

ST. JOSEPH'S COLLEGE (AUTONOMOUS)
BENGALURU-27



Re-accredited with 'A++' GRADE with 3.79/4 CGPA
by NAAC Recognized by UGC as College of Excellence

DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR THE I YEAR

UNDERGRADUATE PROGRAMME

For the Batch of 2021

Semester I

Serial No	Course Code	Title of the Paper	Course Category	Teaching hours per week	Summative Assessment	CIA	Total Marks	Credits
1	Psychology C1	Foundations of Psychology	DSC	4	70	30	100	4
2	Psychology Practical			8	35	15	50	4
3	Open Elective- Psychology	Psychology of Health and Wellbeing	OEC	3	70	30	100	4

Semester II

1	Psychology C3	Foundations of Behaviour	DSC	4	70	30	100	4
2	Psychology Practical			8	35	15	50	4
3	Open Elective- Psychology	Youth, Gender and Identity	OEC	3	70	30	100	4

Evaluation						
Sl.No	Course Category	Teaching hours per week	Summative Assessment	CIA	Total Marks	Credits
1	DSC	4	70	30	100	4
2	OEC	4	70	30	100	4
3	Practical	4	35	15	50	2

Syllabus 2021 Onwards
B.A-Discipline Specific Course
I Semester
PAPER – I: FOUNDATIONS OF PSYCHOLOGY – I

Learning Outcomes:

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behaviour
4. Students understand the Applications of Psychology in various fields

* Teaching Hours 4 hours per week * 70 marks for examination and 30 marks for Internal Assessment

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 hours)

- Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.
- Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive
- General, Bio-Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR (12 hours)

- Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters
- Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system • Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method

- Endocrine system: Functions and Effects : Pituitary, Thyroid, Parathyroid, Adrenal and Gonads

UNIT-III: SENSATION, ATTENTION AND PERCEPTION (10 hours)

- Sensation: Definition and Characteristics.
- Types of Senses and Receptors Involved in Each Sensation.
- Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.
- Perception: Meaning and Characteristics, Gestalt Laws of Perceptual Organization.
- Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues
- Errors in Perception - 1) Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement. 2) Hallucination- Visual, Auditory and Tactile

UNIT-IV: LEARNING (14 hours)

- Introduction: Definition, Factors Influencing Learning: Motivation, Reinforcement and Association. • Types of Learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning.
- Operant Conditioning: Experiment (experiment on Pigeons) Reinforcement, Schedules of Reinforcement, Shaping and Chaining.
- Cognitive Learning: Insightful (Kohler) and Observational (Bandura)

UNIT-V: MEMORY AND FORGETTING (10 hours)

- Memory: Basic Processes – Encoding, Storage and Retrieval.
- Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory.

- Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)
- Forgetting: Nature and Causes of Forgetting

Text Books:

- Robert Feldman (2011) Essential of Understanding Psychology 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): Psychology for Beginners. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): An Invitation to Psychology, Neelkamal Pvt. Hyderabad

Reference:

1. Mangal S.K.(2000) General Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi.

PRACTICALS: 4 hours per week. Maximum Marks: 50

(Minimum 8 Practical to be conducted)

1. Directed Observation on the accuracy of report
2. Colour blindness
3. Localisation of sound
4. Mapping of colour zones
5. Set on Attention
6. Bilateral transfer of training

7. Muller-Lyer Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive Inhibition
11. Proactive Inhibition
12. Span of attention

STATISTICS

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

Practical batches: 10 students per batch

Exam: 10 students per batch

Mark: 35 marks for semester end examination +15 marks for Journal records as an internal assessment

35 marks for exam:

Plan and procedure 05

Conducting one experiment 10

Results and discussion 05

Viva 05

Statistics 10

Total 35

OPEN ELECTIVE COURSE (OEC)

Psychology of Health and Wellbeing

Learning Outcomes

1. Understanding the spectrum of health and illness for better health management
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

Course Content

Unit 1: Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing. 7hrs

Unit 2: Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management 8hrs.

Unit 3: Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management. 8hrs

Unit 4: Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. 7hrs

References:

- Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge. DiMatteo, M.R & Martin, L.R.(2002).
- Health Psychology. New Delhi: Pearson. Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and Stoughton Forshaw, M. (2003).
- Advanced Psychology: Health Psychology. London: Hodder and Stoughton. Hick.J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press. Snyder, C R., & Lopez. S.J.(2007)
- Positive Psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA Sage.
- Taylor. S.E. (2006). Health Psychology. 6th Edition. New Delhi: Tata M

DSC2: Foundation of Behaviour with practical (6)

Course Objectives:

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyse and relate the concepts of thinking, problem solving, reasoning and decision making to cognition
- To understand and classify the different types of Personality.

Course Outcomes:

After successful completion of the course students will be able to:

- evaluate and understand the different human emotions
- critically evaluate and identify determinants of motivation
- compare and contrast different theories of intelligence
- differentiate the human personalities

CHAPTER 1 EMOTIONS

- Meaning and definition,
- Classification of emotions- primary and secondary.
- Responses to emotions- physiological, behavioural, psychological and cognitive.
- Theories of emotions-physiological, neurological, cognitive.
- Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

CHAPTER 2: MOTIVATION

- MEANING, DEFINITION, BASIC CONCEPTS-
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the Study of Motivation: Psychoanalytical, ethological, S – R, Cognitive, humanistic. • Biological Motives: Hunger, thirst, sleep and sex.
- Social Motives: Achievement, affiliation, approval

CHAPTER 3 INTELLIGENCE-

- Meaning, Definition of intelligence, characteristics of intelligence.
- Types- social, crystallized, emotional, fluid.
 - Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating Gifted children
- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

CHAPTER 4 THINKING AND REASONING.

- Introduction to cognition
- Introduction to Thinking and Problem Solving Process
- Elements of Thinking and Types of Thinking
 - Creative and critical thinking: Meaning and types
 - Concept Formation: Meaning , importance and process of concept formation
 - Problem Solving: Meaning, importance, steps, and obstacles
 - Reasoning and decision making

CHAPTER 5 PERSONALITY –

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, Humanistic.
- Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

Books for Reference:

- Baron, R. A. (2014). Psychology. (5th ed.). Delhi: PHI Learning Pvt. Ltd.
- Feldman, R. S. (2018). Understanding Psychology (14th ed.). New York: McGraw Hill
- Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.
- Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.

- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

Practicals (any 8)

MDC2: Foundation of Behaviour with practical (6)

Practical component:

Statistics: Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

1. Emotions :

- Emotional regulation scale
- Emotional intelligence scale/ questionnaire
- Oxford happiness scale
- Fear checklist
- Positive and Negative affect scale

2. Motivation

- Achievement motivation
- The motivation assessment scale
- Power motive inventory/Scale
- Academic achievement need scale
- Guidance need inventory

3. Intelligence

- Standard progressive matrices
- WAIS (Weschler's adult intelligence Scale)
- Draw a man test
- SFB (Seguin Form Board)
- General Mental Ability Test by Jalota

4. Thinking and reasoning

- Stroop effect
- Test of creativity
- Cognitive style assessment
- Concept formation
- Problem solving ability test based on Tower of London test

5. Personality:

- a. Eysenck's personality inventory
- b. Children's personality questionnaire
- c. 16 PF test of personality
- d. NEO Personality Inventory
- e. Myers Briggs Types indicator

GEC2: Youth, Gender and Identity

Unit 1: Introduction

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c. Concepts of Identity: Multiple identities

Unit 2: Youth and Identity

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- a. Issues of Sexuality in Youth
- b. Gender discrimination
- c. Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity

- a. Youth, Gender and violence
- b. Enhancing work-life balance
- c. Changing roles and women empowerment
- d. Encouraging non-gender stereotyped attitudes in youth

Unit 5: Law and Youth

- a. Juvenile Justice act
- b. LGBT rights in India
- c. UNICEF programs for youth

References

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Elizabeth Herlock (2015) Developmental Psychology, , McGraw-Hill
- Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication