

**SEP SEMESTER SCHEME**  
**Course content (2024 onwards) PSYCHOLOGY**  
**for B.A. Programme**

**I PREAMBLE:**

Psychology the scientific study of behavior, is a fascinating subject. It delves into the complexities of the human mind and behavior. It not only helps us to understand why people do the things they do, but also helps us to better understand our behavior and our reaction to other people. Knowledge of Psychology helps understand one's own strengths and weaknesses by gaining practical experiences.

Our behavior is so complex because, behavior is determined by multiple causes, shaped by cultural heritage and influenced by environmental factors. We also observe that Psychology is embedded in the ebb and flow of life and therefore any progress in Psychology leaves its mark on the individual as well as on the society. It is a powerful force that influences all our activities in every walk of our life. It helps us to navigate life, improve mental well-being and contribute to advancements in various fields from therapy to neuroscience.

**II OBJECTIVES:**

**Totakeforward,theVisionandMission of theUniversityfollowingobjectivesareset.**

- To foster interest in psychology and create foundation for further studies in Psychology.
- To impart knowledge of the basic concepts and various perspectives of Psychology.
- To create an awareness of factors influencing behaviour.
- To understand matters relating to stages of Human development.
- To familiarize students with criteria of abnormal behaviour.
- To give an overview of mental disorders and possible ways of handling them.
- To acquaint the students with nature of work behaviour, and to help the students in the use of this in understanding and increasing efficiency.
- To attain skills of interaction with supervisory and managerial personnel in terms of training, counseling and problem solving relationships.
- To highlight the steps and strategies to cope with stress.
- To attain and maintain one's health through preventive behaviour
- To arouse intellectual curiosity and create an interest for research in psychology

**BA PROGRAMME OUTCOMES:**

- Possess adequate knowledge base of the specific programme under study towards personal progression.
- Possess the necessary skills for the overall development of self and society.
- Become an individual with a progressive, positive and sensitive attitude towards self and Society.

**BA (PSYCHOLOGY) PROGRAMME SPECIFIC OUTCOMES:**

- Understand the value of psychology in personal and professional domains.
- Increased recognition and acceptance of the complexity of human behaviour.
- Understand the application of statistics and related skills in psychological research.
- Able to collaborate effectively to complete tasks within reasonable time frames.
- Administer and interpret standardized tools for psychological assessment of diverse dimensions of human behavior.
- Display competence in sensitive oral communication skills and analytical skills.

### III:PartA:SummaryChart

Semester	Course Code	Course No.	Particulars	No. of hrs/ week	Duration of exam(hrs)	Marks			Credits
						IA	Exam	total	
<b>I</b>	BASPYC131	<b>I</b>	Dynamics of Behaviour	04	03	20	80	100	03
	BASPYP132		General Practical	04	03	10	40	50	02
<b>II</b>	BASPYC181	<b>II</b>	Foundations of Behaviour	04	03	20	80	100	03
	BASPYP182		Assessment of Cognitive Abilities	04	03	10	40	50	02
<b>III</b>	BASPYC231	<b>III</b>	Child Development	04	03	20	80	100	03
	BASPYP232		Assessment of Children	04	03	10	40	50	02
	Elective		Personality Development	02	02	10	40	50	02
<b>IV</b>	BASPYC281	<b>IV</b>	Life Span Development	04	03	20	80	100	03
	BASPYP282		Assessment of Adolescence and Adulthood	04	03	10	40	50	02
	Elective		Positive Psychology	02	02	10	40	50	02
<b>V</b>	BASPYC331	<b>V</b>	Social Psychology	04	03	20	80	100	03
	BASPYC332	<b>VI</b>	Abnormal Psychology	04	03	20	80	100	03
	BASPYP334	<b>V</b>	Assessment of Social Relationships and Mental Health	04	03	20	80	100	02
	BASPYC381	<b>VII</b>	Health Psychology	04	03	20	80	100	03

VI	BASPYC382	VIII	Organizational Behaviour	04	03	20	80	100	03
	BASPYP384	VI	Wellbeing and Workplace Assessment	04	03	20	80	100	02

## I SEMESTER

### Dynamics of Behaviour Course I - BASPYC131

#### **OBJECTIVES**

- To impart knowledge of the basic concepts and various perspectives in psychology
- To understand the biological basis of human behaviour
- To understand the basic perceptual process
- To acquaint the students with the dynamics of human behavior

#### **COURSE OUTCOMES:**

1. Have sound knowledge of the roots of Psychology
2. Understand dynamics of human behaviour.
3. Comprehend biological foundation of human behaviour
4. Comprehend the process of sensation ,perception and attention

#### **Unit -1: Psychology and its perspectives**

**12 hrs**

Meaning, Definition and Goals of psychology.

Schools of Psychology–Structuralism, , Functionalism, Psycho-dynamic, Behaviorism, Gestalt, Cognitive and Humanistic.

Major sub fields– Pure Branches – General Psychology, Abnormal Psychology, Social Psychology, Physiological Psychology, Developmental Psychology, Cognitive Psychology, Evolutionary Psychology

Applied Branches – Clinical Psychology, Counselling Psychology, Industrial and Organizational Psychology, Criminal Psychology, Community Psychology, Health Psychology, School Psychology, Sports Psychology, Neuro- Psychology and Military Psychology.

Methods –Introspection, Observation, Experimental, Case Study, Interview and Correlational Method.

#### **Unit-2: Biological Basis ofBehavior**

**12 hrs**

Neuron– structure and functions.

Nervous system: Central–brain and spinal cord.  
 Peripheral–somatic and autonomic; lobes, hemisphere;  
 Endocrine Glands and behavior –pituitary, thyroid, parathyroid, pineal, adrenal and gonads.  
 Exocrine Glands – Sweat.  
 Biology of sleep -stages, sleep-wake cycle

### **Unit-3: Sensation, Perception, Attention**

**12 hrs**

Sensation–5senses–senseorgans-functions, sensory threshold,  
 Perception–laws of perceptual organization; errors in perception; subliminal  
 perception, ESP  
 Attention –meaning, factors and types of attention –voluntary, Involuntary and  
 Habitual.  
 Phenomena – Division, distraction, fluctuation and span of attention.

### **Unit-4: Emotion and Motivation**

**12 hrs**

Emotion: Definition; biology of emotion, cognitive factors, behavioural and socio-cultural  
 factors, Emotional quotient.  
 Theories- James-Lange, Cannon-Bard, Schachter and Singer.  
 Motivation: Definition, motivational cycle-needs, drives and motives  
 Types –Biological and social motives; Maslow’s hierarchy of needs.

### **References**

- Weiten, W. (1995) Psychology Themes and Variations 3<sup>rd</sup> edn, London, Brooks and Cole publishing  
 Company.  
 Carlson, N. R. & Buskist, W. (1997) Psychology: the science of behavior 5<sup>th</sup> edn, Boston, Allyn and  
 Bacon  
 Santrock, J. W. (2005) Psychology-updated edition, Boston, McGraw Hill Sandra  
 K. Ciccarelli (2014) Psychology, 4<sup>th</sup> edn, Pearson Publications.  
 Robert. S. Feldman (2017) Understanding Psychology, 10<sup>th</sup> edn, McGraw Hill Publication. Baron  
 and Misra (2000) Psychology, 5<sup>th</sup> edn, Pearson publication.  
 Rod Plotnik (1992) Introduction to Psychology, 3<sup>rd</sup> edn, Wadsworth publishing Co Inc

### **Practical BASPYP132 (Any Six)**

#### **General Practical**

1. Nature of question and accuracy of report
2. Muller-Lyer illusion
3. Span of attention
4. Two point threshold
5. Self-Efficacy scale
6. Left and Right Brain Dominance
7. Ishihara’s test for colour blindness

8. Emotional intelligence scale
9. Emotional maturity
10. Competition/cooperation

**Statistics-Frequency distribution, graphical representation and central tendency ungrouped data**

**II SEMESTER**  
**Foundations of Behaviour II**  
**Course II - BASPYC 181**

**48hrs (4hrs/week)**

**OBJECTIVES**

- To understand the process of memory and techniques to improve memory in everyday life situation
- To understand the process of acquisition of skills and information which brings changes in behaviour
- To gain knowledge about individual differences and assessment of Intelligence
- To understand the components of Personality and assessment of personality

**COURSE OUTCOMES**

- *Gaining awareness of learning and memory process*
- Understand various higher cognitive skills of daily life
- Understand basics of personality and its assessment
- Analyzing individual difference and assessment of intelligence

**Unit -1: Learning and Memory**

**12 hrs**

Learning -Meaning, Definition, Classical Conditioning, Operant Conditioning, Trial and Error Learning,

Cognitive Learning – Latent and Insight, Social Learning.

Learning Styles -VARK

Memory – Meaning, Encoding, Storage, and Retrieval, Atkinson-Schiffrin Model of Memory

Forgetting - Meaning and Types.

Techniques to improve Memory; Mnemonics, Chunking SQ3R.

**Unit -2:Higher Cognitive Processes**

**12 hrs**

Thinking- Meaning and Definition, Types of Thinking –Convergent vs Divergent Concrete vs Abstract; Concept Formation –Meaning, Stages

Reasoning-Meaning and Definition; Types- Inductive and Deductive

Problem Solving-Meaning and Definition, Steps, Strategies and Hindrances in Problem Solving

**Unit-3:Personality**

**12 hrs**

Meaning and Definition; Theories, Freud's Psycho Analytical Theory, Roger's Theory of Self-Actualization; Eysenck's Dimensions of Personality; Mc Crae and Costa's Big Five Factors Assessment of Personality-Observation, Questionnaires and Inventories and Projective Tests

**Unit-4:Intelligence**

**12 hrs**

Meaning and Definition, Factors influencing intelligence, Heredity and Environment.

Theories – Spearman's two factor theory, Cattle's theory of crystallized and fluid intelligence, Gardner's theory of multiple intelligences.

Concept of IQ, Classification of IQ: Normal probability curve.

Extremes of Intelligence –Gifted and Mentally Challenged.

Intelligence Testing, Uses.

## **References**

1. Weiten, W(1995)PsychologyThemesandVariations3<sup>rd</sup>edition,London,Brooks and Cole publishing Company.
2. Carlson, N.R &BuskistW(1997)Psychologythescienceofbehavior5<sup>th</sup>edn, Boston, Allyn and Bacon
3. Santrock J.W (2005)Psychology-updated edition, Boston, Mc Graw Hill
4. Saundra K.Ciccarelli (2014) Psychology, 4<sup>th</sup>edn, Pearson Publications.
5. Robert.S.feldman(2017)UnderstandingPsychology,10<sup>th</sup>edition,McGrawHill Publication.
6. BaronandMisra(2000) Psychology,5<sup>th</sup> edition, Pearson publication.
7. Rod Plotnik(1992) Introduction to Psychology, 3<sup>rd</sup>edn,WadsworthpublishingCo Inc

## **Practical BASPYP182 (Any Six)**

### **Assessment of Cognitive Abilities**

1. Retroactive inhibition
2. Recall and recognition
3. Bilateral transfer of learning
4. Insight learning
5. Problem solving
6. Concept formation
7. Eysenck's Personality Questionnaire
8. Big Five personality traits
9. GMAT/OTIS/Sternberg's Test of intelligence
10. WAIS/WAPIS/RPM/Bhatia's

### **Statistics-Measures of Central tendency grouped data**



## Question paper pattern

Duration : 3hours

Maximum marks: 80

I. Fill in the blanks with appropriate words

5×1=5

- 1.
- 2.
- 3.
- 4.
- 5.

II. Match the following

5×1=5

- 6.
- 7.
- 8
- 9.
- 10

III. Answer any five of the following into two sentences

5×2=10

- 11.
- 12
- 13
- 14
- 15
- 16

IV. Answer any four of the following (short answer)

4×5=20

- 17
- 18
- 19
- 20
- 21

V. Answer the following in detail

4×10=40

22 a) OR

b)

23 a) OR

b)

24. a) OR

b)

25. a) OR

b)

