

**Syllabus**  
**Psychology**  
**Admitted Batch 2008 - 2009**



**Andhra University**

## B.A. Course (Structure)

### First year:

S.No.	Subject	Hrs per Week
1.	English language including communication skills	6
2.	Second language	4
3.	Core I-1	6
4.	Core 2-1	6
5.	Core 3-1	6
6.	Foundation course	3
7.	Computer Skills	2
	Total	33

### Second year:

S.No.	Subject	Hrs per week
1.	English language including communication skills	6
2.	Second language	4
3.	Core 1-II	6
4.	Core 2-II	6
5.	Core 3-II	6
6.	Environmental studies	4
7.	Computer skills	2
	Total	34

### Third year:

S.No.	Subject	Hrs per week
1.	Core 1-III	5
2.	Core 1 – IV	5
3.	Core 2 – III	5
4.	Core 2 – IV	5
5.	Core 3-III	5
6.	Core 3 – IV	5
7.	Foundation course	3
	Total	33

As per the instruction given by the Vice-Chancellor, the Board of Studies (UG) Meeting was conducted in the P.G. Board of Studies Chairpersons Room, Department of Psychology, Andhra University at 10 a.m. on 10.07.2008, to discuss about the Model Curriculum of U.G. Course.

The Model curriculum prepared by the subject committee was reviewed by the Members and after careful consideration it was resolved to approve the syllabus with the following changes—

- 1) Since there is no mention of practical workload in the syllabus, it was resolved to specify the given workload of 6 hrs/week as follows.

I Year                    - 3 Theory + 3 Practical hours / batch  
II Year                    - 3 Theory + 3 Practical hours / batch  
III Year                   - 7 Theory + Practical hours / batch  
Each batch should contain 15 students.

- 2) The syllabus for I B.A. was found to be too vast and since practicals have also been introduced, it was resolved to make the following changes in I year Syllabus.

- a) Chapter – II – deletion of Part A – Nervous System and its Organization.
- b) Chapter – III & IV may be merged as follows –

Attention and Perception – Attention – Span, divisional and distraction.  
Perception – Perceptual constancy, illusions, internal and external factors influencing perception.

- c) Chapter VIII & IX are to be deleted and instead the topic of Personality must be introduced as it is a basic topic of Psychology.
- d) Chapter – X – Intelligence – Part A to be deleted.

## II B.A. – Social Psychology

- a) Deletion of Chapter VI – Aggression (as the syllabus is too vast and practicals have to be conducted)

## III B.A. – Paper – III – Child & Adolescent Psychology –

Chapter VII – Introduction to Theories of development – Only three theories may be included – Freud’s Ericksons and Piaget Theories.

Paper – IV Counselling Psychology –  
Chapters I & VIII must be deleted.

Chapter – II – Variables & Characters of Counsellor must be deleted.

Chapter – V – must be split up as

Chapter – V – Conuselling Children.

& Chapter VI – Counselling adolescents.

Since the number of theory hours are reduced and additional practicals have been introduced, I request you to kindly ratify the revisions made by the Board of Studies (UG) and approve the syllabus.

**I. B.A PSYCHOLOGY SYLLABUS ADMITTED BATCH W.E.F. 2008-09**

**PAPER – I: GENERAL PSYCHOLOGY**

Marks 75

**Chapter – I: Introduction**

A] Historical Foundations of Psychology – Definition and Scope of Psychology, Fields of Psychology, Schools of Psychology,

B] Methods of Psychology – Introspection, Observation, Case Study, Interview, Survey and Experimental method

**Chapter – II: Biological Basis of Behaviour**

A] Hormonal basis of behavior - the major endocrine glands and their functions

B] Mechanisms of heredity – Chromosomes and genes. Influence of heredity and environment on behavior

**Chapter – III: Attention and Perception**

Attention - Span, division and distraction. Perception – Perceptual constancy – Illusions Internal and External factors influencing Perceptual.

**Chapter – IV: Motivation and Emotion**

Definition and functions of Motives. Types of Motives – Physiological and Psycho-Social motives. Unconscious motivation. Maslow's theory of Motivation. Emotion – Definition and nature of emotions. Theories of emotion – James-Lange, Cannon-Bard and Schachter-Singer

**Chapter – V: Learning**

A] Definition – Maturation and Learning. Classical and Instrumental Conditioning. Learning by Insight and Observation, Latent learning

B] Role of Motivation. Reward and Punishment in Learning, Learning curves, Efficient methods of learning, Transfer of Learning

## **Chapter – VI: Memory and Forgetting**

Meaning of memory, Types of memory, Methods of measuring memory, Information Processing model of memory, curve of forgetting and causes of forgetting, Methods of Improving Memory

## **Chapter - VII: Personality – Nature and Definition**

Approaches to Personality – Type, Behaviouristic, Humanistic and Psychosexual approaches.

## **Chapter - VIII: Intelligence**

Intelligence – Concept of IQ, Types of Intelligence tests, Variations in Intellectual ability – Intellectually gifted and retarded, Factors influencing individual differences in intelligence – Heredity and Environment

### **Reference Books:**

- 1) Atkinson & Hilgard (2003). Introduction to Psychology — Thomson Wardsworth 14<sup>th</sup> Edition.
- 2) BARON, R.A, Psychology (2001) (5<sup>th</sup> Edition) Pearson Education Inc., New Delhi
- 3) BARON, R.A Bynne, D. & Kantowitz, B.H.(1980). Understanding Behavior (2<sup>nd</sup> Edition). Holt Rinehart and Winston, New York.
- 4) Benjamin, L.T; Hopkins.J & Nation J.R. (1990). Psychology (2<sup>nd</sup> Edition) Macmillan Publishing Company. New York.
- 5) Feldman, R.S. (1997). Essentials of Understanding Psychology (3<sup>rd</sup> Edition) McGraw-Hill Companies. Inc. New York
- 6) Parameswaran, E.G. and Beena, C. Invitation to Psychology. Hyderabad: Neelkamal Publications.

## **II. B.A. PSYCHOLOGY SYLLABUS FOR THE ACADEMIC YEAR 2009-10**

### **PAPER – II: SOCIAL PSYCHOLOGY**

Marks 75

#### **Chapter – I: Nature and scope of Social Psychology**

Definition, Nature and Scope. Methods of Social Psychology – Observation method, Survey method, Correlational method, Field study and Experimental method

#### **Chapter – II: Social Perception – Understanding Others**

Attribution – Theories of Attribution – Theory of Correspondent Influence, Errors in Attribution – Fundamental Attribution Error, Actor – Observer effect, Self Serving Bias

Impression formation and Impression Management - Techniques of Impression Management

#### **Chapter – III: Communication**

Definition, nature and types of communication. Barriers to effective communication. Rumors and propaganda.

#### **Chapter – IV: Attitudes**

Definition - Distinctive features of Attitudes, Formation of Attitudes, Measurement of Attitudes - Likert method of Summated ratings, Bogardus method of Social Distance, Thurstone's Equal appearing intervals method. Cognitive Dissonance, Reducing Dissonance

#### **Chapter – V: Prejudice**

Prejudice and Discrimination – Nature and Origin of Prejudice, Techniques of reducing Prejudice

Definition, Determinants of Human Aggression – Social, Personal, and Situational factors – Theoretical Perspectives on Aggression – Biological Perspective – Drive Theories, General Affective Aggression model, Prevention and Control of Aggression.

## **Chapter – VI: Groups and Individuals**

Definition and Types of Groups, Group functions – Roles, Status, Norms, Cohesiveness and Conformity. Groups and Individual performance,- Social facilitation, Social loafing. Decision making by Groups

## **Chapter – VII: Leadership**

Definition – Traits of a Leader, Types of Leaders – Autocratic, Democratic and Charismatic Leaders. Classic studies on leadership, leader behavior – initiating structure and consideration.

### **Reference Books:**

- 1) Baron, R.A & Byrne, D. (2006) Social Psychology (10<sup>th</sup> Edition) Pearson Education Inc., New Delhi.
- 2) R.A.Lippa. (1990) Social Psychology –Wardsworth Publishers – California.
- 3) B.H.Raven & J.Z.Rubin. (1983) Social Psychology – John Wiley & Sons. New York.



## **PSYCHOLOGY PRACTICAL**

### **(EXAMINATION AT THE END OF SECOND YEAR)**

Marks 50

#### **Learning**

1. Insight learning (Step Maze)
2. Trial and Error learning (Finger or Slot Maze)
3. Associative learning (Letter-Digit substitution Test)
4. Bilateral transfer of training (Mirror Drawing/Cup and Ball)
5. Massed versus Spaced Learning
6. Part versus Whole Learning Method
7. Serial Learning – Position Effect
8. Habit Interference Test

#### **Attention**

9. Span of Attention for Visual Stimuli (Tachistoscope)
10. Effect of Auditory and Visual distraction on Attention
11. Division of attention with similar and dissimilar tasks

#### **Memory**

12. Measuring Retention using recognition method
13. Measuring Retention using Recall method
14. Short term memory for digits
15. Effect of Meaning on Retention
16. Accuracy of testimony.

#### **Thinking**

17. Problem Solving (Pyramid Puzzle)
18. Mental Set (Luchin Jar problems)

#### **Intelligence**

19. Measuring intelligence using Non-Verbal Intelligence test (Raven's Standard Progressive Matrices)
20. Measuring Verbal Intelligence (Cattell's intelligence test)
21. Measuring Intelligence using a performance test (Alexander Pass along test / Koh's Block Design test)
22. Measurement of Intelligence using Seguin Form Board.

#### **Perception**

23. Measuring Illusion using Muller – Lyer Illusion Figure
24. Determination of Two- Point Threshold

### **Social Psychology**

25. Sociometry
26. Measuring styles of leadership behaviour
27. Attitude measurement
28. Serial Reproduction of an event
29. Level of aspiration
30. Suggestion (Progressive weights)

Note: At least 16 Experiments out of 30 Experiments are to be completed. Out of 16 Experiments 8 Experiments are to be completed in 1st year and another 8 Experiments are to be completed in 2<sup>nd</sup> year

#### Reference:

Munn .N.L. A Laboratory Manual in General Experimental Psychology. – Houghton Mifflin Company. New York.

P.Nataraj(1970). A manual of laboratory experiments in psychology. Mysore printing and Publishing House. Mysore.

### **III. B.A PSYCHOLOGY SYLLABUS FOR THE ACADEMIC YEAR 2010-11**

#### **Paper – III: Child and Adolescent Psychology**

Marks 75

#### **Chapter - I: Meaning, Nature and importance of Developmental psychology**

- A. Concept of growth and development – Principles of development. Stages of human life span. Methods of studying human development. Importance of developmental Psychology.
- B. Factors influencing growth and development: Heredity and environment.

#### **Chapter - II: Early Stages of development**

- A. Prenatal Period: Characteristics. importance of conception. prenatal stages, factors influencing prenatal development –Hazards.
- B. Infancy: Characteristics - adjustments in infancy – conditions influencing postnatal life (Pre maturity, multiple births, post maturity) – physical development- activities – sensitivities- and capacity for learning - emotions of the infants – Hazards.
- C. Babyhood: Characteristics – developmental tasks – physical development – physiological functioning- muscle control – speech development – emotional behavior – social responses – play interests – development of understanding and morality – sex role typing and family relations - personality development- Hazards.

#### **Chapter - III: Early childhood**

General characteristics – developmental tasks- physical development – skills of early childhood- speech development – emotional patterns – patterns of early socialization and sex- role typing – play interests – development of understanding and morality – family relationships- personality development.- Hazards.

## **Chapter - IV: Late childhood**

General characteristics– developmental tasks- skills of late childhood- speech development – emotional expression – social behavior and sex role typing in late childhood - play interests – development of understanding and moral attitudes- family relationships – personality changes- Hazards

## **Chapter - V: Puberty**

General characteristics– developmental tasks- criteria causes and age of puberty- puberty growth spurt - body changes in puberty – effects of pubertal changes – common concerns during puberty – Hazards.

## **Chapter - VI: Adolescence**

General characteristics – developmental tasks- physical changes – emotionality during adolescence – social changes- interests in adolescence – changes in morality – sex interest and sex behavior during adolescence –family relationships – personality development - Hazards.

## **Chapter - VII: Introduction to Theories of Development**

Freud's Psychosexual stages, Erikson's psychosocial stages of development, Piaget's Cognitive development.

### Reference Books:

1. Hurlock , E.B. 1980. Developmental psychology – a life span approach . M. C .Graw Hill , Inc,.
2. Olds , S.W & Papalia , D.E 1986. Human Development. Mc Graw Hill,

### **Paper III**

#### **Practicum for Child and Adolescent Psychology**

1. Raven's Coloured Progressive Matrices
2. Pre adolescent Activity Scale by Udai Pareek, T.V. Rao & B.R. Sharma
3. Moral Judgment Test by D. Sinha and Meera Verma 6-11 yrs (NPC Agra)
4. Bern Sex Role Inventory
5. Baron's Emotional Intelligence Scale for Youth
6. Children's Self concept scale by Ahluwalia (NPC, Agra)
7. Emotional Stability test for children by Sen Gupta and A.K. Singh 6<sup>th</sup> – 8<sup>th</sup> Std. Children (NPC Agra)
8. Aggression Questionnaire by G.C Pati (RPC Varanasi)
9. Approval Motivation Scale by Tripathi & Tripathi (NPC Agra)
10. Achenbach's Scale for Emotional and Behavioural Adjustment (YSR)

**III B.A U.G. MODEL SYLLABUS  
OPTIONAL PAPER**

**Paper IV (A) - ABNORMAL PSYCHOLOGY  
(Theory)**

Marks: 75

**Chapter I: Introduction to Abnormal Psychology**

Defining abnormality.

Abnormal psychology – past and present – views and treatments.

Approaches to psychopathology – psychodynamic, behavioural, cognitive-behavioural, existential and biological.

**Chapter II: Classification and Causes of Abnormality**

Classification of disorders

Etiological factors in abnormality

Stress, coping and the ego-defense mechanisms.

**Chapter III: Anxiety Disorder – Nature and Symptoms**

Generalized anxiety disorder

Phobias

Panic and panic disorders

Obsessive-compulsive disorder

Post-traumatic stress disorder.

**Chapter IV: Somatoform Disorders – Nature and Symptoms**

Conversion disorders- with motor/sensory symptoms or deficits, with seizures.

Pain disorders – headache, migraine, low back pain, etc. Acute versus chronic pain, cognitive perception of pain, individual differences in reaction to pain.

Hypochondriasis.

**Chapter V: Dissociative Disorders – Nature and Symptoms**

Amnesia and fugue

Dissociative identity disorder.

**Chapter VI: Psychotic Disorders: Nature and Symptoms**

Schizophrenia and its subtypes – paranoid type, catatonic type, hebephrenic type

Mood disorders – unipolar and bipolar disorders

## **Chapter VII: Developmental Disorders: Nature and Symptoms.**

Disruptive behaviour – Attention-deficit hyperactivity disorder, Conduct disorder.

Habit disorders – Eating disorders

Emotional disorders - anxiety disorder (separation anxiety, avoidant disorder, and overanxious disorder). Childhood depression.

Specific developmental disorder – learning disabilities.

Pervasive developmental disorder – autism.

Mental Retardation.

## **Chapter VIII: Personality Disorders – Nature and Symptoms**

Antisocial personality disorder.

Paranoid personality disorder.

Dependent personality disorder.

Histrionic personality disorder.

Obsessive-compulsive personality disorder.

## **Chapter IX: Addictive Disorders -Nature and Symptoms**

Alcoholism

Nicotine dependence

Psychoactive drugs

## **Chapter X: Treatment of Disorders**

Psychodynamic approach

Behavioural approach

Humanistic-existential approach

Cognitive approach

References:

Lamm, A. (1997). Introduction to psychopathology, N.Y.: Sage

Buss, A.H. (1999). Psychopathology. N.Y. John Wiley

Irvin G. Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> edition. Prentice Hall India.

Carson. Abnormal Psychology 13<sup>th</sup> edition. Pearson education India.

**ANDHRA UNIVERSITY**  
**ABNORMAL PSYCHOLOGY**  
**(PRACTICAL)**

The student is required to do 5 practical exercises on himself / herself from the list given below and interpret them..

1. Stressful life –events scale
2. Anxiety
3. Self-esteem
4. Extraversion and neuroticism personality assessment.
5. Word-association technique
6. Adjustment questionnaire
7. Depression questionnaire
8. Problem checklist.
9. Well-being scale.
10. Visit an Old Age Home/ Mental Hospital / School for Special Children and submit a report.



### **III B.A. PSYCHOLOGY SYLLABUS FOR THE ACADEMIC YEAR 2010-11**

#### **OPTIONAL PAPER**

#### **Paper IV (B) - COUNSELLING PSYCHOLOGY (Theory)**

Marks: 75

##### **Chapter I: Introduction to Counselling**

Definition, nature and scope of counseling, need for and Goals of counseling. Counselling and Psychotherapy, Counselling and Clinical Psychology

##### **Chapter II: Counselling process**

Preparation for counseling, Pre-counselling interview, process of counseling – Physical setting, establishing the relationship, conducting counseling interview, problems involved in counseling interview, Termination of the counseling.

##### **Chapter III: Counselling skills**

Pre-helping skills – Attending and listening skills; Stage-I Skills – Primary level empathy, genuineness, respect and concreteness; Stage – II skills – Advanced level accurate empathy, Self-disclosure, Immediacy and confrontation Stage-III Skills – Action Programmes.

##### **Chapter IV: Counselling children and adolescents**

Counselling children with behavioral and emotional problem, Counselling children with special needs,

##### **Chapter V: Counselling adolescents**

Counselling adolescents with behavioral and emotional problems  
Educational and Career Counselling

##### **Chapter VI: Counseling for Special groups**

Counselling clients with chronic illnesses, Family and marital counseling, Employee Counselling. Geriatric Counselling.

##### **Chapter VII: Ethical issues in Counselling**

Confidentiality, Counselling relationship, Transference and the Counselling relationship, Competence, Client autonomy and client protection.

**References:**

1. Margaret, H. (2006) Counselling Skills and Theory.
2. Nelson – Jones, R (1994), The Theory and Practice of Counselling Psychology
3. Nelson – Jones, R. (2005) Introduction to Counselling Skills
4. Narayana Rao, S (2000) Counselling Psychology.

## **Counseling Psychology**

### **Practicum**

1. Aptitude tests
2. Interest inventories/schedules
3. Adjustment inventories
4. Achievement Tests
5. Personality Tests – self esteem, self confidence, self concept, self and ideal discrepancy.
6. Anxiety tests
7. Vocational choice / preference schedules
8. Projects/case studies

## **III B.A PSYCHOLOGY SYLLABUS FOR THE ACADEMIC YEAR 2010-11**

### **OPTIONAL PAPER**

#### **Paper IV (C) – Educational Psychology (Theory)**

Marks: 75

#### **Chapter I: Educational Psychology : Nature , Scope and importance**

Definition & Scope, importance and methods of educational psychology.

#### **Chapter II: Growth and development during childhood and adolescence – educational Implications**

General nature and principles of growth and development – physical growth and motor development and mental development – emotional development – social development - development of attitudes, interests, values and personality.

#### **Chapter III: The nature of learning process**

Nature of learning – learning and maturation – the process of learning - learning curves - plateaus in learning

Theories and laws of learning and their educational implications: trial and error learning - learning by conditioning – learning by insight Learning of skills

Role of motivation , attention and interest in learning – kinds of motivation : extrinsic and intrinsic, achievement motivation -methods of motivating pupils to learn.

#### **Chapter IV: Transfer of Learning**

Forms of transfer – theories of transfer of learning – factors influencing transfer of learning.

## **Chapter VI: Memory and forgetting**

Types and methods of memorization – factors influencing retention.

What is forgetting? – Curves of forgetting – kinds of forgetting – theories of forgetting.

## **Chapter VII: Thinking , problem solving and creativity**

Nature, tools and kinds of thinking – training in thinking.

Definition of problem solving – steps in problem solving.

Nature and characteristic of creativity – steps in the process of creative thinking - development of creativity in children.

## **Chapter VIII: Educational Measurement**

Definitions of achievement, intelligence, and aptitude. Characteristics and uses of teacher-made tests and standardized tests of achievement – Types of intelligence and aptitude tests.

## **Chapter IX: Needs of differently challenged (exceptional) children**

The gifted: definition – characteristics – teaching strategies.

Mentally challenged – definition - characteristics – types – preventive and remedial measures.

Physically and sensorially challenged – definition – characteristics - types – remedial measures.

Learning disabled – definition – characteristics and types – remedial measures.

Socially disadvantaged – definition – characteristics - types – remedial measures.

## **Chapter X: Guidance and counseling in Educational Institutions**

Definition – need of guidance – types of guidance.

Guidance needs of primary and secondary school pupils- (in relation to the individual, family, the institution and the society)

Guidance needs of adolescent pupils- ((in relation to the individual, family, the institution and the society)

Need and status of guidance services in Indian schools and colleges

Reference Books:

1. S.K. Mangal (1982). Educational psychology. Prakash Brothers Educational publications , Ludhiana.
2. H.R. Bhatia (1977) A text book of educational psychology Macmillan India Ltd.
3. S.N. Rao. (1990) Educational psychology. Wiley eastern Limited.

## **Paper IV**

### **Practicum for Educational Psychology**

1. Mooney Problem Checklist
2. Bell Adjustment Inventory
3. Cattell's High School Personality Questionnaire
4. Occupational Aspiration Scale by A.K. Srivastava
5. Comprehensive Interest Schedule
6. Study Habits & Skills Inventory
7. DAT – Scholastic Aptitude
8. David's Battery of Differential Ability
9. Sociometry
10. Learning experiments to determine the nature of learning curve/ curve of forgetting / transfer of training/ chunking etc.
11. Project work (team/ individual): Causes of under achievement, daily routine of successful students, reasons for stagnation and wastage etc.

### **III B.A PSYCHOLOGY SYLLABUS FOR THE ACADEMIC YEAR 2010-11**

#### **OPTIONAL PAPER**

#### **Paper IV (D) - Industrial-Organizational Psychology (Theory)**

##### **Chapter I: Introduction to Industrial-Organizational Psychology**

Definition, scope and historical development of I-O psychology. Pioneers on personnel selection. World War I and the testing movement. Hawthorne studies and motivational issues. World War II and Engineering Psychology.

##### **Chapter II: Challenges for I-O Psychology**

Virtual workplace, Virtual employees, Worker Involvement. Changing Technology and skills

##### **Chapter III: Employee Selection**

The Recruitment process. Sources of Recruiting. Recruiter characteristics. Campus recruitment.

Selection process: Job and worker analysis. Definition and purpose.

Techniques of analysis. Interviews, Questionnaires, Observation. Activity logs, critical incidents

Use of biographical data – application blanks – Reference letters – Interviews  
Types of interviews – structured, situational and online

##### **Chapter IV: Psychological Tests in Personnel selection**

Administration of tests – individual, group, speed, power – Type of tests - abilities, interests, aptitudes, motor, personality

##### **Chapter V: Personnel Training**

Principles of learning and training – Methods of training – Evaluation of training

##### **Chapter VI: Work motivation**

Theories of work motivation – Need Hierarchy theory, Equity theory,

Two Factor theory, Expectancy theory. Motivational theories in practice – Goal setting – Participation in decision making – Incentive system

##### **Chapter VII: Job Satisfaction and Work Attitudes**

Importance of work attitudes and opinions in industry – Job satisfaction and its influence on work behaviour – Measurement of job satisfaction and work attitudes



### **Chapter VIII: Leadership**

Types of leaders – Theories of leadership – (specify theory from each Trait theories, behaviour theories and contingency theories)

Theory X and Theory Y (Mc Gregor), Contingency Theory (Fiedler), Path Goal Theory (House).

### **Chapter IX: Work environment**

Physical working conditions – illumination, noise, color, music, temperature and humidity. Work schedules – working hours, shift work, Rest pauses

Accidents and Safety: causes of accidents – Individual factors – Adjustment factors – Situational factors – Prevention of accidents

#### References:

Schultz, D and Schultz, S.E. (2004) Psychology & Work Today. Pearson Education Inc, Delhi

McCormick E.J. and Ilgen D.R. (1984). Industrial Psychology. Prentice Hall of India, Pvt. Ltd., New Delhi.

### **Industrial Psychology Practicum**

1. Interests tests
2. Abilities tests
3. Personality tests
4. Problem checklist
5. Field visit any industrial or organizational setup and submit a report
6. Adjustment inventories
7. Well- being questionnaire