



Fergusson College (Autonomous)

Pune

Learning Outcomes-Based Curriculum

for

F. Y. B.A. (Psychology)

With effect from June 2019

Programme Outcome

1	The student has the knowledge of scientific processes which are core to the discipline of Psychology.
2	The student shows development in the personality traits which are essential to become an efficient psychologist.
3	The student has acquired reasonable skills which would enhance the further learning in Psychology.
4	The student has learnt the ethical principles which should be used while conducting the tests and lab experiments.
5	The student has acquired the sufficient knowledge of the use of computer software SPSS for the data analysis in Psychology which would enhance further learning of the scientific processes used in post graduation.
6	The student is well equipped with different branches of Psychology.
7	The student is confident to select the branch of Psychology which he/she is interested for further studies.
8	The student is confident of the path that is required to progress in the career that he/she chooses in Psychology.

Programme Structure

YEAR	Semester	Course Code	Title of Paper	General / Special	No. of Credits
FYBA	I	PSY1101	Foundations of Psychology	General	3
FYBA	II	PSY1201	Basic Cognitive Processes and Consciousness	General	3
SYBA	III	PSY2301	Introduction to Social Psychology	General	3
SYBA	III	PSY2302	Abnormal Psychology	General	3
SYBA	III	PSY2303	Psychological Testing	General	3
SYBA	IV	PSY2401	Social Dynamics	General	3
SYBA	IV	PSY2402	Abnormal Psychology and Psychosocial Treatment	General	3
SYBA	IV	PSY2403	Research Methodology	General	3
TYBA	V	PSY3501	Positive Psychology	General	3
TYBA	V	PSY3502	Industrial And Organisational Psychology	Special	4
TYBA	V	PSY3503	Psychology Practical: Tests and Statistical Methods	Special	5
TYBA	VI	PSY3601	Health Psychology	General	3
TYBA	VI	PSY3602	Cognitive Psychology	Special	4
TYBA	VI	PSY3603	Psychology Practical - Experiments And Statistical Methods	Special	5

PAPER CODE: 1101 PAPER –I: Title: Foundations of Psychology [Credit -3]		
Course Learning Outcomes The learner:	Suggested Pedagogical Processes	
<ul style="list-style-type: none"> • examines the simple human behaviour from the scientific perspective. • recognises the influence of biological factors on human behaviour. • recognises the effects of emotions in daily life. • analyses different types of personality traits. Uses SWOT analysis for his/her own growth. 	<ul style="list-style-type: none"> • Models and charts of the human brain • Videos • Discussion and debates 	
Unit	Contents	No. of Lectures
Unit-I	Psychology as a Science of Mind and Behaviour 1.1. Psychology: Definition, Goals and Fields of Psychology 1.2. Historical Perspectives in Psychology 1.3. Modern Perspectives in Psychology 1.4. Methods 1.4.1. Steps used in Scientific Method 1.4.2. Descriptive Methods: Naturalistic Observation, Laboratory Observation, Case Study, Survey and Correlation 1.4.3. Experimental methods 1.4.4. Ethics in Psychological Research 1.5. Application: Thinking Critically About Critical Thinking	(12)
Unit-II	Biological Bases of Human Behaviour 2.1. Neuron: Structure and Function 2.2. Neurotransmitters - Serotonin, Dopamine, GABA, Acetylcholine 2.3. Nervous system 2.3.1. Central Nervous System 2.3.2. Peripheral Nervous System 2.4. Glandular System - Pituitary, Thyroid, Parathyroid, Adrenal, Gonads 2.5. Applications: Techniques and New Trends used for Looking inside the living Brain	(12)
Unit-III	Personality 3.1. Nature, Definition and Misconceptions 3.2. Freud's Psychodynamic Perspective and NEO-Freudians 3.3. The Behaviourist and Social-Cognitive View and Humanistic View of Personality 3.4. Trait Approaches to Personality 3.4.1. Allport's Approach 3.4.2. Eysenck's PEN Model 3.4.3. Cattell's 16PF 3.4.4. Five Factor Model and recent advances	(12)

	3.5. Application: SWOT Analysis	
Unit-IV	<p>Motivation, Emotion and Stress</p> <p>4.1. Motivation: Definition and Approaches: Instinct and Evolutionary, Need and Drives, Arousal, Incentive, Humanistic (Maslow), Self-Determination Theory.</p> <p>4.2. Emotion: Definition, Elements and Theories</p> <p>4.2.1. Elements of emotion</p> <p>4.2.2. Theories of emotion: James-Lange, Canon Bard, Schachter, Singer and Lazarus</p> <p>4.3. Stress: Definition and Sources of Stress (Environmental, Psychological and Personality factors)</p> <p>4.4. Coping with Stress</p> <p>4.5. Application: Becoming More Optimistic</p>	(12)
	<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1 Ciccarelli, S. & White, J.H. (2012). <i>Psychology</i>. N.Y.: Prentice Hall 2 Ciccarelli, S. & Meyer, G. E. (2006). <i>Psychology</i>. New Delhi: Pearson Education. 3 Passer, M. W. & Smith, R. E. (2007). <i>Psychology: The science of mind and behaviour</i>. New Delhi: Tata McGraw-Hill. 4 Feldman, R. S. (8th ed.) (2008). <i>Understanding psychology</i>. TMH. 5 Coon, D. & Mitterer, J. O. (2007). <i>Introduction to psychology: Gateways to mind and behavior</i>. Singapore: Thomson Wadsworth. 6 Lahey, B. B. (2003). <i>Psychology: An introduction</i>. New Delhi: Tata McGraw-Hill. 7 Smith, E. E., Hocksema, S. N., Fredrickson, B. and Loftus, G. R. (2003). <i>Atkinson and Hilgard's Introduction to Psychology</i>. Singapore: Thompson Wadsworth. 8 Baron, R. A. (2001). <i>Psychology</i>. New Delhi: Pearson Education Pvt. Ltd. 9 Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). <i>Introduction to Psychology</i>. McGraw-Hill Book Co. 10 Abhyankar, S. C., Oke, A., & Golwilkar, S. A. (2014). <i>Manasashastra: Vartanache Shastra</i>. New Delhi: Pearson Education 	

PAPER CODE: 1201
PAPER –I:
Title: Basic Psychological Processes
[Credit -3]

<p>Course Learning Outcomes The learner:</p> <ul style="list-style-type: none"> • applies the learning of sleep patterns in his/her own life. • differentiates between the cognitive processes such as sensation, attention and perception. • uses the knowledge of memory and forgetting for the academic performance. • differentiates between the academic tests and the standardized tests. • uses the knowledge of IQ to understand the difference between the different types of disabilities among children. 	<p style="text-align: center;">Suggested Pedagogical Processes</p> <ul style="list-style-type: none"> • Use of students’ life experiences to explain concepts • Demonstrations with the help of available psychological tests and batteries
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Unit	Contents	No. of Lectures
Unit-I	<p>States of Consciousness</p> <p>1.1 Definition of Consciousness and altered states of Consciousness</p> <p>1.2 Stages of Sleep and Sleep Disorders</p> <p>1.3 Theories of Dreams</p> <p>1.4 Hypnosis and theories</p> <p>1.5 Application: Improving quality of sleep</p>	(12)
Unit-II	<p>Learning and memory</p> <p>2.1. Learning: Definition, and Nature</p> <p>2.2. Theories of Learning:</p> <p style="padding-left: 20px;">2.2.1. Classical Conditioning</p> <p style="padding-left: 20px;">2.2.2. Operant Conditioning</p> <p style="padding-left: 20px;">2.2.3. Cognitive Learning</p> <p style="padding-left: 20px;">2.2.4. Observational Learning</p> <p>2.3. Memory: Definition and Types</p> <p>2.4. Forgetting and Causes of Forgetting</p> <p>2.5. Application: Health and Memory</p>	(12)
Unit-III	<p>Sensation, Attention and Perception</p> <p>3.1. Sensation: Definition, Nature and Process</p> <p>3.2. Attention</p> <p style="padding-left: 20px;">3.2.1 Definition, Types, Determinants</p> <p style="padding-left: 20px;">3.2.2 Phenomena - Division of Attention, Span of Attention</p> <p>3.3 Perception – Definition, Gestalt Principles and Perceptual Constancies</p> <p>3.4 Perceptual Illusions</p> <p>3.5. Application: Techniques of improving concentration</p>	(12)
Unit-IV	<p>Intelligence and Thinking</p> <p>4.1 Intelligence: Definition and Basic Concepts in Measurement</p>	(12)

	<p>(CA, MA, IQ and DQ)</p> <p>4.2 Intelligence Measurement: Stanford Binet, Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS)</p> <p>4.3 Individual Differences:</p> <p>4.3.1 Mentally Challenged: Types, Causes and Prevention</p> <p>4.3.2 Giftedness and Emotional Intelligence</p> <p>4.4 Thinking – Definition and Types (Mental Imagery, Problem Solving, Decision Making, Creative Thinking)</p> <p>4.5 Application: Lateral Thinking- Six Thinking Hats Techniques</p>	
	<p>BOOKS FOR READING</p> <ol style="list-style-type: none"> 1 Ciccarelli, S. & White, J.H. (2012). <i>Psychology</i>. N.Y.: Prentice Hall 2 Ciccarelli, S. & Meyer, G. E. (2006). <i>Psychology</i>. New Delhi: Pearson Education. 3 Passer, M. W. & Smith, R. E. (2007). <i>Psychology: The science of mind and behaviour</i>. New Delhi: Tata McGraw-Hill. 4 Feldman, R. S. (8th ed.) (2008). <i>Understanding psychology</i>. TMH. 5 Coon, D. & Mitterer, J. O. (2007). <i>Introduction to psychology: Gateways to mind and behavior</i>. Singapore: Thomson Wadsworth. 6 Lahey, B. B. (2003). <i>Psychology: An introduction</i>. New Delhi: Tata McGraw-Hill. 7 Smith, E. E., Hocksema, S. N., Fredrickson, B. and Loftus, G. R. (2003). <i>Atkinson and Hilgard's Introduction to Psychology</i>. Singapore: Thompson Wadsworth. 8 Baron, R. A. (2001). <i>Psychology</i>. New Delhi: Pearson Education Pvt. Ltd. 9 Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). <i>Introduction to Psychology</i>. McGraw-Hill Book Co. 10 Abhyankar, S. C., Oke, A., & Golwilkar, S. A. (2014). <i>Manasashastra: Vartanache Shastra</i>. New Delhi: Pearson Education 	