



PSYCHOLOGY - CBCS

**COMMON CORE CURRICULUM FOR UNDER
GRADUATE COURSE
(Bachelor of Arts)**

Course Structure 2024-2025

By

**Department of Psychology
Nizam College, Banhathugh
Hyderabad**

To

Date: 18/04/2024

The Principal,
Nizam College,
Hyderabad.

Respected Sir,

Sub: Minutes of the meeting-Board of Studies in Department of Psychology-
Information submitted regarding.

A meeting of Board of Studies of Psychology Department, Nizam College was held on 18/04/2024 in the Department of Psychology, Osmania University. Herewith I am submitting the minutes of the meeting of Board of Studies for the academic year 2024-2025 for (semester I, II, III, IV, V & VI) for your kind information and record. The board reviewed the syllabus for all the semesters and proposed no changes in the syllabus and it will remain the same for both theory and practicals for the next academic year. Kindly approve the same.

Thanking You,

Encl: Minutes of the meeting.

Yours sincerely



Head
A.K. ASHWINI
Incharge Head
Department of Psychology
Nizam College
Osmania University, Hyd.


Board of Studies - Minutes of the Meeting


2024-2025

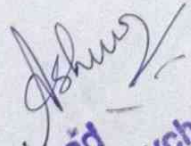
The board of studies meeting was conducted on 18/04/2024 at 2 pm in the Department of Psychology, Osmania University College of Arts and Social Sciences. The following members were present in the meeting.

Signatures

1. Dr. A.Anupama
Head, Department of Psychology,
Osmania University.
2. Dr. P.Swathi
Chairman, BOS, Department of Psychology,
Osmania University.
3. Ms. A.K. Ashwini, Incharge Head
Asst Prof (c), Department of Psychology,
Nizam College


HEAD
Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


Chairperson
Board of Studies in Psychology
Osmania University,
Hyderabad - 500 007


Head
Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

BA
SUBJECT: PSYCHOLOGY
CBCS COURSE STRUCTURE
w.e.f. 2019-2020

Sl.No	Code	Course Title	HP W	Credits	Exam Hrs	Marks
(1)	(2)	(3)	(5)	(6)	(7)	(8)
SEMESTER – I						
1.	ELS1	English (First Language)	4	4		
2.	SLS1	Second Language	4	4		
3.	AEC1	Environmental Science/Basic Computer Skills	2	2		
4.	DSC101	General Psychology	5	5	3 hrs	80U+20 I
5.	DSC102	Basics of Statistics	2	1	2 hrs	50U
6.	DSC103		5	5	3 hrs	80U+20 I
		Total	25	25		
SEMESTER – II						
7.	ELS2	English (First Language)	4	4		
8.	SLS2	Second Language	4	4		
9.	AEC2	Basic Computer Skills/ Environmental Science	2	2		
10.	DSC201	Personality Theories and Assessment	5	5	3 hrs	80U+20 I
11.	DSC202	Inferential Statistics	2	1	2 hrs	50U
12.	DSC203		5	5	3 hrs	80U+20 I
		Total	25	25		
SEMESTER – III						
13.	ELS3	English (First Language)	3	3		
14.	SLS3	Second Language	3	3		
15.	SEC1	Life Skills	2	2	1 ½ hrs	40U+10I
16.	SEC2	Psychology in Professional Settings	2	2	1 ½ hrs	40U+10I
17.	DSC301(T)	Social Psychology	4	4	3 hrs	80U+20I
18.	DSC301(P)	Basics of Experimental Psychology	2	1	2 hrs	50U
19.	DSC302		5	5	3 hrs	80U+20I
20.	DSC303		5	5	3 hrs	80U+20I
		Total	25	25		
SEMESTER – IV						
21.	ELS4	English (First Language)	3	3		
22.	SLS4	Second Language	3	3		
23.	SEC3	Stress Management and Well-Being	2	2	1 ½ hrs	40U+10I
24.	SEC4	Health Behaviour and Lifestyle	2	2	1 ½ hrs	40U+10I
25.	DSC401(T)	Abnormal Psychology	4	4	3 hrs	80U+20I
26.	DSC401(P)	Experimentation on Behavioural Phenomena	2	1	2 hrs	50U
27.	DSC402		5	5	3 hrs	80U+20 I
28.	DSC403		5	5	3 hrs	80U+20 I
		Total	25	25		

[Signature]
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Board of Studies in Psychology
Osmania University,
Hyderabad - 500 007

[Signature]
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Univ. College of Arts & SS
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[Signature]
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		SEMESTER – V				
29.	ELS1	English (First Language)	3	3		
30.	SLS4	Second Language	3	3		
31.	GE	Psychological Competencies	4	4	3 hrs	80U+20I
32.	DSE501-T	(A) Child Psychology	4	4	3 hrs	80U+20I
		(B) Educational Psychology	4	4	3hrs	80U+20I
33.	DSE501-P	Psychological Testing	2	1	2 hrs	50U
34.	DSE502 AB		3T+4 P/5	5	3 hrs	
35.	DSE503A B		5	5	3 hrs	80U+20I
		Total	27/2 5	25		80U+20I
		SEMESTER – VI				
36.	ELS6	English (First Language)	3	3		
37.	SLS6	Second Language	3	3		
38.	PR	Research in Psychology & Project work	2T+ 4R	4	3 hrs	100U
39.	DSE601-T	(A) Adolescent Psychology	4	4	3 hrs	80U+20I
		(B) Health Psychology	4	4	3 hrs	80U+20I
40.	DSE601-P	Psychological Assessment	2	1	2 hrs	50 U
41.	DSE602A B		3T+4 P/5	5	3 hrs	
42.	DSE603A B		5	5	3 hrs	80U+20I
		Total	29/2 7	25		
		GRAND TOTAL	156/ 152	150		

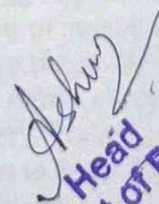
ELS: English Language Skill; SLS: Second Language Skill; AEC: Ability Enhancement Compulsory Course; SEC: Skill Enhancement Course; DSC: Discipline Specific Course; DSE: Discipline Specific Elective; GE: Generic Elective; T: Theory; P: Practical; I: Internal Exam U: University Exam; PR: Project Report; VV: Viva-Voce Examination.

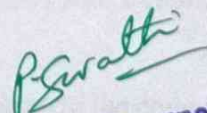
Note: i) A student should opt for either A or B of DSE Groups in V and VI Semesters.

ii) Project work should be done individually under the supervision of the teachers

SUMMARY OF CREDITS


HEAD
Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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Nizam College, (Autonomous)
Osmania University, Hyd.


Chairperson
Board of Studies in Psychology
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Sl. No.	Course Category	No. of Courses	Credits Per Course	Credits
1	English Language	6	4/3	20
2	Modern Language	6	4/3	20
3	AEC	2	2	4
4	SEC	4	2	8
5	GE	1	4	4
6	Project Report	1	4	4
7	DSC	12	5	60
8	DSE	6	5	30
	TOTAL	38		150

Summary of Credits (Psychology - UG – CBCS-2019-20s)

Sl.No	Course Category	No.of Courses	Credits per Course
1	DSC (101+201+301+401): Includes Theory and Practicum	4	20 (5 X 4) {T=4x4hr + P=1x2hrs}
2	DSE (501+601):Includes Theory and Practicum	2	10 (5 X 2) {T=4x4hr+ P=1x2hrs}
3	SEC (1+2+3+4)	4	8 (4 X 2)
4	GE (1)	1	4 (4 X 1)
5	RP&PR	1	4(4 X 1)
	Total	6 (excluding SEC's, GE & PR)	30(excluding SEC's, GE & PR)

NOTE: Kindly note the points mentioned below:

1. Practicum: Psychology as a Scientific Discipline comprises of both **Theoretical and Practical Knowledge**. Since, practical component is the core element for the Discipline, it has been made **compulsory** from I, II, III, IV, V and VI semesters with 1 credit (2 hrs of teaching per credit) each per semester.

2. Project Work with Research Method: Applications of Psychology to the community is crucial in understanding varied spectrums of psychosocial and cultural dynamics. Scientific studies in this field help in contributing to the psychological well being of people. Orienting students in basic research designs, APA format of report writing and required knowledge in use of statistics in Psychology is necessary. Training students in the Project work (for 4credits in semester VI) will enable them to apply the principles and concepts learnt during the course. This will immensely benefit both students and the state of Telangana.

[Signature]
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Department of Psychology
Univ. College of Arts & SS
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Hyderabad-500 007

[Signature]
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B.A. (CBCS) SYLLABI (wef 2019-'20)
SUBJECT: PSYCHOLOGY

Year	Semester/ Paper	ELS (1)	SLS (2)	AEC/SEC13 (3)	SEC24/GE/PR (4)	DSC/DSE (5T)	DSC/DSE (5P)	DSC/DSE (6)	DSC/DSE (7)	Total Credits
I	I	English (First Language)(4HPW)	Second Language (4HPW)	Environmental Science/Basic Computer Skills (2HPW)	-	DSC(101)(5HPW) General Psychology	-	(5HPW)	(5HPW)	25
	II	English (First Language)(4HPW)	Second Language (4HPW)	Environmental Science/Basic Computer Skills (2HPW)	-	DSC(201)(5HPW) Personality Theories and Assessment	-	(5HPW)	(5HPW)	25
	III	English (First Language)(3HPW)	Second Language (3HPW)	SEC-1 (2HPW) Life Skills	SEC-2 (2HPW) Psychology in Professional Settings	DSC(301-T)(4HPW) Social Psychology	DSC(301-P)(2HPW) Basics of Statistics and Experimental Psychology	(5HPW)	(5HPW)	25
II	IV	English (First Language)(3HPW)	Second Language (3HPW)	SEC-3 (2HPW) Stress Management and Well-Being	SEC-4 (2HPW) Health Behaviour and Lifestyle	DSC(401-T)(4HPW) Abnormal Psychology	DSC(401-P)(2HPW) Inferential Statistics and Experimentation on Behavioural Phenomena	(5HPW)	(5HPW)	25
	V	English (First Language)(3HPW)	Second Language (3HPW)	-	(4HPW) – GE Psychological Competencies	DSE(501-T)(4HPW) Child Psychology Educational Psychology	DSE(501-P)(2HPW) Psychological Testing	(5HPW)	(5HPW)	25
	VI	English (First Language)(3HPW)	Second Language (3HPW)	-	Research in Psychology & Project Work (2T+4R)	DSE(601-T)(4HPW) Adolescent Psychology Health Psychology	DSE(601-P)(2HPW) Psychological Assessment	(5HPW)	(5HPW)	25
Total		20	20	8	12	30		30	30	150
CREDITS UNDER NON-CGPA										
				NSS/NCC/Sports/Extra Curricular	Up to 6 (2 in each year)					
				Summer Internship	Up to 4 (2 in each after I & II years)					

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Univ. College of Arts & SS
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HYDRABAD - 500 007


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Hyderabad - 500 007

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Department of Psychology
Nizam College, (Autonomous),
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PSYCHOLOGY-CBCS –CORE COURSE STRUCTURE- 2024-25 : PROPOSED SCHEME FOR B.A. PROGRAMME

YEAR	SEMESTER	TITLE OF THE THEORY PAPER & TYPE OF COURSE	HPW	CREDITS (Theory T) 1 cr=1hr	PRACTICUM	HPW	CREDITS (Practicum-P) 1 cr = 2 hrs	TOTAL CREDITS (T+P)	EXAM DURATION	MARKS
BA I Year	I (DSC-101) AECC-1	Basic Psychological Processes	4	4			2	1	3 hrs (T) 2 hrs (P)	T=80U+20I P=50U
	II (DSC-201) AECC-2	Personality Theories and Assessment	4	4			2	1	3 hrs (T) 2 hrs (P)	T=80U+20I P=50 U
	III (DSC-301) SEC-1	Social Psychology	4	4			2	1	3 hrs (T)+2hrs(P)	T=80U+20I P=50
	SEC-2	Life Skills Application of Psychology in Professional Settings		2				2	1½ hrs	40U+10 I
BA II Year	IV (DSC-401)	Abnormal Psychology	4	4			2	1	3hrs (T)+2hrs(P)	T=80U+20I P=50
	SEC-3	Stress Management and Well-Being		2				2		
	SEC-4	Health Behaviour and Lifestyle		2				2	1½ hrs	40U+10 I
	V (DSE-501) (GE)	A. Child Psychology B. Educational Psychology Psychological Competencies	4 4 4	4 4 4			2	1	3 hrs (T)+2hrs(P) 3hrs (T)	T=80U+20I P=50 T=80U+20I
BA III Year	VI (DSE-601)	A. Adolescent Psychology B. Health Psychology	4 4	4 4			2	1	3 hrs (T)+2hrs(P)	T=80U+20I P=50
	PR	PROJECT (PR) * (for 4 cr)	4	4				6	VV	P=100
		TOTAL CREDITS (excluding PR, GE & SEC's)		24				30		

DSC: Discipline Specific Course- DSC 1 2,3 & 4 (includes Practicum);DSE: Discipline Specific Elective- DSE 1 & 2 (includes Practicum);SEC: Skill Enhancement Course- SEC-1,2,3 & 4;GE: Generic Elective: 1;PR*: Project: PR; HPW: Hours per Week; I-Internal Exam ; U-University Exam; VV-Viva-Voce Examination



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SEMESTER – I
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PAPER – I /DSC-1 (5 Credits)

BASIC PSYCHOLOGICAL PROCESSES (DSC-101)

Objectives:

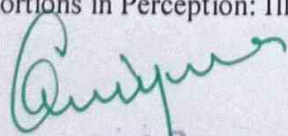
- Introduce students to the dynamic field of psychology, teach them about traditional and contemporary approaches to psychology, methods used in psychology and orient students about the biological basis of behaviour and sensory experiences
- To introduce them to basic cognitive concepts of attention, perception, Memory, thinking, reasoning and learning
- To introduce students to concepts of motivation and make them understand about development of emotions and to make them aware about concept of Intelligence, development of tests and types of tests used to assess intelligence
- To enable students to gain overall understanding about the basic cognitive and behavioural process in psychology

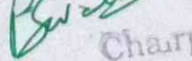
MODULE-1: Introduction to General Psychology

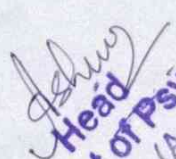
- Historical Foundations of Psychology; Nature, Goals and Fields of Psychology (Pure and Applied)
- **Schools of Psychology:** Structuralism, Functionalism, Psychoanalysis, Behaviorism and Gestalt
- **Contemporary Approaches to Psychology:** Cognitive Approach, Humanistic Approach and Existential Approach
- **Methods of Psychology:** Introspection, Observation, Case Study, Interview, Survey and Experimental Method
- **Biological Basis of Behaviour:** Nervous System and its Organization – The Structure of Neuron, Central Nervous System – Brain and Spinal cord, Localization of Brain Functions, Autonomic Nervous System
- **Hormonal Basis of Behavior:** The Major Endocrine Glands and their Functions
- **Mechanisms of Heredity:** Chromosomes and Genes; Influence of Heredity and Environment on Behavior

MODULE-II: Sensation, Attention and Perception

- **Sensation:** Sensory Thresholds; Characteristics of sensation; Types of sensation; Measurement of sensations (Absolute Threshold, Signal Detection, Difference Threshold, Sensory Adaptation)
- **Attention:** Nature and Concept of Attention; Different aspects of Attention – Span, Division, Shifting, Distraction and Fluctuation, Voluntary and Involuntary attention
- **Perception:** Difference between Sensation and Perception; Principles of Perceptual Organization; Perceptual Constancies and Depth Perception (Monocular and Binocular Cues); Movement Perception; Internal and External factors influencing Perceptual Experience; Distortions in Perception: Illusions & Hallucinations; Extrasensory Perception (ESP)


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MODULE- III: Remembering, Thinking and Reasoning

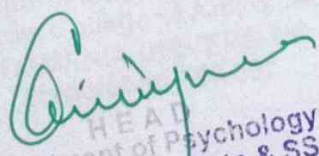
- **Memory and Forgetting:** Meaning and significance of memory; Types of memory; Methods of measuring memory; Information Processing Model of Memory; Curve of Forgetting; Theories of Forgetting (Decay theory and Interference Theory); Methods of improving memory.
- **Thinking and Reasoning:** Nature and types of thinking, Theories (Bruner & Sullivan); Reasoning: Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences); aids and obstacles to reasoning
- **Problem Solving:** Problem cycle, types of problem solving, Impediments to Problem Solving, Problem solving strategies (algorithm, heuristics and biases, Means-End Analysis), Computer simulation;
- **Creativity:** Characteristics of Creative People; Stages of Creative Thinking

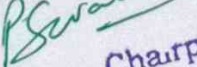
MODULE –IV: Learning and Intelligence

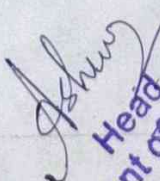
- **Learning:** Concepts of Maturation and Learning; Concept of Learning Curve; Theories of learning (Classical and Instrumental Conditioning, Sign learning, Learning by Insight and Observation); Role of Motivation, Reward and Punishment in Learning; Transfer of Learning; Efficient Methods of Learning.
- **Intelligence:** Definition and Nature of Intelligence; Brief history of Testing Movement (Contribution of Binet); Theories of Intelligence (Thorndike, Spearman, Thurstone, Sternberg, and Gardener); Measurement of 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)

MODULE – V: Motivation and Emotion

- **Motivation:** 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; Development of Emotions; Physiological basis of Emotions; Theories of Emotion (James-Lange, Cannon-Bard and Schachter-Singer); Adaptive and disruptive functions of Emotions; Measurement of Emotions

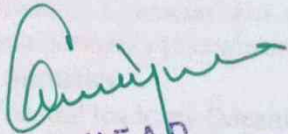

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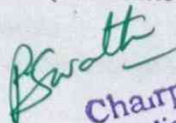

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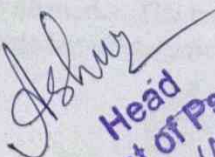

HEAD
Department of Psychology
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Recommended Books and Reading Sources

1. Atkinson & Haggard. (2003). *Introduction to Psychology* — Thomson Wardsworth 14th Edition.
2. Baron, R.A. (1995). *Psychology*. 3rd edition. Delhi: Prentice Hall.
3. Baron, R.A., Byrne, D. & Kantowitz, B.H. (1980). *Understanding Behavior* (2nd Edition). Holt Rinehart and Winston, New York.
4. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). *Psychology* (2nd Edition) Macmillan Publishing Company. New York.
5. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
6. Feldman R.S (2011). *Understanding Psychology*, 10th edition .Delhi : Tata-McGrawHill.
7. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L: *Introduction to Psychology*. 6th edition, Oxford Press.
8. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. *Introduction to Psychology*. 7th Edition, Tata Mc Graw- Hill.
9. Munn, N.L., Fernald, L.D., & Fernald, P.S. (1997) *Introduction to Psychology*. Delhi: Houghton Mifflin.
10. Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Hyderabad: Neelkamal Publications.
11. Saundra, K. Ciccarelli. & Noland, J. White. *Psychology*. Pearson Prentice Hall.
12. Weiten, W. (2014). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning.


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SEMESTER – I
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PRACTICUM/DSC-I(P) (1 Credit)
BASICS OF STATISTICS (DSC-301-P)

Objectives:

- To familiarize students with fundamental concepts in statistics and graphical representation of data.
- To help students understand the importance of normal probability curve and descriptive statistics.

MODULE - I: Fundamental Concepts

- Importance of statistics in psychology.
- Psychological measurement scales (Nominal scale, Ordinal Scale, Interval scale & Ratio scale).
- Introduction to Techniques of data collection (Questionnaires, Inventories, Scale Check Lists)

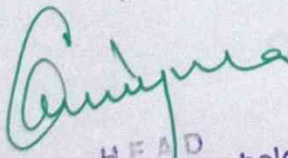
Data Representation

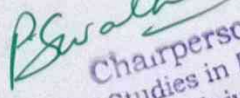
- Constructing a Grouped frequency distribution and Cumulative frequency distribution
- Graphical Representation of data (Frequency Polygon, Histogram, Cumulative frequency graph, Cumulative percentage curve (Ogive) and Pie diagram)

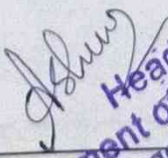
MODULE - II: Normal Distribution and Descriptive Statistics

- Normal distribution: Characteristics and Applications of Normal probability curve; Deviation from normality (Skewness and Kurtosis)
- **Descriptive Statistics**
- Measures of central tendency (Meaning, Computation, Advantages and Disadvantages of Mean, Median and Mode), The Effects of Linear Transformation on Central Tendency Measures.
- Measures of Variability (Meaning, Computation and Uses of Range and Quartile Deviation, Average Deviation, Variance; Standard Deviation from Raw Scores and Grouped Scores)
- Computation of Percentiles and Percentile Ranks

Note: The practical exam will be conducted for 50 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.

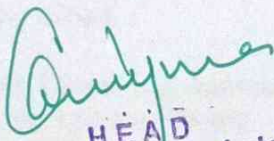

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UGCBCS Common Core Syllabus 2024-25

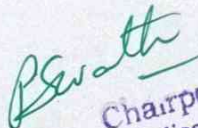

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References:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
 2. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
 3. Coakes, S. J., & Steed, L. (2009). SPSS: Analysis without anguish using SPSS version 14.0 for Windows. John Wiley & Sons, Inc.
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 5. Ferguson, G. A. (1959). Statistical analysis in psychology and education.
 6. Garrett, H. E. (1937). Statistics in Psychology and Education.
 7. Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. Tata McGraw-Hill.
- King, B.M. & Minium, E.W., (2007). Statistical Reasoning in the behavioral Sciences. USA: John Wiley & Sons


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Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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Board of Studies in Psychology
Osmania University,
Hyderabad - 500 007


Head
Department of Psychology
Nizam College, (Autonomous),
Osmania University, Hyd.

SEMESTER – II
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PAPER – II /DSC-II (5 Credits)

PERSONALITY THEORIES AND ASSESSMENT (DSC-201)

Objectives:

- To familiarize students with concept of personality and factors influencing personality
- To introduce students to major theoretical approaches and other contemporary approaches to personality
- To help them understand various types of assessments in measuring personality
- To make them understand the importance of psychological testing and various types of tests available to measure behaviour

MODULE-I: Introduction to Concept of Personality

- Nature, Definition and Characteristics of Personality
- **Factors influencing Personality-** Biological, Social, Cultural, Psychological factors; Significant and Traumatic experiences

MODULE-II: Major Theoretical Approaches to Personality

- Sigmund Freud's Psychoanalytic Theory
- Erik Erikson's Psychosocial Theory
- Roger's Theory of Self

MODULE-III: Other Theoretical Approaches to Personality

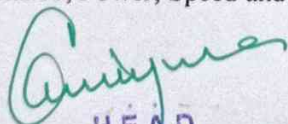
- Bandura's Social Learning Theory
- Trait Theories (Allport & Cattell)
- Type Theories (Kretschmer, Sheldon and Galton)
- Trait-cum-Type Theories (Eysenck theory)

MODULE-IV: Personality Assessment

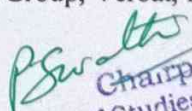
- **Nature and Types of Assessment:** Observation, Checklists and Rating Scales, Personality Inventories, Questionnaires and Interviews.
- **Projective Techniques:** Rorschach, TAT and Sentence Completion tests

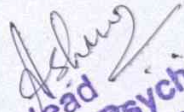
MODULE-V: Psychological Testing

- Concept of Psychological Testing
- Brief Introduction to tests of Intelligence and Personality
- **Characteristics of a good Psychological Test:** Standardization, Reliability, Validity and Norms
- **Classification of Psychological Tests:** Individual & Group, Verbal, Non-Verbal and Performance; Power, Speed and Dexterity tests.


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Hyderabad – 500 007


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Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

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- Friedman, H.S. & Schustack, M.W. (2004). *Personality*, 2nd Edition. Pearson Education Inc., New Delhi.
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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007

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Osmania University,
Hyderabad - 500 007

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Department of Psychology
Nizam College (Autonomous)
Osmania University, Hyd.

SEMESTER – II
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PRACTICUM/DSC-II (P) (1 Credit)
INFERENTIAL STATISTICS (DSC-401-P)

Objectives:

- To familiarize students with inferential statistics
- To help students understand the importance of non-parametric statistics

MODULE -1: Sampling and Inferential Statistics

- Sampling: Probability and Non-Probability Sampling
- Meaning and types of hypothesis (alternative hypothesis and null hypothesis)
- Hypothesis testing; Levels of Significance; Degrees of Freedom
- Type I and Type II Error
- t-Distribution and t-test
- Assumptions and computation of t for independent (small and large samples) and correlated samples

MODULE-II: Correlation and Chi- square

- Meaning of correlation; Coefficient of correlation
- Types of Correlation: Positive and Negative Correlation, Partial and Multiple Correlation
- Assumptions and Computation of Pearson's Product Moment Correlation and Spearman's Rank Order Correlation.
- Meaning and uses of Chi-square as a test of independence; Computation of chi-square for 2x2 fold contingency table
- Nature and definition of Psychological tests; Characteristics of a Psychological test; Types of Psychological Tests.

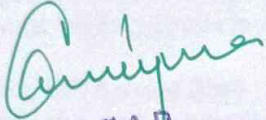
Note: The practical exam will be conducted for 50 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.

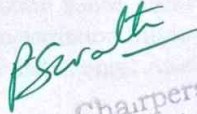
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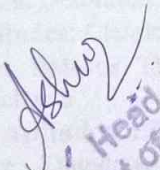
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2. Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub.House: New Delhi
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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
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Osmania University,
Hyderabad - 500 007


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Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

SEMESTER – III
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PAPER – III/DSC-III (T) (4 Credits)

SOCIAL PSYCHOLOGY (DSC-301-T)

Objectives:

- To orient students about basic concepts of social psychology and major theoretical perspectives in social psychology
- Understand how theory motivates research and how research modifies theoretical statements about human social behavior
- Learn how classic research, such as the Milgram paradigm, shaped social psychology and the culture
- Understand cross-cultural differences and similarities in social behavior

MODULE – I: Social Perception – Understanding Others

- Definition, Nature, Scope and Methods of Social Psychology (Observation Method, Survey Method, Correlational Method, Field Study and Experimental Method).
- **Attribution:** Theories of Attribution (Heider's Common Sense Theory, Jones and Davis's Correspondent Inference Theory, Kelly's Co-variation Model and Weiner's Three-Dimensional Model); Errors in Attribution (Fundamental Attribution Error, Actor – Observer Effect, Self Serving Bias)
- **Impression formation and Impression Management:** Techniques of Impression Management
- **Communication:** Definition, Nature and Types of Communication; Communication patterns (Circle, Wheel, Chain and Y patterns); Barriers to Effective Communication; Rumors and Propaganda

MODULE– II: Attitude & Prejudice

- **Attitude:** Nature and Definition; Distinctive Features of Attitudes
- **Formation of Attitudes:** Classical and Operant Conditioning, Social Learning Theory
- **Attitude Change:** Balance Theory, Cognitive Dissonance, Self- Perception and Psychological Reactance
- **Measurement of Attitudes:** Likert Method of Summated Ratings, Bogardus Method of Social Distance, Thurstone's Equal Appearing Intervals Method, Osgood and Tannenbun's Semantic Differential Scale
- **Prejudice and Discrimination:** Nature and Origin of Prejudice, Causes of Prejudice; Techniques of Reducing Prejudice

MODULE- III: Pro-Social Behaviour and Aggression

- **Pro-Social Behaviour:** Difference between Pro-social Behaviour and Altruism; Concept of Bystander Effect; Steps in Pro-social Behaviour
- **Factors influencing Pro-social Behavior** (Situational & Personal factors (Self interest, moral integrity and moral hypocrisy), Emotional and Dispositional factors)
- **Aggression:** Nature and Concept of Aggression.

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J. Shrinani
Head
Department of Psychology
Osmania University, Hyderabad

Anuj Kumar
HEAD
Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007

P. Swathi
Chairperson
Board of Studies in Psychology
Osmania University,
Hyderabad – 500 007

- **Determinants of Human Aggression** – Social (Frustration, Provocation, Displaced aggression, Media violence and heightened arousal, Personal (Type A and Type B, Narcissism and Gender differences) and Situational Factors (Alcohol consumption, High Temperatures)

MODULE – IV: Groups, Leadership and Socio-Cultural Psychology

- **Groups:** Nature, Types, Structure of a Group (Status, Position, Roles and Norms); Functions of a Group; Groups and Individual Performance (Social Facilitation, Social Loafing)
- **Decision Making by Groups:** Polarisation, Risky Shift, Group think
- **Group Dynamics:** Conformity, Compliance, Obedience, Cooperation, Competition and Cohesiveness
- **Leadership:** Nature of Leadership, Traits of a Leader; **Types of Leaders:** Autocratic, Democratic and Charismatic Leaders; Classic Studies on Leadership, Leader Behavior
- **Socio-Cultural Psychology in Indian Context:** Culture and cultural identity development; Understanding major cultural variables in Indian context (gender, religion, caste, social class, language and regionalism); Cultural transition; Acculturation, assimilation and alienation; Psycho-Social effects of Migration; Disadvantaged Groups; Programmes and Policies

Reference Books

1. Baron, R.A. & Byrne, D. (2006). *Social Psychology (10th Edition)*. Pearson Education Inc., New Delhi.
2. Brehm, S.S. and Kassin, S.N. (1996). *Social Psychology, 3rd edition*. Boston : Houghton Mifflin Company.
3. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
4. Crisp, R.J. and Turner, R.N. (2007). *Essential Social Psychology*. New Delhi: Sage Publications India Pvt Ltd.
5. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*. La Verne: SAGE.
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11 | Page

SEMESTER-III

BASICS OF EXPERIMENTAL PSYCHOLOGY DSC-3 (CORE COURSE PRACTICUM-3)

Objectives:

- To teach students about understanding behaviour through experimentation in laboratory
- To train the students to analyse and report the data from experiments and see its relevance to the phenomenon

List of Experiments

Note: Conduct Eight Experiments selecting at least one from each area.

1. Psycho-Physics

- a. Reaction time
- b. Two-Point Threshold
- c. Method of Average Error – Muller- Lyer Illusion
- d. Method of Minimal Changes – Brightness discrimination
- e. Constant Stimuli Method – Size Constancy

2. Attention

- a. Span of Attention for visual stimuli
- b. Division of Attention with similar and dissimilar tasks
- c. Effect of auditory and visual distraction on Attention

3. Learning

- a. Trial and error Learning
- b. Insight Learning
- c. Bilateral Transfer of Learning
- d. Massed Vs Spaced Learning
- e. Part Vs Whole Learning Method
- f. Serial Learning - Positioning Effect
- g. Habit Interference
- h. Effect of Knowledge on Results

4. Remembering & Forgetting

- a. Measuring Retention using Recognition method
- b. Measuring Retention using Recall method
- c. Short term Memory for Digits
- d. Effect of meaning on Retention

Note: The practical exam will be conducted for 50 marks.

[Signature]
Head
Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

[Signature]
HEAD
Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007

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SEMESTER – III
B.A (U.G) COMMON CORE SYLLABUS
SKILL ENHANCEMENT COURSE- SEC-1

LIFE SKILLS (2 Credits)

Objective: To orient and equip students on various life skills that will enable them to understand self and others

MODULE-I: Definition and nature of Life Skills, Significance of Life Skills:

WHO and UNESCO's views on Life Skills

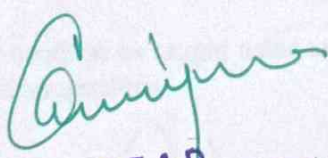
MODULE-II: Core Life Skills- Self – Confidence; Time Management; Communication Skills; Management of Disruptive emotions (Anger); Interpersonal Relations


References:

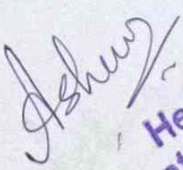
Brian, Clegg. (2004), Crash Course in Personal Development, Kogan Page Limited, London, UK.

Robert, M. Sherfield, Rhonda J. Montgomery, Patricia G. Moody (2011), Developing soft skills, 4th Edition, Pearson Education.

Note: This paper needs to be taught using exercises and games and teacher should use interactive sessions.


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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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Board of Studies in Psychology
Osmania University,
Hyderabad – 500 007


Head
Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

SEMESTER – III
B.A (U.G) COMMON CORE SYLLABUS
SKILL ENHANCEMENT COURSE- SEC-2

APPLICATIONS OF PSYCHOLOGY IN PROFESSIONAL SETTINGS (2 Credits)

Objective: To introduce to the students the significance of Psychology and its application in various settings of life.

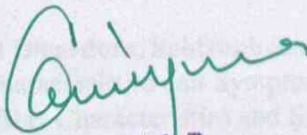
MODULE-I: Nature, Definition and Scope of Psychology; Concept and Characteristics of Behaviour; Branches of Psychology (Pure and Applied).

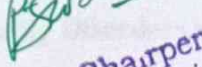
MODULE-II: Psychology in Professional Settings (Educational settings, Public and Private Organizations, Hospitals, Legal, Forensic, Non-Governmental Organizations, Sports, and Research Institutions).

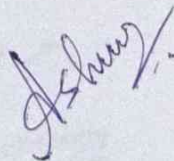
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- Parameswaran, E.G. & Beena, C. (2002). Invitation to Psychology. Neel KamalPublication Pvt Ltd.
- Saundra, K. Ciccarelli. & Noland, J. White. Psychology. Pearson Prentice Hall.

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SEMESTER -IV
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PAPER – IV/DSC-IV (T)- (4 Credits)

ABNORMAL PSYCHOLOGY (DSC-401-T)

Objectives:

- To introduce students to the fundamental concepts and scientific principles underlying abnormal human behaviour
- To increase awareness about mental health problems in society
- To create a foundation for higher education and a professional career in clinical psychology

MODULE- I: Understanding Normality, Abnormality and Stress

- Concepts of normality and abnormality
- Classification: DSM V and ICD 10
- **Stress:** Nature, Characteristics of Stressors, Types of Stress
- Factors Predisposing a person to stress (Personality and Social Factors)
- Immune System and Stress

Coping with Stress

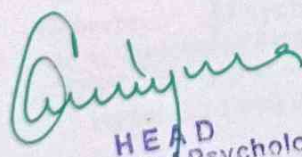
- Adjustment Disorder, Acute Stress Disorder and Post-Traumatic Stress Disorder

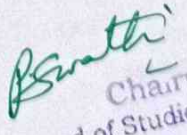
MODULE- II: Anxiety Disorders, Somatic Symptom and Related Disorders

- Phobias, Panic Disorder and Generalized Anxiety Disorder
- Somatic Symptom Disorder, Conversion Disorders, Dissociative Amnesia
- Obsessive Compulsive Disorder
- Dissociative Identity Disorder

MODULE- III: Mood Disorders, Schizophrenia, Personality Disorders and Suicide

- **Depression:** Characteristics and Symptoms
- **Bipolar Disorder:** Characteristics and Symptoms
- **Schizophrenia:** Criteria and Symptoms (Positive & Negative)
- **Personality Disorders**
- **Suicide:** Type of attempts, gender differences, Risk factors (Mental disorders, Negative life events, Suicide contagion, Personality and Cognitive factors, Biological Factors), Prevention


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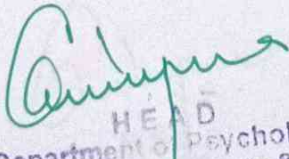

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Osmania University, Hyd.

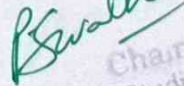
MODULE – IV: Neuro-Developmental, Neuro-Cognitive, and Addictive Disorders, Approaches and Treatment

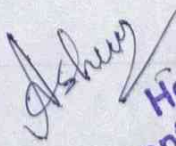
- **Neuro-Developmental:** ADHD, Autism Spectrum disorder
- **Neuro-Cognitive disorders:** Alzheimer's Disease, Parkinson's disease, Delirium
- **Addictive Disorders:** Alcoholism, Nicotine Dependence, Psychoactive Drugs
- **Biological Approaches:** Brain Dysfunction, Biochemical Imbalances, Genetic Abnormalities, Drug Therapies, ECT & Brain stimulation techniques, Psychosurgery.
- **Psychological Approaches:** Psychodynamic, Behavioural, Cognitive, Humanistic, Family Systems Approach
- **Socio cultural Approaches:** Cross cultural issues; Culturally specific therapies
- **Prevention:** Prevention Programs; Common elements in Effective treatments

References

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders". DSM-5 (5th Ed).
2. Buss, A.H. (1999). *Psychopathology*. N.Y. John Wiley
3. Butcher, J.N, Mineka, S. & Hooley, J.M (2013). *Abnormal Psychology*. 15th Edition. New Delhi: Pearson Education
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2014). *Abnormal Psychology*. 16th Ed. N.J, USA: Pearson Education
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6. Lemma. A. (1997). *Introduction to Psychopathology*, N.Y.: Sage
7. Nolen-Hoeksema, S. (2008). *Abnormal Psychology*. 4th Edition
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Osmania University, Hyd.

SEMESTER-IV
EXPERIMENTATION ON BEHAVIOURAL PHENOMENA
DSC-4 (CORE COURSE PRACTICUM-4)

Objective: To enable the students to learn concepts of Psychology through demonstration.

List of Experiments/ Tests

Note: Conduct Eight Experiments/ Tests selecting at least one from each area.

1. Motivation

- a. Level of aspiration
- b. Goal Setting
- c. Approval Motivation Scale by Tripathi & Tripathi (NPC Agra).

2. Emotion

- a. Judgement of Emotions
- b. Achenbach's Scale for Emotional and Behavioural Adjustment (YSR).

3. Thinking

- a. Mental Set (Luchin's Jar Problem)
- b. Problem Solving (Pyramid Puzzle)
- c. Concept formation

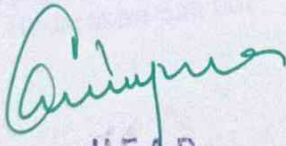
4. Intelligence

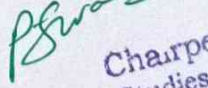
- a. Measuring Intelligence using Non - verbal Intelligence tests (SPM)
- b. Measuring Intelligence using Performance Intelligence tests (Alexander Passalong & Koh's Block Design Test)

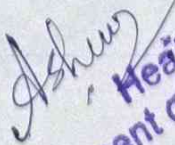
5. Social Behaviour

- a. Conformity
- b. Sociometry
- c. Bogardus Scale
- d. Styles of Leadership Behaviour

Note: The practical exam will be conducted for 50 marks.


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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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Board of Studies in Psychology
Osmania University,
Hyderabad - 500 007


Head
Department of Psychology
Nizam College, (Autonomous)
Osmania University, Hyd.

SEMESTER – IV
B.A (U.G) COMMON CORE SYLLABUS
SKILL ENHANCEMENT COURSE-SEC-3

STRESS MANAGEMENT AND WELL- BEING (2 Credits)

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress to enhance well- being.

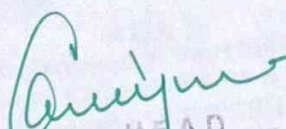
MODULE- I: Stress: Nature of stress, symptoms of stress, sources of stress (environmental, social, physiological and psychological), Effect of Stress on Physical and mental health.

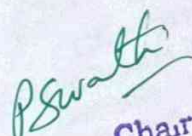
MODULE- II: Managing stress: Methods (yoga, meditation, relaxation techniques, problem focused and emotion focused approaches); Concept and types of well- being.

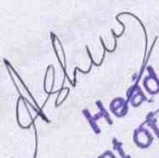
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1. DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson.
2. Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar .
3. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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Nizam College, (Autonomous)
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SEMESTER – IV
B.A (U.G) COMMON CORE SYLLABUS
SKILL ENHANCEMENT COURSE- SEC-4

HEALTH BEHAVIOUR AND LIFESTYLE (2 Credits)

Objective: To understand the concepts of health behavior and life style, to know the factors that affect and enhance health behavior.

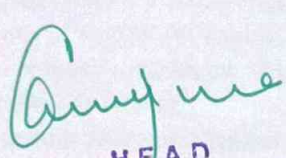
MODULE-I: Nature and Significance of Health Behaviour; Components of health behavior; Factors affecting health behaviours (Habits, Substance abuse, Sexual risks).

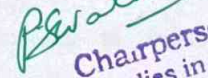
MODULE-II: Enhancing Health Behaviours (Changing attitudes, beliefs, and Life style Choices; Diet and exercise).


References:

- Sarafino, E.P. (1990). Health Psychology: Biopsychosocial Interactions (3rd Edition). John Wiley & Sons
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

Note: This paper needs to be taught using exercises, checklists and activities and teacher should use interactive sessions.


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SEMESTER-V
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VA (T)- (4 Credits)

CHILD PSYCHOLOGY (DSE-501A-T)

Objectives:

- To equip the learner with an understanding of the concept and process of child development
- To impart an understanding of the various domains of child development
- To inculcate sensitivity to socio-cultural context of child development

MODULE - I: THEORY AND RESEARCH IN CHILD DEVELOPMENT

- Definition, nature and scope of child psychology
- Concepts of human development (developmental tasks, developmental lag and developmental hazards)
- Principles of development
- Hereditary and environmental influences on development
- Research methods in child development

MODULE - II: FOUNDATIONS OF DEVELOPMENT

- Prenatal development, Prenatal environmental influences
- Development in infancy (Reflexes, Motor development in infancy, Perceptual development in infancy)
- Physical growth, factors affecting physical growth

MODULE - III: COGNITIVE AND LANGUAGE DEVELOPMENT

- **Cognitive development:** Piagetian and Vygotskian perspectives
- **Language development:** Components of language, Chomsky's theory of language development, prelinguistic development, phonological development, semantic development, grammatical development, pragmatic development

MODULE-IV: EMOTIONAL, MORAL, PERSONALITY AND SOCIAL DEVELOPMENT

- **Emotional development:** Functions of emotions, development of emotional expression, understanding and responding to the emotions of others
- **Moral development:** Piaget's and Kohlberg's theory of moral development
- **Personality development:** Emergence of self and development of self-concept and self-esteem
- **Socio-cultural contexts:** Family, peers, media, schooling

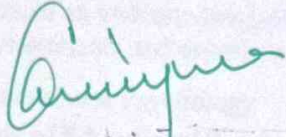
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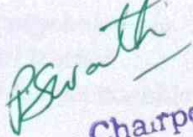
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References:

1. Berk, L. E. (2013). *Child development*. Boston: Pearson Education.
2. Hurlock, E.B. (1980). *Child development*. New Delhi: Tata McGraw-Hill.
3. Santrock, J.W. (2014). *Child development*. New York: Mc Graw-Hill Education


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SEMESTER – V
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VB (T)- (4 Credits)

EDUCATIONAL PSYCHOLOGY (DSE-501B-T)

Objectives:

- Appreciate the need and importance of study of educational psychology in understanding, analysing and interpreting the development of learner.
- Explore the possibilities of an understanding of processes in human cognition as basis for designing learning environments and experiences at school.

MODULE-I: Introduction to Educational Psychology

- Definition, Nature and Scope of Educational Psychology.
- Changing Teaching Profession.
- Teacher's perspectives on Learning.
- Student diversity (Individual styles of learning and thinking, Multiple intelligences, Gifted and talented students, Gender differences in the classroom, Differences in cultural expectations and styles, Bilingualism: language differences in the classroom, Language loss, Cultural differences in attitudes and beliefs).
- Research Methods in Educational Psychology.
- **Motivation: Achievement Processes** (Intrinsic and extrinsic motivation, mastery motivation and mindset, self-efficacy, Goalsetting, planning and monitoring, expectations)
- **Social relationships** (Parents, teachers and peers).
- **Students with achievement Problems** (Students with low achievement, students who avoid failure, students with procrastination, high anxiety, perfectionists and students who are alienated).

MODULE-II: Social Constructivist Approaches to Education, Nature of classroom communication and Students with Special Education needs

- **Social Constructivist Approaches to Education:** Significance of Social Constructivist Approach; Teachers and Peers as joint contributors to students learning (scaffolding, cognitive apprenticeship, Tutoring, Cooperative learning); Structuring small group work (composing the group, Team building skills and structuring small- group interaction); Fostering a community of learners.
- **Nature of Classroom communication:** Functions of talk: content, procedures, and behavior control; Verbal, nonverbal, and unintended communication; Effective verbal communication; Effective nonverbal communication; Communication styles in the classroom (How teachers and Students talk, using classroom talk to stimulate students' thinking).
- **Students with Special Education needs:** Learning disabilities, ADHD, Intellectual disabilities, Behavioural disorders, Physical disabilities and sensory impairments; Responsibilities of Teachers for students with disabilities; Value of including students with special needs.

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MODULE-III: Classroom Management and Learning Environment

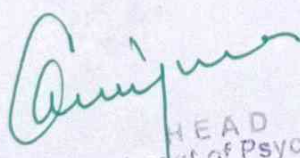
- Significance of Classroom management.
- Preventing management problems by focusing students on learning(Arranging classroom space, Displays and wall space, Computers in the classroom, Visibility of and interactions with students, Spatial arrangements unique to grade levels or subjects, Establishing daily procedures and routines, Establishing classroom rules, Pacing and structuring lessons and activities, Choosing tasks at an appropriate level of difficulty, Providing moderate amounts of structure and detail, Managing transitions, Maintaining the flow of activities, Communicating the importance of learning and of positive behavior, Giving timely feedback, Maintaining accurate records, Communicating with parents and caregivers, Responding to student misbehavior)
- Natural and logical consequences of managing classroom.
- Conflict resolution and problem solving.

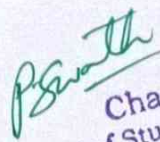
MODULE-IV: Facilitating Complex Thinking and Planning Instruction

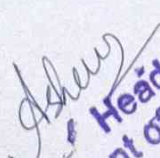
- Forms of Thinking associated with Classroom learning (Critical, creative and Problem solving).
- Instructional strategies that stimulate complex thinking (Teacher -directed instruction; Learner centered Psychological Principles; Learner centered Instructional Strategies; Student centered models of learning- Inquiry learning, cooperative and collaborative learning.
- Planning Instruction: Selecting general learning goals; Formulating learning objectives, students as a source of instructional goals, enhancing student learning through a variety of resources, creating bridges among curriculum goals and student's prior experiences, Planning for instruction as well as for learning.

References

- Santrock, J.W. (2011). Educational Psychology. Fourth Edition, Tata McGraw – Hill.
- Seifert, K. & Sutton, R. (2009). Educational Psychology. The Global Text Project, Jacobs Foundation, Zurich, Switzerland


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Department of Psychology
Univ. College of Arts & SS
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Hyderabad-500 007


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SEMESTER – V
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DISCIPLINE SPECIFIC ELECTIVE PRACTICUM/DSE-V(P) (1 Credit)

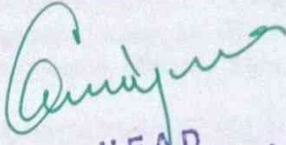
PSYCHOLOGICAL TESTING (DSE-501-P)

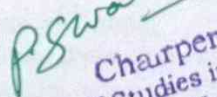
Objective: To enable the students to learn concepts of child and educational psychology through psychological Testing.

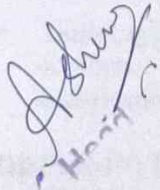
Conduct Eight Tests from the following list:

1. Self-Concept Scale
2. Self- esteem
3. Self- Confidence
4. Bell's Adjustment Inventory
5. Kundu's Introversion and Extroversion Inventory (KIEI)
6. Cooperation
7. Competition
8. Parent- Child relationship
9. Achievement Test
10. Creativity test

Note: The practical exam will be conducted for 50 marks.


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SEMESTER – V
B.A (U.G) COMMON CORE SYLLABUS
GENERIC ELECTIVE /GE- (4 Credits)

PSYCHOLOGICAL COMPETENCIES

Objectives:

- To help students understand the importance of enhancing psychological competencies for better living

MODULE-I: INTRODUCTION TO PSYCHOLOGICAL COMPETENCIES

- Meaning, importance and need of Psychological Competencies
- Enhancing Self-awareness (JOHARI Window) and self- Confidence
- Goal Setting
- Creativity

MODULE-II: MANAGING EMOTIONS AND STRESS MANAGEMENT

- **Managing Emotions:** Nature of Emotions, Positive and Negative Affect, managing emotions like anger and anxiety
- Enhancing emotional competencies like resilience, optimism and hope
- Nature and types of stress, Physical, Emotional and Behavioural reactions to stress, Stress management techniques (Deep breathing exercises, yoga, meditation, Thought stopping technique, Diet and Time management)

MODULE-III: COMMUNICATION SKILLS AND INTERPERSONAL COMPETENCIES

- **Effective communication skills:** Communication process (source, message, encoding, channel, decoding, receiver and feedback), Elements of communication (Face to Face, Tone of Voice, Body language, Verbal and Physical), Listening skills (Types of Listening, Barriers to Effective Listening and Strategies for effective listening), 7 Cs of communication (Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous).
- **Building interpersonal relationships:** Nature of interpersonal relationships, Types of conflicts, Building interpersonal relationships through conflict management and assertiveness skills.

MODULE-IV: PROBLEM SOLVING AND DECISION – MAKING SKILLS

- **Problem solving:** Need for Problem solving; Nature of a problem, Steps in Problem-solving (Information Gathering, Problem Definition, Preparing for Brainstorming, Generating Solutions, Analyzing Solutions, Selecting a Solution, planning next steps like identifying tasks, identifying resources, implementing, evaluating and adapting).
- **Decision – making skills:** Need for Decision -making; Process of decision- making (Identify the decision, Gather relevant information, Identify the alternatives, Weigh the evidence, Choose among alternatives, Take action and Review your decision & its consequences), Decision-making wheel, Effective decision- making Techniques (The Kepner-Tregoe Matrix, Pareto Analysis and Force- Field Analysis).

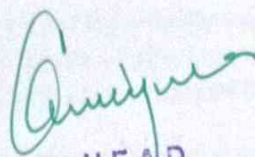
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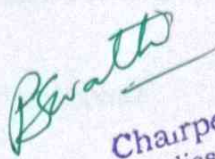
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OSMANIA UNIVERSITY
Hyderabad-500 007


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Osmania University,
Hyderabad - 500 007

Note: This module should be taught using exercises, activities, worksheets and demos. **References**

- Kagan, S., & Higho, C. (2004). *Life Skills*. MacMillan Publishers
- Larry James, L. (2006). *The First Book of Life Skills*. Embassy books.
- WHO. (2010). *Life Skills Manual*. UNESCO Publication.


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Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007


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SEMESTER – VI
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VI A (T)- (4 Credits)

ADOLESCENT PSYCHOLOGY (DSE-601A-T)

Objectives:

- To define and understand the developmental process of adolescence
- To apply different theories of development to adolescence
- To consider what factors put adolescents at risk

MODULE –I: Physical Development of Adolescence

- **Concept of Adolescence** (Hall & Gesell); Importance of adolescent psychology; Characteristics and principles of adolescence development; Developmental tasks of adolescence (Havighurst)
- **Puberty:** Growth Spurt, Sexual maturation, Psychological effects of pubertal development (concerns about body image); Challenges to early and late development; Changes in the adolescent brain, Sleep patterns in adolescence.
- **Adolescent health:** Importance of nutrition and exercise.
- **Adolescent sexuality:** Sexual orientation, sexual morality, sexual behaviour, need for adequate sex education

MODULE- II: Cognitive, Moral and Social Development of Adolescence

- **Cognitive development:** Piaget's theory of cognitive development; Changes in reasoning, thinking (egocentrism in adolescent thinking) and decision making; Metacognition – aid to self-regulatory learning.
- **Moral development:** Kohlberg's and Carol Gilligan's theory of moral development.
- **Social Development: Family:** Parenting styles, parent-adolescent conflict; sibling rivalry; influence of family size and birth order.
- **Peers:** Functions, peer pressure; friends (stability of friendship).
- **Institutions:** School (Influence of teachers); leisure activities, influence of technology.

MODULE III: Emotional and Personality Development

- **Emotional Development:** Emotional Intelligence (Self Awareness, Social awareness, Self-management of emotions, establishing and maintaining healthy relationships)
- **Development of personal identity:** Erikson's stage of identity vs role confusion; Marcia's ego identity statuses; Rosenberg's model of identity
- Importance of self-concept and self-esteem in adolescence; Factors affecting self-concept; Sex role identity.

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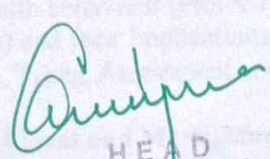
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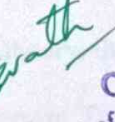
MODULE -IV: Issues, Challenges and Problems

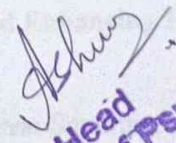
- Risk Behaviours: STDs, HIV/AIDS; Teenage Pregnancy
- Addiction to Technology
- Substance abuse; Juvenile delinquency; Violence and rape
- Obesity and eating disorders
- Depression and suicide

References

1. Hutchinson, D. Elizabeth. (Ed) (2008), *Dimensions of Human Behaviour: The Changing Life Course*, USA, Sage Publications Inc.
2. Hurlock, Elizabeth. B. (1981). *Development Psychology A Life-Span Approach*, (Fifth Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi
3. Santrock, John. W. (2008). *Child Development*, (Eleventh Edition), Tata McGraw Hill Publishing Company Ltd., New Delhi


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SEMESTER – VI
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DISCIPLINE SPECIFIC ELECTIVE PAPER /DSE-VIB (T)- (4 Credits)

HEALTH PSYCHOLOGY (DSE-601B-T)

Objectives:

- To help students understand the spectrum of health and illness for better health management
- To help students gain insight into mind-body relationship

MODULE - I: Introduction to Health Psychology

- Definition of Health Psychology
- Mind-body relationship
- Bio-psychosocial Model of Health
- Life styles and disease patterns
- Illness and Personality

MODULE - II: Behaviour and Health

- Characteristics of health behaviour
- Barriers to health behaviour
- Theories of health behaviour (Protective motivation theory, theory of reasoned action) and their implications
- Pain: Meaning, Types, Assessment and Pain Management Techniques

MODULE-III: Chronic Illness and Management

- Cardiovascular Diseases, Cancer AIDS
- Living with Chronic illness
- Emotional response to chronic illness
- Psychological Interventions
- Rehabilitation

MODULE - IV: Health Compromising and Enhancing Behaviours, Patient-Provider Communication

- **Health Compromising Behaviours:** Smoking, Alcoholism and Substance abuse
- **Health Enhancing Behaviours:** Weight Control, Diet, Yoga and Exercise
- Nature of Patient-Provider Communication
- Improvement of Poor Patient-Provider Communication
- Improving Adherence to Treatment
- Role of Care givers, Burnout of Caregivers

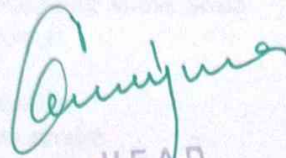
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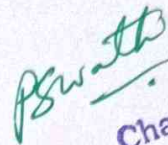
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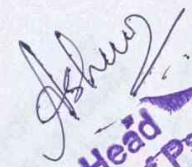
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1. Allen, F. (2011). *Health Psychology and behaviour*. Tata McGraw Hill Edition
2. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Kindersley
3. Sarafino, E.P. (1990). *Health Psychology: Biopsychosocial Interactions* (3rd Edition). John Wiley & Sons
4. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
5. Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.


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DISCIPLINE SPECIFIC ELECTIVE PRACTICUM/DSE-VI (P) (1 Credit):

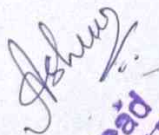
PSYCHOLOGICAL ASSESSMENT (DSE-601-P)


Objective: To enable the students to learn the tests related to areas of adolescent and health psychology.

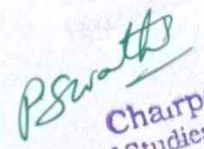
Conduct Eight Tests from the following:

1. Life events Scale/Student Stress Scale
2. State & Trait Anxiety
3. Loneliness Scale
4. Adolescent Depression
5. Aggression Questionnaire
6. KNPI
7. Student Problem Inventory
8. Well- being
9. Health Locus of Control
10. Type A and Type B personality test

Note: The practical exam will be conducted for 50 marks.


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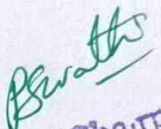

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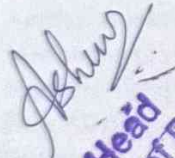
SEMESTER – VI
B.A (U.G) COMMON CORE SYLLABUS

RESEARCH IN PSYCHOLOGY AND PROJECT WORK (PR)- (4 Credits)

- Orientation on Research report as per APA 6 Edition
- Brief Introduction to the identification of the problem, review of literature, sampling methods and data collection will be delivered before planning the project
- Tests or experiments that are introduced in psychology will be identified to conduct the project on a sample. These will be identified based the areas of interest of teacher and student.
- Methodology for the project will be arrived at from a Teacher – Student interaction
- Data interpretation using appropriate statistical techniques using MS Excel and SPSS
- Project will be assessed for 100 marks.


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**B.A (U.G) COMMON CORE SYLLABUS
2019-2020
PSYCHOLOGY LABORATORY**

Basic Equipment and Infrastructure requirements for Psychology Lab

- Area of the Room (Appx 1000 sq.ft)
- 10 tables (2.5 ft/3ft)
- 20 stools* (in proportion to the height of the table)
- Electrical plug points (close to every table)
- Extension cords (as per requirement)
- White Boards
- Computers with UPS and speakers (minimum 5 no's)
- Photos of Psychologists (with names)
- Notice Boards
- Glass Almira's to store apparatus and equipment
- Lab Assistant (graduated in Psychology and trained in laboratory)
- Lab Attender (trained)
- LCD Projector

Basic Apparatus and materials in the Psychology Laboratory

- Stop watches (preferably electronic)
- Blind Folds
- Playing cards
- Wooden scales
- Wooden screens
- Tachistoscope
- Mirror drawing apparatus
- Muller Lyer Illusion boards
- Aesthesiometers
- Memory drums
- Standard Progressive matrices
- Pass Along Test
- Hanfmann-Kasanin Concept formation Test
- Division of Attention

- ✓ *Stools: Can be screw based ones that can be self adjusted as per the required height and necessity of the experiment.
- ✓ Equipment and apparatus may be procured as per the requirement in sufficient numbers.
- ✓ Software packages to conduct reaction time and psycho-physics experiments

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Department of Psychology
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Osmania University, Hyd.

[Signature]
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Department of Psychology
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