



## **ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM**



**DEPARTMENT OF PSYCHOLOGY**  
Live A Thoughtful Life

**YEAR: 2020 – 2021<sup>©</sup>**

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM

I SEMESTER

**PSYCHOLOGY**

Time: 5HRS

PSY 1601(4)

**GENERAL PSYCHOLOGY- I**

MARKS: 100

(w.e.f :2020-2021 "20AH" Batch)

**SYLLABUS**

**Objectives:**

1. Learn the fundamental of Psychology.
2. Impact conceptual knowledge
3. Develop in students an interest in psychology as a field and motivate them to do advanced study in the subject
4. Understand themselves and others.
5. Arouse students' intellectual curiosity and build an appreciation of how psychology can increase Understanding of the world around them.

**Course Outcomes:**

- CO1: Understand the origins and nature of psychology.  
CO2: Identify parts and functions of the brain with respect to personality and behaviour.  
CO3: Explain and apply the processes involved in sensation and perception.  
CO4: To become familiar with the research methodology used by physiologists.  
CO5: Display knowledge and application of memory processes and techniques.

**COURSE:**

**UNIT I: What is psychology?**

A matter of definition. Main goals, Psychology and common sense. Psychology's relatives. The birth of Modern Psychology. Two Early Psychologies - Structuralism and Functionalism. Psychology's present. Behaviorism. Psychoanalysis. Humanistic Psychology. Cognitive Psychology. Physiological Psychology. Psychology and you.

**UNIT II: How Psychologists know what they know?**

Why study Methodology? What makes scientific research? Descriptive studies- Case histories. Naturalistic observation. Laboratory observation. Survey, Tests, Correlational studies. The Experiment Variables. Control groups. Placebo effects. Experimenter Effects. Why Psychologists use statistics? Should animals be used in Research? Should Psychologists lie to their subjects?

**UNIT III: The Biological basis of Behavior:**

Brain and the Nervous system. Central nervous system. Peripheral Nervous system. Structure of the Neuron. How nervous communicate. Chemical messengers in the nervous system The Brain. The Hind Brain – Vital functions. The fore brain. Cerebral cortex. The two hemispheres of the Brain, Localization of brain functions – Endocrine Glands. Heredity & Influence of genes.

#### **UNIT IV: Sensation and Perception:**

Steps in sensation. The problem of coding. Vision. Light. Eye functions. How we see colors. Hearing. Sound. The function of the ear. The Chemical senses. Smell and taste. Somatic. Senses and the Vestibular system. Touch and temperature. Pain.

Perception: Attention. Types of attending. Internal and external determiners of attending. From sensing to Perception. An overview. Six features of perception. Approaches to perception. Organizing the Perceptual world. Principles of perceptual organization. Perceptual constancies. The perception of motion. Perceptual illusions. Depth perception. Extra sensory perception.

**UNIT V: Memory :** The information processing approach to memory. Multistage model of memory. Sensory Register STM. LTM. Forgetting of things past. How long is LTM? Interference in Memory. Trace decay theory. Motivated forgetting. Cue dependent forgetting. Autobiographical memory. Childhood amnesia. Memory of a life time. Mnemonics.

#### **REFERENCES:**

1. Baron, A (1996). Psychology. III Edition. Prentice – Hall of India Private Ltd. New Delhi.
2. Halonon, S. and Santrock, W. (1999). Psychology: Contexts and Applications Edition, McGraw- Hill College. U.S.A.
3. Feldman, S. (1999). Understanding Psychology V Edition. McGraw – Hill College USA.
4. Hilgard, E.R. Atkinson, R.L. (1975) Introduction to Psychology. Oxford and IBH
5. Darley, J.Gucksberg, S and Kinchala, R (1975). Psychology. V edition. Prentice – Hall, Inc. New Jersey.

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ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM

I SEMESTER

**PSYCHOLOGY**

Time: 2hrs/wk

PSY 1651

**GENERAL PSYCHOLOGY PRACTICALS- I**

MARKS: 10

(w.e.f:"20AH" Batch (2020 -2021)

**SYLLABUS**

**Objectives:** To enable the students to

- Study by observation.
- Learn by application.
- Familiarize the students with some of the principles features of experimental psychology
- Conduct an experiment

**COURSE OUTCOMES:**

CO1:Gain proficiency in assessment techniques in psychology.

CO2:Use scientific reasoning to interpret psychological phenomenon.

CO3:Measurement of individual differences.

CO4To enable students to become perceptive, self-reflecting and socially aware.

CO5:Display the ability to administer psychometric tests.

**List of Practical:**

Experiments (6 to be completed)

1. Thurstorie's Interest Schedule
2. Free Association
3. Span of Attention
4. Extra- Sensory Perception
5. Retro – active Pro-active inhibition
6. Recall and Recognition
7. Curing on Recall.

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ST.JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) , VISAKHAPATNAM

II SEMESTER

**PSYCHOLOGY**

Time: 5 Hrs/Week

PSY 2601

**GENERAL PSYCHOLOGY - II**

Max. Marks: 100

W.e.f 2020 – 2021(20AH Batch)

**SYLLABUS**

**Objectives:**

1. To introduce the fundamentals of Psychology.
2. To impart conceptual knowledge.
3. To develop in students an interest in Psychology as a field and motivate them to do advanced study in the subject.
4. To help students to understand themselves and others.
5. To arouse students intellectual curiosity and build an appreciation of how psychology can increase their understanding of the world around them.

**Course outcomes:**

**CO1:** Understand the models of learning and develop the ability to conceptualize and apply this knowledge to behaviour of self and others.

**CO2:** Demonstrate acquisition of knowledge of theories related thought, language and intelligence.

**CO3:** Identify the science behind emotions and their expression and apply their knowledge to self and others.

**CO4:** Indicate conceptual understanding of needs and drives and its association with motivation and application of the same.

**CO5:** Exhibit comprehension of structure and perspectives of personality.

1. **LEARNING:** Classical conditioning. Principles of classical conditioning. Operant conditioning Secondary reinforcement. Schedules of reinforcement. Avoidance and escape conditioning. Latent learning. Observational learning. Insight learning.
2. **THOUGHT: LANGUAGE AND INTELLIGENCE:** Thought. The stuff of cognition. Are Human beings Rational? The influence of language on thought. The influence of thought on language. Concept formation. Problem solving. Stages of creative thinking. Problem solving pitfalls. Definitions of intelligence. Theories of intelligence. Spearman's two factor theory. Thurstones Multifactor theory. Guilfords theory of intellect. Cattel and Horn's theory. Triarchical theory of Intelligence. History of intelligence testing. Measures of intelligence. Stanford Binet scale. WAIS. Classification of intelligence. Role of heredity and environment on intelligence. Factors influencing intelligence.
3. **EMOTION:** Emotional development. Expression of emotions. What is emotion? Where is emotion? In the heart or in the head? Emotions and the autonomic system. Theories of emotions. The James-Lange theory. The Cannon-Bard theory. The

Schachter-Singer theory. How do people communicate emotions? Innate expression of emotions. Social aspects of emotional expression.

**FRUSTRATION AND CONFLICT:** Types of barriers. Types of conflicts. G.A.S Ego defense mechanisms. Disadvantages of defense mechanisms.

4. **MOTIVATION:** Development of motivational concept. Needs and drives. Instincts. Homeostasis and drive theory. Arousal theory. Incentive theory . Maslow's theory of self-actualization. Social learning theory of motivation. Hunger, Thirst, Sex Maternal motivation. Need for achievement. Need for affiliation. Need for Power.

5. **PERSONALITY:** The Psychodynamic Approach. The structure personality stages in personality development. Variation in Freudian Theory. Evaluation of the psychodynamic approach. The dispositional approach. Personality types. Personality traits. Evaluation of dispositional approach. Behavioral approach. Operant approach. Cognitive Behavioral Approach Evaluation of Behavioral approach. Phenomenological Approach. Self-Theory of Carl Rogers. Maslow's Humanistic view. Evaluation of Phenomenological approach. Methods of assessing personality objective approach and projective approach.

#### **SELECTED REFERENCES:**

1. Baron, A. (1996) Psychology, 3<sup>rd</sup> Edition, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Halonen, S. and Santrock, w. (1999) Psychology: Contexts and Applications 3<sup>rd</sup> Edition, McGraw-Hill College, USA.
3. Feldman, S. (1999) Understanding Psychology, 5<sup>th</sup> Edition. McGraw-Hill College USA.
4. Hilgard, E.R. Atkinson, R.C and Atkinson, R.L. (1975) . Introduction to Psychology Oxford & IBH.
5. Darley, J. Glucksberg, S and Kinchla, R. (1991). Psychology. 5<sup>th</sup> Edition Prentice-Hall, Inc. New Jersey.

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**Objectives:** To enable the students to –

- Learn by application
- Learn the procedures of administering psychological tests.
- Score and evaluate the various tests.

**COURSE OUTCOMES:**

CO1:Gain proficiency in assessment techniques in psychology.

CO2:Use scientific reasoning to interpret psychological phenomenon.

CO3:Measurement of individual differences.

CO4:To enable students to become perceptive, self-reflecting and socially aware.

CO5:Display the ability to administer psychometric tests.

**LIST OF PRACTICALS: TESTING (ONLY 6 TO BE COMPLETED)**

1. Whole Vs part learning.
2. Letter-Digit Substitution Test.
3. Raven's progressive Matrices
4. DAT clerical speed and accuracy
5. The aggression Scale.
6. 16 PF Questionnaire
7. A/B Life style Rating scale
8. GHQ – 28
9. Cooper – smith self – Esteem Inventory

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

III SEMESTER

PSYCHOLOGY

7 Hrs/Week

PSY 3603

RESEARCH METHODOLOGY AND STATISTICS

Max. Marks: 100

w.e.f.2020 - 2021'(19AG)' Batch

**Objectives:** To enable the students –

1. Demonstrate understanding skills in quantitative and qualitative research.
2. Understand the importance of scientific research.
3. Gain a better understanding and application of statistics in psychological research.
4. Demonstrate a practical understanding in writing a proposal.
5. Understanding ethical issues in research.

**Course Outcomes**

CO1: Identify and discuss the role and importance of research in social science.

CO2: Demonstrate their understanding and ability to implement basic and applied research designs.

CO3: Establish knowledge of the range of analytical, statistical techniques that are used in psychological research.

CO4: Recognize of psychological research.

CO5: Awareness of ethical issues involved in psychological testing.

**UNIT – I INTRODUCTION**

Scientific research – definition, characteristics, limitation. Hypothesis- hypothesis testing, null hypothesis, and one – and two tailed hypothesis. Variables- operational definitions, independent, dependent and extraneous variables. Samples-population and sample, sampling bias, representative samples, types of samples.

**UNIT – II METHODS**

Reliability. Validity. Standardized procedures. Experimental methods. Observational methods. Interviews. Surveys. Questionnaires. Scales. Tests.

**UNIT – III DEALING WITH DATA**

Measurement – nominal, ordinal, interval, ratio; Descriptive statistics-measures of central tendency and dispersion-mean, median and mode, range, quartile, standard deviation, variance.

#### **UNIT – IV : USING DATA TO TEST PREDICTIONS**

Probability and significance, chi-square test, t-test, correlation. Pearson's product moment method. Spearman's rank order method. Analyzing qualitative data.

#### **UNIT – V: ETHICS AND PRACTICE**

Ethical issues in psychological research, publications and access to data. Confidentiality and privacy. Debriefing. Stress and discomfort. Right to non-participation.

**ASSIGNMENT:** Write a research proposal

#### **REFERENCES:**

1. Singh, A.K., Tests, Measurements and Research Methods in Behavioral Sciences.
2. Coolican, H., Research Methods and Statistics in Psychology. II Edition, Hodder and Stoughton.

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**Objectives:** To enable the students to –

1. Become acquainted with the concepts, trends, theories and classification according to the new diagnostic system, DSM-IV.
2. Understand the milestones and trends and the great advances made in the field.
3. Understand behavior disorders and contribute in their own style to cope with mental disorders.

**Course outcomes:**

CO1: Become acquainted with the concepts, trends, and perspectives in psychopathology.

CO2: Understand the classification and diagnostic system of DSM 5

CO3: Demonstrate knowledge of etiological factors of disorders.

CO4: Illustrate understanding of symptoms of epidemiology of disorders.

CO5: Establish comprehension and application of therapeutic modalities for psychopathology.

**UNIT – I:** Abnormal Psychology. Past and present, Defining psychological abnormality. Past views and treatments. Today's perspectives and professionals.

**UNIT-II:** Generalized Anxiety Disorder and Phobias, Stress, coping and the anxiety response.

Generalized Anxiety Disorder, Phobias- Types of phobias, and explanations of phobias and treatment of phobias. Panic, Obsessive-Compulsive Disorders. Panic Disorders. Obsessive-Compulsive Disorders, Stress Disorders- Caused by combat and by traumas. Explanation and treatment for stress Disorders.

**UNIT- III:** Disorders of Memory and Dementia, Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder (Multiple Personality Disorder). Explanation of Dissociative Disorders. Treatment for Dissociative Disorders, Dementia

**UNIT – IV:** Mood Disorders, Unipolar depressions, Bipolar Disorders. Causes and Treatment Schizophrenia. The clinical picture of Schizophrenia, Symptoms of Schizophrenia. The course of Schizophrenia. Diagnosing Schizophrenia. Explanations of Schizophrenia. Treatment for Schizophrenia.

**UNIT – V:** **Personality Disorders** Odd or Eccentric Behavior, Dramatic, Emotional or Erratic Behavior, Anxious or Fearful Behavior

**REFERENCE BOOKS:**

1. Carson, C and Butcher, N (1992), Abnormal Psychology and Modern Life, IX Edition, Harper – Collins Publishers Inc .
2. Lahey, B and Ciminero, R Maladaptive Behavior: An Introduction to Abnormal Psychology. Scott, Foresman & Co., New York (1980)
3. Bootzin, R and Acocella, J.R. (1988) Abnormal Psychology: Current Perspective. V Edition, McGraw Hills, Inc USA.
4. Sarason, G and Sarason, R (1996) Abnormal Psychology: The problem of Maladaptive Behavior. VIII Edition. Prentice-Hall India. New Delhi.
5. Comer, J. (1998) . Fundamentals of Abnormal Psychology.W.H. Freeman & Company, USA.

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V SEMESTER **PSYCHOLOGY** **5 Hrs/Week**

**PSY 5601** **SOCIAL PSYCHOLOGY – I** Max. Marks:100

w.e.f (2020-21) 18AF Batch **PAPER- V**

**Objectives:** To enable the students to

1. Develop an awareness of the field of Social Psychology.
2. Develop a better understanding of both their social environment and its relationship to their behavior.
3. Become acquainted the students with the different methods of social psychologists.
4. Become sensitive to the social and cultural forces at work.
5. Inquire, analyze, and relate the principles to everyday happenings.

**COURSE OUTCOMES:**

**CO1:** Develop an awareness of nature, emergence and growth of social psychology.

**CO2:** Illustrate the relationship between non verbal communication and social perception and understanding causes of behaviour.

**CO3:** Learn how one forms attitudes and conceptual application of the knowledge to self and others.

**CO4:** Explain the underlying constituents of persuasion and the application of the knowledge in understanding persuasive behaviour.

**CO5:** Have a comprehensive understanding of group and cultural influences on behaviour and social roles

**Syllabus**

**UNIT – I: INTRODUCING SOCIAL PSYCHOLOGY & SOCIAL PERCEPTION:** Social Psychology a working definition. Social Psychology is scientific in orientation. Causes of social behavior. Social Psychology and other disciplines. Decades of Growth:

**SOCIAL PERCEPTION:** Nonverbal Communication: Language of Expressions, Gazes, and Gestures. The basic channels. Nonverbal cues and social interaction: Their role in self-presentation.

**Attribution:** Understanding the Causes of Behavior. From Acts to dispositions. Using others' behavior as a guide to their lasting traits. Kelley's theory of causal attribution. Some major sources of bias. Practical applications of attribution theory.

**Self-Attribution:** Understanding ourselves, Bem's theory of self-perception : Behavior as a source of self-knowledge.

**UNIT – II: ATTITUDE:** Forming Attitudes: Learning and Experience. Social Learning: Acquiring attitudes from others. Forming attitudes by direct experience. Persuasion: Changing Attitudes. Passive persuasion. When attitude change Fails: Resistance to persuasion. Two routes to persuasion. Cognitive Dissonance: Changing Your Own Attitudes. Dissonance: Its basic nature. Some factors that affect it. Attitudes and Behavior: The Essential Link. Attitude specificity, strength and accessibility. Self-attention and the A-B problem.

**UNIT–III: PERSUASION :** Effective Persuasion. The Effect of the Communicator. Credibility Attractiveness what is said? The Content of the Message. Reason versus emotion.

Discrepancy. One-sided versus two-sided. Primacy versus recency. How is it said?  
The Channel of Communication. Active experience versus passive reception.  
Personal versus media influence. The Audience – What the audience is thinking? Age

Case studies in Persuasion: Cult Indoctrination. Attitudes Follow Behavior.  
Compliance breeds acceptance. The foot-in-the-door phenomenon. Persuasion The  
Communicator – The message – The audience – Group Isolation Resisting  
Persuasion: Attitude Inoculation.

**UNIT – IV: GROUP INFLUENCE:** Influence of others performance. What is a Group? Social Facilitation  
– Social Loafing – Many Hands Make Light Work. Social Loafing in Everyday. Living  
De-individuation-Doing Together What We Would Not Do Alone. A group – Physical  
anonymity. Activities that arouse and distract. De-individuation Diminished Self-  
Awareness.

**UNIT – V: CULTURAL INFLUENCE:** Norms. Roles. Effects of Role Playing. Role Reversal. Role Conflict.  
Conflict between Person and Role. Intra role conflict. Inter Role Conflict.

**Gender Roles:** How do males and females differ? Aggression. Empathy and  
Sensitivity. Spatial ability. Sexual Attitude and Behavior. Social Power.

Why do males and females differ? Biology and Culture. Changing gender roles  
Should there be Gender Roles ? A “masculine” society. A “feminine” society  
Androgyny.

**TEXT BOOK :** 1. Myers, David G (1999) . Social Psychology. VI Edition. McGraw Hill. USA.

2. Baron, Robert A and Byrne, D. (2003). Social Psychology. X Edition. Prentice Hall of  
India Private Limited. New Delhi.

**REFERENCES :**

1. Baron, Robert, A and Byrne, D. (1995) Understanding Human Interactions. VII  
Edition. Prentice Hall of India Pvt.Ltd New Delhi.
2. Worchel, s and Shebilske, W. (1986) Psychology: Principles and Applications  
Edition. Prentice-Hall . New Jersey.
3. Feldman, Robert, .S (1990) Understanding Psychology II Edition. McGraw Hill  
Publishing Company. USA

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ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM

V SEMESTER

PSYCHOLOGY

TIME : 5 Hrs/week

PSY 5602

SOCIAL PSYCHOLOGY – II

Max. Marks : 100

w.e.f. (2020 – 21) 18AF Batch

**Objectives:** To enable the students to

1. Develop a better understanding of both their social environment and its relationship to their behavior.
2. Be acquainted with the different methods of Social Psychology.
3. Become sensitive to the social and cultural forces at work.
4. Inquire, analyze, and relate the principles to everyday happenings.

**Course outcomes:**

**CO1:** Be acquainted with the concept of manifestation and factors underlying aggression.

**CO2:** Understand the nature and aetiology of altruistic behaviour.

**CO3:** Become sensitive to the nature, life and causes of prejudices.

**CO4:** Gain comprehensive knowledge of how interpersonal relationships are formed based on attraction.

**CO5:** Illustrate understanding of how technology and environment influences human behaviour.

**UNIT – I :      **AGGRESSIONS & HURTING OTHERS:****

The nature of Aggression. Instinct theory. Biological influences upon aggression. Frustration – Aggression theory – The distinction between frustration and deprivation – Does money buy happiness? – Is aggression learned Social Behavior? How is aggression learned? When is aggression provoked? Influence upon Aggression – Aversive incidents: Pain – Heat – Attacks –Arousal: Pornography – Television. Group aggression – Reducing Aggression: Catharsis – A social learning approach.

**UNIT – II:      **ALTRUISM: Helping others:**** Social Exchange; The Benefits and costs of helping. Altruism as disguised self-interest. Empathy as a source of genuine altruism. Social Norms: The reciprocity and the social responsibility norm. Sociobiology: Kin selection: Genes care for relatives in whom they reside. Reciprocity – Comparing and evaluating theories of Altruism. Situational influences; when are we likely to be Good Samaritans? Number of bystanders. Models: Helping when someone else does, people in a hurry. Whom do we help? Personal influences: Who are the Good Samaritans? Guilt – Mood – Personality Traits. How can helping be increased? Undoing the restraints on helping, reduce ambiguity, increase responsibility, Guilt and concern for self – image. Socializing and Modeling Altruism. Attributing one's helpful behavior to altruistic motives. Learning about altruism.

**UNIT – III:      **PREJUDICE:**** Disliking others. What is Prejudice? How pervasive is prejudice? Racial Prejudice – Prejudice against women – Gender stereotypes – Gender attitudes – Social sources of prejudice. Social inequalities, Prejudice rationalizes inequalities – Blaming the victim: The self fulfilling prophecy lurks again – In-group and out-group – Conformity, institutional support – Emotional sources of prejudice – Frustration and aggression: the scapegoat theory – Personality Dynamics – Needs for status and

group identification – The authoritarian personality – Cognitive sources of prejudice – Categorization, perceived similarities within groups, differences between groups, The persuasive power of Distinctive stimuli – Distinctive people draw attention. Vivid – distinctive cases get remembered, Distinctive events produce illusory correlations – Attribution: Is it a just world? – The ultimate attribution error – The just world phenomenon – Cognitive consequences of Stereotypes – Stereotypes are self-perpetuating – Do stereotypes bias our judgments of individuals?

**UNIT – IV:**     **ATTRACTION:** Liking and Loving others: - A simple theory of Attraction: - Liking: Who likes whom? – Proximity – Interaction – Anticipation of interaction – Mere exposure – Physical Attractiveness – Dating – The physical attractiveness stereotype – Who is attractive? Similarity versus complementarity. Liking those who like us – Attribution – Self Esteem and attraction – Gaining another’s esteem – Loving: Romantic Love – theory Variations in romantic love – Companionate Love – Self-Disclosure – Equity.

**UNIT – V:**     **TECHNOLOGY AND CONTEMPORARY SOCIETY:** Technology in the 1990’s – Human versus machines: The Psychology of everyday technologies – Living with computers: Computer Therapy – People and the world around us – The social physical environment and crowding: Being one of Many: The social environment and crowding. Designing & Dormitory – Other environmental variables. Noise: Effects of Noise on performance, sound relationship and health. Air Pollution: Pollution and Behavior – Heat and Health – Cold – The built environment Room: Building: The city – Catastrophes and crises: Unnatural disaster: Terrorism Hostages – War and peace – Psychology and Promotion of peace.

**TEXT BOOKS:**

1. Myers, David G. (1999), Social Psychology. VI Edition. Mc Graw Hill. USA.
2. Baron, Robert A and Byrne, D(2003). Social Psychology X Edition. Prentice Hall of India Private Limited New Delhi.

**REFERENCES :**

1. Baron, Robert A and Byrne D (1995) Understanding Human Interactions VII Edition. Prentice Hall of India Pvt. Ltd. New Delhi.
2. Worchel, S and Shebilske W. (1986) Psychology Principles and Applications Edition. Prentice-Hall. New Jersey.
3. Feldman, Robert, S. (1990) Understanding Psychology. II Edition. McGraw Publishing Company USA.

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ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM

VI SEMESTER

**PSYCHOLOGY**

TIME : 5 Hrs/week

PSY 6601

**CHILD PSYCHOLOGY**

Max. Marks:100

w.e.f. (2020 – 2021)18 AF Batch

**OBJECTIVES :** To enable the students to

1. Understand and appreciate the process of child development.
2. Understand a wide range of real-life problems.
3. Become aware of the contemporary ideas and issues in child psychology.
4. Acquire a current view of the basic research on the principle topics of child psychology.

**COURSE OUTCOMES:**

CO1:Develop a foundational theoretical knowledge of theories relating to child development.

CO2:Demonstrate and induct understanding of the influence of the family and social systems on the developmental processes.

CO3:Gain acquaintance with the influence of peers and play on the formative years of a child.

CO4:Understand the impact the systems of schools exert on the child's development.

CO5:Gain awareness in the nature and development of disorders of childhood.

**UNIT I :INTRODUCTION, PRENATAL DEVELOPMENT AND BIRTH**

Themes and theories – What is Child Development? – Why Study Children? – Themes of Development – Theoretical perspectives on Development – Cognitive Theories of Moral Development – Kohlberg's Piaget's theory of cognitive Development – Stages of Prenatal Development – Prenatal influences on Development – The Effects of Birth factors on development.

**UNIT II: THE FAMILY:**

Physical, Emotional & Language Development (Early Childhood) Variations in patterns of socialization – The family as an agent of socialization – The family as a system – The process of Socialization – Dimensions of parental behavior – Husbands and wives as a mutual support system.

**UNIT III: PEERS AND FRIENDS:**

Developmental trends in peer interaction – Play – The functions of peers – Children and their friends – Determinants of peer acceptance – Group formation – Peer versus adult influences on the child – The peer group in cross cultural perspective.

**UNIT IV: THE SCHOOL AS A SOCIALIZATION AGENCY:** The importance of the school – The effects of the physical structure of the school environment – The class room: Space and Organization – The teacher – Innovations in teaching: Technology in School, Television and Computers in the class room.

**UNIT V : CHILD PSYCHOPATHOLOGY:**

Classification of Child psychopathology – Internalization Externalization – Mental disorders during childhood – Child Abuse – The treatment of developmental psychopathologies – medication, Play therapy, Behavior therapy, Family therapy, Community Psychology.

**REFERENCES:**

1. Hurlock, B (1997) Child Development, VI Edition – Tata McGraw Hill, New Delhi.
2. Sigelman, Carol K and Shaffer, David R. (1984) Life Span Development, II Edition Brooks / Cole Publishing Company California.
3. Hetherington, Mavis E. and Parke, Ross D (1993) Child Psychology: A Contemporary view point, III Edition, McGraw Hill International Edition, USA.
4. Shaffer, David R (1996), Developmental Psychology: Childhood and Adolescence. IV Edition, Brooks / Cole Publishing Company USA.

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ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS), VISAKHAPATNAM

VI SEMESTER                      **PSYCHOLOGY** (CLUSTER)                      5 Hrs/Week  
PSY 6601                              **COUNSELLING AND GUIDANCE**                      Max. Marks: 100  
w.e.f (2020 -21) 18AF Batch)                      **PAPER VIII B-1**

**Objectives:** To enable the students to

1. Acquire simple and comprehensive knowledge of all the important aspects of the field.
2. Understand the concepts and techniques of counseling.
3. Develop an awareness of the need for counseling in our country.
4. Take up counseling as a profession.

**Course outcomes:**

CO1: Understanding of counseling as a profession emerged

CO2: Have awareness of the required training and skills to pursue counseling as a profession

CO3: Acquire comprehensive understanding of the many theoretical approaches to counseling

CO4: Gain an exhaustive knowledge of the process of counseling and display the practical application of the same

**COURSE:**

**UNIT I: EMERGENCE AND GROWTH OF COUNSELLING PSYCHOLOGY:**

Meaning, Purpose and Goals of Counselling.

**UNIT – II: PROFESSIONAL PREPARATION & TRAINING FOR COUNSELLING:**

Counsellor preparation and professional issues – Academic preparation – Practical skills – Ethical standards – Selection and training of counsellors.

**UNIT – III: APPROACHES TO COUNSELLING:**

Psychoanalytic approach – Humanistic approach Client – Centered counseling – Behavioristic approach – Reciprocal inhibition technique – Behavior modification. Transactional analysis. EGAN'S 3 Stage model Indian contributions – Yoga and meditation. Counselling in India – Need and present status.

**UNIT – IV: COUNSELLING PROCESS:**

Introduction – Steps in Counselling process - Pre-counselling interview – Process of counseling – Reasons for making an appointment – Referral – Counselling relationship – Physical setting – Value orientations — Essential aspects of interviewing – Non-verbal communication in interviews – Degree of lead, silence, transference, counter-transference – Resistance – Handling resistance. Ending and follow up. Counselling skills – Basic Listening skills.

**UNIT – V: COUNSELLING APPLICATIONS:**

Counseling in Schools, Teenage Counselling, Career Counselling, Couple and Marriage Counselling, Counselling for suicidals, Group Counselling.

**REFERENCES:**

1. Rao, Narayana S. (2003) Counselling Psychology. Tata McGraw-Hill Publishing Co .Ltd. New Delhi.
2. Nelson, R and Jones (1988), Practical Counseling and Helping skills. St. Paul's Press Training School Bombay.
3. Dryden, W and Thorne, B. (1994) Training and Supervision for Counselling in Action. Saga Publications. New Delhi.

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VI SEMESTER

PSYCHOLOGY (CLUSTER)

5 Hrs/Week

PSY 6604 (4) PRACTICUM IN CAREER GUIDANCE AND COUNSELLING

Max. Marks: 100

w.e.f (2020 -21) 18AF Batch

PAPER VIII B-3

**Objectives:** To enable the students to

- field.
1. Acquire simple and comprehensive knowledge of all the important aspects of the field.
  2. Understand the concepts and techniques of counseling.
  3. Develop an awareness of the need for counseling in our country.
  4. Take up counseling as a profession.

**COURSE:**

Unit-1: Case studies – conduct two case studies on career –planning and career choice for Adolescents (13-18 years) career profiling – preparation of detailed report – referral services (If needed)

Unit -2 Case studies – conduct two case studies on adults (19-25 years) on career development (indepth analysis by conduct skill analysis- job involvement- job satisfaction- work stress and provide employee counseling

Unit-3; Group Guidance- A group at least 3 members (students 14-16 years) and administer one test each of personality, aptitude – intelligence and interest profile along with detailed report.

Unit 4: Career Exhibition - students should organize 2 days career exhibition/ one day career awareness programme at least in one school – prepare a report for evaluation.

Unit-5: Field visits- Visits for two Institutions for field visits and submit a detailed report about the Organization and its activities. Each student should identify a successful person (male/Female) from any occupational field including self-employment and write his/her biography in detail along with their career graph and submit for evaluation.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS) VISAKHAPATNAM

VI SEMESTER	<b>PSYCHOLOGY (Elective)</b>	TIME: 5 Hrs/week
PSY -E2-6601	<b>POSITIVE PSYCHOLOGY</b>	Max. Marks:100
w.e.f. (2020 -21) 18AF Batch	Paper VII-A	

**OBJECTIVES:**

To enable the students to

- Understand the power of positive mind set.
- To maximize the joys in their lives.
- Develop insights into one by awakening their inner strengths and virtues.
- Build their abilities to deeper personal relationships.

**COURSE OUTCOMES:**

**CO1:** Demonstrate understanding of the aim and scope of positive psychology and implications to well-being and flourishing.

**CO2:** Its building positive climate with positive emotions and emotional intelligence.

**CO3:** Integrate and apply core concepts of positive psychology and resiliency factors into their own lives.

**CO4:** Creating awareness on theoretical concepts of love and various types of interpersonal relationships.

**CO5:** Insight of how altruistic behaviour positively impacts our own well-being.

**Unit-1:** Introduction to positive psychology- what is positive psychology? Positive psychology seeks a balanced- more complete view of human functioning – Assumptions- goals and definitions; Eastern and Western perspectives on positive psychology.

**Unit-2:** Positive Emotions: Defining emotional terms; Broaden and build model of positive emotions.

Happiness- definition; subjective well-being; Determinants of subjective well-being; Increasing happiness in your life; Emotion- focused coping; Emotional intelligence; Learning the skills that make a difference; Emotional story telling; An emotional balancing act.

**Unit-3:** Living well at every stage: Resilience in childhood; Positive Youth development – primary tasks at adulthood. Successful Aging – what is successful aging? The Macarthur foundation study of successful aging.

**Unit-4:** Positive relationship – Defining close relationships – Infant attachment- Adult attachment security- Triangular theory of Love. The self-expansion theory of Romantic love. Marital satisfaction- Building a mindful relationship connection? Creating a culture of appreciation- capitalizing on positive events.

**Unit-5:** Prosocial Behavior: Defining Altruism: The egotism motive; Forms of egotism motivated altruism; The Empathy motive and the empathy -altruism hypothesis; Cultivating altruism: Defining gratitude; Cultivating gratitude; Measuring gratitude; Defining forgiveness; Cultivating forgiveness ; Forgiving another person; forgiving oneself forgiveness of a situation; Measuring forgiveness.

**REFERENCES:**

1. Synder, C.R. Lopez S.J., & Pedrotti, J.T. (2011), Positive Psychology: The scientific and practice explorations of human strengths, SAGE Publications India Pvt. Ltd.
2. Baumgardner, S.R. & Crothers, M.K. (2009) Positive Psychology. Dorling Kindersley India Pvt. Ltd.
3. Carr. A. (2008) Positive Psychology: The science of happiness and human strengths. Routledge.

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- Type A personality - Self – efficacy
  - Locus of control - Self esteem
  - Negative affectivity
3. Causes and Effects of stress in a workplace
  4. Treating stress in a workplace
  5. Work – family conflicts.

**TEXT BOOK:**

Harrell, Thomas, W.(1954) Industrial Psychology, Oxford and IBH Publishing Company New Delhi.

**REFERENCES:**

1. Newstrom, John. W and Davis.K (2002), Organizational behaviour: Human Behavior at work XI Edition – Tata McGraw – Hill Inc. New Delhi.
2. Robins, Stephen P. (2001), Organizational Behavior, IX Edition. Prentice –Hall of India Private Ltd.
3. McCormick, E.J. and Ilgen D (1984). Industrial Psychology, Prentice Hall of India Pvt. Ltd., New Delhi.
4. Blum M.L and Naylor, J.C (1984), Industrial Psychology, CBS Publications. New Delhi.
5. Chandan, JIT.S (1994) Organizational Behavior, Vikas Publishing House Pvt. Ltd. New Delhi.
6. Luthans F (1989), Organizational Behavior V Edition, Mc Graw Hills New York.

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VI SEMESTER

**PSYCHOLOGY**

TIME : 5 Hrs/week

PSY-A3- 6601

**INTER –GROUP RELATIONS**

Max. Marks : 100

w.e.f. ' (2020– 21) 18AF Batch

**OBJECTIVES:**

To enable the students

- Study the applied aspects of Psychology.
- Understand the wide range of problems in industry.
- Appreciate the usefulness of Psychological knowledge in solving problems in organization.

**COURSE OUTCOMES:**

CO1: Inspect theoretical comparatives regarding interpersonal relations design.

CO2: Psychological analysis at different levels of group processes and inters group relations.

CO3: Relate identity in the context of relation between groups prejudice, administration & social justice.

CO4: Discuss applicability of conflict management strategies.

**UNIT-1:** Nature of intergroup relations- Cooperative vs Competition – Classical study of Robbers Cave Experiment – Realistic Conflict Theory.

**UNIT-2:** Social categorization and conflict – In –group vs out-group – Consequences of social categorization – cognitive biases and stereotypes – conflict and social categorization.

**UNIT-3:** Cultural aspects of inter group relations – Social identity – Stereotypes case studies in Indian context.

**UNIT-4:** Resolving intergroup conflict – Intergroup contact- promoting Intergroup Cooperation – Conflict management strategies.

**REFERENCES:**

1. Baron R.A. Branscombe N.R. Byrne & Bhardwaj G. (2009) Social Psychology – New Delhi: Pearson.

ST. JOSEPH'S COLLEGE FOR WOMEN (AUTONOMOUS ) VISAKHAPATNAM

VI SEMESTER

**PSYCHOLOGY**

TIME : 5 Hrs/week

PSY-A2- 6601

**PSYCHOLOGY AT WORK**

Max. Marks : 100

w.e.f. (2020 – 21) 18AF Batch

**OBJECTIVES:**

To enable the students

- Study the applied aspects of Psychology.
- Understand the wide range of problems in industry.
- Appreciate the usefulness of Psychological knowledge in solving problems in organization.

**COURSE OUTCOMES:**

**CO1:** Have awareness of the trajectory of growth of organizational psychology and various critical aspects that challenge it.

**CO2:** Gain a theoretical understanding of motivation and its application in workplace.

**CO3:** Assess communication techniques in organizations and inspect the various barriers that impact it.

**CO4:** Compare early and contemporary approaches to leadership.

**UNIT -1:** Introduction to I/O Psychology- Definition – Brief History- Contemporary trends and Challenges.

**UNIT-2:** Work Motivation – Theories and application- Maslow- Herzberg- Goal setting- Expectancy- Equity.

**UNIT-3:** Communication in Organization – Communication process- Purposes of communication in Organizations- Barriers to effective communication- Managing communication.

**UNIT- 4:** Leadership – Early approaches to leadership- Contemporary approaches to leadership – Transformational and Transactional leadership.

**REFERENCES:**

1. Robbins S.P. & Judge T.A. (2007) Organizational Behaviour, 12<sup>th</sup> Ed; New Delhi- Prentice Hall of India.

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