



Faculty: Arts

Programme Name: Bachelor of Arts

Programme Code: SIUAPSY

Subject: Psychology

Academic Year: 2023-2024

Syllabus of Three year Multidisciplinary Undergraduate Programme with DSC- Psychology as Major under NEP approved by the Board of Studies in Psychology with effect from June 2023

❖ **Learning Objectives:**

- On completion of the course students will be able to describe basic concepts in Psychology.
- On completion of the course students will be able to give examples of concepts in Psychology from their daily lives.
- On completion of the course students will be able demonstrate their understanding by making presentations, having a symposium and group discussion

Class	Semester	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	1	Fundamentals of psychological science- I	60/4	4	60+40=100

❖ **Course outcomes**

On completion of this course students will be able to:

- 1) Describe the history of Psychology, research methods in psychology, trace the developments in the field of Psychology
- 2) Enumerate the structure and functions of nervous system and endocrine system
- 3) Describe in detail different states of consciousness
- 4) Explain different primary and secondary motives and compare different approaches to understand the experience of emotions

Unit no	Topics	No of hours
1	<p>The Science of Psychology</p> <p>a) Foundations of modern Psychology b) Psychologists: Who they are and what they do c) Research methods in psychology d) Meaning of and need for 'indigenous psychology' e) Concerns and issues in indigenization of Psychology</p>	15
2	<p>Nervous system and endocrine glands</p> <p>a) Neurons and nerves: Building the Network b) An Overview of the Nervous System c) Distant Connections: The Endocrine Glands d) Looking Inside the Living Brain e) From Bottom Up: the Structures of the Brain</p>	15

3	Consciousness a) What is consciousness? b) Sleep c) Dreams d) Hypnosis e) The influence of psychoactive drugs	15
4	Motivation and Emotion a) Approaches to Understanding Motivation b) What, Hungry Again? Why people eat? c) Emotion d) Culture and Emotion e) Positive Emotions	15

Class	Semester	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	2	Fundamentals of psychological science- II	60/4	4	60+40=100

❖ **Course outcomes:**

On the completion of this course, students will be able to:

- 1) Describe and differentiate between different methods of learning
- 2) Discuss the structure and function of memory, relate the theories learnt to real-life examples
- 3) Explain how people think, process information, solve problems, learn language
- 4) Compare and contrast different approaches to understand personality

Unit No.	Topics	No of hours
1	<p style="text-align: center;">Learning</p> <ul style="list-style-type: none"> a) Definition of learning b) Classical Conditioning c) Operant Conditioning d) Cognitive Learning theory e) Observational Learning 	15
2	<p style="text-align: center;">Memory</p> <ul style="list-style-type: none"> a) What is memory? b) The information Processing Models c) Getting it Out: Retrieval of Long- term Memories d) What are we talking about? Forgetting e) Neuroscience of Memory 	15
3	<p style="text-align: center;">Cognition: Thinking, intelligence and language</p> <ul style="list-style-type: none"> a) How People think b) Intelligence c) Language 	15

4	Theories of personality	15
	<ul style="list-style-type: none"> a) Psychodynamic Perspective b) Psychoanalysis in the East: Some Indian Perspectives c) The Behavioral and Social Cognitive view of Personality d) The Third Force: Humanism and Personality e) Trait Theories: Who are you? f) Personality: Genetics and Culture Classic Studies in Psychology g) Assessment of Personality 	

❖ **Books for study**

- Ciccarelli, S. K. & White J.N. (2021). *Psychology* (5th ed.) Pearson Education.
- Nevid, J. S. (2012). *Essentials of Psychology: Concepts and Applications* (3rd ed). Wadsworth CENGAGE Learning

❖ **Books for reference:**

- Baron, R.A. (2001). *Psychology* (5thed), Pearson Education Inc.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among five approaches* (2nd ed.), SAGE Publications, Inc.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, Mixed Method Approaches* (3rd ed), SAGE Publications, Inc.
- Feldman, R.S. (2019). *Essentials of Understanding Psychology* (13thed) Tata McGraw Hill Companies, Inc.
- Lahey, B. B. (1998). *Psychology: An Introduction*, Tata McGraw Hill Publishing Company Ltd, New Delhi
- McBride, D. M. (2018). *The Process of Statistical Analysis in Psychology*, SAGE Publications, Inc.
- Misra, G. & Mohanty, A. K.(ed) (2002). *Perspectives on Indigenous Psychology*. Concept Publishing Company
- Myers, D.G. (2013). *Psychology*. McMillan Publishers India Pvt .Ltd.

PATTERN OF EVALUATION

Component			Total marks
Internal assessment		Semester-end examination	
Class test	Assignment		
20	20	60	100

- ❖ **Assignment:** Assignment can be done on any of the topics covered in the concerned semester. While choosing the topic for assignment, it should be ensured that the topic chosen by the student adds to understanding of the content covered in that semester. Students have to choose any one of the assignment types from the ones mentioned below.
 - **Essay (individual assignment):** Student can choose any two concepts taught in any chapter from the syllabus of the concerned semester (e.g. reinforcement theory, memory technique, theory of memory, intelligence theory, social learning theory, personality theory). He/she should write a brief note about real-life incident about that concept. He/she can write an example from his/ her own life or interview someone he/she know to write this note. Each note (essay) carries 10 marks. Two notes (essays) comprise one assignment. The note (brief essay) should specify the reason for selecting that concept, its importance, relevance, brief explanation of the concept, elaboration about real-life example of the concept, parallels between text book explanation of the concept and real life example given. Entire assignment should not exceed 1500 words.
 - **Poster/ PPT presentations (group assignment):** Students should make and present poster on the topic chosen by them (they must get the topic approved by the teacher before they start working on the poster/ presentation). The poster/presentation must provide information about the topic chosen, emphasizing recent research in that area, practical usefulness of the information presented should be highlighted
 - **Student-Symposium (group assignment) :**Students will be divided into groups, each group will be given a topic, each member of the group will be asked to cover different aspect of the topic, emphasizing on recent research in that area. Each student will be expected to gather reliable, relevant information, past researches about that topic. The group will be asked to present the information they have gathered
 - **Group discussion (group assignment):** Students will be divided in groups. Topics for group discussion will be given to students. Members of the group are expected to discuss various aspects of the topic given to them, highlighting recent research.

Semester-end Examination for each course

Semester-end examination will have 4 questions. A sample paper pattern is given below:

Question no	Unit no	Marks
Q1- A or B	Unit 1	15
Q2- A or B	Unit 2	15
Q3- A or B	Unit 3	15
Q4- A or B	Unit 4	15
Total		60



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Subject: Psychology

Academic Year: 2023-2024

**Syllabus of Skill Enhancement Course
(SEC) in Psychology under NEP
approved by the Board of Studies in
Psychology with effect from June 2023**

SEMESTER: 1

COURSE NAME: INTERPERSONAL SKILLS

❖ Learning Objectives:

- On the completion of this course, students will be able to describe various interpersonal skills and demonstrate the use of them in role-plays.

Class	Semester	Course Code	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	1	SEC	Interpersonal Skills	30/2	2	50

❖ Course outcomes:

On the completion of this course, students will be able to:

1. State the components of active listening and demonstrate the use of the same in a given situation.
2. Explain the importance of empathy in relationships.
3. Identify and differentiate between healthy and unhealthy ways of handling emotions.
4. Explain the importance of assertiveness and appropriately frame assertive statements.

Unit no.	Name of the Unit
1	Listening skills a) Understanding Active Listening b) Non Verbal Signs of active listening c) Verbal Signs of Active Listening d) Barriers to active Listening e) Giving and receiving feedback in groups
2	Understanding Empathy in relationships a) Self-Empathy b) Accepting Others c) Accurate Listening d) Perspective Taking
3	Managing Emotions a) Basic Emotions b) Understanding and identifying emotions c) Effective/Ineffective ways of handling emotions

	d) Techniques to manage negative emotions
4	<p style="text-align: right;">Assertiveness</p> <p>a) Meaning and definition</p> <p>b) Importance of assertiveness</p> <p>c) Cognitive and behavioural components of assertiveness</p> <p>d) Assertiveness in social, familial,, cultural contexts</p>

References:

Knapp, M. L., Vangelisti, A. L. & Caughlin, J. P. (2014). *Interpersonal Communication and Human relations* (7th ed). Pearson Education, Inc.

Solomon, D. & Theiss J. (2013). *Interpersonal Communication: Putting theory into practice*. Routledge Taylor and Francis Group

Wood, J. T. (2010). *Interpersonal communication: Everyday encounters* (6th ed). Wadsworth Cengage Learning

SEMESTER: 2

COURSE NAME: UNDERSTANDING GROUP DYNAMICS

❖ Learning Objectives:

- On the completion of this course, students will be able to describe dynamics of working in a group and develop skills for working effectively in a group.

Class	Semester	Course Code	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	2	SEC	Understanding group dynamics	30/2	2	50

❖ Course outcomes:

On the completion of this course, students will be able to:

1. Describe the stages of group development, importance of and techniques of dealing with diversity in a group
2. Demonstrate effective verbal and non-verbal behaviours in group interactions
3. Identify effective conflict resolution strategies and apply them in a given group-situation.
4. Describe the process of decision-making in a group and the care that needs to be taken while engaging in group decision-making

Unit no.	Name of the Unit
1	Introduction to group dynamics and formation of groups a) Advantages and disadvantages of working in a group b) Interdependence in groups; individual-group relationship c) Stages of group development d) Understanding group diversity and adapting to it
2	Verbal and non-verbal communication in groups a) Team talk, language challenges, language differences b) Assertiveness in groups c) Non-verbal communication in groups d) Creating supportive communication climate
3	Conflict management in groups a) Understanding conflicts in groups; differentiating between constructive and destructive conflict

	b) Conflict styles c) Conflict management strategies
4	<p style="text-align: center;">Decision-making and problem-solving in groups</p> a) Understanding group decision making: its methods b) Avoiding groupthink and group polarization in group decision-making c) Understanding group problem-solving, its methods

References:

Brown, R., & Pehrson, S. (2020). *Group processes: Dynamics within and Between Groups* (3rd ed). John Wiley & Sons Inc.

Forsyth, D. R. (2010). *Group Dynamics* (5th ed). Wadsworth Cengage Learning

PATTERN OF EVALUATION

There will not be any semester-end examination for this paper. Student will be evaluated in each semester with internal assessment only, which will be divided as 20-30 marks. So, in all a student will be evaluated for 50 marks for this paper. The evaluation pattern is as follows:

Component	Total
Internal assessment	20
Semester-end Examination	30
TOTAL	50



Faculty: Arts

Programme Name: Bachelor of Arts

Programme Code: SIUAPSY

Subject: Psychology

Academic Year: 2023-2024

**Syllabus of Psychology- Open Electives
under NEP approved by the Board of
Studies in Psychology with effect from
June 2023**

SEMESTER: 1

COURSE NAME: STRESS MANAGEMENT

❖ Learning Objectives:

- On the completion of the course, students will be able describe causes and effect of stress on the body.
- On completion of the course students will be able to apply stress management strategies in their lives.

Class	Semester	Course Code	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	1	OE	Stress management	60/4	4	60+40= 100

❖ Course Outcomes:

On the completion of this course, students will be able to:

- 1) Describe physiological responses to stress
- 2) Explain the impact of stress on body
- 3) Identify maladaptive /unhelpful behaviours in stress
- 4) Illustrate the use of appropriate stress management strategies

Unit no.	Name of the Unit	No of lectures
1	Understanding the nature of stress a) <u>Introduction to Stress</u> : Meaning of stress, stress as a stimulus or response, components of stress (stressor, stress reactivity and strain – meaning and types), theories of stress (General Adaptation Syndrome, Life Events and Daily Hassles Theory, Allostatic Load Theory, Hardiness Theory, Social Support Theory) b) <u>Body's reactions to stress</u> : The brain, endocrine system, autonomic nervous system, immune system, cardiovascular system, gastrointestinal system, muscles and skin, reproductive system, eustress & distress	15
2	Stress, maladaptive behaviours & illnesses a) The stress model, emotional responses to stress, maladaptive behaviors b) Hot reactors, psychosomatic illnesses, serum cholesterol, hypertension, stroke, cardiovascular diseases, ulcers, migraine & tension headaches, cancer, allergies, rheumatoid arthritis, backache, TMJ syndrome, obesity, PTSD	15

3	Coping with stress a) Power of mindset & cognitive restructuring, creating meaning, cognitive theory, power of language, thought journal, refraining, ceasing disturbing thoughts b) Three common elements of relaxation, guided imagery, autogenic training, meditation, mindfulness, music, religion & spirituality, Physical exercise (benefits, kinds & principles), progressive muscular relaxation, breathing, yoga,	15
4	Stress and resilience a) College & Occupational Stress, Family Stress b) Resilience & stress, factors underlying resilience, strategies for developing resilience c) Proactive approaches for stress management & prevention, working towards peak performance (stress to success), making changes last	15

Book for study:

Chen, D. (2017). *Stress Management & Prevention: Applications to Daily Life* (3rd Ed). Routledge.

Books for reference:

1. Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13th ed). New York: McGraw Hill publication
2. Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. 5th edition. New Jersey: Pearson education
3. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
4. Schafer, W. (2000). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008.

SEMESTER: 2

COURSE NAME: CONSUMER PSYCHOLOGY

❖ Learning objectives:

- On the completion of this course, students will be able to describe the factors that influence consumer behaviour
- On the completion of this course, students will be able to apply the content taught to analyse products or advertisements
- On the completion of this course, students will be able to design an advertisement for a product based on psychological factors that influence consumer's behaviour.

Class	Semester	Course Code	Course Name	No. of hours per semester/ per week	Credits	Marks
FYBA	2	OE	Consumer Psychology	60/4	4	60+40= 100

❖ Course Outcomes:

On the completion of this course, students will be able to:

- 1) Describe the concepts of perception, attention, memory and learning to explain how these cognitions of a consumer influence his behaviour
- 2) Explain the effect of emotions and attitudes on consumer behaviour
- 3) Mention how consumers take buying decision and become loyal to brands
- 4) State the psychological factors considered while designing an advertisement
- 5) Analyse a product or an advertisement or a product from the perspective of consumer psychology.

Unit No.	Topics	No of hours
1	Cognitive aspects of consumer behaviour a) Perception (Gestalt theories, use of different senses, aesthetics) b) Attention (Arousal, visual selective attention, what attracts consumers' attention) c) Memory (memory systems, remembering and forgetting, implicit memory, how can marketers aid consumer memory, marketing to old consumers) d) Learning (Behavioural, cognitive, social learning; expert learners)	15

2	Affective aspects of consumer behaviour	15
	a) The emotional consumer (emotions, researching affect, emotions, attention and recall, impact of emotions on decision-making, atmospherics, persuasive theories of emotion b) Attitudes (How are attitudes generated, what motivates people to change their attitudes, do attitudes predict behaviour, the influence of mass media)	
3	Behavioural aspects of consumer behaviour	15
	a) Consumer decision-making (Heuristics, are consumers rational in their decision-making, framing effect) b) Brand loyalty (why consumers become brand loyal) c) Consumption and happiness (shopping for happiness, advantageous consumption)	
4	Advertising Psychology	15
	a) Advertising b) The role of attention c) Elaborating on advertising messages d) Factors that make advertisement successful e) Subliminal advertising f) Cultural differences	

❖ **Book for study:**

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. McGraw Hill, Open University Press

❖ **Books for reference:**

Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra,

PATTERN OF EVALUATION

Components			Total marks
Internal assessment		Semester-end examination	
<u>Mid-semester class test</u> (Written test on any one of the topics taught in the concerned semester)	<u>Assignment</u> (Please check below the assignment types that can be done)		
20	20	60	

ASSIGNMENT (20 marks)

For the course on ‘Stress management’ as well as ‘Consumer Psychology’, an assignment can be done on any of the topics from the syllabus. While choosing the topic for assignment, it should be ensured that the topic chosen by the student adds to understanding of the content covered in that semester or shows application of the content learnt.

Assignment for the course of ‘Stress management’

Students can choose any one type of **group assignment** from the ones given below:

- Skit about stress and/or its management
- Presentation of at least 2 recent researches about stress and its management
- Survey of 5 people of any age group to understand their stressors and coping mechanisms and presentation/ report of the same

Assignment for the course of ‘Consumer Psychology’

Students can choose any one type of **group assignment** from the ones given below:

- **Poster/ PPT presentations:** Students should choose any topic from the prescribed book, show advertisement/s or give examples of product/s and make a presentation of how the concerned concept/ psychological aspect is applied in it and how it influence consumer attitude and behaviour.
- **Designing an advertisement:** Students will be provided a list of products. They need to work in a group and design an advertisement to sell the product and present it. After the presentation of the advertisement, they should describe which psychological aspects were taken into account to design that advertisement.
- **Survey:** Students should a category of product/s and conduct consumer survey to know the experience, expectations of consumers about the same and present/ write a report about the same.

Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern is given below:

Question no	Unit no	Marks
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15
Q4- A or B	4	15
Total		60

