



SunRise University

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SRU COLLEGE OF PARAMEDICAL TECHNOLOGY

SunRise University Campus, Alwar, Rajasthan, India

B.Sc., Psychology

Syllabus

Three Year Course

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Preamble

As an academic discipline, Psychology has bright prospects in the contemporary world which is characterized by competition and stress and the mad race for existence. Therefore the need for psychological help in various walks of life, from the qualified and professionally trained psychologists and counsellors, is increasing as never before. However, the shortage of psychologists and lack of awareness about the services offered by the field of psychology makes it imperative to adopt a dynamic and pragmatic instructional approach based on an advanced curriculum to attract and motivate students on a large scale to join for courses which purport to the management of psychological problems of different origin and nature.

The new Syllabi for B.Sc. Psychology have been prepared in such a manner as to encourage students with aptitude, interests, and skills to join for graduate programmes in psychology and thus to speed up the availability of competent psychologists within the public reach. It tries to incorporate conventional, relevant and advanced areas by integrating and sequencing the courses, concepts and topics in a systematic fashion. Papers and contents within the papers are presented in such a way as to arouse and sustain the students' interest and curiosity throughout the course and to optimize their inspiration to join for post-graduate studies. In addition to the conventional fields of psychology in the old syllabi, ample space has been created to include important branches like Cognitive Psychology, Psychological Assessment, Research Methods etc. Such courses could update the conceptual baseline of students and to open doors to the new approaches and techniques which enable them to develop a novel outlook for tackling psychological problems. New practical papers have also been added to develop scientific temper and to sharpen student capabilities to deal with human problems and thus to ensure the availability of professional psychologists within the reach of common man. It dreams that the students shoulder the responsibility of developing an attitude of seriousness, self-supporting curiosity, and habits of methodological work and observation and teachers shoulder the responsibility of sincerity and commitment. This syllabi is the best bet for personal and professional development of both the groups.

Eligibility Criteria for admission to U.G. course in Psychology:

- Students who passed H.S.+2 or equivalent examination with 35% marks with any subjects are eligible to pursue U.G. Course in Psychology.

B.Sc. PSYCHOLOGY DEGREE COURSE
Course Structure

FIRST SEMESTER

Paper Code	Subject	Hours /week	Exam Duration Hrs.	Max.Marks
	French / Hindi	6	3	100
	English	6	3	100
1BSCPSY01	Introduction to Psychology	6	3	100
1BSCPSY02	General Psychology	6	3	100
1BSCPSY03	Biological Basis of Behavior	6	3	100

SECOND SEMESTER

PaperCode	Subject	Hours/week	Exam Duration Hrs.	Max.Mars
	French / Hindi	6	3	100
	English	6	3	100
2BSCPSY01	Social Psychology	6	3	100
2BSCPSY02	Physiological Psychology	6	3	100
2BSCPSY03	Experimental Psychology	6	3	100

THIRD SEMESTER

Paper Code	Subject	Hours/week	Exam Duration Hrs.	Max.Marks
	French / Hindi	6	3	100
	English	6	3	100
3BSCPSY01	Human Development	6	3	100
3BSCPSY02	Social Behaviour	6	3	100
3BSCPSY03	Elementary Statistics	6	3	100

FOURTH SEMESTER

Paper Code	Subject	Hours/week	Exam Duration Hrs.	Max.Marks
	French / Hindi	6	3	100
	English	6	3	100
4BSCPSY01	Developmental Psychology	6	3	100
4BSCPSY02	Psychological Statistics	6	3	100
4BSCPSY03	Psychological Test Administration	6	3	100

FIFTH SEMESTER

Paper Code	Subject	Hours/week	Exam Duration Hrs.	Max. Marks
5BSCPSY01	Psychopathology	6	3	100
5BSCPSY02	Organisational Behaviour	6	3	100
5BSCPSY03	Educational Psychology	6	3	100
5BSCPSY04	Psychological Research	6	3	100
5BSCPSY05	Computer Assisted Testing and Field Study	6	3	100

SIXTH SEMESTER

Paper Code	Subject	Hours/week	Exam Duration Hrs.	Max. Marks
6BSCPSY01	Abnormal Psychology	6	3	100
6BSCPSY02	Human Resource Development	6	3	100
6BSCPSY03	Counselling Psychology	6	3	100
6BSCPSY04	Psychology and Social Issues	6	3	100
6BSCPSY05	Project Work	6	3	100

Grand Total Marks: 3000

Introduction to Psychology

Objectives

- To introduce the students to the subject of psychology, nature, scope and schools of psychology.
- To familiarize the methods used in psychology and to facilitate their knowledge about causes of behaviour.
- To provide the knowledge of basic concepts in psychology.

1. Introduction

Nature, Scope, Origin, Definition, Psychology- as a Science, Specialities within Psychology, Psychology and Other Disciplines. **Perspectives in Psychology:** Psychodynamic, Behavioural, Humanistic, Bio-psychological, Evolutionary, Socio-cultural, Cognitive.

2. Methods of assessment in Psychology

Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Rating Scales, Checklists, Questionnaires, Psychological Tests, Cross-cultural Method.

3. Foundations of Behaviour

(a) **Biological Bases of Behaviour** (Heredity): Human Evolution, Behaviour Genetics, Phenotype, Genotype, Studies on the Effect of Hormones on Behaviour, Genetics and Behaviour (b) **Sociocultural Bases of Behaviour** (Environment): Environment and Behaviour, Natural Internal Environment (physical or maternal environment) and Behaviour, Man-made Environment (subjective environment), How these two affect behaviour? Heredity Vs Environment.

4. States of Consciousness

Nature of Consciousness, Brain and Consciousness (a) **Natural States of Consciousness:** Normal Waking Consciousness, Directed Consciousness, Flowing Consciousness, Divided Consciousness, Fantasy and Daydreaming (1) *Sleep:* Stages of Sleep- REM and non-REM Sleep (2) *Dreams:-* The Content of Dreams, Functions and Meaning of Dreaming, Circadian Rhythms (b) **Altered states of consciousness** - Characteristics of Altered States Consciousness, (1) *Hypnosis*, (2) *Depersonalization and Near -death Experiences* (3) *Meditation* (4) *Altering Consciousness* with Drugs.

5. Attention and Perception

(a) **Attention:** Definition, Characteristics, Types, Determinants of Attention

(b) **Perception:** Principles of Perceptual Organisation, Constancies in Perception - Size, Shape, Form, Space, Movement etc., Depth Perception, Psychophysics, Life-span Changes in Perception, Extra Sensory Perception (ESP), Illusions, Plasticity of Perception

Suggested Readings

1. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
2. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
3. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: Mc Graw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
6. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
7. Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal.

General Psychology

Objectives

- To develop an understanding of various theories and factors associated with motivation and emotion.
- To provide basic knowledge about the personality, its determinants and theories.
- To learn the basic aspects of thinking, language and intelligence.

1. Memory and Forgetting

(a) **Memory:** Stages in Memory, Human Memory – the Modal Model of Memory, Sensory Memory, Short - Term Memory, Long- Term Memory, Memory in Natural Context, Biological Bases of Memory, Modifying our Memory Capabilities, Drugs and Memory, Mnemonics, Culture and Memory.

(b) **Forgetting:** Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory, Memory Disorders.

2. Thinking

(a) **Basic Elements of Thought:** Concepts, Propositions, Images

(b) **Concepts:** Types of Concepts, Concept Formation,

(c) **Reasoning:** Types, Decision Making, Problem Solving,

(d) **Creative Thinking:** Nature and Characteristics, Artificial Intelligence

Language: Nature and Development of Language, Universal Feature of Human Language- Linguistic Structure, Designing and Using in Daily Life, Understanding Language, Language and Thought, Biological Foundations of Language, Language in Other Species

Intelligence: Nature and Definition, Views Regarding Intelligence, Theories of Intelligence, Measurement of Intelligence, Intelligence Tests, Distribution of Intelligence, Levels of Intelligence- Classification of Mental Retardation , Biological Bases of Intelligence

3. Learning

(a) Nature, Definition (b) *Classical Conditioning:* Principles, Applications (c) *Operant Conditioning:* Principles, Applications, Schedules of Reinforcement (d) *Other Forms of Learning:* Instrumental Learning, Cognitive Learning, Observational Learning, Skill Learning, Transfer of Learning, Biological Factors in Learning.

4. Motivation: Basic Concepts, Indicators of Motivation, Biogenic and Sociogenic Motives, Theories of Motivation, Intrinsic - Extrinsic Frame, Frustration and Conflict

Emotion

Components of Emotion, Characteristics of Emotion, Functions of Emotion, Physiology of Emotion, Expression and Control of Emotions, Theories of Emotion, Measurement of Emotion, Polygraph, Emotion and Cognition, Emotional World of Men and Women, Culture and Emotion

5. Personality

Definition, Nature, Approaches - psychoanalytic - Neo - Freudian - Jung, Adler, Sullivan, Karen Horney, Humanistic Approaches, Trait Approaches, Behavioural Approaches, Social - Learning Approaches, Assessment of Personality

Suggested Readings

1. Baron, R.A. (1996). *Psychology*. 3ed. New Delhi: Prentice Hall.
2. Lahey, B. B. (1998). *Psychology: An Introduction*. New Delhi: Tata Mc Graw Hill.
3. Feldman, R. S. (2002). *Understanding Psychology*. New Delhi: Tata Mc Graw Hill.
4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). *Psychology Today*. London: McGraw Hill.
5. NCERT (2002). *Introduction to Psychology- Part-I*. New Delhi: NCERT
6. Balachandran, M. (2003). *Psychology for Nursing Students*. Thiruvananthapuram: Maanas.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Biological Basis of Behaviour

Objectives

- To provide students the fundamentals of biological basis of behaviour.
- To acquaint students with cellular and neurological basis of behaviour.
- To create an awareness about the sensory processes and its functions.

1. Introduction

(a) **Roots of Physiological Psychology:** Philosophical and Biological Roots, and Contributions of Modern Psychology.

(b) **Methods of Physiological Psychology:** Neuroanatomical and Neurochemical techniques, Experimental Ablation, Recording the Electrical Activity in the Brain, Stimulating and Inhibiting Neural Activity

2. Cellular Bases of Behaviour

(a) **Structure and Functions** of a Typical Human Cell, Cell Division - Mitosis and Meiosis, Structure and Functions of Different Tissues - Epithelial, Connective, Muscular, Cardiac and Nerve tissues.

(b) **Receptors, Effectors and Conductors:** Nature, Characteristics and Functions of Receptors, Effectors, and Conductors. Types and Functions of Receptors-, Exteroreceptors, Interoceptors and Proprioceptors,

(c) **Genes:** Structure and Functions, Chemical and Physical Structure of Nucleic Acids, Genetic Abnormalities, Evolutionary Bases of Behaviour.

3. Nervous System

(a) **Neuron:** Structure and Function, Communication within a Neuron, Neural Communication, Synaptic Transmission, Neurotransmitters, Pharmacology of synapses

(b) **The Brain:** Basic Features of Nervous System, Central Nervous System, Peripheral Nervous System, Role of Nervous Systems in Controlling Behaviour

(c) **Spinal Cord:** Reflex behaviour, Reflex Model, Anatomy and Physiology of Reflex, Reflex Complexity, Reflex Plan of Higher Centres

4. Sensory Processing - I

(a) **Vision:** Anatomy of Visual System, Coding of Visual Information in Retina, Analysis of Visual Information, Functions of Visual System -Visual Acuity, Colour Zone, Colour Blindness, Colour Vision, Theories of Colour Vision (Young Helmholtz, Herring's and Ladd Franklin's Theories)

5. Sensory Processing - II

(a) **Audition:** Anatomy of Ear, Transduction of Auditory Information, Feature Detection in the Auditory System, Behavioural Functions of Auditory System. Auditory Processes- Auditory Localisation, Theories of Audition (Volley, Frequency and Place Theories),

(b) **Gustation:** Anatomy of Taste Buds and Gustatory Cells, Detection of Gustatory Information, Neural Coding of Taste

(c) **Olfaction:** - Anatomy of Olfactory Apparatus, Transduction of Olfactory Information, Detection of Specific Odors.

(d) **Somatosenses:** Anatomy of Skin and its Receptive Organs, Detection of Cutaneous Stimulation, Perception of Pain

(e) **Vestibular System and Kinesthetic System**

Suggested Readings

1. Carlson, N.R. (2000). *Physiology of behaviour.*: London: Allen and Bacon.
2. Leukel, F. (1985). *Introduction to Physiological Psychology.* CBS Publishing Company, New Delhi
3. Schneider, A. M. & Tarshis (1975). *Physiological Psychology.* New York: Random House.

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Social Psychology

Objectives

- To enable students to appreciate the influence of social and cultural factors on individual behavior.
- To understand the social problems in terms of various social psychological theories.
- To understand the unique features of the students' socio-cultural contexts with respect to India and other countries.

1. Introduction

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines

2. Social Perception

(a) **Perceiving Self:** Self-concept, Perceived Self-control, Self-serving Bias, Self-presentation, Self-esteem, Self and Gender

(b) **Perceiving Others:** Non-Verbal Communication, Attribution, Impression Formation, Impression Management

3. Social Cognition

Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.

4. Attitudes

Attitude Formation, Attitude Behaviour Link, Attitude Change, The Fine Art of Persuasion, Resistance to Persuasion, Cognitive Dissonance

5. Interpersonal Relationship

(a) **Interpersonal Attraction:** Proximity, Affective Basis of Attraction, Immediate Determinants of Likes and Dislikes.

(b) **Interdependent relationship:** Family, Relationship beyond the Family, Adult Relationship and Attachment Style, Romance, Marriage, Relationship problems, Reaction to the Problems, Effect of Relationship Failure.

Suggested Readings

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.
3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.
4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.

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Physiological Psychology

Objectives

- To develop an awareness about the role of muscles and glands on behaviour.
- To acquaint students' with physiology of motivation.
- To promote the understanding of the physiology of learning, memory, emotion, stress etc.

1. Muscles and Glands

(a) **Muscles:** Type of Muscles, Reflex Control of Movements, Control of Movement by the Brain

(b) **Glands:** Type of Glands, Glands and their Functions, Role of Glands on Behaviour

2. Physiology of Motivation

(a) **Hunger:** Some Facts about Metabolism, Excitation and satiation of Hunger, Brain Mechanisms, cultural influences

(b) **Thirst:** - The Nature of Physiological Regulation Mechanism, Drinking and Salt Appetite, Brain Mechanisms of Thirst and Salt Appetite

(c) **Sleep:** - Physiological and Behavioural Description, Why do we Sleep, Disorders of Sleep, Biological clocks, Physiological Mechanisms of Sleeping and Waking

(d) **Sex:**-Sexual Development, Hormonal Control of Sexual Behaviour, Neural Control of Sexual Behaviour, Maternal Behaviour

3. Physiology of Emotion and Stress

Emotion as a Response Pattern, Expression and Recognition of Emotion, Neural Mechanisms in Emotion, Aggressive Behaviour, Stress

4. Physiology of Learning and Memory

Synapse and Learning, Cortex and Learning, Memory Consolidation Theory, Chemical Coding Long Term Memory, RNA as a Memory Code, Protein as a Memory Code.

5. Assessment of Neurological Functions

Physiological measures- CT Scan, PET, MRI, functional MRI and Bio-feedback;

Psychological Measures- Neuropsychological Batteries

Suggested Readings

1. Carlson, N.R. (2000). Physiology of behavior. London: Allen and Bacon.
2. Leukel, F. (1985). Introduction to Physiological Psychology. CBS Publishing Company, New Delhi
3. Schneider, A. M. & Tarshis. (1975). Physiological Psychology. New York: Random House.

Experimental Psychology

Objectives

- To facilitate comprehension of psychological concepts and constructs linked with theory through experiments.
- To develop awareness of psychological instruments and techniques.
- To provide basic training in planning and conducting experiments.
- To nurture the skills of observation and reporting through experiments.

Experimental Psychology - I has two sections

1. Experimental Demonstrations (ED)

In this course students are required to conduct experiments from the theory papers they study in Semester I and to maintain a Record of the experiments in a prescribed format. There will be a total of fifteen (15) experiments distributed in Semester I which can be selected from the topics viz., attention, sensation, perception, learning, motivation, and emotion, selected according to the availability of materials. They have to submit the record of the experiments conducted in Semester I for evaluation at the end of the Semester II.

2. Activity-based Assessment (ABA)

An Internal Assessment Mechanism named Activity Based Assignments is introduced to train students to learn more psychology from real life situations and to apply the concepts acquired from the classroom in every day situations. This appraisal mechanism is being introduced to ensure commitment of students in their work and to ensure objectivity in evaluation and thus to maximize student-teacher interaction throughout the course. Actually, this is the continuation of the NCERT XI and XII curriculum. The activities assigned in this section are in sequential order, covering the major areas learned in the theory classes in the Semester. Overall, 5 activities have to be appraised and the conditions and criteria for ABA are given. Activities assigned to the students should be of a dynamic nature so that repetition of the same activities in the preceding academic years can be avoided. Total marks for ABA is 25, each activity carries 3 marks giving a total of 15 marks for 5 activities. In addition to this, the student has to present a topic in the classroom to enhance competence in communication skills, which carries 10 marks.

* Details of Students' Appraisal Mechanism is given in the Appendix - B

Human Development

Objectives

- To acquaint students with the knowledge of human development and developmental processes along with theories.
- To facilitate awareness of the methods of study to understand child development.
- To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.

1. Introduction

(a) **Human Development:** Early Approaches to the Study of Human Development, Ontogeny, Phylogeny.

(b) **Developmental Processes and Periods:** Biological, Cognitive and Socio-Emotional Processes.

(c) **Influences on Development:** Heredity, Environment and Maturation, Major Contextual Influences, Basic Theoretical Issues, Some Characteristics Influenced by Heredity and Environment.

2. Perspectives and Methods of Studies on Child Development

(a) **Perspectives:** Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological.

(b) **Methods:-** Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies, Cross-sectional Studies, Longitudinal Studies, Sequential Studies, Micro-genetic Studies, Ethnographic Studies, Psycho-physiological Studies, Standardised Tests.

3. Biological Beginnings and Infancy

(a) **Prenatal Period:** *Conceiving New Life:* Fertilisation, Multiple Births, *Mechanisms of Heredity:-* Genetic code, Determiners of Sex, Patterns of Genetic Transmission, Genetic and Chromosomal Abnormalities. Stages of Prenatal Development, Environmental Influences- Maternal Factors and Fraternal Factors, Parental Care.

(b) **Infancy and Toddlerhood:** The Birth Process, The Newborn Baby, Survival and Health, Early *Physical Development*, Studying *Cognitive Development*, *Language Development*, Foundations of *Psychosocial Development*, Developmental Issues in Infancy, Developmental Issues in Toddlerhood

4. Early Childhood

(a) **Physical Development:** Aspects of Physical Development, Health and Safety

(b) **Cognitive Development:** Piagetian Approach, Language and Other Cognitive Abilities, Early Childhood Education.

(c) **Psychosocial Development:** Developing Self, Gender, The Business of Early Childhood, Parenting in Families in Trouble, Relationship with Other Children.

(d) **Emotional development.**

5. Middle Childhood

(a) **Physical Development:** Aspects of Physical Development, Health and Safety.

(c) **Psycho Social Development:** The Developing Self, The Child in the Family, The Child in the Peer Group, Mental Health.

(d) **Developmental Disorders:** Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.

Suggested Readings

1. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.
2. Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.
3. Travers, D. (1999). *Human Development. Across the Life Span*. 4th ed. London: McGraw Hill.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus.

Social Behaviour

Objectives

- To acquaint the students with the functioning of group and group activities.
- To understand the psychology of various types of social behaviours and their functioning.
- To enable students to understand how social psychological principles are applied in day to day life situations.

1. Groups

- (a) **Groups:** Definition, Roles, Status, Norms, Cohesiveness, Characteristics of Group, Types of Group
- (b) **Social Facilitation:** Social Loafing, Coordination in Groups, De-individuation, Group Polarisation, Group Thinking, Minority Influences, Perceived Fairness in Groups, Decision making by Groups.

2. Social Influences

Conformity: Asch's Research on Conformity, Sheriff's Studies on Norm Formation, Factors Affecting Conformity, Bases of Conformity, Resisting Pressures to Conformity.

Compliance: Principles of Compliance, Ingratiation.

Obedience: Milgram's Obedience Experiment, Destructive Obedience, Intense Indoctrination.

3. Unpleasant Social Behaviours

- (a) **Prejudice:** Nature and Power of Prejudice, Sources of Prejudice (Social, Emotional and Cognitive Resources), and Techniques to Reduce Prejudice
- (b) **Aggression:** Theories of Aggression, Influences on Aggression, Determinants of Aggression, Prevention and Control of Aggression

4. Pleasant Social Behaviours

Altruistic Behaviour: Factors that Affect Helping Behaviour, Conditions for Offering Help and Receiving Help, Explanations of Altruistic Behaviour

5. Applications of Social Psychology

- (a) Social Psychology in Clinic
- (b) Social Psychology in Court
- (c) Social Psychology in Work Place
- (d) Social Psychology for Sustainable Future

Suggested Readings

1. Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall, India.
2. Myers, D. G. (2002). *Social Psychology*, 7th ed. Mc Graw Hill: Int. Education.
3. Chaube, S. P., & Chaube, A. (2007). *Ground Work for Social Psychology*. New Delhi.: Neelkamal.
4. Taj, H. (2007). *An Introduction to Social Psychology*. New Delhi: Neelkamal.

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Elementary Statistics

Objectives

- To enable students to understand various statistical techniques in terms of their assumptions, application, and limitations.
- To acquire competencies to organise data for manual and computer analysis.
- To acquire elementary competencies in using computer packages of statistical analyses.

1. Introduction

Meaning, Definition, Characteristics, Scope, Uses, and Limitations of Statistics, Application of Statistics in Psychology, Types of Variables, Descriptive Statistics and Inferential Statistics.

2. Organisation of Data

Introduction, Planning and Designing of Enquiry, Primary Data, Secondary Data, Framing a Schedule, Classification and Tabulation of Data, Frequency Distribution, Diagrammatic and Graphic Representation of Grouped Data, Cumulative Percentages, Centile Ranks, Frequency Polygons, Ogives.

3. Measures of Central Tendency

Purpose, Characteristics and Types of Measures, Characteristics of Mean, Median and Mode, Computation of Mean, Median and Mode, Uses, Percentiles and Percentile Ranks, Applications in Psychology.

4. Measures of Variability

Concept of Variability, Meaning and Importance, Range, Quantity Deviations, Mean Deviation, Standard Deviation, Computation and Uses, Applications in Psychology.

5. Correlation

Meaning, Characteristics, Types, Pearson's Product Moment Correlation, Spearman's Rank Correlation.

Suggested Readings

1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.

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Developmental Psychology

Objectives

- To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.
- To encourage students to know the developmental changes in various stages of adulthood.

1. Adolescence

(a) **Physical and Cognitive Development:** Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development.

(b) **Psychosocial Development:** Peer Relations, Sexual Behaviour, Sexually Transmitted Infections, The Teenage Parent, Illegal Behaviour.

2. Early Adulthood

(a) **Physical and Cognitive Development:** Initiation into Adulthood, Physical Development, Cognitive Development, Patterns of Work

(b) **Psycho-Social Development:** Marriage and the Family, Personal Development, Sexual Identity and Gender Roles, Sexuality, The Nature of Love.

3. Middle Adulthood

(a) **Physical and Cognitive Development:** Physical Development, Cognitive Development, Patterns of Work.

(b) **Psycho-Social Development:** Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood, Personality Development.

4. Late Adulthood

(a) **Physical and Cognitive Development:** Aging, Physical Development, Cognitive Development.

(b) **Psycho-Social Development:** Social Development, Personal Development.

5. Old Age

Personal, Social and family adjustments. Violence and health problems, Government policy for protection of safety of older people; The Role of spirituality in later life.

Suggested Readings

1. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.
2. Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.
3. Travers, D. (1999). *Human Development. Across the life span*. 4th ed. London: McGraw Hill.
4. Hurlock, E. B. (1974). *Personality Development*. New Delhi: Tata McGraw Hill.

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Psychological Statistics

Objectives

- To enable students to appreciate various statistical methods used for analysing psychological data.
- To facilitate competencies to analyse data for interpreting the psychological implications.
- To develop and facilitate knowledge and skills in utilizing computer packages for statistical analyses.

1. Normal Distribution

Concept of Probability, Meaning, Importance and Characteristics of Normal Probability Curve, Deviations from Normal Probability Curve, Skewness and Kurtosis, Applications of Normal Probability Curve, Binomial Distributions.

2. Testing of Hypothesis

Meaning of Statistical Inferences, Population and Sample, Random Sampling, Sampling Distribution, Standard Errors of Mean, SD and r ; Degrees of Freedom; Nature and Assumption of t -distribution, Computation of t -values for Independent and Dependent Samples, Interpretation of t -values, Level of Significance, Type I and Type II Errors in Inference making.

3. Analysis Of Variance

Purpose and Assumptions of Analysis of Variance, One way and Two way Analysis of Variance

4. Non-Parametric Tests

Nature and Assumptions, Distribution Free Statistics, Chi-square, Contingency Co-efficient, Median and Sign test, Friedman test

5. Preparation of Data for Computer Analysis

Familiarisation with Software Packages for Statistical Analysis and their Applications.

Suggested Readings

1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Psychological Test Administration

Objectives

- To create interest in psychological measurement techniques, the instruments and techniques and their uses in various settings.
- To nurture the skills required for psychological testing.
- To provide basic training in administrating and interpreting psychological tests.

Psychological Assessment - I has two sections.

1. Test Administration (TA)

This course is offered in Semester III and students are required to learn the administration and interpretation of psychological tests of different types and nature. As in the previous semesters they have to maintain a Record of the psychological tests in a prescribed format. There will be a total of Fifteen (15) psychological tests which can be selected from educational, occupational and clinical areas, (five tests from each area) selected according to the availability of materials. They have to submit the record of the psychological tests for evaluation at the end of the Semester IV.

2. Activity-based Assessment (ABA)

An Internal Assessment Mechanism named Activity Based Assignments is introduced to train students to learn more psychology from real life situations and to retrieve the concepts acquired from the classroom will be continued in this semester also. To augment the students skills in identification and understanding of psychological constructs, they have to select some literary work/creative writing like novel/story/book/poem and analyse it with an emphasis on the theme of the text. Text can also be themes from newspapers, or on current social issues. However, the topic must be related to some social reality and students must be able to express their ideas. Such assignments shall provide opportunity for variety and creativity. Each student has to **analyse five psychologically relevant literary texts** and should submit assignments to the concerned teachers. The conditions and criteria for ABA are given. Activities assigned to the students should be of a dynamic nature so that repetition of the same activities in the preceding academic years can be avoided. Total marks for ABA is 25, each activity carries 3 marks giving a total of 15 marks for 5 activities. In addition to this, student has to present a theme in the classroom to enhance competence in communication skills, which carries 10 marks.

* Details of Students' Appraisal Mechanism is given in the Appendix - B

Psychopathology

Objectives

- To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders.
- To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria.
- To make students understand the nature and course of development of various abnormal conditions.

1. The Science of Psychopathology

Definition and Scope

Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, The Biological Tradition, The Psychological Tradition, **Approaches to Psychopathology:**

(a) The Biological Perspective, (b) The Psychodynamic Perspective, (c) Behavioural Perspective, (d) The Cognitive Perspective, (e) The Humanistic – Existential Perspective, (f) Community – Cultural Perspective, Cultural, Social and Interpersonal Factors.

2. Anxiety Disorders and Somatoform Disorders

DSM IV and ICD Classification.

(a) **Anxiety Disorders:** The experience of Anxiety, Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Interpretation and Treatment.

(b) **Somatoform Disorders:** Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.

3. Mood Disorders and Suicide

(a) **Mood Disorders:** Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder.

(b) **Bipolar Disorder:** Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder

(c) **Suicide:** Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.

4. Psychotic Disorders

Symptoms, Factors, Vulnerability, Schizoaffective Disorders, Delusional Disorders, Shared Psychotic Disorder.

5. Substance Related Disorders

Substance Dependence, Substance Abuse, Alcoholism, Drug Abuse, Different Drugs.

Suggested Readings

1. Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.

2. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 10th ed. New Delhi: Pearson.

3. Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.

4. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Organizational Behaviour

Objectives

- To encourage the students to understand the behaviour of individuals in the organisational context.
- To facilitate students to develop skills, techniques to achieve efficiency in organisation and implications of various theories related to the development of efficiency
- To enable the students to understand the organisational processes and its linkages with the social context.

1. Introduction

- (a) Organizational Behaviour: Scope, Challenges and Opportunities.
- (b) Foundations of Individual Behaviour: Ability, Biographical Characteristics, Learning, Attitudes and Job Satisfaction, Personality and Values
- © Innovations in Organisation Planning: Flexi time, flexi plan and job enrichment.

2. Perception, Motivation and Emotion

- (a) Perception and Individual Decision Making
- (b) Motivation and Application in Organisation
- (c) Emotions and Emotional Intelligence

3. Foundation of Group Behaviour

Groups and Teams: Stages of Group Development, Group Characteristics, Group Decision Making, Effective Teams.

4. Communication

Definition, Functions, Process, Types, Barriers of Communication, Current Trends.

5. Leadership

- (a) Nature, Types, Theories, Contemporary Issues
- (b) Conflict and Negotiation.

Innovations in Organisational Planning

Flexi time, Flexiplace, Job enrichment

Suggested Readings

1. Luthans, F. (2005). *Organisational Behaviour*. 10th ed. Mc Graw Hill International Edition.
2. Robbins, S. P., & Judge, T. A. (2007). *Organizational Behaviour*. New Delhi: Prentice Hall.
3. Moorhead, G. & Griffin, R. W. (2005). *Organisational Behaviour*. New Delhi: Biztantra.
4. McShane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi: Mc Graw Hill.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Educational Psychology

Objectives

- To provide an understanding about the psychological elements in learning process and different views about learning.
- To familiarise students with various aspects related to the instructional process.
- To develop an overview of the importance of development in education.

1. Introduction

Definition, Historical Background, Role and Scope of Educational Psychology, Effective Teaching Methods.

2. Understanding Student Development and Diversity

General Principles of Development, Importance of Development in Education, Brain and Cognitive Development, Language Development, Importance of Personal, Social and Emotional Development, Importance of Culture, Community and Gender.

3. Understanding Learning Process

Importance of Behavioural Approaches to Learning, Importance of Information Processing Approach, Complex Cognitive Processes, Importance of Social, Cognitive and Constructivistic Views of Learning

4. Understanding Instructional Processes

(a) Motivation in Learning and Teaching

(b) **Creating Learning Environment:** The Need for Organisation, Creating a Positive Environment, Maintaining a Good Environment for Learning.

(c) **Teaching for Academic Learning Planning:** Teacher-centered Lesson-planning and Instruction, Lesson-centered Lesson-planning and Instruction.

(d) **Classroom Management:** Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment.

5. Students with Special Educational Needs

Learning Disabilities: Types, remedial teaching

Gifted students:

Suggested Readings

1. Woolfolk, A. (2004). *Educational Psychology*. 9th ed. Delhi: Pearson Education.
2. Santrock, J. W. (2004). *Educational Psychology*. 2nd ed. International Edition: McGraw Hill.
3. Ormrod, J. E. (2000). *Educational Psychology: Developing Learners*. ed. New Jersey: Merrill.

□ University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Psychological Research

Objectives

- To provide an overview of the various stages involved in psychological research
- To acquaint students with respect to psychometric, projective techniques and non-testing approaches like interviews and questionnaires.
- To enable the students to undertake a psychological research project through their exposure to the methodology and techniques.

1. Nature of Psychological Research

Objectives, importance, Characteristics and utility of research.
Defining research problems, sources of research ideas, developing good research questions.
Formulating and testing of hypothesis; Ethical consideration in Psychological research.

2. Choosing a Research Design

- (a) Meaning, Need, Features and Functions of Good Design, Internal and External Validity
- (b) Need for Sampling, Types of Sampling and Implications

3. Variables

Types of variables, controlling variables, matching and manipulation.

4. Methods of Data Collection

Collection of Primary Data - (a) Observational Method, (b) Interview Method, (c) Questionnaire method; Collection of secondary data.

5. Analysis and Reporting of Results

Statistical Techniques for Data Analysis, Techniques of data presentations, data interpretations, Steps involved in Report Writing, APA Writing Style.

Suggested Readings

1. Kenneth, B. S., & Bruce, A. B. (2001). *Research Design and Methods: A Process Approach*. 5th ed. McGraw Hill.
2. Kothari, C. R. (2007). *Research Methodology: Methods and Techniques*. 2nd ed. New Age International Publishers.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Computer Assisted Testing and Field Study

This paper has two sections.

1. Computer Assisted Testing and Analysis

To acquaint and equip students with the applications of computer for psychological testing / analysis of data, a few computer-based tests can be introduced. Five such tests/data analyses have to be completed as part of this course and a report submitted at the end of Semester VI.

2. Study Tour cum Field Visits

To encourage students and to assess what they have studied in the class, Field Visits and Study Tour are made compulsory part of the course. As part of this, they have to visit hospitals, schools, old age homes, clinics, NGOs, industries etc. in their culture and / or from other cultures to get a real feel of the settings as well as the constraints within which psychologists work in field settings. A Study Tour has to be arranged to national institutions related to Mental Health and students have to prepare and submit a report on the field visits at the end of Semester VI. It is desirable to include two case studies, at least, about the individuals or institutions. Students can choose the cases according to their interest. For preparing case studies they have to collect personal information, conduct interviews, obtain information regarding background factors leading to the present problem, make relevant observations regarding speech, non-verbal communication etc., and to draw valid inferences based on the verbal reports and behavioural observations. All this may be integrated and would help towards the development of case accounts.

* Details of Students' Appraisal Mechanism is given in the Appendix - B

Clinical Psychology

Objectives

- To enable students to understand the basic framework of clinical psychology.
- To impart knowledge and skills needed for understanding the nature and purpose of various clinical assessment techniques.
- To develop basic knowledge and skills required for appraising and applying various therapeutic and preventive techniques in clinical psychology.

1. Introduction

Conceptual Framework for Clinical Psychology, Need for Theory, A Framework for Viewing Human Functioning and Disorder, Perspectives. Mental Health Profession. Legislations pertaining to mental health and disabilities.

2. Nature of Mental Health

Models of Mental Health – 5 Models of Mental Health, Factors contributing to Mental Health , Role of Mental Health Professionals.

3. Clinical Assessment and Diagnosis

- (a) Nature and Purpose of Clinical Assessment:- Variables and Techniques, Stages, Outline for Case Study.
- (b) The Clinical Interview, Physical Examination, Behaviour Assessment, Psychological Testing, Neuropsychological Testing, Neuro-imaging, Psychophysiological Assessment.

4. Psychotherapy

Definition, Process of Psychotherapy, Psychoanalysis, Behaviour Therapy, Humanistic Existential Psychotherapy, Family Therapy, Group Therapy, Interpersonal Therapy etc.

5. Prevention

Types of Prevention; Individual, family and community level prevention

Suggested Readings

1. Barlow, D. H. & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Canada: Wadsworth Thomson Learning.
2. Sarason, I. G. & Sarason, B. R. (2002). *Abnormal Psychology: The problem of Maladaptive Behaviour*. 10th ed. Asia: Pearson Education.
3. Korchin, S. T. (1986). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. 1st ed. New Delhi: CBS Publishers & Distributors.
4. Lamm, A. (1997). *Introduction to Psychopathology*. New York: Sage.
5. Buss, A. H. (1999). *Psychopathology*. New York: Johnwiley.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Human Resource Development

Objectives

- To acquaint the knowledge about the basic techniques used in Human Resource Planning.
- To develop an awareness about Human Resource Processes and Development.
- To enable students to develop knowledge and skills required in Human Resource Management.

1. Introduction

Definition and Scope, Human Resource Management, Difference between Personnel Management and Human Resource Management, Functions and Objectives, Policies and Principles, HRM Model, Challenges of HRM

2. Human Resource Planning

HRP: Definition, Factors, Planning Process.

Recruitment and selection: Meaning, Purpose, Process,

3. Evaluation

Performance Appraisal: Definition, Objectives, Process, Challenges.

Job Evaluation: Definition, Scope and Methods.

4. Rewards

(a) **Employee Remuneration:** Components, Theories, Factors.

(b) **Incentive Payments:** Definition, Importance, Types.

(c) **Employee Benefits and Services:** Definition, Types.

5. Development

(a) **Training and Development:** Nature and Process

(a) **Employee welfare:** Definition, Measures.

Suggested Readings

1. Aswathappa, K. (2005). *Human Resource Management and Personnel Management: Text and Cases*. 4th ed. New Delhi: Mc Graw Hill.
2. Dessler, G. & Varkkey, B. (2009). *Human Resource Management*. New Delhi : Pearson
3. Rao, V.S.P. (2005). *Human Resource Management: Text and Cases*. New Delhi: Excell

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Counselling Psychology

Objectives

- To acquaint the students with the nature and process of counselling.
- To create an awareness about theories and techniques of counselling.
- To enable them to understand different fields of application of counselling.
- To enable students to develop knowledge and skills required in counselling.

1. Introduction

(a) **Counselling:** Definition, Purpose and Goals of Counselling, Ethics in Counselling.

2. Theories of Counselling

Person Centered Counselling, Cognitive Counselling, Behavioural Counselling.

3. Areas of Counselling

Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, Pre-marital Counselling, Marriage Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling.

4. Counselling Process

Stages of the Counselling Process: Basic skills for Counselling, communication and relationship skills.

5. Assessment and formulation in Counselling

Formulation of case and planning for counseling.

Suggested Readings

1. Patterson, L. W. & Welfel, E. R. (2000). *The Counselling Process*. 5th ed. Belmont, CA: Brook/Cole.
2. Corey, G. (1996). *Theory and Practice of Counselling and Psychotherapy*. 5th ed. Belmont, CA: Brook/Cole.
3. Narayana Rao, S. (2002). *Counselling and Guidance*. 2nd ed. New Delhi: Tata Mc Graw Hill.
3. Belkin, G. S. (1988). *Introduction to Counselling*. W. G.: Brown Publishers.
4. Nelson, J. (1982). *The Theory and Practice of Counselling Psychology*. New York: Holt Rinehart & Winston.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Psychology and Social Issues

Objectives

- To create awareness about some of the salient contemporary social issues.
- To assist students to develop capabilities required to introduce intervention techniques to reduce the severity of social issues.
- To make them ready to face the threats which they face in future.

1. Introduction

Role of Psychology in Social Issues, Areas of Applications, Applied Social Psychology.

2. Antisocial Behaviour

- (a) Juvenile Delinquency: Meaning, Difference, Causes, Classification, Factors, Prevention.
- (b) Crime: Meaning, Difference, Causes, Classification, Factors, Prevention

3. Loss of Values. Building of character strength

4. Poverty, Deprivation and Social Justice

- (a) **Poverty:** Conceptualisation, Psychology of Poverty, Indicators, Consequences, Interventions.
- (b) **Deprivation:** Conceptualisation, Psychology of Deprivation, Indicators, Consequences, Interventions.
- (c) **Social Justice:** Concept, Reaction to Injustice, Social Interventions.

5. Impact of Information Technology on Social Behaviour

Applications of Psychology in Information Technology, Psychological Consequences of IT Boom, Mobile culture. Physiological and Psychological Problems, Interventions.

Suggested Readings

1. Mohanty, A. K., & Misra, G. (2000). *Psychology of Poverty and Disadvantage*. 1st ed. New Delhi: Concept Publishing Company.
2. Gale, A. & Chapman, A.T. (1984). *Psychology and Social Problems: An Introduction to Applied Psychology*. Singapore: John Wiley & Sons.
3. Sharma, K. N. (1994). *Political Psychology*. Jaipur: Rupa Books Pvt. Ltd.
4. Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage.
5. Mohanty, A. K., & Misra, G. (2000). *Psychology of Poverty and Disadvantage*. New Delhi: Concept.
6. Sinha, D., Tripathi, R. C., & Misra, G. (1995). *Deprivation: Its Social Roots and Psychological Consequences*. New Delhi: Concept.
7. Tripathi, R. C. (1988). *Applied Social Psychology: In Pandey Ed. Psychology in India: The State of The Art*. Vol. II. New Delhi: Sage.

- University Examination Questions should reflect the content areas of the suggested readings in this syllabus

Project Work

With a view to facilitating creativity, rewarding curiosity, and promoting skills in planning and introducing psychological studies, students may be required to take up a small project on an issue of interest to them under the supervision of teachers. It is expected that engagement in such an endeavour will help to clarify methodological issues and promote responsibility, accountability and ownership. Students project work will be evaluated based on the project report submitted by the students following double evaluation method i.e., by internal and external examiners.

Guidelines

1. Assure that the topics selected must be within the limits of the individual or group members capacity.
2. Authenticity of data should be verified and assured.
3. Genuine issues of psychological interest have to be selected.
4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables selected has to be presented.
7. Appropriate experimental design, if necessary, has to be selected.
8. Study should be based on viable methodology.
9. Proper sampling technique has to be adopted.
10. Analysis must be completed
11. Interpretation of results should be substantiated with conceptual and other proofs.
12. References should be complete.
13. If possible project work can be an extension of the test constructed.

APPENDIX – A

A Model Pattern of Theory Question Paper

**B.Sc. Degree Examination
Branch -Psychology
HUMAN DEVELOPMENT**

Time: 3 Hours

Max. Marks: 100

Section A

Answer **10** questions out of 12. All question carry equal marks. Each answer should not exceed 50 words.

(10 x 3 = 30 Marks)

Section - B

Answer any **five** Questions out of seven. All question carry equal marks. Each answer should not exceed 250 words.

(5 X 6 = 30 Marks)

Section – C

Answer any **two** questions out of four. All questions carry equal marks. Each answer should not exceed 1,500 words.

(2 x 20 = 40 Marks)

APPENDIX - B

General Objectives of Psychology Laboratory Work

1. To develop a healthy attitude in students towards laboratory courses through continuous interaction with laboratory equipments and manuals.
2. To provide knowledge about practical applications of the concepts they have acquired in the classroom with minimum support from the teachers.
3. To develop and nurture the attitude of objective scientific enquiry in the students.
4. To build up students' confidence to see, understand and resolve problems of psychological origin with their conceptual and practical knowledge and to form an altruistic outlook.
5. To develop skills required for preparing plan and procedure in designing the experiment.

Guidelines to the Teachers

It is desirable that the teachers follow the guidelines given so that the laboratory courses in psychology would be more meaningful and fruitful.

1. The lecturer in charge of practicals who imparts instructions and supervises the laboratory must be thorough about the objectives.
2. Experiments to be administered should be selected in advance, according to the availability of materials and oriented so as to cultivate a mental set in the students to prepare for experimentation.
3. The selected psychological phenomenon has to be demonstrated to all students in the class before allowing them to administer the experiment, except those experiments requiring confidentiality.
4. Teachers should present/share all possible evidences and experiences related to the concept taught, well in advance, to integrate conceptual knowledge with the facts to be demonstrated in the experiments.
5. Students must be assisted to develop skills in handling the instruments, connecting the circuits and assembling the apparatus.
6. Train the students to sharpen their observation and other behavioural skills to become alert and sensitive to the phenomenon to be demonstrated.
7. The students must be assisted to generate and cultivate attitude of scientific reasoning and objectivity.
8. Overall, the laboratory experience should provide the students basic training required for planning and conducting experiments independently and thus to develop an attitude of critical curiosity to become innovative.

Experimental Psychology

Criteria for Activity Based Assessment

1. Conceptual clarity – to know how well the student could understand the concept behind the assigned activity.
2. Activity should reflect observation skills of the students, with emphasis on the environment in which the observation is made.
3. Activity assessment should cover student's ability to explain and interpret cognitive, affective and behavioural components, in the observation and reporting of self and others.

Distribution of Marks: Maximum 100

(I) UNIVERSITY EXAMINATION- EXPERIMENTAL DEMONSTRATIONS

List of materials	-	10 marks
Instruction & Administration	-	20 marks
Analysis & Interpretation	-	10 marks
Viva voce	-	15 marks
Record	-	20 marks

Total - **75 marks**

(II) INTERNAL EXAMINATION- ACTIVITY BASED ASSESSMENT

Activities (five) 5x3	-	15 marks
Presentation	-	10 marks

Total - **25 marks**

Psychological Test Administration

Criteria for Activity Based Assessment

1. Conceptual clarity – to know how well the student could understand the concept behind the assigned activity.
2. Activity should reflect observation skills of the students, with emphasis on the environment in which observation is made.
3. Activity assessment should cover student's ability to explain and interpret cognitive, affective and behavioural components, in the observation and reporting of self and others.

Distribution of Marks: Maximum 100

(I) UNIVERSITY EXAMINATION- TEST ADMINISTRATION

List of materials	-	10 marks
Instruction & Administration	-	20 marks
Analysis & Interpretation	-	10 marks
Viva voce	-	15 marks
Record	-	20 marks

Total - **75 marks**

(II) INTERNAL EXAMINATION- ACTIVITY BASED ASSESSMENT

Analyses of psychologically relevant literary texts (five) 5x3-	-	15 marks
Presentation	-	10 marks
Total	-	25 marks

Computer Assisted Testing and Field Study

Criteria for Appraisal (Computer Assisted Testing and Analysis)

If data analysis is a tool for evaluating the students, the following aspects have to be considered.

1. Selection of software
1. The way data entered for analysis
2. Steps involved in and followed by the student in data analysis,
3. Presentation of results
4. Skills demonstrated in report writing.

Criteria for Appraisal (Report on Field Visits)

The following elements have to be considered for appraisal of field visits/study tour.

1. Objectives of the field work.
2. Area of interests for the study.
3. Description of the individuals / institutions visited / studied.
4. Precautions and limitations of the observed cases.
5. Logical association in observation and reporting.
6. Comparisons and contrasts made with the existing knowledge and experience.
7. Reflections and insights formed.

Proposed Change in the Question paper Pattern

University Exam: 75 marks

Internal Examination: 25 marks out of which 5 marks will be given for viva/seminar and remaining 20 marks will be equally assigned for two internal tests.

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APPENDIX – A (Proposed)

**A Model Pattern of Theory Question Paper
B.Sc. Degree Examination**

**Branch -Psychology
HUMAN DEVELOPMENT**

Time: 3 Hours

Max. Marks: 75

Section A

Answer **10** questions out of 12. All question carry equal marks. Each answer should not exceed 50 words.
(10 x 3 = 30 Marks)

Section - B

Answer any **five** Questions out of seven. All question carry equal marks. Each answer should not exceed 250 words.
(5 X 5 = 25 Marks)

Section – C

Answer any **two** questions out of four. All questions carry equal marks. Each answer should not exceed 800 words.
(2 x 10 = 20 Marks)