

TEACHING PLAN

Academic Year 2015-2016

Class: B.A(Psychology) First Year
Subject: Basic concept in psychology
Periods per week: 04

Semester: 1st sem
Paper no: Psy 101
Weeks: (Total): 15

Week	Topic to be covered
1.	Chapter 1. The Science of Psychology i. What is Psychology? - a. Definition & goals a. b. Types of psychological professionals
2.	ii. Historical Perspectives in Psychology a. Structuralism b. Functionalism c. Gestalt d. Psychoanalysis
3.	iii. Modern Perspectives in Psychology a. Behavioural b. Humanistic c. Biopsychosocial d. Cognitive
4.	iv. Scientific Methods a. Steps in scientific methods b. Descriptive methods: Naturalistic, Observation, Case Studies c. Experimental method: Laboratory experiment and field experiment
5.	v. Application: How to enhance your academic performance
6.	Chapter 2. Biological Foundation of Behaviour i. Neuron: Structure and function, synapse, neurotransmitters ii. Central Nervous System
7.	A. The Brain a. Structure and function of the brain b. Cerebral hemispheres B. The Spinal Cord: Structure and function a. Autonomous Nervous System b. Somatic Nervous System
8.	iii. Glandular system: Pituitary, Thyroid, Parathyroid, Adrenal, Pancreas, Gonads.
9.	iv. Application: Peeking inside the brain – Clinical studies; EEG, CT, MRI, and PET.
10.	Chapter 3. Sensation and Perception i. Sensation a. Definition b. Sensory receptors c. Sensory threshold d. Subliminal perception e. Habituation f. Sensory adaptation
11.	ii. Definition of perception iii. Perceptual constancies: Size, shape and brightness

	<p>4</p> <ul style="list-style-type: none"> iv. Gestalt principles of perception v. Perceptual illusion a. Geometrical, movement vi. Application: Thinking about extra-sensory perception
12.	<p>Chapter 4. Motivation and Emotion</p> <ul style="list-style-type: none"> i. Definition of motivation <ul style="list-style-type: none"> a. Concept of homeostasis b. Maslow's hierarchy of needs ii. Types of motives <ul style="list-style-type: none"> a. Physiological– Hunger, thirst, sleep, sex b. Social – Achievement, affiliation, power, and aggression & hostility iii. Frustration and Conflict iv. Emotion <ul style="list-style-type: none"> A. Definition B. Elements of emotion <ul style="list-style-type: none"> a. Physiology of emotion b. Behavioural expression of emotion c. Subjective experience v. Application: Being happy

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Periods per week: 04

Semester: 1st sem
Paper no: Psy 102
Weeks: (Total): 15

Week	Topic to be covered
1	Chapter 1. INTRODUCING SOCIAL PSYCHOLOGY i) What Is Social Psychology? (a) Big questions in social psychology (b) Some big ideas in social psychology
2	ii) Social Psychology And Related Disciplines (a) Social psychology and sociology (b) Social psychology and personality psychology (c) Levels of explanation.
3	iii) Social Psychology And Human Values (a) Obvious ways values enter psychology (b) Not-so-obvious ways values enter psychology
4	iv) Research Methods : How We Do Social Psychology (a) Forming and testing hypotheses (b) Correlational research: detecting for cause and effect
5	Chapter 2. BEHAVIOUR AND ATTITUDES Credit 1 i) Do Our Attitudes Determine Our Behaviour? (a) Are we all hypocrites? (b) When attitudes predict behavior
6	ii) When Does Behaviour Determine Attitudes? (a) Role playing (b) When saying becomes believing (c) Focus on : saying becomes believing (d) The foot-in-the-door phenomenon (e) Evil acts and attitudes (f) Interracial behaviour and racial attitudes (g) Social movements
7	iii) Why Does Our Behavior Affect Our Attitudes? (a) Self-presentation: impression management (b) Self-justification: cognitive dissonance (c) Self-perception (d) Comparing the theories
8	Chapter 3. CONFORMITY i) What Is Conformity? ii) What Are The Classic Conformity Studies? (a) Sherif's studies of norm formation (b) Asch's studies of group pressure (c) Milgram's obedience experiments (d) What breeds obedience?
9	iii) What Predicts Conformity? (a) Group size (b) Unanimity

	<ul style="list-style-type: none"> (c) Cohesion (d) Status (e) Public response (f) No prior commitment
10	<ul style="list-style-type: none"> iv) Why Conforms? v) Why Conforms? (a) Personality (b) Culture
11	<ul style="list-style-type: none"> vi) How Can We Resist Social Pressure To Conform? (a) Reactance (b) Asserting uniqueness
12	<p>Chapter 4. GROUP INFLUENCE</p> <ul style="list-style-type: none"> i) What Is A Group? ii) Social Facilitation: How Are We Affected By The Presence Of Others? (a) The mere presence of others (b) Crowding : the presence of many other (c) Why are we aroused in the presence of others/
13.	<ul style="list-style-type: none"> iii) Social Loafing: Do Individuals Exert Less Effort In A Group? (a) Many hands make light work (b) Social loafing in everyday life
14.	<ul style="list-style-type: none"> iv) Deindividuation: When Do People Lose Their Sense Of Self In Groups? (a) Doing together what we would not do alone (b) Diminished self- awareness v) Group Polarization: Do Groups Intensify Our Opinions? (a) Do groups intensity opinions? (b) Explaining polarization vi) Groupthink: Do Groups Hinder Or Assist Good Decisions? (a) Symptoms of groupthink (b) Critiquing groupthink (c) Preventing groupthink (d) Group problem solving

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Academic Year 2015-2016

Class: B.A(Psychology) First Year
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Periods per week: 04

Semester: 1st sem
Paper no: Psy 103
Weeks: (Total): 15

Week	Topic to be covered
1	Section A: - Chapter 1. Motivation & Emotion [Any Three]: - Credit 1 a. Facial expression b. Knowledge of results c. Colour Preference d. Test of Emotional Intelligence: - Anukool Hyde, Sanjyot Pethe & Upinder Dhar. e. Emotional Maturity Scale: - Y. Singh & M. Bhargava. f. Emotional Competence Scale: - R. Bharadawaj & H. Sharma. g. Social Motives Scale: - R. N. Singh & M. Bhargava. h. Need Pattern Scale: - Seema Sanghi. i. Deo-Mohan Achievement Motivation Scale (N-Ach) : - Prathiba Deo & Asha Mohan.
2	Chapter 2. Sensation & Perception [Any Two]: - Credit 1 a. AL b. DL c. PSE d. Perception of grouping e. Illusion f. Figure and ground g. Depth perception
3	Chapter 3. Social Process [Any Three]: - Credit 1 a. Formation of spontaneous group – Sociometry b. Social facilitation c. Difficult task / Complex task d. The influence of individual instruction & group discussion on attitudes e. Competition, & co-operation & work output f. Automatic & Democratic group & work output g. The Modernization Scale: - R. S. Singh h. Conformity Behaviour: -S. N. Rai. i. Social Loafing Scale: - Q. G. Alam & R. Srivastava. j. Attitude Scale towards Religion: - R. K. Ojha k. Religiosity Scale: - L.I. Bhusan. l. Social distance scale – Dewedi, K., Bhatnager, S. & Asthana, U.
4	Section B: - Credit 1 This will include training for developing sensitivity in attending to the details in our environment by providing psychological insight. An illustrative list of such activities is as follows: 1. Observing T. V. Programmes for certain for certain themes (e.g. the image of child, representation of women). 2. Observing behaviour of people in different setting (e.g. family relationship, religious beliefs, coping with stressors like death, accidents ect.)

	<p>3. Observation of Pre-school and mentally retarded children. The student should write report of his/her observation.</p>
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Academic Year 2015-2016

Class: B.A(Psychology) First Year
Subject: Basic concept in psychology
Periods per week: 04

Semester: second
Paper no: Psy 104
Weeks: (Total): 15

Week	Topic to be covered
1.	Chapter 1.Personality i. Definition of personality. ii. Theories of personality. a. Freud's psychoanalytic theory.
2.	b. Allport's theory. c. Cattell's theory. d. The big five model.
3.	iii. Assessment of personality(I) A. Personality inventories a. 16PF b. MMPI c. NEO-PI
4.	iv. Assessment of personality(II) A. Behavioural assessment a. Observation b. Rating
5.	B. Projective techniques a.TAT b. Rorschach's ink blot test c. Sentence completion test v. Application: increasing self efficacy through goal setting
6.	Chapter 2.Learning i. Definition of learning ii. Classical conditioning a. Pavlov's experiment b. Extinction c. Spontaneous recovery
7.	d. Generalization e. Discrimination f. Higher-order conditioning
8.	iii. Operant conditioning a. Thorndike's laws learning b. Skinner's experiment c. Positive reinforce
9.	d. Negative reinforce e. Schedules of reinforcement f. Shaping
10.	iv. Cognitive learning theories a. Tolman, kolher b. Observational learning theory v. Application of classical and operant conditioning

11.	<p>Chapter 3.Memory</p> <ul style="list-style-type: none"> i. Definition and process ii. Types of memory <ul style="list-style-type: none"> a. Sensory memory b. Short term memory c. Long term memory
12.	<ul style="list-style-type: none"> iii. Types of long term memory <ul style="list-style-type: none"> a. Procedural b. Declarative (episodic, semantic) c. Explicit and implicit iv. Forgetting <ul style="list-style-type: none"> a. Course of forgetting (Ebbinghaus forgetting curve) b. Cause of forgetting c. Encoding failure d. Decay of memory traces e. Interference
13.	<ul style="list-style-type: none"> f. Motivated forgetting v. Application <ul style="list-style-type: none"> a. Improving memory b. Keyword techniques c. Method of loci d. Encoding specificity e. Organization of test material
14.	<ul style="list-style-type: none"> f. Organization of lecture notes g. Practice and rehearsal <p>Chapter 4.Intelligence</p> <ul style="list-style-type: none"> i .Definition of intelligence ii. Measurement of intelligence <ul style="list-style-type: none"> a. Concept in measurement of intelligence (C.A.,M.A.,IQ)
15.	<ul style="list-style-type: none"> b. Test of intelligence- Binet, Stanford Binet, Wechsler iii. Individual difference in intelligence <ul style="list-style-type: none"> a. Mental retardation:Meaning, causes and classification b. Giftedness iv. Theories of intelligence - Spearman, Gardner, Sternberg v. Application <ul style="list-style-type: none"> a. Early childhood intervention – a means for boosting intelligence

TEACHING PLAN

Academic Year 2015-2016

Class: B.A (Psychology)First Year
Subject: Basic concept in Social psychology
Periods per week: 04

Semester: second
Paper no: PSY 105
Weeks: (Total): 15

Week	Topic to be covered
1.	Chapter 1. PREJUDICE : DISLIKING OTHERS i. What Is The Nature And Power Of Prejudice? a. Defining prejudice b. Racial prejudice c. Gender prejudice
2.	ii. What Are The Motivational Sources Of Prejudice? a. Social inequalities: unequal status and prejudice b. Socialization c. Institutional supports
3.	iii. What Are The Motivational Sources Of Prejudice? a. Frustration and aggression : the scapegoat theory b. Social identity theory : feeling superior to others c. Motivation to avoid prejudice
4.	iv. What Are The Cognitive Sources Of Prejudice? a. Categorization: Classifying people into groups b. Distinctiveness: perceiving people who stand out c. Attribution: is it a just world? v. What Are The Consequences Of Prejudice? a. Self –perpetuating stereotypes b. Discrimination’s impact: the self-fulfilling prophecy
5.	b. Stereotype threat c. The story behind the research: claude steele on stereotype threat d. Do stereotypes bias judgments of individuals?
6.	2. AGGRESSION : HURTING OTHERS i. What Is Aggression? ii. What Is Some Theories Of Aggression? a. Aggression as biology b. Aggression as a response to frustration c. Aggression as learned social behavior
7.	iv. What Are Some Influences On Aggression? a. Aversive incidents b. Arousal
8.	c. Aggression cues d. Media influences: pornography and sexual violence g. Group influences iv. How Can Aggression Be Reduced? a. Catharsis? b. A social learning Approach

9.	Chapter 3. HELPING i. Why Do We Help? a. Gaining rewards, avoiding punishment evolutionary psychology b. Comparing and evaluating theories of helping c. Genuine altruism
10.	ii. When Will We Help? a. Number of bystanders b. Helping when someone else does c. Time pressures d. Similarity iii. Who Will Help? a. Personality traits b. Religious faith
11.	iii. How Can We Increase Helping a. Undoing the restraints on helping b. Socializing altruism
12.	4) SOCIAL PSYCHOLOGY IN COURT i. How Reliable Is Eyewitness Testimony? a. The power of persuasive eyewitnesses b. When eyes deceive
13.	c. Focus on: eyewitness testimony d. The misinformation effect e. Retelling feedback to witnesses f. Reducing error
14.	ii. What Other Factors Influence Juror Judgments? a. The defendant's characteristics
15.	b. The judge's instructions c. Other issues Revision