

TARA GOVERNMENT COLLEGE, SANGAREDDY (A)
DEPARTMENT OF PSYCHOLOGY (UG)
COURSES HAVING FOCUS ON
EMPLOYABILITY/ENTREPRENEURSHIP/SKILL DEVELOPMENT

The following courses having focus on Employability / Entrepreneurship / Skill Development:

1. Personality Theories and Assessment
2. Basics of Statistics
3. Inferential Statistics
4. Child Psychology
5. Educational Psychology

Attachment:

Syllabus copy of the above mentioned courses

Sign of the Head, Department

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

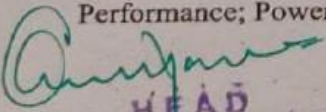
- Bandura's Social Learning Theory
- Trait Theories (Allport & Cattell)
- Type Theories (Kretschmer, Sheldon and Galton)
- Trait-cum-Type Theories (Eysenck theory)

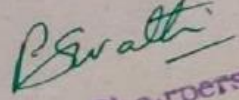
MODULE-IV: Personality Assessment

- **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.


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

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

PART-A: BASICS OF STATISTICS

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)

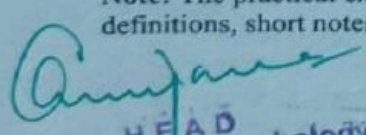
Data Representation

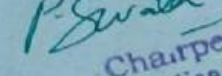
- Constructing a Grouped frequency distribution and Cumulative frequency distribution
- Graphical Representation of data (Frequency Polygon, Histogram, Cumulative frequency graph, Cumulative percentage curve (Ogive) and Pie diagram)

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 25 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.


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

SEMESTER – IV
B.A (U.G) COMMON CORE SYLLABUS
DISCIPLINE SPECIFIC CORE PRACTICUM/DSC-IV(P) (1 Credit)
INFERENCEAL STATISTICS AND EXPERIMENTATION ON BEHAVIOURAL
PHENOMENA (DSC-401-P)

PART-A: INFERENCEAL STATISTICS

Objectives:

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

MODULE -I: 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

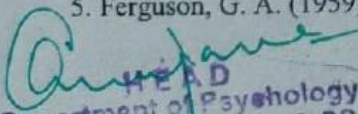
MODULE-II: Correlation and Chi- square

- 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.

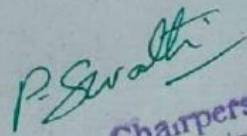
Note: The practical exam will be conducted for 25 marks. The test should consist of definitions, short notes, calculation of problems and interpretation of statistical data.

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.
4. Coolican, H. (2006). *Introduction to Research Methodology in Psychology.* London: Hodder Arnold.
5. Ferguson, G. A. (1959). *Statistical analysis in psychology and education.*


H.E.A.D
Department of Psychology
Univ. College of Arts & SS
OSMANIA UNIVERSITY
Hyderabad-500 007

UG CBCS Common Core Syllabus 2019-2020 - BA


Chairperson
Board of Studies in Psychology
Osmania University
Hyderabad - 500 007
Page 15

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

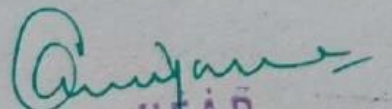
- Prenatal development, Prenatal environmental influences
- Development in infancy (Reflexes, Motor development in infancy, Perceptual development in infancy)
- Physical growth, factors affecting physical growth

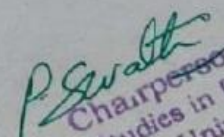
MODULE - III: COGNITIVE AND LANGUAGE DEVELOPMENT

- **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


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

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.

Educational Psychology

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-III: 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.

MODULE-III: Classroom Management and Learning Environment

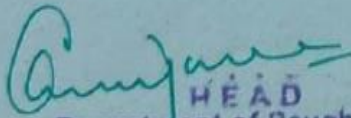
- Significance of Classroom management.
- Preventing management problems by focusing students on learning (Arranging classroom space, Displays and wall space, Computers in the classroom, Visibility of and interactions with students, Spatial arrangements unique to grade levels or subjects, Establishing 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.

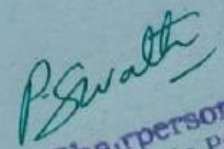
MODULE-IV: Facilitating Complex Thinking and Planning Instruction

- 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


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


Chairperson
Board of Studies in Psych
Osmania University
Hyderabad - 500