



# **KONGU ARTS AND SCIENCE COLLEGE**

**(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)**

**ERODE – 638 107**

**B.Sc (Psychology)**



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**ERODE – 638 107**

**2020-2021**



KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)  
ERODE – 638107

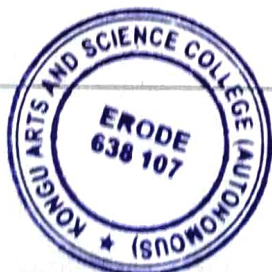


### BACHELOR OF PSYCHOLOGY

#### SCHEME OF EXAMINATION – CBCS PATTERN

(For the candidates admitted during the academic year 2020 – 2021 and onwards)

Part	Course code	Course Title	Inst. Hrs /Week	T/P	Examination Details				Credits
					Durati on in Hours.	CIA	ESE	Total Marks	
<b>SEMESTER I</b>									
I	17T01/17H01/17F01/17M01/17S01	Language I	6	T	3	25	75	100	4
II	17E01	English I	6	T	3	25	75	100	4
III	20UAVCT101	Core I- General Psychology I	6	T	3	25	75	100	4
III	20UAVCT102	Core II-Developmental Psychology I	6	T	3	25	75	100	4
III	20UAVAT103	Allied Paper I- Biological Basis of Behaviour	4	T	3	25	75	100	4
IV	17ES01	Foundation Course I - Environmental Studies #	2	T	3	-	50	50	2
<b>Total</b>								<b>550</b>	<b>22</b>
<b>SEMESTER II</b>									
I	17T02/17H02/17F02/17M02/17S02	Language II	6	T	3	25	75	100	4
II	17E02	English II	6	T	3	25	75	100	4
III	20UAVCT201	Core III- General Psychology II	6	T	3	25	75	100	4
III	20UAVCT202	Core IV-Developmental Psychology II	6	T	3	25	75	100	4
III	20UAVAT203	Allied Paper II- Educational Psychology	4	T	3	25	75	100	4
IV	17VE01	Foundation Course II - Value education- Human Rights #	2	T	3	50		50	2
<b>Total</b>								<b>550</b>	<b>22</b>



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SEMESTER III									
I	17T03/17H03/17 F03/17M03/17S0 3	Language III	6	T	3	25	75	100	4
II	17E03	English III	6	T	3	25	75	100	4
III	20UAVCT301	Core V- Abnormal Psychology I	4	T	3	25	75	100	4
III	20UAVCP302	Core VI- Practical I- Experimental Psychology I	5	P	3	40	60	100	3
III	20UAVAT303	Allied III- Psychological Statistics	4	T	3	25	75	100	4
IV	20UAVST304	Skill Based Subject I- Counseling Psychology	3	T	3	20	55	75	3
IV	17BT01/ 17AT01/ 20UAVNT305	Basic Tamil@ / Advanced Tamil# or Non Major elective I*	2	T	3	75		75	2
<b>Total</b>								<b>650</b>	<b>24</b>
SEMESTER IV									
I	17T04/17H04/17 F04/17M04/17S0 4	Language IV	6	T	3	25	75	100	4
II	17E04	English IV	6	T	3	25	75	100	4
III	20UAVCT401	Core VII- Abnormal Psychology II	4	T	3	25	75	100	4
III	20UAVCP402	Core VIII- Practical II- Experimental Psychology II	5	P	3	40	60	100	4
III	20UAVAT403	Allied IV- Research Methodology	4	T	3	25	75	100	4
IV	20UAVST404	Skill Based Subject 2- Testing and Assessment	3	T	3	20	55	75	3
IV	17BT02/ 17AT02/ 20UAVNT405	Basic Tamil@ / Advanced Tamil# or Non Major elective II*	2	T	3	75		75	2
<b>Total</b>								<b>650</b>	<b>25</b>



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SEMESTER V									
III	20UAVCT501	Core IX- Social Psychology I	6	T	3	25	75	100	4
III	20UAVCT502	Core X- Organizational Psychology I	6	T	3	25	75	100	4
III	20UAVCT503	Core XI- Health Psychology	6	T	3	25	75	100	4
III	20UAVCP504	Core XII- Practical III- Experimental Psychology III	5	P	3	40	60	100	4
III	20UAVET505/ 20UAVET 506/ 20UAVEV507	Elective I	4	T/P	3	25/20	75/80	100	4
IV	20UAVST508	Skill Based Subject 3- Life Skill Development	3	T	3	20	55	75	3
III	20IT01	Institutional Training \$	Completed / Not Completed						
<b>Total</b>								<b>575</b>	<b>23</b>
SEMESTER VI									
III	20UAVCT601	Core XIII- Social Psychology II	6	T	3	25	75	100	4
III	20UAVCT602	Core XIV- Organizational Psychology II	6	T	3	25	75	100	4
III	20UAVCP603	Core XV- Practical IV- Experimental Psychology IV	5	P	3	40	60	100	4
III	20UAVET604/ 20UAVET 605/ 20UAVET 606	Elective II	5	T	3	25	75	100	4
III	20UAVET607/ 20UAVET 608/ 20UAVET 609	Elective III	5	T	3	25	75	100	4
IV	20UAVST610	Skill Based Subject 4- Personality Assesment	3	T	3	20	55	75	3
V	17NS01/17NC01/ 17PE01/17YR01	Extension Activities@	-	-	-	50		50	2
<b>Total</b>								<b>625</b>	<b>25</b>
<b>TOTAL</b>			<b>180</b>					<b>3600</b>	<b>140</b>



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@ Only Continuous Internal Assessment (CIA).

# Only End Semester Examinations (ESE).

**S Institutional/Industrial Training:** Students have to undergo Institutional/Industrial Training during May-June for a period of 15 days at the end of IV semester end summer vacation and a report to be submitted in the beginning of the V semester.

\* Courses offered to other Departments, only End Semester Examinations (ESE).

### \*\* GUIDELINES FOR RESEARCH PROJECT

- Students are divided into group.
- A supervisor has been allotted to each group by the department.
- A group can select a topic of their interest to conduct research by taking approval of their supervisor.
- A minimum of three reviews have to be done
  - In the first review, a group has to submit the proposal of the research.
  - During the second review, the progress of the research will be monitored.
  - In the final review, the group has to submit the fair copy of the research.
- They should be asked to present the work done to the respective supervisor during the reviews.
- The group should submit a rough copy of the research to the supervisor before the final copy.

### CIA Marks Distribution

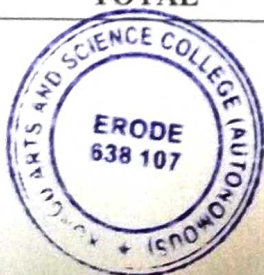
The supervisor will give the marks for CIA as per the norms stated below:

First Review	5 Marks
Second Review	5 Marks
Final Review	5 Marks
Attendance	5 Marks
<b>Total</b>	<b>20 Marks</b>

### ESE Marks Distribution

The evaluation for the End Semester Examination should be as per the norms given below:

Part	Components	Marks
I. Project Report	Introduction & Review of literature	10
	Methodology	10
	Results and Discussion	10
	Summary and conclusion	10
	Reference and Bibliography	10
II. Viva – Voce	Viva – Voce	30
<b>TOTAL</b>		<b>80</b>



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**LIST OF ALLIED COURSES**

<b>Course Code</b>	<b>Course</b>
20UAVAT103	Allied Paper I- Biological Basis of Behaviour
20UAVAT203	Allied Paper II- Educational Psychology
20UAVAT303	Allied III- Psychological Statistics
20UAVAT403	Allied IV- Research Methodology


**LIST OF SKILL BASED COURSES**

<b>Course Code</b>	<b>Course</b>
20UAVST304	Skill Based Subject I- Counseling Psychology
20UAVST404	Skill Based Subject 2- Testing and Assessment
20UAVST508	Skill Based Subject 3- Life Skill Development
20UAVST610	Skill Based Subject 4- Personality Assessment

**LIST OF NON MAJOR ELECTIVE COURSES**

<b>Course Code</b>	<b>Course</b>
20UAVNT305	NME I- Fundamentals of memory and learning
20UAVNT405	NME II- Managing Emotions




  
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**LIST OF ELECTIVE COURSES**

	<b>Course Code</b>	<b>Course</b>
<b>Elective-I</b>	20UAVET505	Consumer Behavior
	20UAVET506	Sports Psychology
	20UAVEV507	Research Project**
<b>Elective-II</b>	20UAVET604	Human Resource Management
	20UAVET605	Guidance and Counseling Services
	20UAVET606	Psychology & Gender Issues
<b>Elective-III</b>	20UAVET607	Environmental Psychology
	20UAVET608	Forensic Psychology
	20UAVET609	Psychology of Adjustment



  
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### LIST OF ADVANCED LEARNER'S COURSES (ALC)

Course Code	Course
20UAVVAL406	Yoga and Indian Psychology
20UAVVAL407	Positive Psychology
20UAVVAL509	Emotional Culturing
20UAVVAL510	Psychology of Exceptional Children

#### Guidelines for Advanced Learners Course

This course is offered to the UG students who have no standing arrears and secured and above CGPA up to previous Semester in Part – III only.


- The students can choose any one of the above mentioned courses.
- Only External Assessment for 100 Marks.
- 2 Credits allotted for ALC.
- This course is purely a Self Study Course and will not be considered for computation of Cumulative Grade Point Average (CGPA).

**Total Marks: 3600**  
**Total Credit: 140**



**A.T. Vibuthanya**  
**Chairman**  
**Board of Studies - Psychology**



  
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SEM	Course Code	<b>Core Course I: General Psychology I</b>	Total Marks: 50		Hours Per Week	Credits
1	20UAVCT101		CIA : 25	ESE :75	6	4

**Course Objectives:**

1. To understand the history and development of psychology.
2. To attain adequate knowledge about mind and its functions.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Understand the evolution of psychology from philosophy	K1 – K4
CO 2	Acquire knowledge about the scientific methods in psychology	
CO 3	Analyze the process of sensation and perception	
CO 4	Strengthen the knowledge about the nature of mind and sleep	
CO 5	Understand the theories of learning.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b>Introducing Psychology</b>
<p>What is psychology: A working definition Origin of psychology Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics, Development of psychology in India</p> <p>Branches of psychology- Scope of psychology- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach - Psychology and other disciplines</p>	
<b>Unit – II</b>	<b>Experimentation and critical thinking in Psychology</b>
<p>Psychology as a science- Steps in scientific investigation. Methods of psychology. : Naturalistic observation, case study, survey, correlational studies, experimental method. Factors and characteristics of experimental method: variables – dependent, independent, extraneous variables – Experimental control, placebo effect, experimental effect, double blind procedure, lab and field experiment. Steps in conducting psychological research.</p> <p>Pseudo – psychologies – astrology, graphology, Ouija board etc.</p>	



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## Unit – III

## Sensation and Perception

Sense modalities- Vision, Hearing, Touch, Olfaction, Gustation, Kinesthetics and Vestibular Sense, Psychophysics- Absolute threshold, Differential threshold, Just Noticeable Difference (jnd). Weber's Law. Attention- factors affecting attention – Selective attention, Phenomena associated with attention – span of attention, division of attention, distraction of attention

Perception, Subliminal perception, Perceptual set, Perceptual defense, Perceptual organization, Gestalt principles, Visual Depth Perception: monocular and binocular cues, Perceptual Constancy – Size constance, Illusion, Brightness Constancy, Perceptual Learning – Set, Motives and Needs, Perceptual Cognitive Styles, Extra Sensory Perception

## Unit – IV

## Mind, Consciousness and altered states

Awareness and consciousness, States of mind: Nature of consciousness, Functions of consciousness, Changes in consciousness: dream and sleep, Circadian Rhythm, Sleep cycle, Stages of sleep.

Altered states: Lucid dreaming, Hypnosis- meditation, Hallucinations, Religious ecstasy, drug induced states. Near Death experience and Sensory Deprivation

## Unit – V

## Learning

Definition. Classical conditioning: Elements, principles, generalization, discrimination, second order conditioning. Illustrations (child, developmental, school). Applications. Trial and error learning. Operant conditioning: Reinforcement, punishment, shaping, chaining, stimulus control, schedules of reinforcement, partial reinforcement effect. Applications: Contingencies in schools, Premack principle. Learned Helplessness. Behavior modification. Types of learning- Verbal learning. Social and cognitive learning: Observational learning. Process and principles. Latent learning, cognitive map, Insight learning.

## TEXT BOOK

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Dehi: Tata McGraw Hill.

## REFERENCE BOOK

1. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.
2. Lee, J A (2010) *The Scientific Endeavour*. New Delhi. Pearson
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi. Prentice Hall of India
4. Richard J. Gerrig & Philip G. Zimbardo (2002). *Psychology and life*-16<sup>th</sup> edition. USA: Allyn & Bacon publishers.



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WEB RESOURCES	
1.	<a href="https://www.coursera.org/learn/introduction-psych">https://www.coursera.org/learn/introduction-psych</a>
2.	<a href="https://www.edx.org/course/introduction-to-psychology">https://www.edx.org/course/introduction-to-psychology</a>


QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	M	M	S	M	M
CO 2	M	S	S	M	S	S	S	M	S	S	S	S
CO 3	M	M	S	M	M	S	S	M	M	S	M	S
CO 4	S	M	S	S	M	S	M	S	M	S	M	M
CO 5	M	M	M	S	M	S	S	M	M	M	M	S

**S-Strong, M-Medium, L-Low**

  
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Sem	Course Code	Core Course II: Developmental Psychology I	Total Marks: 50		Hours Per Week	Credits
I	20UAVCT102		CIA : 25	ESE :75	6	4

**Course Objectives:**

1. To acquire knowledge about the origin of the field of developmental psychology and its basic concepts.
2. To obtain an adequate knowledge about the various aspects of development that happens in a human lifetime

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Outline the concepts of developmental psychology and its basic theories.	K1 – K4
CO 2	Strengthen their knowledge about prenatal development.	
CO 3	Better understanding of the physical development that happens in human lifetime.	
CO 4	Gain knowledge about the various cognitive developments of human beings.	
CO 5	Understand the evolution of emotional development in human beings.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

**Unit –I Introduction to Life Span Development**

Introduction. **Meaning of Developmental Changes.** Importance of life span development, Historical perspective. Characteristics of life span perspective. Nature of development. **Conception of Age.** Cross sectional and longitudinal approaches in developmental study. Theories by Freud - Erickson- Piaget- Vygotsky. Information processing Behavioral -Social cognitive- eclectic orientation.

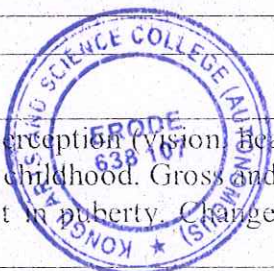
**Unit – II Prenatal Development**

Fertilization - Germinal period- embryonic period- Fetal period. **Stages of Child Birth. Types of Child Birth.** Prenatal diagnostic tests. Effects of teratogens. Neonatal health and responsiveness. **Prenatal Hazards and** Consequences of low birth weight.

**Unit – III**

**Physical Development**

Newborn- reflexes- perception (vision, hearing, other senses, interoception) Height and weight in infancy and childhood. Gross and fine motor skills. **Physical development in puberty.** Changes in early, middle and late adulthood. Theories of aging.



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<b>Unit – IV</b>	<b>Cognitive and Language Development</b>
<p>Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations- semantics- pragmatics.</p> <p>Language development - How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.</p>	

<b>Unit – V</b>	<b>Emotional Development</b>
<p>Introduction- Development of emotion through infancy, childhood, adolescence and adulthood. Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates.</p> <p>Theories of attachment- care giving and attachment Moral development- Piaget’s and Kohlberg’s theory- stages- Social conventional reasoning- basic processes- Resistance to temptation- self control- Empathy- Moral characters.</p>	

**TEXT BOOK**

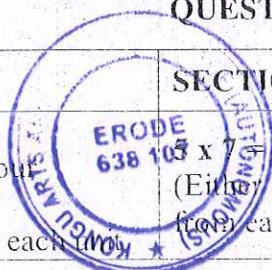
1.	Hurlock, E.B (1981) <i>Developmental Psychology-A Life span Approach</i> .(5th ed.) New Delhi: Tata McGraw Hill Publishing Company
2.	Santrock, J.E (2007) <i>Child Development</i> (2nd end) New Delhi: Tata McGraw Hill Publishing Company

**REFERENCE BOOK**

1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole PublishingCo.
2.	Lee. J A (2010) <i>The Scientific Endeavour</i> . New Delhi.Pearson.
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.
4.	Papalia, D.E et.al (2004) <i>Human Development</i> (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
5.	Santrock, J.E (2007) <i>Child Development</i> (2nd end) New Delhi: Tata McGraw Hill Publishing Company

**QUESTION PAPER PATTERN**


<b>SECTION - A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Autonomous type Questions) One Question from each unit




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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	S	M	M	M	S	M	M	S
CO 2	S	M	M	S	S	M	M	S	S	M	M	M
CO 3	M	M	M	M	S	S	S	M	S	S	S	M
CO 4	M	S	S	M	M	M	S	M	M	M	S	S
CO 5	M	M	M	S	M	S	M	S	M	S	M	M

S-Strong, M-Medium, L-Low

  
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Sem	Course Code	Allied Course I: Biological Basis Of Behaviour	Total Marks: 50		Hours Per Week	Credits
I	20UAVAT103			CIA : 25	ESE : 75	6

**Course Objectives:**

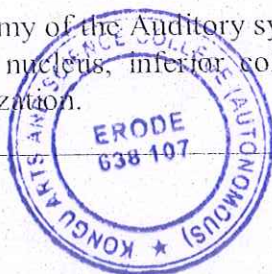
1. To understand the structure and functions of the various parts of the brain and nervous system.
2. To attain adequate knowledge about the biological basis for various human behaviour.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Explain the structure and functions of the brain and Central nervous system.	K1 – K4
CO 2	Understand the functioning of various sensory processes.	
CO 3	Analyze and interpret the various endocrine glands, hormones and their functions.	
CO 4	Elaborate the ideas regarding the bio psychology of emotion, stress and health.	
CO 5	Understand the sexual response cycle and the biological basis of sexual behaviour.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b>Nervous system</b>
Neurons: Structure, Neural communication: Glial cells, Axon terminal, synapse, graded potential, action potential, Synaptic transmission	
Major Divisions of The Nervous System: Central Nervous System: Structure and Functions of Brain- Hind Brain, Mid Brain and Fore Brain. Spinal Cord. Peripheral Nervous System. Structure and Function of sympathetic Nervous system, Parasympathetic Nervous system and Autonomic Nervous System.	
<b>Unit – II</b>	<b>Sensory processing</b>
Visual System- Anatomy of the eye, Nervous connections of the eye- optic nerve, lateral geniculate nucleus, Superior colliculus, Vision and the Brain: Processing, Visual Information Visual cortex. Basic Functions of the Visual System: Acuity, Dark Adaptation, and colour vision.	
Auditory system- Anatomy of the Auditory system, Nervous connections of the ear pathway- Organ of Corti, Ventral cochlear nucleus, inferior colliculus, medial geniculate body, Auditory cortex. Pitch perception, Sound localization.	

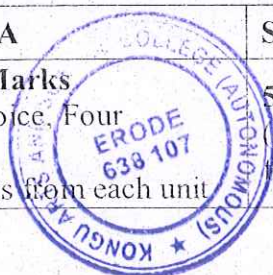


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Unit – III	The Endocrine system
Characteristics of Endocrine Glands. The endocrine glands and their functions: Thyroid, parathyroid, pituitary, adrenal, pancreas, testes and ovary. Hormones, hormonal influence on learning and memory. Hormones and emotion, hormones and behavior. Hormonal action on cellular mechanism – Activity on height and weight. Feedback control mechanism in regulating secretion of hormones	
Unit – IV	Bio psychology of Emotion, stress and health
Limbic system and emotion: Kluver-Bucy syndrome, Emotions and autonomic nervous system, Polygraph, Individual differences in the experiences of emotion. Fear, Defense and aggression: Aggression and testosterone. Neuropsychology of arousal, attention, consciousness and sleep	
The stress response: The two system view of stress by Selye, Stress and gastric ulcers, Psychoneuroimmunology: immune system, Antigens and antibodies, phagocytosis, cell mediated immunity, antibody mediated immunity, macrophage, effect of stress on immune system and its functions, Stress and hippocampus.	
Unit – V	Physiological basis of sexual behavior
Defining sexual behavior, The sexual response cycle, Dynamics, hormones and its impact: role of Estrogen and testosterone, Role of internal and external stimuli on sexual motivation, the brain and sexual behavior, Sexually transmitted diseases: AIDS, Syphilis, gonorrhea.	
<b>TEXT BOOK</b>	
1.	Pineal, J. P. J. (2006). <i>Biopsychology</i> (6th Ed.), India, Dorling Kindersley.
2.	Myers, D.G.(2010). <i>Psychology</i> 9 <sup>th</sup> edition. New York, Worth publishers.
<b>REFERENCE BOOK</b>	
1.	Kalat, J. W. (2004). <i>Biological basis of human behavior</i> (8th Ed.). New York: Brooks/Cole
2.	Schneider, A.M. & Tarshis, B. (1986). <i>An Introduction to Physiological Psychology</i> . (3rd Ed.). New York: Random House, Inc.
3.	Baron, R.A. (2004). <i>Psychology</i> , 5th ed. New Delhi: Pearson Education.
4.	Gerrig, R. J & Zimbardo, P. G. (2002). <i>Psychology and life</i> (16th Ed). USA: Allyn & Bacon publishers


QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit




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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	M	S	S	M	M	S	M	S
CO 2	M	M	S	S	M	M	M	M	M	M	S	M
CO 3	S	S	M	M	M	S	S	M	S	S	M	S
CO 4	S	M	M	S	S	M	M	S	S	M	M	M
CO 5	M	M	S	S	M	M	M	M	M	M	S	M

S-Strong, M-Medium, L-Low

  
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Sem	Course Code	Core Course III: General Psychology II	Total Marks: 50		Hours Per Week	Credits
II	20UAVCT201		CIA : 25	ESE :75	6	4

**Course Objectives:**

1. To understand significant concepts in the field of psychology.
2. To attain adequate knowledge in the areas of cognitive development.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Understand the process of memory and forgetting	K1 – K4
CO 2	Acquire knowledge about the components of thought and the development of language	
CO 3	Analyze the motivational concepts and the elements of emotional experience	
CO 4	Strengthen the knowledge about the evolution of intelligence testing.	
CO 5	Understand the structure and concepts of human personality.	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

**Unit –I**

**Memory**

Encoding, storage and retrieval processes. **Span of Attention** Sensory, short term and long term memories. Organizing information-Chunking, Hierarchies. Information processing model of memory. Working memory. Levels of processing. Implicit and explicit memory Semantic, episodic and procedural memory. State dependent memory. Memory construction. Other phenomena related to memory: Eyewitness testimony, implicit memory, false memory, childhood amnesia, flashbulb memory. Measuring memory: recall, recognition, relearning, and integration.

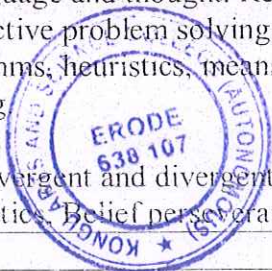
Forgetting: Curve of forgetting. Reasons of forgetting: fading, interference, distortion, repression, amnesia, motivated forgetting, Strategies for improving memory: rehearsal, elaboration, organization, giving meaning, mnemonics, Good sleep.

**Unit – II**

**Thinking and language**

Components of thought: Images and Concepts. Structure of language: Phonemes, Morphemes, Grammar. Language and thought. Reasoning: deductive and inductive. Problem solving- Steps. Barriers to effective problem solving: Mental set, Confirmation bias, Fixation. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving

Creativity. Convergent and divergent thinking. Stages in creativity. Decision making: Using and misusing heuristics. Belief perseverance phenomenon, Overconfidence



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Unit – III

Motivation and Emotion

Definition of motivation. Motivational concepts: Need, Instinct, drive, incentives, Drive reduction theory. Primary and secondary motives: Motivation of hunger and eating, sexual motivation. Need to belong, Levels of arousal. Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive, Hierarchy of motives.

Definition of Emotion Elements of emotional experience. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis Cognition and emotion.

Unit – IV

Intelligence

Definition of Intelligence. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone and Cattell. Triarchic approach. Multiple intelligences, PASS model. Relationship of intelligence with Creativity  
 Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.

Unit – V

Personality

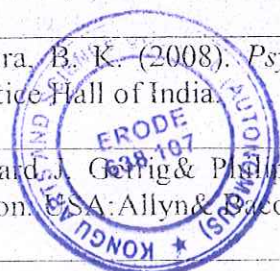
Self. Concept of personality. Determinants of personality. Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes. Limitations. Psychodynamic approaches. Freud's theory: Levels of consciousness,  
 Structure of personality, Defense mechanisms with descriptions and examples, early experience, Psychosexual stages of development, Neo Freudian Approaches- Jung, Adler, Horney. (In Brief) Trait theories- Allport, Cattell, Eysenck, Humanistic perspective, The social-cognitive perspective.

TEXT BOOK

1. Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson Education.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. New Dehi: Tata McGraw Hill.

REFERENCE BOOK

1. Weiten, W. (2002). *Psychology: Themes and variations*, 5th ed. New York: Brooks/Cole Publishing Co.
2. Lee, J A (2010) *The Scientific Endeavour*. New Delhi. Pearson
3. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New delhi: Prentice Hall of India.
4. Richard, J. Gering & Philip G. Zimbardo (2002). *Psychology*, 6th edition. USA: Allyn & Bacon publishers.



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### QUESTION PAPER PATTERN

SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit


### Mapping of COs with POs and PSOs:

PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	M	M	M	S	M	M	S	M
CO 2	M	S	M	S	M	S	S	M	S	S	M	S
CO 3	M	M	S	M	M	M	S	S	M	S	S	M
CO 4	S	S	M	M	S	M	M	M	M	M	M	M
CO 5	M	M	M	S	M	S	M	M	S	M	M	S

**S-Strong, M-Medium, L-Low**

  
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Sem	Course Code	Core Course IV: Developmental Psychology II	Total Marks: 50		Hours Per Week	Credits
II	20UAVCT202		CIA : 25	ESE : 75	6	4

**Course Objectives:**

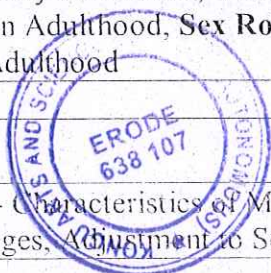
1. To acquire knowledge about the stages of development.
2. To obtain an adequate knowledge about the various developmental issues in a human lifetime

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Outline the characteristics of early and late childhood.	K1 – K4
CO 2	Strengthen their knowledge about developmental tasks of adolescence.	
CO 3	Better understanding of the characteristics and issues of Early & Late Adulthood.	
CO 4	Gain knowledge about the characteristics of Middle Age and adjustment issues due to mid life crisis.	
CO 5	Understand the characteristics and problems unique to Old Age .	

**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b>Childhood</b>
Introduction- Characteristics of <b>Babyhood</b> , Early & Late Childhood- Speech Improvement in Childhood, Emotional Expression in Childhood, Social Behavior in Childhood, Moral development in Childhood, Hazards of Childhood	
<b>Unit – II</b>	<b>Adolescence</b>
Introduction- Characteristics of Adolescence, Development Tasks of Adolescence, Physical change in Adolescence, Social and Morality Change in Adolescence, Sex- Role typing in Adolescence, Family Relationships in Adolescence, <b>Interest and Personality Changes</b> , Physical & Psychological Hazards of Adolescence	
<b>Unit – III</b>	<b>Adulthood</b>
Introduction- Characteristics of Early - Developmental Tasks of Early Adulthood, Personal & Social Hazards of Early Adulthood, Vocational & Family Adjustment in Early Adulthood, Marital Adjustment in Adulthood, <b>Sex Role adjustment, Parenthood adjustment, Singlehood Adjustment</b> , Hazards of Adulthood	
<b>Unit – IV</b>	<b>Middle Age</b>
Introduction- Characteristics of Middle Age- Developmental Tasks of Middle Age, Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family	



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Adjustment, Loss of Spouse, Empty Nest Stage, Adjustment to Approaching Retirement and Old Age, Hazards of Middle Age

Unit – V	Old Age
Introduction- Characteristics of Old Age- Problems Unique to Old Age, Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, ,Adjustment to Retirement, Coping with Family Life, Hazards of Old Age. Living Arrangements for Elderly Hazards, Theories of Ageing.	

#### TEXT BOOK

1.	Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company
2.	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

#### REFERENCE BOOK

1.	Weiten, W. (2002). <i>Psychology: Themes and variations</i> , 5th ed. New York: Brooks/Cole PublishingCo.
2.	Lee. J A (2010) <i>The Scientific Endeavour</i> . New Delhi.Pearson
3.	Mishra, B. K. (2008). <i>Psychology: The study of human behaviour</i> . New delhi: Prentice Hall of India.
4.	Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
5.	Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

#### QUESTION PAPER PATTERN


SECTION - A	SECTION - B	SECTION - C
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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	M	S	S	M	S	M	S	M	S	M	M
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CO 3	M	M	S	M	M	S	S	M	S	S	S	M
CO 4	S	M	S	S	M	S	M	S	M	S	M	S
CO 5	M	M	M	S	M	S	S	S	S	S	S	M

**S-Strong, M-Medium, L-Low**

  
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Sem	Course Code	Allied Paper II- Educational Psychology	Total Marks: 50		Hours Per Week	Credits
II	20UAVAT203		CIA : 25	ESE : 75	6	4

**Course Objectives:**

1. To acquire knowledge about disorders of children.
2. To obtain an adequate knowledge about the various aspects in educational psychology.

**Course Outcomes (CO): On completion of the course, students should be able to**

CO 1	Outline the historical background of educational psychology.	K1 – K4
CO 2	Strengthen their knowledge about the theories of cognition and learning.	
CO 3	Better understanding of the development of language and tests used in intelligence.	
CO 4	Gain knowledge about the approaches in learning and teaching techniques.	
CO 5	Understand the disabilities in children.	

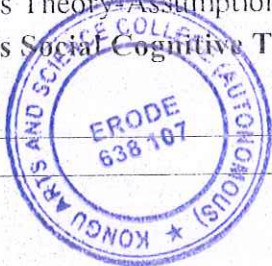
**K1 :Remember; K2 :Understand; K3 :Apply; K4 :Analyze**

<b>Unit –I</b>	<b><u>Exploring Educational Psychology</u></b>
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Exploring Educational Psychology: Historical Background- Teaching: Art and Science Effective Teaching: Professional knowledge and Skills-Goal Setting and Instructional planning Skills-Classroom Management Skills-Motivational Skills-Technological Skills. Research in Educational Psychology: The Scientific Research Approach – Research Methods- Programme Evaluation Research- Research Challenges.

<b>Unit – II</b>	<b><u>Cognitive Development</u></b>
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Cognitive Development: Piaget's theory: Cognitive Processes-Piagetian Stages-Evaluating Piaget's Theory: Contributions and Criticisms. Vygotsky's Theory-Assumptions- Zone of Proximal Development-Scaffolding Bandura's Social Cognitive Theory



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Unit – III

Language Developments and Intelligence

Language Development: Language-Morphology-Syntax- Semantics-How Language Develops-Biological and Environmental Influence. **Memory: Encoding-Storage-Retrieval and Forgetting.**

Intelligence: Intelligence Tests- Theories of Multiple Intelligence-Information Processing Approach

Unit – IV

Learning and Motivation

Learning: Behavioral Approach to Learning-Classical Conditioning- Operant Conditioning. **Shaping, Chaining and Extinction.** - Observational Learning.

Teaching Techniques: Description-Demonstration- Lecture Method- Discussion Method Dramatization-Explanation- Aptitude Treatment Interaction –Mastery Learning –Teaching through Multimedia

Unit – V

Special Education

Children with Disabilities- Learning Disabilities- ADHD- Mental Retardation- - Speech and Language Disorders- Autism Spectrum Disorders- **Specific developmental disorder- Dyslexia, Gifted Children- Characteristics and Teaching techniques.**

**TEXT BOOK**

1. Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill.

**QUESTION PAPER PATTERN**


SECTION - A	SECTION - B	SECTION - C
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Mapping of COs with POs and PSOs:												
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CO 5	S	S	M	S	M	M	S	M	S	M	M	S

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