



# **ST. PHILOMENA'S COLLEGE (AUTONOMOUS), MYSORE**

*(AFFILIATED TO UNIVERSITY OF MYSORE)*

*REACCREDITED BY NAAC WITH A GRADE*

## **Programme-BA**

Three-year six semesters Choice Based Credit System (CBCS) with  
**Learning Outcome Based Curriculum framework (LOCF)**  
And Continuous Assessment & Grading Pattern (CAGP)  
Undergraduate Programme Under Autonomous Structure

**The academic year 2018-19 onwards**

## **DEPARTMENT OF PSYCHOLOGY**

## VISION AND MISSION OF THE COLLEGE

### VISION:

The college is guided by the visionary zeal of providing value- based education to everyone irrespective of religion, caste, creed or sex by which the character is formed, intellect is explained and one can stand on his/her feet.

**MISSION:** To transform young men and women who come to learn not from books, but also from life and to share the experience of working and playing together, this inculcates life skills to become good citizens with integrity and discipline.

### Programme Educational Objective (PEO)

PEO1	Graduates will be able to master and display competency and leadership to become successful professionals, employees and entrepreneurs or pursue higher education and research.
PEO2.	Graduates will be able to demonstrate the commitment towards professional ethics, gender sensitivity, preservation of environment and sustainable development.
PEO3	Graduates will continue to learn and advance their careers through activities such as participation in professional organizations, attainment of professional certification and seeking higher education.

	<b>Programme Outcome: BA Programme</b>
PO1	<b>Disciplinary Knowledge:</b> The B.A. graduates will be acquainted with the social, science, ideological, philosophical, tradition and thinking.
PO2	<b>Cognitive and Communicative skills:</b> Students learn two languages along with three major subjects. At the end of the programme, the students would have developed reading, writing, speaking, interpretive and composition skills. They would be able to communicate with others using appropriate media; confidently share one's views and express themselves
PO3	<b>Research related skills:</b> The students would acquire skills required for research in social sciences.
PO4	<b>Ethics:</b> Education in social sciences lay emphasis on human values and cultural diversity.
PO5	<b>Problem Solving:</b> The B. A. programme enables the students to acquire the knowledge pertaining to solving various problems in life with courage and humanity.
PO6	<b>Critical Thinking:</b> Demonstrate the ability to articulate an insightful response. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
PO7	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in a group setting.

PO 8	<b>Environment and Sustainability:</b> Graduates will be able to understand the issues of environment and work towards sustainable development.
PO 9	<b>Employability:</b> After completing the of the programme, the graduates will have competency to be employed or to be an entrepreneur.
PO10	<b>Leadership Quality:</b> In the graduation programme students are inculcated moral and ethical values, managerial skills, adaptability, problem solving, taking initiative, decision making, risk taking to make them confident leaders.

### Programme Specific Outcomes (PSO): BA- Programme

PSO	After the completion of BA programme by studying EnSPsy/ EnHPsy/CrSPsy, the student will be able to	Cognitive level
PSO 1	Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and shape culture and society, both now and in the past.	Apply
PSO 2	Develop the sociological knowledge and enable the students to think critically about social issues develop analytical ability to interpret different social scenario.	Analytical
PSO 3	Understand different dynamics of behavior and mental processes of the self and others and apply scientific methods to study human behavior and mental process systematically.	Understand
PSO 4	Develop Research skills by analyzing, synthesizing and evaluating historical information and express their thoughts clearly and coherently.	Evaluate
PSO 5	Apply the knowledge of forensic science in investigation of crime and classify different form of evidences/ clue materials along with the technique of analysis.	Apply

Mapping of Mission of the College with PEO			
Mission	PEO-1	PEO-2	PEO-3
Mission -1	✓	✓	✓

Mapping of PEOs with Programme Outcomes(PO)											
PEO No.	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
PEO-1		✓	✓		✓					✓	✓
PEO-2	✓			✓					✓		
PEO-3						✓	✓	✓			



**ST. PHILOMENA'S COLLEGE (AUTONOMOUS), MYSORE 570015**  
**A COLLEGE OF EXCELLENCE (UGC)**

**SUBJECT: PSYCHOLOGY**

**SYLLABUS FOR BA PROGRAMME, UNDER CBCS SCHEME**

**DURATION OF THE COURSE – THREE YEARS – SIX**

**SEMESTERS FROM THE ACADEMIC YEAR 2018-19 ONWARDS**

**SCHEME OF INSTRUCTION AND EXAMINATION**

Semester	Title of the Paper		TYPE	Teaching Hours per week Theory/Practical	Credits Theory/ Practical	Exam Duration in Hours	Max. Marks Theory/Practical		
							Theory/Practical	I A Theory/Practical	Total Marks
I	Paper-I. Title: Introductory Psychology	LA650	DSC	03	03	03	50	20	100
	Pr. Paper-I	LA652	DSC	03	1.5	03	20	10	
II	Paper-II. Title: Cognitive Psychology	LB650	DSC	03	03	03	50	20	100
	Pr. Paper-II	LB652	DSC	03	1.5	03	20	10	
III	Paper-III. Title: Social Processes	LC650	DSC	03	03	03	50	20	100
	Pr. Paper-III	LC652	DSC	03	1.5	03	20	10	
IV	Paper-IV. Title: Biological Processes	LD650	DSC	03	03	03	50	20	100
	Pr. Paper-IV	LD652	DSC	03	1.5	03	20	10	
V	Paper-V. Title: Clinical Psychology	LE650	DSC	03	03	03	70	30	300
	Paper-VI. Title: Child Psychology	LE652	DSC	03	03	03	70	30	
	Pr. Paper- V	LE654	DSC	03	1.5	03	35	15	
	Pr. Paper-IV	LE656	DSC	03	1.5	03	35	15	
VI	Paper-VIII. Title: Research Methodology and Statistics	LF650	DSC	03	03	03	70	30	300
	Paper-IX. Title: Health Psychology	LF652	DSC	03	03	03	70	30	
	Pr. Paper-VII	LF654	DSC	03	1.5	03	35	15	
	Pr. Paper-VIII	LF656	DSC	03	1.5	03	70	30	
			DSE 1	02	02	03	30	20	100
			DSE 2	02	02	03	30	20	

					<b>40</b>	<b>760</b>	<b>340</b>	<b>1100</b>
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### Discipline Specific Elective (DSE or Soft Core (SC))

SL. No	Title of the Paper		TYPE	Semester	Teaching/Examination Scheme				
					Theory	Exam Duration in Hours	Theory Max. Marks	I A Max Marks	Total Marks
1.	Foundations of Psychology	L65Y03	DSE	II to VI	3	03	30	20	50
2.	Introduction to Positive Psychology	L65Y01	DSE		3	03	30	20	50
3.	Evolutionary Psychology	L65Y04	DSE		3	03	30	20	50
4.	Psychology of Adolescence	L65Y02	DSE		3	03	30	20	50
5.	Theories of Personality	L65Y05	DSE		3	03	30	20	50
6.	Psychology of Addiction	L65Y06	DSE		3	03	30	20	50
7.	Basic Counseling Skills	L65Y07	DSE		3	03	30	20	50

**Note:**

Sl.No	Type	
1.	DSC or HC	Discipline Specific Core (DSC) or Hard Core (HC)
2.	DSE or SC	Discipline Specific Elective (DSE or /Soft Core (SC)
3.	SEC or OE	Skill Enhancement Course (SEC) or Open Elective (OE)

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# Preamble

Psychology is the scientific study of behaviour and mental processes. It is based on research and evidence gathered from observation, experimentation and measurement and differs from the 'pop-psych' found in self-help books, graphology, numerology, astrology which also try to explain people's problems and aim to predict behaviour and offer solutions. Psychologists focus on describing, understanding, explaining, predicting and modifying behaviour and mental processes as well as on helping people understand themselves and others so that they bring about change and improve the quality of life for themselves as well as those around them. Psychology is one of the fastest-growing disciplines with developments in information technology, artificial intelligence, brain imaging, and neuroscience making it even more multidisciplinary, challenging, and exciting than ever before.

The six-semester CBCS course has been designed keeping this in mind so that students get a broad understanding of the vast scope of Psychology and it also prepares an adequate foundation for advanced study in this field. The present revision aims to fine-tune the syllabus based on our teaching experience. Sections that lacked clarity regarding the topics to be covered have been elaborated. Topics that reoccur in more than one paper have been removed. Dissertation has been made compulsory in the 6<sup>th</sup> semester with the application of research methodology and statistics (using SPSS) taught in the syllabus

## **SUBJECT: Psychology** **SYLLABUS FOR B.A, COURSE UNDER CBCS-LOCF SCHEME**

### **PSYCHOLOGY - SEMESTER - I** **PAPER-I: BASICS OF PSYCHOLOGY** **Marks -Theory - 50 + Internal Assessment -20= 70**

**3Hours/week = 48Hrs**

#### **Course objectives:**

1. To generate interest in Psychology
2. To understand the basics of various schools/approaches in Psychology
3. To introduce fundamental concepts of psychology to students.
4. Emphasizing on practical implementation of psychology.
5. To help students appreciate the scientific approach to studying abstract concepts.
6. To build the foundation for further studies in the field.

#### **Course Learning Outcome (CO)**

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St. Philomena's College (Autonomous) Mysore, Psychology CBCS-Syllabus 2018-19 onwards.



CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Comprehensive idea about the origin and development of the field of psychology	Understanding
CO-02	Critically analyze different schools of thought s in Psychology	Analyze
CO-03	Understand the application of psychology in different areas	Understand
CO-04	Understand different careers related to psychology	Understand
CO-05	Understands basics of research methods used in psychology	Apply

### **Unit 1: Basics of Psychology**

**08 hrs**

- 1.1 Definition of Psychology
- 1.2 Branches of Psychology – Basic and Applied
- 1.3 Careers in mental health
- 1.4 Scientific Methods in Psychology – Experimental, Naturalistic Observation, Questionnaire

### **Unit 2: Sensation**

**12 hrs**

- 2.1 Definition & Characteristics and attention
- 2.2 Structure and Functions of Sensory Organs (Eye and Ear)
- 2.3 Color Blindness
- 2.4 After images e) Hearing loss.
- 2.5 sensation of touch, taste, smell in brief

### **Unit 3: Perception**

**10 hrs**

- 3.1 Meaning of Perception
- 3.2 Gestalt Laws of Perceptual Organization
- 3.3 Illusions (Types and causes)
- 3.4 Depth Perception (visual cliff experiment)

### **Unit 4: Emotion & Motivation:**

**08 hrs**

- 4.1 Emotion
- 4.2 Meaning, Characteristics

- 4.3 Theories: (James–Langer; Canon& Bard)
- 4.4 Motivation
- 4.4.1 Meaning,
- 4.4.2 Intrinsic an extrinsic motivation,
- 4.4.3 Social Motives (need for achievement, need for affiliation, need for power)
- 4.5 Maslow’s Hierarchical Needs Theory ( in brief)

### **Unit 5: Learning**

**10 hrs**

- 5.1 Definition b) Learning Theories – classical & operant conditions (in detail),
- 5.2 Trial & error,
- 5.3 Gestalt Learning theory,
- 5.4. Social Learning theory,
- 5.5 Tolman's Cognitive Learning Theory c
- 5.6 Transfer of Training.

### **References**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
3. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York
4. Morgan, C. T., King, R.A., Weiz, J. R., Schopler, J. (2001). Introduction to Psychology. Tata McGraw Hill.

## PRACTICAL – I

### Course Objectives:

To help the students learn the basics of assessments and learn basic psychological concept through practical.

### Course Learning Outcome(CO)

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Learn to build rapport	Apply
CO-02	Understand basic psychological concepts	Apply

### Practical:

48 hrs

1. Directed Observation and accuracy of report
2. Demonstrate and Measure size constancy
3. Factor in Muller – Lyer Illusion
4. Progressive Weights
5. Emotion and Free Association

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**PSYCHOLOGY SEMESTER – II**  
**PAPER-II: COGNITIVE PSYCHOLOGY**  
**Marks -Theory - 50 + Internal Assessment -20= 70**

**3Hours/week = 48Hrs**

**Course Objectives:**

- 1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes.
- 2) To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology.
- 3) To create a foundation for higher education and a career in the field of Cognitive Psychology.

**Course Learning Outcome (CO) :**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understand the significance of cognition in understanding the behavior.	Understanding
CO-02	Understand the higher order mental processes in detail	Understand
CO-03	Understand the scope of cognitive psychology and apply in other related areas	Apply
CO-04	Understand the relationship between brain and cognition	Understand
CO-05	Gain an awareness about the current trends in the field of cognitive psychology	Understand

**Unit 1: Introduction**

**10 hrs**

- 1.1 Nature, scope, Brief History
- 1.2 Current Status of Cognitive Psychology
- 1.3 Thinking and attention (nature and types)

**Unit 2: Higher Order Cognitive processes**

**10 hrs**

- 2.1 Problem Solving: meaning, types and theories
- 2.2 Decision making: meaning, types and theories
- 2.3 Logical reasoning: meaning, types and theories

**Unit 3: Language**

**08 hrs**

- 3.1 Components and structure of language
- 3.2 Stages of language development,
- 3.3 Theories (Skinner and Chomsky)
- 3.4 Relationship between language and thought

**Unit 4: Memory & Forgetting:**

**10 hrs**

- 4.1 Memory: Definition, basic processes (encoding, storage, retrieval)
- 4.2 Atkinson and Shiffrin model
- 4.3 Forgetting – Normal & Abnormal causes of forgetting.
- 4.4 Techniques for improving memory.

#### **Unit 5: Intelligence**

**10 hrs**

- 5.1 Nature & Determinants
- 5.2 Concept of IQ
- 5.3 Distribution of Intelligence
- 5.4 Theories of intelligence: definition of type and trait theories (Spearman, Sternberg and Gardner & Cattell)

#### **References**

1. Ciccarelli.K.S, (2006) Psychology Pearson Prentice Hall Publication.
2. Mattlin, M.W., (1995) Cognition, Prism Books Pvt. Ltd. Bangalore, India.
3. Riegler.R.B. & Riegler.R, G.I., (2008) Cognitive Psychology applying the science of mind 2nd edition. Pearson Education.
4. Baron, R. A. (1995). Psychology: The Essential Science. New York: Allyn and Bacon.
5. Feldman, R. S. (2006). Understanding Psychology. India: Tata McGraw Hill.

#### **PRACTICAL PAPER 2.**

#### **Course Objective:**

- 1.To help the students learn Basic cognitive psychological concepts through practical.

#### **Course learning outcome(CO):**

<b>CO</b>	<b>After the completion of this course the student will be able to</b>	<b>Cognitive level</b>
CO-01	Understand and apply the cognitive processes.	Apply

#### **Practical:**

**48 hrs**

1. Bilateral Transfer of Training
2. Insight on Motor Learning
3. Distribution of Learning Periods
4. Determine the effect of Set on attention
5. Meaning on Retention

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**PSYCHOLOGY SEMESTER – III**  
**PAPER III: SOCIAL PROCESSES**  
**Marks -Theory - 50 + Internal Assessment -20= 70**  
**3Hours/week = 48Hrs**

**SOCIAL PROCESSES**

**Course Objectives:**

1. Develop an understanding of the individual in relation to the social world
2. Introduce students to the realm of social influence, as to how individuals think, feel and behave in Social situations.
3. To appreciate various individual and group processes, and sensitize the students to the errors in social cognition.
4. To understand application of social psychology theories to various social problems.

**Course Learning Outcome (CO) :**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understand basic psychological concepts in the context of Social behavior	Understanding
CO-02	Gain an insight in to the social perception and cognition of the	Apply
CO-03	Get an awareness about the development of attitudes, prejudice and stereotypes	Apply
CO-04	Learn to change undesirable social behavior by modifying the social concepts	Apply
CO-05	Gain an awareness about the application of social psychological concepts in different fields	Apply
CO-06	Understand the psychological causes behind conflict	Apply

**Unit 1: Introduction:**

**10 hrs**

- 2.1 Definition and Scope of Social Psychology
- 2.2 Social perception and cognition (Attribution Theory: Jones and Davis & Kelley's Theory of Causal Attribution)
- 2.3 Perceiving ourselves
  - 2.3.1 Self-concept
  - 2.3.2 self-esteem
  - 2.3.3 self-presentation and self-experiences

**Unit 2: Social Interaction & Interpersonal Attraction**

**08 hrs**

- 2.1 Social interaction and Its meaning
- 2.2 Modes- cooperation, competition, communication, accommodation and assimilation
- 2.3 Interpersonal attraction – Meaning, Theories (Balance theory by Newcomb & Haider and Affect centered model of attraction),

2.4 Influence of social media on Social interaction

**Unit 3: Group Processes:** **10 hrs**

3.1 Groups: meaning, Group Influence (social facilitation, loafing, de-individuation, group polarization)

3.2 Group think

3.3.1 Leadership: meaning, types –Autocratic, Democratic, Bureaucratic & Laissez – Faire

3.3.2 Functions of a Leader

**Unit 4: Attitudes and Prejudices:** **10 hrs**

4.1 Attitudes – Meaning, Formation & change;

4.2 Prejudices – Meaning, Sources and Reduction.

**Unit 5: Applied Social Psychology** **10 hrs**

5.1 Application of social psychology in law, medicine and organizational setting

5.2 Tension and Conflicts: Meaning, Techniques of Conflict Resolution.

**Reference:**

1. Baron, R.A., & Byrne, D. (1998) Social psychology New Delhi: Prentice-Hall.
2. Feldman, R.S., (1985) Social psychology: Theories, research & application. New York: Mc Graw Hill.
3. Myers David, G., (1994) Exploring social psychology. New York: Mc Graw Hill.

### **PRACTICAL - 3**

**Course Objectives:**

1. To help the students learn Social psychological processes through experiments.

**Course learning outcome(CO):**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understand the social psychological dynamics and its impact on group and performance	Apply

**Practical:**

**48 hrs**

1. Social distance
2. Effects of competition on work out put
3. Rumor (Social communication)
4. Effect of cooperation on work output
5. Construction of socio-gram

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### **PSYCHOLOGY SEMESTER – IV**

#### **PAPER IV: BIOLOGICAL PROCESSES**

**Marks -Theory - 50 + Internal Assessment -20= 70**

**3Hours/week = 48Hrs**

**Course Objectives:**

1. To explore the biological basis of experience and behavior.
2. To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Course Learning Outcome (CO) :**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Understand the relationship between the biology and Psychological process.	Understanding
CO-02	Learn the structure of brain and its connection with different mental functions.	Remember
CO-03	Know about the methods used in learning brain structure.	Understand
CO-04	Understand genetic influence on the behavior.	Understand
CO-05	Apply the hormonal influence on behavior.	Apply

**Unit 1: Introduction:****10 hrs**

- 1.1 Biological explanation of Behavior.
- 1.2 Basic Unit of the Nervous System – Cells (Neuron & Glial Cells) – Meaning, Types and Functions
- 1.3 Nerve Impulse: generation and propagation (Mention Synapse & Action potential)

**Unit 2: Anatomy of the Nervous System****08 hrs**

- 2.1 Spinal Cord, the hind brain, the midbrain and the ventricles;
- 2.2 Cerebral Cortex – organization (Occipital, Parietal, Temporal and Frontal Lobes)

**Unit 3: Methods of Investigating How the Behavior is controlled by the Brain****10 hrs**

- 3.1 The stereotaxic instrument, lesions & ablations
- 3.2 stimulation of recording from the brain;
- 3.3 Labeling and measurement of brain activity;
- 3.4 Studies involving the structure of living human brains.

**Unit 4: Biological Needs****10 hrs**

- 4.1 Sleep
- 4.2 Sex
- 4.3 Thirst
- 4.4 Hunger

**Unit 5: Hormones and behavior****10 hrs**

- 5.1 Hormones of cellular functioning – thyroid gland, parathyroid gland, the pancreas and the posterior pituitary
- 5.2 Linkage between stress and immunity
- 5.3 Stress and depression.



**References:**

1. Kalat, J.W., (1995) Biological Psychology 5th edition Brooks/Cole publishing company, New York
2. Levinthal, C.F., (1996) Introduction to Physiological psychology 3rd edition Prentice Hall of India.

**PRACTICAL-IV****Course Objective:**

1. To learn about the biological and psychophysiological mechanisms in perception

**Course learning outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Have an insight on the perceptual functioning.	Apply

**Practical:****48 hrs**

1. Simple Reaction Time
  2. Mapping of color zones
  3. Color blindness
  4. Size weight illusion
  5. Level of aspiration and achievement
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**PSYCHOLOGY SEMESTER – V**  
**PAPER – V: CLINICAL PSYCHOLOGY (COMPULSORY)**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3Hours/week=48Hrs**

**CLINICAL PSYCHOLOGY**

**Course Objectives:**

1. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality

2. To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
3. To create awareness about Mental Health problems in society
4. To create a foundation for higher education and a professional career in Clinical Psychology
5. To encourage the students to know different therapeutic techniques in management of psychological disorders.

### **Course Learning Outcome (CO):**

<b>CO</b>	<b>After the completion of this course the student will be able to</b>	<b>Cognitive level</b>
CO-01	Gain an awareness about the development of the field of Clinical Psychology.	Remember
CO-02	Understand different psychological disorders.	Understand
CO-03	To assess the psychological disorders.	Apply
CO-04	Learn about the treatment and management of mental illness.	Apply

### **Unit 1: Introduction**

**12 hrs**

- 1.1 Introduction to clinical psychology
- 1.2 Definitions of normality and abnormally.
- 1.3 Models of abnormality
  - 1.3.1 Psychoanalytical
  - 1.3.2 Behavioral
  - 1.3.3 Cognitive
  - 1.3.4 Humanistic

### **Unit 2: Classification, causes and anxiety disorders**

**08 hrs**

- 2.1 System of classification: DSM 5 and ICD 10
- 2.2 Causes of abnormal behavior : Biological, Psycho-social, Socio-cultural,
- 2.3 Anxiety disorders: GAD and Phobia

### **Unit 3: Mood Disorders, dissociative disorders and personality disorders**

**10 hrs**

- 3.1 Mood disorders (meaning, types, symptoms)
- 3.2 Schizophrenia (Meaning, types & symptoms)
- 3.3 Personality disorders: Meaning, types. (Cluster A: paranoid PD, Cluster B: Borderline PD, Cluster C: dependent PD )

**Unit 4: Clinical assessment:****10 hrs**

- 4.1 Clinical interview
- 4.2 Behavioral assessment
- 4.3 Psychological testing
- 4.4 Neuropsychological testing and
- 4.5 Psycho physiological assessment.

**Unit 5: Therapeutic Approaches****08 hrs**

- 5.1 Biological therapies: Electro convulsive therapy, Drug therapy& psychosurgery
- 5.2 Psychological Therapies
  - 5.2.1 Psychoanalytic (Sigmund Freud)
  - 5.2.2 Behavior therapy (systematic desensitization, Aversion & Token Economy)
  - 5.2.3 Cognitive Therapy– CBT & REBT

**References**

- 1. Carson, Butcher and Mineka (1999). Abnormal Psychology and Modern Life. Allyn & Bacon
- 2. Barlow & Durand (1995). Abnormal psychology Brooks/Cole Publishing company, New York.
- 3. Sarason, I.G., & Sarason, B.R., (1996). Abnormal psychology the problem of maladaptive behaviours. Prentice-Hall of India Pvt Ltd. New Delhi
- 4. Davison, G.C., & Neale, (2001) J.M., Abnormal Psychology.
- 5. Natraj, P. Manoroga Manovijnana, Srinivasa publications, Mysore.

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**PSYCHOLOGY SEMESTER – V**  
**PAPER – VI: CHILD PSYCHOLOGY (OPTIONAL)**  
**Marks -Theory - 80 + Internal Assessment -20= 100**

**3Hours/week=48Hrs**

**Course Objectives:**

- 1. To equip the learner with an understanding of the concept and process of child development.
- 2. To impart an understanding of the various domains of child development.
- 3. To understand the stages of developmental in each domain.
- 4. To inculcate sensitivity to developmental hazards and disorders at each stage of development.
- 5. To appreciate the application of the theories of development in the field of education and parenting/child rearing.

**Course Learning Outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive Level
CO-01	Understand the concept of development from conception to adolescence.	Remembering
CO-02	Understand the types of researches used in developmental psychology.	Remember
CO-03	Understand the cognitive development during different developmental stages.	Apply
CO-04	Understand the childhood disorders and its management.	Understand

### **Unit 1: Introduction**

**10 hrs**

- 1.1 child psychology –Meaning and scope
- 1.2 significant facts of development;
- 1.3 Research methods: Longitudinal, Cross – sectional and cohort studies, biographical history.

### **Unit 2: Stages of child development -1:**

**08 hrs**

- 2.1 Pre-natal– characteristics, significance, sub stages & hazards.
- 2.2 Infancy– characteristics, significance, sub stages & hazards.
- 2.3 Babyhood– characteristics, significance, sub stages & hazards.

### **Unit 3: Childhood**

**10 hrs**

- 3.1 Childhood (early and late)– characteristics, significance, hazards
- 3.2 Puberty – characteristics, significance, hazards
- 3.3 Childhood Disorders).
  - 3.3.1 (Attention – Deficit / hyperactivity disorder
  - 3.3.2 Intellectual Disability
  - 3.3.3 Autistic disorder
  - 3.3.4 learning disorder

### **Unit 4: Areas of child development:1**

**10 hrs**

- 4.1 Major milestones in physical, sensory & perceptual development.
- 4.2 Piaget’s stages of Cognitive development.

### **Unit 5: Areas of child development - 2:**

**10 hrs**

- 5.1 Social (Bowlby & Erickson),

- 5.2 Emotional (Mary Ainsworth's Strange situation experiment).
- 5.3 Moral (Piaget and Kohlberg theories)
- 5.4 self-development (development of self-concept and self-esteem)

**References:**

1. Santrock, J., (1999) Life span Development. 7th ed. Mc Graw Hill Publications.
2. Santrock, J., (1998). Child development 8th ed. Mc Graw Hill Publications.
3. Papalia, D.E., & Wendkosolds, S.,(1998) Human development. 7th ed Mc GrawHill Publications.
4. Davison, G.C., & Neale, J.M.,(2001) Abnormal Psychology
5. Hurlock, E.B., Development Psychology 11th Ed

**SEMESTER – V**

**PAPER – III – PRACTICAL - I**

**48 hrs**

**Course Objective:**

1. To teach the students to administer different assessments to be used in clinical setting.

**Course learning outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Carry out the assessment in a real clinical setting.	Apply

1. Bhatia's Battery of Performance Test
2. MPQ – Dr. H.N. Murthy
3. Picture Frsutation Test ( Rosenweig)
4. Bender Gestalt Test
5. Weschler's memory Scale
6. Knox cube imitation test
7. Assessment of social maturity using Rao's Social Maturity Scale.

**SEMESTER – V**

**Course Objective:**

- 1.To help the students understand the psychological attributes such as intelligence, personality, attention, concentration and social maturity

**Course learning outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Carry out clinical assessment in real setting and diagnose the clients	Apply

**PAPER – III – PRACTICAL (Any 5)**

1. Eysenck's Personality Inventory
2. Self-Ratings and Rating Others
3. Bell's Adjustment Inventory
4. Inferiority & Insecurity – C G Patil
5. Self-Concept – Basavanna
6. Assessment of temperament using Malhotra's temperament scale
7. Assessment of anxiety using Sarason's test anxiety scale
8. Colored RPM Test

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**SEMESTER – VI**

**PAPER – VIII: RESEARCH METHODOLOGY AND STATISTICS  
(COMPULSORY)**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3Hours/week=48Hrs**

**RESEARCH METHODOLOGY AND STATISTICS**

**Course Objectives:**

1. To develop a scientific approach to data collection, analysis and reporting.
2. To familiarize students with the research methods and approaches related to data collection and representation.
3. To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

**Course Learning Outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive Level
CO-01	Develop and idea about the need and importance of development.	Remembering

CO-02	Understand experimental and no-experimental research.	Apply
CO-03	Learn basic statistics used in research.	Apply

### **Unit 1: Research** **10 hrs**

- 1.1 Meaning of Research, Objectives, Types,
- 1.2 Approaches in research
- 1.3 Scales of measurement
- 1.4 Ethics of Research

### **Unit 2: Research Designs,** **10 hrs**

- 2.1 Meaning and Types of research designs
- 2.2 Principles and important concepts relating to research design.
- 2.3 Report writing – Layout of Research Report

### **Unit 3: Data Collection** **08 hrs**

- 3.1 Primary data and methods of collecting data
- 3.2 Secondary data and methods of collecting
- 3.3 Data Tabulation; Graphical Representation (Frequency Polygon, Histogram, cumulative frequency graph, ogive & Pie chart).

### **Unit 4: Measures of Central Tendency & Variability:** **10 hrs**

- 4.1 Measures of Central Tendency – Mean, Median and Mode (Grouped & Ungrouped data);
- 4.2 Measures of Variability – Range, Quartile Deviation and Standard Deviation (Grouped and Ungrouped data)

### **Unit 5: Hypothesis testing: Conceptual Understanding** **10 hrs**

- 5.1 Test of Significance
- 5.2 Independent & paired sample tests.
- 5.3 Chi-square test.
- 5.4 Correlation Meaning and types correlation, coefficient from Rank differences and Product Moment Methods

### **References**

1. Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.

2. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
3. Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage
4. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John
5. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.
6. Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth
7. Garrett, H. (Eds) (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.

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**PSYCHOLOGY SEMESTER VI**  
**PAPER – IX: HEALTH PSYCHOLOGY (OPTIONAL)**  
**Marks -Theory - 70 + Internal Assessment -30= 100**

**3Hours/week=48Hrs**

**Course Objective:**

1. To understand the relationship between psychological factors and physical health and learn to enhance well-being.
2. To understand the causes and symptoms of life style diseases.
3. To impart knowledge on various Health promotion techniques.

**Course Learning Outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Insight in to the psychological factors influencing our physiological health	Understanding
CO-02	Get an insight about the mechanisms involved in stress and its management	Apply



CO-03	Alternate methods in health and wellness	Apply
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**Unit 1: Introduction** **10 hrs**

- 1.1 Health psychology: a) Definition, need and importance of Health
- 1.2 Difference between Health Psychology and Clinical Psychology
- 1.3 Health Psychology and Behavioral Medicine
- 1.4 Importance of Health Psychology in the medical and organizational setup.

**Unit 2: Stress** **10 hrs**

- 2.1 Meaning; Development of stress
- 2.2 Nature of stressors: Frustration Pressure, Conflict
- 2.3 Factors predisposing stress: Catastrophes, Major life change and Hassles.

**Unit 3: Coping with stress** **10 hrs**

- 3.1 Coping with stress: Problem-oriented and Emotion oriented;
- 3.2 Stress Management – Meaning and definition
- 3.3 Changing thoughts, behavior, and physiological responses.

**Unit 4: Psycho physiological disorders and pain management** **10 hrs**

- 4.1 Classification of Psychosomatic disorders with examples
- 4.2 Psychological aspect of pain and its management

**Unit 5: Approaches for Promoting Health** **08 hrs**

- 5.1 Yoga & Meditation, Music Therapy, Dance Therapy, Weight Control

**SEMESTER – VI**

**PAPER – III: PRACTICAL – I (Any 5)** **48 hrs**

- 1.To help the students learn assessment of aptitude, mental ability and life satisfaction.

**Course learning outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive Level
CO-01	Understand different psychological attributes such as aptitude mental ability	Apply
CO-02	Get an overall understanding of individuals through assessments	Apply

1. Otis Test of Mental Ability
2. Minnesota Rate of Manipulation Test

3. Tweezer Dexterity
4. Muscular Fatigue
5. Minnesola Clerical Aptitude Test
6. General Health Questionnaire
7. Taylor's Manifest Anxiety Scale
8. Happiness Scale
9. Satisfaction with Life
10. Affectometer

**SEMESTER – VI**  
**PAPER – III PRACTICAL – II - PROJECT WORK**

**Course Objective:**

1. To give a practical exposure to the final year students in conducting research.

**Course Learning Outcome (CO) :**

CO	After the completion of this course the student will be able to	Cognitive level
CO-01	Get a practical experience in planning a research	Apply
CO- 02	Learning the whole process of research	Apply

**OR**

**PAPER – III PRACTICAL – II (Any 5)**

**PAPER – III: PRACTICAL – I (Any 5)**

**48 hrs**

- 1.To help the students learn assessment of aptitude, mental ability and life satisfaction.

**Course learning outcome (CO):**

CO	After the completion of this course the student will be able to	Cognitive Level
CO-01	Understand different psychological attributes such as aptitude mental ability	Apply
CO-02	Get an overall understanding of individuals through assessments	Apply

1. AL for two-point discrimination. 48 hrs
2. Completed & Interrupted tasks ( Zygarnic Effect)
3. Maudsley Medical Questionnaire
4. Shyness Scale
5. Fluctuation of Attention
6. Mental Fatigue
7. Lingual imagination (Word Building Test)
8. Filled & Unfilled Intervals (Perception of time)
9. Visual imagination Test

10. Knowledge of titles on Judgment of emotions ( Felchi's Picture Cards)

**Note:** During the final semester a student can opt between Paper III Practical –II or a Project Work for 50 marks

## SYLLABUS FOR OPEN ELECTIVE FOR BCOM, BCA AND BBA FROM THE ACADEMIC YEAR 2018-19 ONWARDS

### PAPER-I: CHANGES IN ADOLESCENCE AND ITS IMPLICATIONS

Marks -Theory - 30 + Internal Assessment -20= 50

3Hours/week = 48Hrs

#### Course Objective:

1.To familiarize the non-psychology students with the subject and help them understand the period of adolescence and issues related to the period.

#### Pedagogy and evaluation:

1. Lecture methods including audio-visual aids
2. Continuous assessments through assignments and quiz.

#### Course Learning Outcome:

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Understand different psychological attributes such as aptitude mental ability	Understand
CO-02	Get an overall understanding of adolescence psychology and they will be able to help the self and others with the issues relating to adolescence	Apply

#### Unit 1: introduction to psychology

12 hrs

- 1.1 Definition and a brief history of the field,
- 1.2 Perspectives of the psychology of psychology (psychoanalytic, behaviourist, humanistic and cognitive psychology)

1.3 Branches of psychology (pure and applied)

**Unit 2: adolescent behavior** **12 hrs**

2.1 Biological changes and its implication on psychological adjustment.

2.2 Identity Crisis (James E Marcia's Identity status), self-image

**Unit 3: Common psychological disorders among adolescents** **12 hrs**

3.1 Depression, Anxiety, addiction and eating disorder

**Unit 4: management of mental health among adolescents** **12 hrs**

4.1 Stigma and discrimination related to mental illness, helping the self, helping others

4.2 Insight about the problem

4.3 Mental health professionals, treatment of mental illness

### **References**

1. Santrock, J., (1999) Life span Development. 7th ed. Mc Graw Hill Publications.
2. Papalia, D.E., & Wendkosolds, S., (1998) Human development. 7th ed Mc Graw Hill Publications.
3. Davison, G.C., & Neale, J.M., (2001) Abnormal Psychology
4. Hurlock, E.B., Development Psychology 11th Ed
- 5.

### **SYLLABUS FOR Discipline Specific Elective (DSE) subjects B.A, COURSE UNDER CBCS SCHEME**

**DURATION OF THE COURSE – THREE YEARS - SIX SEMESTERS  
FROM THE ACADEMIC YEAR 2018-19 ONWARDS**

**PSYCHOLOGY SEMESTER - II  
PAPER-I: FOUNDATIONS OF PSYCHOLOGY  
Marks -Theory - 30 + Internal Assessment -20= 50  
3Hours/week = 48Hrs**

#### **Course Objective:**

1.To familiarize the students with the philosophical roots of psychology and its transition into a scientific field.

#### **Pedagogy and evaluation:**

- Lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.

#### **Course Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Understand the origin and evolution of the field which will facilitate a better understanding of the fields in the following semesters	Understand

### **Unit 1:Beginning**

**12 HRS**

- 1.1 . Ancient philosophical foundations and pioneers
- 1.2 Contributions: William Wundt and William James

### **Unit 2: Evolution of modern psychology**

**12 HRS**

- 2.1 Transition from philosophy to science
- 2.2 Experimental Psychology-Methods in Brief

### **Unit 3: Schools of psychology-**

**12 hrs**

- 3.1 Functionalism, Structuralism, Gestalt, Psychoanalytical, Behaviorism and Humanistic

### **Unit 4: Indian psychology**

**12 hrs**

- 4.1 Indian history of psychology- Indian Establishments
- 4.2 Indian Psychologists and their contributions.

#### **Reference**

1. Baron, R.A., &Byrene, D. (1998) Social psychology New Delhi: Prentice-Hall.
2. Feldman, R.S., (1985) Social psychology: Theories, research & application. New York: Mc Graw Hill.
3. Myers David, G., (1994) Exploring social psychology. New York: Mc Graw Hill.

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## **PSYCHOLOGY SEMESTER - III**

### **PAPER-I: INTRODUCTION TO POSITIVE PSYCHOLOGY**

**Marks -Theory - 30 + Internal Assessment -20= 50**

**3Hours/week = 48Hrs**

#### **Course Objective:**

1. To introducing the students to a recent field of psychology which emphasized on building and improvising one's strength which facilitates personal growth of the students.

#### **Pedagogy and evaluation:**

- Lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Carry out surveys to develop insights about the concepts in the subject

**Course Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Understand the field of psychology and bringing about a positive perspective towards psychology.	Understand

**Unit 1: Introducing the field and pioneers- 12 hrs**

1.1 Contribution: Martin Seligman and Christopher Peterson.

**Unit 2: Subjective well-being 12 hrs**

2.1 Meaning-Nature and Characteristics

**Unit 3: Positive emotional states: 12 hrs**

3.1 Flow- Mihalyi, optimism, happiness and hope

**Unit 4: Positive cognitive states: 12 hrs**

4.1 Self-Efficacy, Self Esteem and Meaning in life.

**REFERENCE**

1. Synder C. R., Lopez S. J.(2002). Positive Psychology. The scientific and practical explorations of human strengths. Sage publications, Second edition. New Delhi.
2. Alan Carr(2008) Positive psychology. The science of happiness and human strengths

**SEMESTER IV**  
**PAPER I: EVOLUTIONARY PSYCHOLOGY**  
**Marks -Theory - 30 + Internal Assessment -20= 50**

**3Hours/week = 48Hrs**

**Course Objective:**

1.To introduce students and evolutionary perspective of brain and behaviour facilitating the understanding of the core paper biological processes.

**Pedagogy and evaluation:**

- Lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Carry out surveys to develop insights about the concepts in the subject
- Educational Visits

**Course Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Understand the evolution of behaviour and will be able to assimilate biological processes accordingly.	Understand

**Unit 1: Darwinian analysis of human behaviour****12 hrs**

- 1.1 Origin of species and principles.

**Unit 2: Evolution of brain****12 hrs**

- 2.1 Primitive to evolved brain- Structure and function

**Unit 3: Introduction to behavior Genetics****12 hrs**

- 3.1 Genes, behaviour and twin studies

**Unit 4: Biological basis of Behavior****12 hrs**

- 4.1 Species typical behavior- Examples

**References.**

1. Kalat, J.W.,(1995) Biological Psychology 5th edition Brooks/Cole publishing company, New York
2. Levinthal, C.F., (1996) Introduction to Physiological psychology 3rd edition Prentice Hall of India.

**SEMESTER V****PAPER I: PSYCHOLOGY OF ADOLESCENCE****Marks -Theory - 30 + Internal Assessment -20= 50****3Hours/week = 48Hrs**

**Course Objective:** to bring about insight into the changes, challenges and adjustments during adolescence.

**Pedagogy and evaluation:**

- lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Carry out surveys to develop insights about the concepts in the subject
- Introspection Reports
- Review of case studies

**Course Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
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St. Philomena's College (Autonomous) Mysore, Psychology CBCS-Syllabus 2018-19 onwards.

CO-01	Have enhanced understanding of the developmental period of adolescence.	Understand
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**Unit 1: Adolescence** **12 hrs**

1.1 Adolescence as a transition period: characteristics

**Unit 2: Biological changes** **12 hrs**

2.1 Physiological and hormonal changes

2.2 primary and secondary sexual characteristics

**Unit 3: Psycho social changes** **12 hrs**

3.1 Emotional and Psychological changes

3.2 Development of identity

**Unit 4: Socio-cultural Changes** **12 hrs**

4.1 Interpersonal relationship, peer group, cultural identity

4.2 Hazards in adolescence

**References**

1. Santrock, J., (1999) Life span Development. 7th ed. Mc Graw Hill Publications.
2. Papalia, D.E., & Wendkosolds, S., (1998) Human development. 7th ed Mc Graw Hill Publications.
3. Hurlock, E.B., Development Psychology 11th Ed

**PAPER-II: THEORIES OF PERSONALITY**  
**Marks -Theory - 30 + Internal Assessment -20= 50**

**3Hours/week = 48Hrs**

**Course Objective:**

1.To briefly introduce aspects of personality based on different schools of psychology

**Pedagogy and evaluation:**

- lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Introspection Reports
- Review of case studies

**Course Outcome:(CO)**

CO	After the completion of this course the students will be able to	Cognitive Level
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CO-01	Have a holistic understanding of different perspectives on personality.	Understand
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**Unit 1: Personality** **12 hrs**

1.1 meaning- trait and type, Indian Perspective on personality (In brief)

**Unit 2: Psychoanalytical perspective of personality** **12 hrs**

1.1 Sigmund Freud and Carl Jung

**Unit 3: Behavioral perspective of personality** **12 hrs**

3.1 B F Skinner and Albert Bandura

**Unit 4: Humanistic Perspective of personality** **12 hrs**

4.1 Carl Rogers and Abraham Maslow.

**Reference**

Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). Theories of personality. New York: J. Wiley & Sons.

**SEMESTER VI:**  
**PAPER I: PSYCHOLOGY OF ADDICTION**  
**Marks -Theory - 30 + Internal Assessment -20= 50**  
**3Hours/week = 48Hrs**

**Course Objective:**

1.To provide the student with insights and information about the nature of addiction and its management.

**Pedagogy and evaluation**

- Lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Introspection Reports
- Review of case studies
- Surveys, educational visits, internships

**Course Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Well-equipped with an understanding of bio-psychosocial harms and its management	Understand

**Unit 1: Addiction 12 hrs**

- 1.2 meaning (dependence, addiction and tolerance)
- 1.2 classifications (DSM V)

**Unit II: Types of addiction 12 hrs**

- 2.1 Drugs Alcohol Addiction
- 2.2 Internet

**Unit 3: Bio-psychosocial base of addiction 12 hrs**

- 3.1 involvement of brain
- 3.2 endocrine systems

**Unit 4: Management of Addiction 12 hrs**

- 4.1 psychotherapy
- 4.2 Addiction counseling

**PAPER-II: BASIC COUNSELLING SKILLS**  
**Marks -Theory - 30 + Internal Assessment -20= 50**

**3Hours/week = 48Hrs**

**Course Objective:**

- 1.To introduce a preliminary understanding of the counselling process and skills.

**Pedagogy and evaluation:**

- Lecture methods including audio-visual aids
- Continuous assessments through assignments and quiz.
- Role Plays and internships

**Learning Outcome:**

CO	After the completion of this course the students will be able to	Cognitive Level
CO-01	Acquire skills required to becoming a counsellor.	Apply

**Unit 1: counseling and Interviewing****12 hrs**

- 1.1 meaning and definition
- 1.2 Relationship between counseling and psychotherapy
- 1.3 Basics to communication
- 1.4 Ethics in counseling

<b>Unit 2: observation Skills</b>	<b>12 hrs</b>
2.1 Observing verbal and no verbal behavior	
<b>Unit 3: listening Skills</b>	<b>12 hrs</b>
3.1 Effective listening in counseling	
<b>Unit 4: application of counseling psychology</b>	<b>12 hrs</b>
4.1 Child counseling, family counseling, career counseling and crisis counseling	