

Deccan Education Society's
FERGUSSON COLLEGE, PUNE
(AUTONOMOUS)

SYLLABUS UNDER AUTONOMY

THIRD YEAR B.A. (Psychology)
SEMESTER - V

SYLLABUS FOR T.Y. B.A.
Academic Year 2018-2019

**Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS), PUNE 411004
Scheme of Course Structure (Faculty of Arts)
2018-2019
T. Y. B. A. - Psychology**

Semester	Course Code *	Title *	Paper	Credits	Exam (I / E)	Marks
V	PSY3501	Positive Psychology	General	3	I / E	50 + 50
	PSY3502	Industrial And Organisational Psychology	Special	4	I / E	50 + 50
	PSY3503	Psychology Practical: Tests and Statistical Methods	Special	5	I / E	50 + 50
VI	PSY3601	Health Psychology	General	3	I / E	50 + 50
	PSY3602	Cognitive Psychology	Special	4	I / E	50 + 50
	PSY3603	Psychology Practical - Experiments And Statistical Methods	Special	5	I / E	50 + 50

T.Y. B.A. (PSYCHOLOGY) SEMESTER - V
PSYCHOLOGY PAPER - I
TITLE: POSITIVE PSYCHOLOGY
PAPER CODE - PSY3501

[CREDITS - 3]

Learning Objectives:

1. To make students learn about what is positive psychology.
2. To make students understand importance of well-being at different stages of life.
3. To acquaint the students with Happiness and Positive Traits of Personality.

Title and Contents	
Unit - I	<p>Introduction of Positive Psychology</p> <p>1.1. Traditional approach</p> <ul style="list-style-type: none"> • Negative aspect perceived as more authentic and real • Negative as more important • The disease model <p>1.2 Positive Psychology</p> <ul style="list-style-type: none"> • View of Martin Seligman (1998 Presidential's address) • Assumptions, goals and definitions • Life above zero <p>1.3 Hedonic happiness and subjective well-being</p> <p>1.4 Eudaimonic Basis of happiness</p> <ul style="list-style-type: none"> • Emotional well-Being • Psychological well-Being • Social well-Being <p>1.5 Positive Psychology is not opposed to Psychology</p>
Unit - II	<p>Positive Emotions and Well-Being</p> <p>2.1 Positive and negative emotions</p> <p>2.2 The Broaden and build theory of positive emotions</p> <p>2.3 Positive emotions undo negative emotions</p> <p>2.4 Positive emotions build enduring resources and improve well-being</p> <ul style="list-style-type: none"> • Positive emotions and health resources • Positive emotions and physical resources • Positive emotions and Psychological resources • Positive emotions and social resources <p>2.5 Cultivating positive emotions</p> <ul style="list-style-type: none"> • Flow experience • Savoring
Unit - III	<p>Positive Traits</p>

	3.1 What makes a trait positive? 3.2 Personality and Happiness: (The “Big Five”) 3.3 Self Esteem 3.4 Optimism 3.5 Resilience <ul style="list-style-type: none"> • Sources of resilience in children • Sources of resilience in adulthood 	
Unit - IV	Virtue and Strengths of Character 4.1 Developing a classification of human virtues 4.2 Wisdom as a foundational strength and virtue 4.3 Wisdom in Action 4.4 Transcendence 4.5 Religion and virtue	
References:		
1. Baumgartner S. R., Crothers M. K. (2009) <i>Positive Psychology</i> . Pearson Education. 2. Snyder, C. R. and Lopez, S. J. (2007). <i>Positive Psychology: The Scientific and Practical Explorations of Human Strengths</i> . N. D.: Sage Pub. 3. Carr Alan (2007). <i>Positive Psychology: The Science of Happiness and Human Strengths</i> , Routledge, Taylor and Francis Group - London.		

T.Y. B.A. (PSYCHOLOGY) SEMESTER - V
PSYCHOLOGY PAPER - II
TITLE: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY
PAPER CODE - PSY3502

[CREDITS - 4]

Learning Objectives:

1. To introduce the students to the field of I / O Psychology.
2. To familiarise them with various aspects of employee behaviour.

	Title and Contents	No. of Lectures
Unit - I	<p>INTRODUCTION TO INDUSTRIAL / ORGANISATIONAL PSYCHOLOGY</p> <p>1.1 Historical roots of I/O Psychology: Scientific management and Human Relations Movement</p> <p>1.2 Domains of I/O Psychology: A Brief Overview</p> <p>1.3 Role of Human Resource Manager</p> <p>1.4 I/O in the Indian Context</p> <p>1.5 Application: Introduction to different industry sectors</p>	
Unit - II	<p>INDIVIDUAL IN THE ORGANISATION</p> <p>2.1 Employee Life cycle</p> <p>2.2 Communication and conflict: Nature and types.</p> <p>2.3 Work Motivation: Nature. Content Theories - Maslow, Herzberg and Alderfer, Process Theories - Equity, Vroom</p> <p>2.4 Leadership: Nature, Contingency Model, Path Goal Model</p> <p>2.5 Application: Organisational Citizenship Behaviour</p>	
Unit - III	<p>PEOPLE RESOURCING, EVALUATION AND DEVELOPMENT</p> <p>3.1 Understanding a Job: Job analysis and Competence mapping (basic concepts)</p> <p>3.2 Recruitment: Sources, methods of recruitment, selection</p> <p>3.3 Performance Appraisal: Need and methods</p> <p>3.4 HRD: Nature, Bloom's Learning Taxonomy, Andragogy, Kolb's experiential learning model.</p> <p>3.5 Application: Induction programme</p>	
Unit -IV	<p>ORGANISATION CULTURE, CHANGE AND EMPLOYEE WELLBEING</p> <p>4.1 Organisation Culture: Nature, types and transmitting culture.</p> <p>4.2 Organisational Change: Forces of change, Resistance to change</p> <p>4.3 Organisational Development: Nature, characteristics of OD practitioner, approaches to OD</p> <p>4.4 Positive Organisation Behaviour: Nature, Meaning in work, spirituality in organisation, work-life enrichment, Psychological capital.</p> <p>4.5 Application: Entrepreneurship</p>	

References:

1. Anderson, D. L. (2012). *Organization Development*. New Delhi: Sage Pub.
2. Cawesy, T. F. Deszca, G & Ingols, C. (2012). *Organizational Change*. New Delhi: Sage Pub.
3. DeNisi, A.S. Griffin, R.W. & Sarkar, A. (2016). *HR - A South Asian Perspective*. New Delhi: Cengage Learning.
4. Hersey, P. & Blanchard, K. H. (1982). *Management of Organizational Behaviour Utilizing Human Resources* (4th ed.). Prentice-Hall.
5. McGuire, D. etl. (2011). *Human Resource Development*. New Delhi: Sage Pub.
6. Michael Miller - Camen. Croucher, R. Leigh, S. (2016). *Human Resource Management*. First Indian Edition 2016. New Delhi: CIPD Viva Books.
7. Muchinsky, P.(2001). *Psychology Applied to Work*. 6th ed. New Delhi: Wadsworth
8. Mullins, L.J. (2007) 7th ed. *Management and Organizational Behaviour* N. D.: Pearson Education.
9. Pareek, U. and Rao, T. V. (2003). *Designing and Managing Human Resource System*. N. D.: Oxford & IBH.
10. Robbins, S.P. Judge, T.A. Sanghi, S. (2009). *Organizational Behaviour* 13th ed. New Delhi: Person Education.
11. Sinha, J. B. P. (2008). *Culture & Organization Behaviour*. New Delhi: Sage Texts
12. Slocum, J. W. and Hellriegel, D. (2011). *Principles of Organizational Behaviour*, 13th Int. ed. Australia: South Western.
13. Wilson, F. M. (2014). *Organizational Behaviour and Work*. ed. New Delhi: Oxford University Press.

**T.Y. B.A. (PSYCHOLOGY) SEMESTER - V
PSYCHOLOGY PAPER - III**

**TITLE: PSYCHOLOGY PRACTICAL: TESTS AND STATISTICAL METHODS (S4)
PAPER CODE - PSY3503**

[CREDITS - 5]

Learning Objectives:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To encourage students to learn practical application by conducting tests in the laboratory.
3. To introduce the students with basic statistics required for conducting research.

	Title and Contents	
Unit - I	<p>GENERAL AND SPECIAL ABILITY TESTING (Any Two)</p> <ol style="list-style-type: none"> 1. Malin's Verbal OR Performance Scale 2. Standard Progressive Matrices (SPM) 3. Binet Kamath Test 4. Test of Creativity 5. Differential Aptitude Tests (DAT) - Any two sub-tests 6. Dexterity test 	
Unit - II	<p>PERSONALITY (Any Three)</p> <ol style="list-style-type: none"> 1. Eysenck Personality Questionnaire 2. NEO-FFI 3. Sentence Completion Test 4. 16 PF 5. Introversion-Extraversion Test 6. Interest inventory 7. Type A and Type B Personality Test. 	
Unit - III	<p>ADJUSTMENT (Any One)</p> <ol style="list-style-type: none"> 1. Family 2. School 3. Marriage 4. Expectations from the Life Partner Scale 	
Unit - IV	<p>TESTING OF ATTITUDE (Any One)</p> <ol style="list-style-type: none"> 1. Marriage 2. Religion 3. Optimism-Pessimism 4. Attitude towards the Mother Scale. 	
Unit - V	<p>VALUES (Any One)</p> <ol style="list-style-type: none"> 1. Differential Values Test 2. Value Orientation 	
Unit - VI	<p>STATISTICAL METHODS</p> <ol style="list-style-type: none"> 1. Frequency Distribution 2. Measures of Central Tendency 3. Measures of Variability 4. Normal Distribution Curve 	

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological Testing*. N. D.: Pearson Education.
2. Chadha N. K. (2009). *Applied Psychometry*, Sage Publication Pvt. Ltd., New Delhi.
3. D'Amato, M. R. (2009). *Experimental Psychology: Methodology, Psychophysics and Learning*. N. D.: Tata McGraw-Hill.
4. Desai, B. and Abhyankar, S. C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
5. Galloti, K. M. (2004). *Cognitive Psychology in and out of the Laboratory*. USA: Thomson Wadsworth.
6. Jalota, S. (1962). *Experiments in Psychology*. Asia Publishing House.
7. Kaplan R. M. & Saccuzzo D. P. (2005). *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
8. Mohanthy. *Experiments in Psychology*.
9. Mohsin, S. M. (1975). *Experiments in Psychology*. Orient Longman.
10. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
11. Postman, L. & Egan, J. P. (1949). Reprint 2009. *Experimental Psychology: An Introduction*. N. D.: Kalyani Publication.
12. Ranjit Kumar (2014). *Research Methodology: A Step by Step Guide for Beginners*. Pearson
13. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments, Volume 1*.

GUIDELINES FOR THE CONDUCT OF PRACTICAL

1. Each batch of students should consist of 12 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 6 lecture periods.
5. In addition **1 separate lecture will be held for the statistical methods** per week for the entire class.
6. The concerned teacher should verify the completion of practical journal report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (ANNUAL EXAMINATION)

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the practicals are conducted as per the specifications given in the syllabus.

5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper for S-4 will be as follows:

Question Paper / Preference Sheet for Practical:

- i. The question paper will contain only 1 sections
- ii. Section I will contain 4 questions based on tests.
- iii. The student will give 2 preferences for the section
- iv. Out of the 2 preferences given by the student, the final choice of the question to be attempted will be of the external examiner.
8. The duration for practical examination will be of **three clock** hours per batch.

TOTAL MARKS: 50 Marks

- Statistical Methods: 10 Marks
- Instructions and Conducting: 5 Marks
- Practical Report: 10 Marks
- Journal: 15 Marks
- Practical Viva: 10 Marks

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THIRD YEAR B.A. (Psychology)
SEMESTER - VI

SYLLABUS FOR T.Y. B.A.
Academic Year 2018-2019

T.Y. B.A. (PSYCHOLOGY) SEMESTER - VI
PSYCHOLOGY PAPER - I
TITLE: HEALTH PSYCHOLOGY
PAPER CODE - PSY3601

[CREDITS - 3]

Learning Objectives:

1. To orient students with psychological concepts related to health.
2. To acquaint the students to the cultural aspects involved in health and well-being.
3. To familiarise students with the role of psychology in the development and perpetuation of illness.
4. To highlight behaviours that lead to health enhancement.

	Title and Contents	No. of Lectures
Unit - I	Overview of Health Psychology 1.1 Definition of health and need for Health Psychology 1.2 Mind body relationship - Biopsychosocial Model 1.3 Health across life span - childhood, adulthood and old age 1.4 Perspectives towards illness - Cognitive, Social and Experiential Personality 1.5 Culture and Health	
Unit - II	Illness 2.1 Hypertension and Cardiovascular Diseases 2.2 Diabetes 2.3 Psychoneuroimmunology and Cancer 2.4 Sleep and Health 2.5 Pain and its Management	
Unit - III	Stress and Coping 3.1 Definition and Theories of Stress 3.2 Sources of Stress 3.3 Stress and Illness 3.4 Coping with Stress 3.5 Management of Stress	
Unit - IV	Health Compromising and Enhancing Behaviours 4.1 Smoking and Alcoholism 4.2 Risky Sexual Behaviours 4.3 Obesity 4.4 Maintaining a Healthy Diet 4.5 Exercise and Relaxation Techniques	

References:

1. Taylor, S. (2006). *Health Psychology (6th ed)*. New Delhi: Tata McGraw Hill.
2. Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., Sykes, C. M. (2005). *Health Psychology Theory, Research & Practice*. New Delhi: Sage.

T.Y. B.A. (PSYCHOLOGY) SEMESTER - VI
PSYCHOLOGY PAPER - I
TITLE: COGNITIVE PSYCHOLOGY
PAPER CODE - PSY3602

[CREDITS - 4]

Learning Objectives:

1. To introduce the students to the cognitive processes in human behaviour.
2. To acquaint the students with theories of cognitive processes

	Title and Contents	
Unit - I	<p>INTRODUCTION TO COGNITIVE PSYCHOLOGY</p> <p>1.1 Cognitive Psychology: Nature and Domains 1.2 Methods of Cognitive Neuroscience 1.3 Historical Antecedents 1.4 Paradigms of Cognitive Psychology 1.5 Application: NLP</p>	
Unit - II	<p>ATTENTION AND PERCEPTION</p> <p>2.1. Selective Attention: Filter Theories 2.2. Signal Detection Theory: Characteristics of receiver and decision making. 2.3. Perception: Bottom Up and Top Down Theories 2.4. Cultural Influence on Perception 2.5. Application: Extra Sensory Perception</p>	
Unit - III	<p>MEMORY</p> <p>3.1. Sensory Memory - Nature and Types 3.2. Short Term Memory: Codes and Capacity, Working Memory 3.3. Long Term Memory - Types, Autobiographical Memories. 3.4. Eyewitness Testimony and Memory Distortions 3.5. Application: Neuroplasticity</p>	
Unit - IV	<p>LANGUAGE</p> <p>4.1 Perspective of Language: Modular, Whorfian Hypothesis 4.2 Speech Perception: Theories, Factors Affecting 4.3 Universal Grammar 4.4 Factors Affecting Comprehension 4.5 Application: Bilingualism</p>	

References:

1. Kaplan, S. & Kaplan, R. (1982). *Cognition and Environment*. N. Y.: Praeger Publishers.
2. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N. D.: Sage Publications.
3. Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
4. Messer, D. & Miller, S. (1999). *Exploring Developmental Psychology*. London: Arnold.
5. Reed S. K. (1998). *Cognition: Theory and Application* (3rd ed.). California: Brooks / Cole Pub. Company.
6. Reed, S. K. (1988). *Cognition: Theory and Applications* (3rd ed.). California: Brooks / Cole Pub. Co.

7. Solso, R. L. (2004). *Cognitive Psychology* (6th ed.). Delhi: Pearson Education.
8. Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.

**T.Y. B.A. (PSYCHOLOGY) SEMESTER - VI
PSYCHOLOGY PAPER - III
TITLE: PSYCHOLOGY PRACTICAL -
EXPERIMENTS AND STATISTICAL METHODS
PAPER CODE - PSY3603**

[CREDITS - 5]

Learning Objectives:

1. To acquaint the students with the basic procedure and design of psychology experiments.
2. To encourage and guide the students to undertake a small-scale research project.
3. To encourage students to learn practical application by conducting experiment in the laboratory.
4. To introduce the students with basic statistics required for conducting research and experiments.

	Title and Contents	
Unit - I	PSYCHOPHYSICS (Any Two) 1. Method of Limits - RL or DL 2. Method of Constant Stimuli - RL or DL 3. Method of Average Error: PSE and CE	
Unit - II	ATTENTION (Any One) 1. Divided Attention 2. Span of Attention 3. Stroop Effect	
Unit - III	PERCEPTUAL PROCESSES (Any Two) 1. Illusion 2. Size Constancy 3. Retinal Color Zones 4. Reaction Time 5. Depth Perception	
Unit - IV	THINKING AND PROBLEM SOLVING (Any One) 1. Effect of Mental Set on Problem Solving 2. Maze Learning 3. Problems Solving - Pyramid Puzzle / Wiggly Blocks / Heart-and-Bow Puzzle	
Unit - V	LEARNING (Any One) 1. Bilateral Transfer 2. Effect of Knowledge of Results 3. Habit Interference 4. Serial Learning	
Unit - VI	MEMORY (Any One) 1. Recall and Recognition 2. Retroactive Inhibition / Proactive Inhibition 3. Short Term Memory	
Unit - VII	STATISTICAL METHODS 1. Correlation 2. t-test 3. One way ANOVA	

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