

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

B.A. THREE-YEAR PASS COURSE, 2023-2024

DISCIPLINE- PSYCHOLOGY (CORE COURSE)

CURRICULUM STRUCTURE

&

SCHEME OF EXAMINATION

Scheme of Examination

Scheme of Examination for End of Semester Examination applicable to all Undergraduate Courses (Pass Course)

The question paper of Semester Examination for the Disciplinary Centric Core Course (DCCC), Discipline Specific Elective (DSE), Ability Enhancement Course (AEC), Value Added Course (VAC) and Skill Enhancement Course (SEC) will be of 70 marks and it will be divided in two parts (Part A and Part-B).

Part-A

Part A will consist of 10 compulsory questions. There will be at least three questions from each unit and answer to each question shall be limited up to 50 words. Each question will carry two marks (Total 20 Marks).

Part-B

Part B will consist of 10 questions. There will be atleast three questions from each unit and student will have to answer five questions, selecting atleast one question from each unit. The answer to each question shall be limited to 400 words. Each question carries 10 Marks (Total 50 Marks).

Internal Continuous Evaluation (30 Marks)

At the end of Course Structure a list of Practicum has been provided. Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructor. The objective of this exercise is to give students hands- on- training on various psychological and social processes to enhance their understanding of human behaviour in social settings. With this training students would acquire skills of administering psychological tests, their scoring, analysis and interpretations of the scores of the tests explaining various psychological processes to enable them to have greater insight and understanding of human behaviour.

The Internal Evaluation of the students would be done by the instructor/s who teaches the core course and assist students on hands-on- training.

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

B.A. Three-year Pass Course, 2023-2024

Discipline- PSYCHOLOGY (Core course)

Curriculum Structure

Semester-I (Odd)

Basic Psychological Processes and Social Psychology

Course Code	Total No. of Contact Hours- 90
No of Credits 06	(70 Marks)

Objective –

- 1.To understand the fundamentals of psychology in light of different approaches and schools of psychology, so that student gains basic knowledge and application of psychological principles.
2. To understand social structures and functions and apply principles of social psychology and in various social settings.

Learning Outcome:

1. The students would understand and apply the basic principles and theories of psychology in day to day life of self and others to enhance effectiveness.
2. The students would have better understanding of social structures and their functions. They would acquire skills of social interaction and apply these social skills in different social situation for effective personal and professional transactions.

Unit-I

Introduction - Definition, Fields and Goals of psychology. Historical and modern perspectives. Nature,Goals and Scope of social psychology and its relationship with other sciences; Methods of general and social psychology.

Learning: Meaning and Definition of learning; Operant Conditioning, Classical Conditioning, Cognitive Learning; Trial and Error Learning -Laws and Curves of learning. Memory and Forgetting: Basic processes of memory, Models of memory, Causes of forgetting.

Unit-II

Attention and Perception: Definition, Characteristics and Selective Attention; Perceptual Organization, Figure and Ground perception, Gestalt Laws of Organization, Depth Perception Perceptual Constancy, Illusions.

Perceiving Others and Ourselves: Self-Concept, Self Esteem, Self-Presentation and Self-Expression. Forming Impressions; Prejudice and Stereotypes.

Attitude: Nature and Formation of attitude, Measurement of attitude, Theories of Change of attitude.

Unit-III

Emotion and Motivation: Meaning, types and functions of emotions, theories of emotions;

Motivation: Nature and types of motives, theories of motivation.

Aggression: Nature, causes and control of aggression; Acculturation- Its framework and measurement, psychological and socio-cultural adaptations, behavior shifts and acculturative stress, Collective behavior and mass hysteria.

References:

1. Morgan, K., & Schopler, W Introduction to Psychology, 7th Edition. New Delhi: McGraw Hill, (1989).
2. Ciccarelli, S.N. & White, J.N. *Psychology: An exploration (5th ed.)*. Pearson Publications. 2017.
3. Robert A. Baron, *Psychology, 3rd Edition*. India: PHI. 1995).
4. R.A. Baron, N.R. Branscombe, D. Byrne, G. Bhardwaj, *Fundamentals of social psychology (13th ed.)*, New Delhi: Dorling Kindersley (2017).
5. D.G. Myers, *Social psychology, (7th ed.) international*, NY: McGraw Hill (2002).
6. R.J. Crisp, R.N. Turner, *Essential social psychology, (3rd ed.)*. New Delhi: Sage Publications (2014).

Internal Continuous Evaluation (30 Marks)

Objective – To assess students' understanding of the subject during hands on training on various psychological and social processes continuously and to enhance their understanding of human behaviour in social settings.

Learning Outcome: The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructors.

List of practical:

1. Assessment of Personality: Administration and Interpretation of any 1 Test of Personality as per mutual choice of instructor and students.
2. Assessment of Intelligence: Administration and Interpretation of any 1 Test of Intelligence as per mutual choice of instructor and students.
3. Demonstration of learning curves through trial-and-error method of learning.
4. Assessment of Self-esteem: Administration and Interpretation of any 1 Test of self-esteem as per mutual choice of instructor and students.
5. Assessment of Prejudice: Administration and Interpretation of any 1 test of prejudice as per mutual choice of instructor and students.

References:

7. R.M. Kaplan, D.P. Saccuzzo, *Psychological testing: Principles, applications and issues (7th ed.)*. USA: Wadsworth (2009).
8. R.J. Gregory, *Psychological testing: History, principles, and applications. (4th ed.)*, Pearson Education (2005).
9. Manuals of the tests

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

B.A. Three-year Pass Course, 2023-2024

Discipline- PSYCHOLOGY (Core course)

Curriculum Structure

Semester-II (Even)

Developmental and Educational Psychology

Course Code

Total No. of Contact Hours- 90

No of Credits 06

(70 Marks)

Objective

1. To understand psychological, cognitive, social and emotional development through theories and models of psychology applied to life span developmental model of human behaviour.

2. To understand application of psychological principles in educational setting (classroom climate) to make schooling an enriching experience for students, teachers, and parents of the students.

and how they would support teaching and training processes in classroom learning.

Learning Outcome:

1. After pursuing these course students would be able to understand the process of growth and development in various domains, namely- psychological, social, emotional and cognitive. Knowledge in this course would help in promoting and optimizing smooth development to become healthy and happy adult.

2. After pursuing this course, students would be able to counsel schools the ways to promote healthy classroom climate, mutually enriching student- teacher interaction that maximises students' potential, stimulate creativity and enhance educational performance.

UNIT I

Introduction to human development: Theories, Principles, Stages and Domains of development. Nature, Meaning, Scope and Functions of Educational Psychology. Methods of studying Behaviour: Introspection, Observation and Experimental method, Case Study method, Longitudinal and Cross-Sectional methods.

Unit-II

Cognitive Development: Theories and Processes of Cognitive Development, Theories of Language Development. Thinking Processes and their role in learning, Multiple Intelligence (Howard Gardner), Divergent Thinking (creativity) Transfer of Learning, Individual Differences in learning and assessment.

Unit-III

Social and Emotional Development: Theories and Processes. Social Adjustment: Causes and Impact of maladjustment and ways to address it. Classroom Climate and Classroom Management.

References:

1. L. Berk Child development (8th ed.). New Delhi: Prentice Hall (2012).
2. D. Papalia, S. Olds, R. Feldman, Human Development (9th Edition). New Delhi : MHI (2017).
3. B. Hopkins, The Cambridge encyclopaedia of child development. New York. Cambridge University Press, (2013).
4. J.W. Santrock, Life span Development, 13th Edition. New Delhi: McGraw Hill (2017).
5. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
6. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
7. R.B. Graham J. E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
8. Mangal, S.K. (2004) Educational Psychology, Tandon Publishers, Ludhiana.
9. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Internal continuous Evaluation (30 Marks)

Objective –To assess students' understanding of the subject during hands- on- training on various developmental processes and their application in learning, teaching and training processes in classroom learning continuously.

Learning Outcome: The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructors.

List of practical:

1. Administration and Interpretation of Developmental Screening Test
2. Administration and Interpretation of Learning styles of children
3. Administration and Assessment of Classroom Climate
4. Administration and Assessment of Multiple Intelligence of children
5. Administration and Assessment of Emotional Maturity of children
6. Administration and Assessment of Interest Profile of children

References:

1. R.M. Kaplan, D.P. Saccuzzo & Psychological testing: Principles, applications and issues (7th ed.). USA: Wadsworth (2009).
2. R.J. Gregory, Psychological testing: History, principles, and applications. (4th ed.), Pearson Education (2005).
3. Manuals of the tests