are studied.
- 4) They will also learn about the developmental hazards in the Prenatal period and their long term and short term effects on the child.
- 5) A thorough understanding about Childhood as a period of Growth in all aspects of development will be attained.

Course Title: DEVELOPMENTAL PSYCHOLOGY- PAPER IV

(IV Semester)

COURSE DESCRIPTION :

In continuation of the III Semester, the stages - Puberty, Young Adulthood, Middle age, Old age are studied in depth. The physical and sensory changes, psychosocial development, vocational adjustments, marital and family adjustments are studied. The study of the Growth spurt, the rapid physical and sexual development in the adolescent period and their effects on their thought, behavior and relationships are dealt with. Finally, the chapter on the End of Life is included, which talks about finding purpose of life and death.

SYLLABUS :

UNITS	CONTENT
1.	<p>PUBERTY & ADOLESCENCE:</p> <ul style="list-style-type: none">a) Puberty – the end of childhood,b) Physical Development: Adolescents’ growth spurt, primary and secondary sexual characteristics, signs of sexual maturity .c) Physical and Mental Health -<ul style="list-style-type: none">c.1) Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco; STD’s – sexually Transmitted diseases; Search for identity – theories by Erikson , Marcia; Moral reasoning – Kohlberg’s theory; Psychosocial Development: Relationship with family, peers and adult society (in brief). <p style="text-align: right;">(12 hours)</p>

<p>2.</p>	<p>EARLY ADULTHOOD:</p> <p>a) Physical Development : Sensory & Psychomotor Functioning . b) Cognitive development-Piaget’s shift to post formal thought, Schaie’s Life span model of Cognitive development. Emotional Intelligence. c) Psycho social development -Erikson’s Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation, Marriage.</p> <p style="text-align: right;">(10 hours)</p>
<p>3.</p>	<p>MIDDLE ADULTHOOD:</p> <p>a) Physical Development- physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality. b) Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity. c) PsychoSocial Development – Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.</p> <p style="text-align: right;">(12 hours)</p>

<p>4.</p>	<p>LATE ADULTHOOD - PART – I :</p> <p>a) Physical development: Sensory & Psychomotor Functioning- Vision, Hearing, Taste& Smell, Strength, Endurance, Balance &Reaction time, Sexual Functioning</p> <p>b) Cognitive Development: Intelligence &Processing Abilities ; Competence in everyday tasks & problem solving .</p> <p>c) Psychosocial Development- Personal Relationships in Late life- Social contact, Relationships & Health ; Multigenerational Family; Non-marital kinship ties-Relationships with Adult children or their absence; Relationship with siblings; Becoming Grandparents.</p> <p style="text-align: right;">(10 hours)</p>
<p>5.</p>	<p>LATE ADULTHOOD - PART – II:</p> <p>a) The many faces of death; Care of the dying.</p> <p>b) Facing death & Loss-Psychological Issues-Confronting one’s death; Patterns of grieving Death & Bereavement across the Lifespan.</p> <p>c) Finding Meaning & purpose in Life & Death</p> <p style="text-align: right;">(06 hours)</p>

PRACTICALS:

1. FIRO-B
2. Self Esteem Inventory
3. Emotional Intelligence Scalen Scale
4. Anxiety Scale (IPAT)
5. Life satisfaction scale.

STATISTICS: Pearson’s Product Moment Corelation

PROJECT WORK: Internal External Locus of Control – Data analysis

REFERENCE BOOKS:

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9th edition, Tata McGraw Hill Publication

2. John W Santrock - A topical Approach to Life Span Development, 3rd Edition, Tata Macgraw - Hill Edition

COURSE OUTCOME:

1)An extensive knowledge about how people grow, develop and adapt at different stages of Lifespan is obtained. The biological, social and cultural factors that affect development is enriched.

2)Students can understand the underlying causes of their own behaviour scientifically and make attempts to understand others around them, thus helping in developing healthy self image and building harmonious relationships.

3)They become aware of the problems, issues that may have to be faced, adjustments to be made in different stages of lifespan.

4) They will understand issues such as Adolescent period of Stress and Storm, Midlife Crises and Sandwich generation, Reclining Old age.

REVISED IN 2020

III Year B.A.- ABNORMAL PSYCHOLOGY

Course Title: ABNORMAL PSYCHOLOGY - PAPER V

(V Semester)

COURSE DESCRIPTION:

Abnormal Psychology is a branch of Psychology that deals with psychopathology and abnormal behaviour, often in clinical context. Generally, the present time is considered as 'Age of Anxiety', wherein psychological problems are increasing day by day from mild stress and anxiety to wide range of disorders such as mood disorders, developmental disorders, substance abuse disorders, thought disorders to personality disorders. This specialization paper aims to impart knowledge and create awareness about the concept of Abnormality, various Models or Perspectives of abnormal behaviour. The symptoms, causes of Stress and Adjustment disorders, different kinds of Anxiety disorders are studied along with Case studies. The possible therapeutic measures are also covered.

SYLLABUS:

UNITS	CONTENTS
1.	INTRODUCTION TO ABNORMAL PSYCHOLOGY Defining Normalcy, Abnormality and Abnormal Psychology. Historical and Contemporary views of Abnormality. Criteria of Abnormality– Statistical, Social, Personal Distress, Maladaptive deviation from ideal. Classifying Abnormal Behaviour – DSM V , ICD 10 Role of Mental Health Professionals- Psychologist (Clinical and counselling), Psychiatrist, Clinical social worker, Counselor,

	<p>Psychiatric Nurse and others.</p> <p>(10 Hours)</p>
2.	<p>MODELS AND CAUSAL FACTORS OF ABNORMAL BEHAVIOUR</p> <p>Biological- Genetic, anatomic, physiological, biochemical and Psychodynamic, Behaviouristic, Cognitive – Behavioural, Humanistic, Interpersonal models of psychopathology</p> <p>(10 Hours)</p>
3.	<p>STRESS AND ADJUSTMENTAL DISORDERS</p> <p>IIIA. STRESS What is stress? Categories of Stressors, Factors predisposing an individual to stress, General Adaptation Syndrome Coping with stress, De-compensation under excessive stress – biological and psychological effects. Acute stress reaction and post traumatic stress disorder- signs and symptoms</p> <p>IIIB. ADJUSTMENTAL DISORDERS Reaction to common life stressors – unemployment, bereavement, divorce, separation. Prevention and intervention of stress disorders.</p> <p>(12 Hours)</p>

<p>4.</p>	<p>ANXIETY AND OBSESSIVE-COMPULSIVE SPECTRUM DISORDERS</p> <p>Defining Anxiety, Anxiety based response patterns. Anxiety based disorders – Phobia, Social Anxiety Disorder, GAD, Panic disorder. Obsessive -Compulsive Disorder, Body Dysmorphic Disorder, Characteristics, Cognitive and Motor patterns, Causes and Treatment of Anxiety and OC Spectrum disorders.</p> <p style="text-align: right;">(10 Hours)</p>
<p>5.</p>	<p>SOMATOFORM AND DISSOCIATIVE DISORDERS</p> <p>VA. SOMATOFORM DISORDERS Hypochondriasis, Somatisation Disorder, Somatoform Pain disorder, Undifferentiated somatoform disorder, Chronic fatigue syndrome.</p> <p>VB. DISSOCIATIVE DISORDERS Psychogenic Amnesia, Fugue, Dissociative seizures, Dissociative Identity Disorder, Depersonalisation disorder</p> <p style="text-align: right;">(10 Hours)</p>

REFERENCE BOOKS:

1. Carson, Butcher and Mineka “Abnormal Psychology and Modern Life” 11th edition, Pearson Publishers
2. Alloy, Riskin, Manson “Abnormal Psychology current perspective 7th edition. TMH
3. Davidson, Neele, Kring “Abnormal Psychology 5th Edition, TMH
4. Nevid, Ruthus Greene “Abnormal Psychology in a changing world” 3rd Edition, Prentice hall.

5. David Sue, Deratt Sue, Stanley Sue “Understanding Abnormal Behaviour”.
5th Edition, TMH

PRACTICAL EXPERIMENTS:

PART – A

1. RYFF’S PSYCHOLOGICAL WELLBEING SCALE
2. MPQ
3. Taylor’s Manifest Anxiety scale
4. GHQ
5. IPAT Depression Scale

PART – B

1. Minnesota RMT
2. Sodhi’s attitude scale
3. Comprehensive Interest Schedule
4. Rathus Assertiveness Test
5. Bhatia’s Battery of Performance Test

STATISTICS: Chi square and Median test

PROJECT WORK: GHQ

COURSE OUTCOME:

At the completion of the Course, the students will be able:

- 1) To know the historical development of the study of abnormal behaviour, different criteria, aspects and perspectives of abnormal behaviour.
- 2) To become aware of the myths and facts of abnormal behaviour, DSM and ICD classification, symptoms and causes of different kinds of disorders.

3) To know some of the most common disorders such as panic attacks, conversion disorders, phobias, obsessive compulsive disorders that we come across around us and in the social media.

4) To understand the behavioural dysfunctions and significance of Mental health.

Course Title : ABNORMAL PSYCHOLOGY - PAPER VII

(VI Semester)

COURSE DESCRIPTION :

In continuation of V Semester, VI Paper of Abnormal Psychology has chapters on Personality disorders, Schizophrenia, Mood disorders, Substance abuse disorders are covered in this paper. There is also a chapter on Mental Retardation. The diagnostic criteria, classification and Rehabilitation are also covered in this course.

SYLLABUS:

UNIT	CONTENT
1.	<p>PERSONALITY DISORDERS, GENDER AND SEXUAL DISORDERS</p> <p>Paranoid, Schizoid, Borderline, Avoidant, Dependent, Anti Social, Narcissistic, Histrionic, Anankastic</p> <p>Gender Identity Disorders, Gender Dysphoria in children and adults</p> <p>Sexual Variants - Paraphilias</p> <p>Characteristics , causes and treatment of personality disorders.</p> <p style="text-align: right;">(10 Hours)</p>
2.	<p>SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS</p> <p>Origins of the construct, Clinical Picture – Delusions, Hallucinations, disorganised speech and negative symptoms.</p> <p>Subtypes – Paranoid, Disorganised, Catatonic, Undifferentiated, and Residual</p>

	<p>Delusional and Schizotypal disorders Causes – biological, neurocognitive, psychosocial, and cultural. Treatment and Rehabilitation.</p> <p style="text-align: right;">(12 Hours)</p>
3.	<p>MOOD DISORDERS</p> <p>IIIA. UNIPOLAR DISORDERS Common depression, loss and grieving, post partum blues, dysthymia, Major Depressive disorder- Mild, moderate and severe.</p> <p>IIIB. BI POLAR DISORDERS Cyclothymia, Bi-polar I, Bi-polar II, Prevalence, Causes and treatment of Mood disorders.</p> <p>IIIC. Suicide Theories of Suicide Causal pattern, prevention and intervention.</p> <p style="text-align: right;">(12 Hours)</p>
4.	<p>SUBSTANCE ABUSE AND BEHAVIOURAL DISORDERS Criteria for Alcohol abuse and dependence – clinical picture, causal factors, long term and short term effects, treatment. Drug abuse and dependence – classification of drugs, effects, examples.</p> <p>Behavioural Addiction-Gaming Addiction, Internet Addiction</p> <p style="text-align: right;">(10 Hours)</p>
5.	<p>VA. MENTAL RETARDATION Definition , subtypes – Mild , Moderate, Severe, Profound. Causes, treatment, prevention, co morbidity to psychiatric illnesses</p> <p>VB. CLINICAL TYPES Cranial Anomalies – Microcephaly, Macrocephaly, Hydrocephaly, Cretinism, Down’s syndrome, PKU</p>

	(12 Hours)
--	------------

REFERENCE BOOKS:

1. Carson, Butcher and Mineka “Abnormal Psychology and Modern Life” 11th edition, Pearson Publishers
2. Alloy, Riskin, Manson “Abnormal Psychology current perspective 7th edition. TMH
3. Davidson, Neele, Kring “Abnormal Psychology 5th Edition, TMH
4. Nevid, Ruthus Greene “Abnormal Psychology in a changing world” 3rd Edition, Prentice hall.
5. David Sue, Deratt Sue, Stanley Sue “Understanding Abnormal Behaviour”. 5th Edition, TMH

PRACTICAL EXPERIMENTS:

PART – A

1. Student’s Stress Scale by Dr.Zaki Akthar
2. College student problem checklist
3. Emotional Intelligence Inventory by Dr. S.K Mangal
4. Group social problem solving skills assessment
5. Emotional maturity scale

PART – B

1. Tweezer Dextirity test
2. 16 PF
3. Type A/B Personality Test
4. DBDA
5. Neo five

STATISTICS: Critical Ratio and ‘t’ test

PROJECT WORK: Emotional Maturity Scale

COURSE OUTCOME :

After the completion of the Course, the students will be able to

- 1) Understand the categories, symptoms, causes and treatment of Personality disorders and Paraphilias
- 2) Become aware of the causes and situations that lead to Substance abuse such as addiction to drugs, alcohol and nicotine, the short-term and the long-term effects of such addictions.
- 3) Understand the diagnostic criteria, symptoms, causes and types of the psychotic disorder Schizophrenia
- 4) The different types of Mood disorders (Manic - depressive psychosis) Bipolar and Unipolar disorders.

III Year B.A. - ORGANISATIONAL BEHAVIOUR
Course Title: ORGANISATIONAL BEHAVIOUR
- Paper VI
(Elective paper for V semester)

COURSE DESCRIPTION:

Organizational Behaviour is offered as an elective paper in V and VI Semesters. Organizational Behaviour is the study of Human behaviour in Organizational settings. It aims at providing an overview of Industrial - Organizational Psychology, interface between human behaviour and the organization at three levels - individuals in organizations (micro-level) work groups (meso-level) how organizations behave (macro-level). The knowledge and understanding about the world of work and the role of Psychologists in this field is provided to the students. Some of the relevant topics include - History of Industrial - Organizational Psychology, significant studies and early experiments such as Taylorism, time and motion studies, Hawthorne studies. Employee Selection and Placement, Training, Perception and Decision making, Different theories of Organizational Motivation are covered in detail and compared. Different types of Personality and Job-fit is studied. Factors affecting Job satisfaction are explored.

SYLLABUS:

UNIT	CONTENTS
1.	IA. DYNAMICS OF PEOPLE AND ORGANISATION Definition, Goals, Forces : People, structure, and technology. Fundamental concepts : Nature of people, Nature of Organisations. Historical development

	<p>Scope of psychologist in an organisation Time – Motion studies, Hawthorne studies</p> <p>IB. FOUNDATIONS OF INDIVIDUAL BEHAVIOUR Abilities – Intellectual and physical Biological Characteristics – age, gender, race, tenure, religion, gender identity.</p> <p style="text-align: right;">(11 Hours)</p>
<p>2.</p>	<p>RECRUITMENT, SELECTION AND PLACEMENT</p> <p>Job Analysis: Meaning, definition Methods: Interviews, Questionnaires, Direct Observation, Critical incident technique. Recruitment: Biographical information, Application blanks Selection- Definition and steps in selection process Interviews: First impression, Unstructured, Structured, Situational and online. Tests: Personality, Interest, Intelligence and Aptitude</p> <p style="text-align: right;">(10 Hours)</p>
<p>3.</p>	<p>EMPLOYEE TRAINING:</p> <p>Meaning and definition of training Goals of Organisational training Need for training Methods of training: a. On the job training: Vestibule, Apprenticeship, Computer assisted, Net- based training and Committee assignment. b. Off the job training: Job rotation, Case studies, Business games, In-basket training, Role-Play, Behaviour modelling, Executive coaching, Lectures, Conferences, Simulation, Sensitivity training.</p>

	(12 Hours)
4.	<p>PERFORMANCE APPRAISAL</p> <p>Meaning of appraisal Need for appraisal: Training requirements, Employee improvement, Pay, Promotion and other personnel decisions. Methods:</p> <ol style="list-style-type: none"> a. Objective methods: output measures, Computerised performance monitoring, Job- related personal data. b. Judgemental methods: Written narratives, Merit- ranking, Ranking techniques, Behaviourally Anchored Rating Scales (BARS), Management By Objectives (MBO), 360 degree feedback. <p>Improving performance appraisal: Training, Feedback to raters, Subordinate participation. Performance Management- Definition, Scope, Process and Tools Tools used for Performance Management- ISO certification, balance score card and 6 sigma methodology.</p> <p style="text-align: right;">(12 Hours)</p>
5.	<p>CONSUMER PSYCHOLOGY</p> <p>Scope of consumer psychology Consumer behaviour and motivation: Buying habits and Brand loyalty, Product pricing. Nature and scope of Advertising – Types of Advertising appeals, Women in advertisements, Advertising to children and adolescents.</p> <p style="text-align: right;">(10 Hours)</p>

REFERENCE BOOKS:

1. Organizational Behaviour- John W Newstorm and Keith Ddavis, 11th edition, TMH.
2. Organizational Behaviour- John W Newstorm 12th edition, TMH.
3. Psychology and Work Today- Diane Schultz and Sydney Ellen Schultz 8th edition, Pearson Publishers.
4. Organizational Behaviour- Stephen P. Robbins, Timothy Judge and Seema Sanghi- 13th Edition, Pearson Publishers.
5. Industrial Psychology and Organisational Behaviour – Girish Bala Mohanty, 2001, Kalyani Publishers.
6. Industrial Psychology- J.B. Miner, 1992 TMH.

COURSE OUTCOME :

After the completion of the Course, the students will be able to :

- 1) Obtain knowledge about the history, concepts, goals and scope of Industrial - Organizational Psychology.
- 2) Understand about the problems and issues related to people in Organisations and other work places.
- 3) Comprehend the concepts of Job Analysis, Job satisfaction, Organisational culture and Morale.
- 4) Learn about the process of employee selection, the various methods of selection process and the psychological tests used in Recruitment.
- 5) The Personality traits and types suited for different jobs will be understood in detail.
- 6) Exhaustive knowledge about the factors influencing Job satisfaction is gained.

Course title: ORGANISATIONAL BEHAVIOUR – Paper VIII A
(Elective paper for VI semester)

COURSE DESCRIPTION :

In continuation of paper VI A, this paper includes chapters on Perception, decision – Making, Personality and Job – Satisfaction, Motivation and Leadership in Organisations. A chapter on Managing communications in organisations is also included. All the chapters are very relevant in the modern day context of work place, work force and diversity. The different types of personality which is currently in effect is covered. The successful managers’ and leaders’ styles of functioning, their traits and effect of their management is thoroughly studied. The chapter on motivation throws light on the major theories which are at work in the organisational field.

SYLLABUS:

UNIT	CONTENTS
1.	PERCEPTION AND INDIVIDUAL DECISION MAKING IA. PERCEPTION Defining Perception, Factors of Perception, Attribution Theory, Judging Others. Errors of Perception – Selective Perception, Halo Effect, Contrast Effect, Stereotyping. IB. DECISION MAKING Models of Decision Making – Rational, Bounded Rationality, Intuitive Decision Making. Errors of Decision Making – Over Confidence Bias, Anchoring Bias, Confirmation Bias, Randomness Error.

	(12 Hours)
2.	<p>PERSONALITY AND JOB SATISFACTION</p> <p>IIA. PERSONALITY Meaning and Determinants - Myer- Briggs Type indicator, Big Five model Other traits – Core self evaluation, Machiavellianism, Narcissism, Self monitoring.</p> <p style="text-align: right;">(12 Hours)</p>
3.	<p>MOTIVATION AND JOB-SATISFACTION IN ORGANISATION</p> <p>IIIA. Achievement , Affiliation, Power, and Competence Motivation.</p> <p>IIIB. Theories- ERG theory, Herzberg’s two factor theory, McClelland’s theory.</p> <p>Job Satisfaction Factors Determining Job Satisfaction</p> <p style="text-align: right;">(10 Hours)</p>
4.	<p>LEADER AS A MANAGER, COACH AND MENTOR</p> <p>IVA. Nature of Leadership, Management and Leadership, Traits of Effective Leaders, Leadership Behaviour, Situational Flexibility and Followership.</p> <p>IVB. Styles, Positive and Negative Leaders, Autocratic, Consultative and Participative Behavioural Approaches to Leadership Leaders.</p> <p style="text-align: right;">(10 Hours)</p>

5.	<p>ORGANIZATIONAL CULTURE Definition, types, strong vs weak culture, culture vs formalization Functions of Culture Creating and sustaining culture Creating an ethical and positive organizational culture</p> <p style="text-align: right;">(12 Hours)</p>
-----------	--

REFERENCE BOOKS:

1. Organizational Behaviour- John W Newstorm and Keith Ddavis, 11th edition, TMH.
2. Organizational Behaviour- John W Newstorm 12th edition, TMH.
3. Psychology and Work Today- Diane Schultz and Sydney Ellen Schultz 8th edition, Pearson Publishers.
4. Organizational Behaviour- Stephen P. Robbins, Timothy Judge and Seema Sanghi- 13th Edition, Pearson Publishers.
5. Industrial Psychology and Organisational Behaviour – Girish Bala Mohanty, 2001, Kalyani Publishers.
6. Industrial Psychology- J.B. Miner, 1992 TMH.

COURSE OUTCOME:

After completing the course, the students will be able to –

- 1) Understand the factors affecting perceptions of people in the workplace. Also the probable errors of perception among different groups of employees.
- 2) Understand different kinds of Decision Making which are very crucial, especially for the persons holding key roles in an organisation. This

chapter also extensively studies the probable varied errors in Decision Making.

- 3) The chapter on personality brings a wider knowledge on the different personality traits and types suited for different kinds of jobs and positions in an organisation. It also throws light on personality types which are at risk at workplace.
- 4) Gain knowledge about an important aspect namely, Job satisfaction and its determining factors.
- 5) Understand the required Managerial skills, interpersonal skills, effects of different styles of Leadership.
- 6) Understand Consumer behaviour, methods of advertising and the process of communication.

III Year B.A. - EDUCATIONAL PSYCHOLOGY

Course Title: EDUCATIONAL PSYCHOLOGY – Paper VI B

(Elective Paper for V semester)

COURSE DESCRIPTION:

Educational Psychology is an elective paper offered in V and VI Semesters. This semester introduces the students to the field of Education, where the theories and principles of Psychology can be applied. The application of Learning techniques, Motivation to achieve, role of significant people in the academic and personal achievement of students, Enhancement of Study skills, Memory skills and overcoming Forgetting is covered.

SYLLABUS:

UNIT	CONTENTS
1.	PSYCHOLOGY AND ITS BEARING ON EDUCATION a) Educational Psychology-Definition, Nature, Scope; Role of psychology in present school, Aims and objectives of educational psychology . b)Research Methods of Educational psychology – testing, survey, self report, interview, case study. <p style="text-align: right;">(8 Hours)</p>
2.	APPLICATION OF LEARNING THEORIES TO EDUCATION.

	<p>a) Behavioral approaches to learning-Classical conditioning, Operant conditioning {in brief}; applied behavior analysis in education-Increasing desirable behaviors, Decreasing undesirable behaviors.</p> <p>b) Social Cognitive approaches to learning –Bandura’s Social Cognitive theory,</p> <p style="text-align: right;">(12 Hours)</p>
<p>3.</p>	<p>THEORETICAL PERSPECTIVES OF EDUCATION</p> <p>Theoretical perspectives – Observational learning (in brief), Theories of instruction – Bruner’s Cognitive development theory, Gagne’s Hierarchical theory, Benjamin Bloom’s Mastery learning, David Asubel’s meaningful learning.</p>
<p>4.</p>	<p>MOTIVATION IN LEARNING.</p> <p>a. Motivation to achieve –extrinsic and intrinsic motivation; other cognitive processes- Attributions, Mastery motivation, Self-efficacy; Anxiety and Achievement; Interests, Attitudes and Values. Role of parents in achievement motivation.</p> <p style="text-align: right;">(10 Hours)</p>
<p>5.</p>	<p>DYNAMICS OF MEMORY AND FORGETTING</p> <p>a. Meaning, Nature, Types of memory, STM-Chunking; Working memory, LTM-development of declarative knowledge, development of procedural and conditional knowledge.</p> <p>b. Methods and Techniques of improving memory.</p> <p>c. Forgetting- Nature, Causes.</p> <p style="text-align: right;">(10 Hours)</p>

--	--

REFERENCE BOOKS:

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

COURSE OUTCOME:

1. After the completion of this Course, the students will be able to understand the nature and scope of Educational Psychology and the role of Psychology in present School.
2. The theories of Effective instructions, the importance of healthy social and emotional climate to be provided in the educational organizations.
3. The students have the scope of extending this knowledge to their college education also.
4. It can motivate them to achieve and have mastery over their skills and fields of interests.
5. The application of memory and the economic methods of learning and utilisation of the knowledge acquired is an added advantage.
6. Students who aspire to take up jobs in the educational field would benefit a lot from this course.

Course Title: EDUCATIONAL PSYCHOLOGY – Paper VIII B
(Elective Paper for VI semester)

COURSE DESCRIPTION:

In continuation of paper VI B, this paper includes the chapters on individual differences in intelligence, educating exceptional children in cognitive, physical and emotional aspects and the dynamics of classroom group. The people who involve in teaching and managing schools need to have knowledge about these spheres in educational field.

SYLLABUS:

UNIT	CONTENTS
1.	INDIVIDUAL DIFFERENCES a)Individual differences in intelligence-meaning and significance, types, course, b)Education catering to individual differences. c) intelligence and cognitive capabilities , uses of measures of intelligence, recent trends in testing cognitive capabilities, creativity and intelligence d) fostering creativity and guiding creative children <p style="text-align: right;">(12 Hours)</p>
2A.	EDUCATING EXCEPTIONAL CHILDREN.(COGNITIVE) a)Definition and Nature; b)Gifted Children- Meaning, Definition, Needs and

	<p>Problems, Identification, Education of gifted children;</p> <p>c)Mentally Challenged children –Definition , Nature, Detection, Identification, Classification on the basis of adaptive behavior, Planning education according to the level of mental retardation;</p> <p>d)Disadvantaged Children –Definition, meaning, and education ;</p> <p>e)Slow learners</p> <p style="text-align: right;">(7 Hours)</p>
2 B.	<p>EDUCATING EXCEPTIONAL CHILDREN (PHYSICAL AND EMOTIONAL)</p> <p>a)Types of disabilities: Sensory; Physical; Speech and language ;Emotional and Behavioral .</p> <p>b) Suggested remedial measures.</p> <p>c)Behavioral problems – (BRIEFLY))Life Skills training; Use of behavioral strategies.</p> <p style="text-align: right;">(7 Hours)</p>
3.	<p>DYNAMICS OF CLASSROOM GROUP</p> <p>a) Structure and characteristics of classroom, group dynamics of classroom</p> <p>b) studying interpersonal relations using sociometry and sociogram, group processes</p> <p>c) climate of the classroom -impact of teacher , teacher characteristics, role of teacher</p> <p>d) leadership – meaning ,types and characteristics</p> <p style="text-align: right;">(10 Hours)</p>

<p>4.</p>	<p>SPECIFIC LEARNING DISABILITIES</p> <p>a) Specific learning Disability - Definition, nature and characteristics.</p> <p>b) Causes of SLD and identification of learning disabled (Examples of psychological testing of SLD)</p> <p>c) Educational provisions for the learning disabled</p> <p>d) Remedial measures for Specific Learning Deficiencies: Handwriting, Spelling, Reading Skills, Social Skills, Attention deficits.</p> <p>e) Specialized Approaches and Techniques for helping the learning disabled.</p>
<p>5.</p>	<p>POSITIVE PSYCHOLOGY AND ITS APPLICATIONS</p> <p>A) Positive psychology - Definition, Goals and assumptions</p> <p>B) Positive psychology and it's relationship with health psychology, educational psychology, developmental Psychology and Clinical psychology.</p> <p>C) Positive emotions, well being and happiness</p> <p>D) Self Control, Regulation and Personal Goal Setting</p> <p>E) Applications of Positive psychology in educational Settings.</p>

REFERENCE BOOKS:

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

COURSE OUTCOME:

After the completion of this course, the students will be able to;

1. Understand the individual differences in intelligence and cognitive abilities. How to foster creativity and guide creative children.
2. Understand the mentally challenged children, classify them on the basis of adaptive behaviour and to plan for their education.
3. Understand the limitations and deprivation among socially marginalised children. And the existing learning disabilities in children.
4. Gain knowledge about various types of disabilities and behavioural problems in children. Remedial measures that can be adopted to educate them.
5. Gain knowledge of sociometry and group processes, the stars and isolates in the classroom and the effect on their personality development. The study of the structure and characteristics of classroom will enable them to have vivid imagination about the dynamics and requirements of classrooms.
6. They gain much knowledge about the role of teacher as a facilitator and a leader to make impact on the academic, social and emotional development of children.