



Shri Sangameshwar Education Society's
Sangameshwar College, Solapur [Autonomous]
 (Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
 Kannada Linguistic Minority Institute
NAAC Accredited with 'A' Grade (III Cycle CGPA 3.39)

Academic Council 1(6)
2nd July, 2020

UG Science Programme: B.Sc.-I To be implemented from A.Y. 2020-2021

System: Choice Based Credit System (CBCS) with SGPA and CGPA

B.O.S. in*: PSYCHOLOGY

Structure and Examination for: Discipline Specific Core Courses (DSC-A and DSC-B)

Table-1

| Semester | Course | | Teaching Scheme/week | | | |
|----------|--------|--|----------------------|-------|----------|---------|
| | | | Course Code | Hours | Lectures | Credits |
| I | DSC-A | Theory-I: Introduction to Psychology | 2031119 | 4 | 5 | 4 |
| | | Theory-II: Developmental Psychology - Adolescence to Early Adulthood | 2031119 | | | |
| | | Practical-I: Psychology Practical | 2031220 | 3.2 | 4 | 2 |
| II | DSC-B | Theory-I: Foundations of Psychology | 2031218 | 4 | 5 | 4 |
| | | Theory-II: Developmental Psychology - Middle to Late Adulthood | 2031219 | | | |
| | | Practical-I: Psychology Practical | 2031220 | 3.2 | 4 | 2 |

Table-2

| Semester | Course | | EXAMINATION | | | Credits |
|----------|--------|--------------------------------------|-------------|-----|-------|---------|
| | | | Marks | | | |
| | | | CA | SEE | Total | |
| I | DSC-A | Theory-I: Introduction to Psychology | 15 | 35 | 50 | 4 |

| | | | | | | |
|----|------------------|---|----|----|-----|---|
| | | Theory-II: Developmental Psychology - Adolescence to Early Adulthood | 15 | 35 | 50 | |
| II | DSC-B | Theory-I: Foundations of Psychology | 15 | 35 | 50 | 4 |
| | | Theory-II: Developmental Psychology – Middle to Late Adulthood | 15 | 35 | 50 | |
| | DSC-A & DSC-B | Practical-I: Psychology Practical | 30 | 70 | 100 | 4 |

CA: Continuous Assessment SEE: Semester End Examination

Note: -

The above structure (Table-1 and Table-2) is for Sem-I and Sem-II of the undergraduate B.Sc.-I *
/B.S.Ecs.-I /B.C.A.-I programmes under science faculty.

* B.Sc.-I Select any four DSC from Chemistry /Physics /Mathematics /Statistics /Electronics /Botany
/Zoology /Geography /Psychology.

DSC: Discipline Specific Core Course AECC: Ability Enhancement Compulsory Course

Passing in each course is compulsory including Democracy. course.

SGPA/CGPA and Total Marks will be calculated excluding AECC and Democracy.
courses.

Compulsory Course:

| | | |
|-----------|-------------|------------------------------------|
| DEMOCRACY | 200023 2 | DEMOCRACY ELECTIONS AND GOVERNANCE |
| PHY EDU | 200023 3 | PHYSICAL EDUCATION |

Syllabus for: Discipline Specific Core Courses(DSC-A and DSC-B)

| | | |
|--|--|-----------------|
| Academic Council 1(6) SEMESTER-I 2nd July, 2020 | | Hours 30 |
| DSC-A Theory-I PSYCHOLOGY-I (2031118) Title: Introduction to Psychology Credit:2 Marks:50 | | |
| Unit1 | 1.1 The Science of Psychology A) Definition B) Goals C) Types of Psychological Professionals 1.2 Modern Perspectives A) Behavioral B) Humanistic | 7/8 |

| | | |
|--|--|-----|
| | <p>C) Bio Psychological D) Cognitive 1.3Methods A) Naturalistic observation B) Case Studies C) Survey D) Experiment</p> | |
| Unit2 | <p>Biological Perspective Neurons A) Structure of Neurons B) Neural Impulses C) The Synapse 2.2 Central nervous system A)The Brain – The Brain stem, structure under the cortex, lobes and their specialties, Associative Area of cortex. B)Spinal Cord – Reflex Arc. 2.3 Peripheral Nervous System A)Somatic B)Autonomic</p> | 7/8 |
| Unit3 | <p>Consciousness 3.1 Definition 3.2Sleep A) Stage of Sleep B) REM Sleep C) Sleep disorder 3.3Dream A) Theories of Freud’s interpretation B) Activation – Synthesis hypothesis theory 3.4Hypnosis A) Steps of hypnotic induction B) Theories of hypnosis</p> | 7/8 |
| Unit4 | <p>Basic Principles of learning 4.1 Definition of learning 4.2Classical conditioning A)Pavlov’s classical experiment – Stimulus Generalization and discrimination, Extinction and Spontaneous recovery. B)Elements of classical conditioning 4.3 Operant Conditioning A)B. F. Skinner – Operant conditioning B)Concept of reinforcement C)Punishment</p> | 7/8 |
| <p>Course Outcome:</p> <p>1. Students can apply the psychological principles in their real lifsituations.</p> | | |

2. This syllabus helps students to learn more effectively about life span development.

| | | |
|---|---|-----------------|
| Academic Council 1(6)SEMESTER-I 2nd July, 2020 DSC-A Theory-II PSYCHOLOGY-II(2031119) Title:Developmental Psychology - Adolescence to Early Adulthood Credit:2 Marks:50 | | Hours 30 |
| Unit 1 | Adolescence – Physical and cognitive development 1.1 Physical Development A) Puberty – Puberty in Girls Puberty in boys, body image B) Nutrition, food, eating disorder C) Threats to adolescents well – being – Alcohol, tobacco, sexually transmitted infections. 1.2 Cognitive development – Piagetian Approach to cognitive development. | 7/8 |
| Unit 2 | Adolescence – Social and personality development 2.1 Identify A) Self concept B) Self esteem C) Identify formation D) Marica’s Approach E) Depression and suicide in Adolescence 2.2A) Dating B) Sexual relationship C) Sexual orientation | 7/8 |
| Unit 3 | Early Adulthood – Physical and Cognitive development 3.1 Physical Development A) The senses B) Motor functioning, fitness and Health 3.2 Cognitive development A) Post - formal thoughts B) Perry’s Approach C) Schaie’s stages of development | 7/8 |
| Unit 4 | Early Adulthood – Social and personality development | 7/8 |

| | | |
|--|---|--|
| | <p>4.1 Intimacy, liking, love</p> <p>A)Social Clocks</p> <p>B)Falling in love</p> <p>C)Passionate companions love</p> <p>D)Sternberg triangular theory</p> <p>E)Choosing Partner</p> <p>4.2 Relationships</p> <p>A)What Marriage works?</p> <p>B)Parenthood</p> <p>C)Staying single</p> | |
| <p>Course Outcome:</p> <ol style="list-style-type: none"> 1. This course helps students in understanding of human lives & advise how they should perceive their lives. 2. Students find out what is psychologically correct & what is psychologically advisable in their lives. 3. Students recognize & shape their wellbeing in future course of actions. | | |

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| <p>Academic Council 1(6)SEMESTER-II 2nd July, 2020</p> <p style="text-align: center;">DSC-B Theory-I PSYCHOLOGY-III (2031218)</p> <p style="text-align: center;">Title:Foundations of Psychology</p> <p style="text-align: center;">Credit:2 Marks:50</p> | | <p>Hours 30</p> |
| <p>Unit 1</p> | <p>Memory and forgetting</p> <p>1.1 Definition of Memory</p> <p>1.2Stages of Memory</p> <p>A)Sensory</p> <p>B)Short term (working) memory (STM)</p> <p>C)Long term memory (LTM)</p> <p>D)Types of long – term information</p> <p>1.3 Forgetting</p> <p>A)Ebbinghaus and forgetting curve</p> <p>B)Encoding failure</p> <p>C)Memory trace, decay theory</p> <p>D)Interference theory</p> | <p>7/8</p> |
| <p>Unit 2</p> | <p>Intelligence</p> <p>2.1 Definition</p> <p>2.2 Measuring intelligence</p> <p>A)Binet mental ability test</p> <p>B)Standford – Binet and IQ</p> <p>C)The Wechsler tests</p> <p>2.3 Theories of intelligence</p> | <p>7/8</p> |

| | | |
|---|--|-----|
| | <p>A)Spearman B)Gardner C)Sternberg 2.4 Individual difference in intelligence A)Mental Retardation B)Giftedness</p> | |
| Unit 3 | <p>Motivation and Emotion 3.1 Motivation – Definition Approaches A)Drive reduction theory B)Arousal approach C)Incentive approach D)Humanistic approach 3.2 Emotion – Definition A)Three components of emotion B)Theories of emotions – James Lange, Cannon Bard, Schachter singer theory</p> | 7/8 |
| Unit 4 | <p>Personality 4.1Defination of Personality 4.2Freud and psychoanalysis A) Divisions of the mind B) Divisions of personality C) Stages of personality development 4.3Trait theories A) All port B) The five factor model 4.4Assessment of personality A) Projective tests – Rorschach inkblots, TAT B) Personality inventories – [MBTI, MMPI – 2]</p> | 7/8 |
| <p>Course Outcome:</p> <ol style="list-style-type: none"> 1. Students can apply the psychological principles in their real life situations. 2. This syllabus helps students to learn more effectively about life span development. | | |

| | | |
|--|---|------------------------|
| <p>Academic Council 1(6)SEMESTER-II 2nd July, 2020 DSC-B Theory-II PSYCHOLOGY-IV (2031219) Title:Developmental Psychology – Middle to Late Adulthood Credit:2 Marks:50</p> | | <p>Hours 30</p> |
| Unit 1 | <p>Middle Adulthood – Physical and cognitive development Lect. Hrs 1.1 Physical development A)Height, Weight, Strength,</p> | 7/8 |

| | | |
|------------------------|--|-----|
| | <p>B)The senses</p> <p>1.2 Sexuality</p> <p>A)The female climacteric and menopause</p> <p>B)Male climacteric</p> <p>1.3 Health</p> <p>A)Coronary heart disease</p> <p>B)The threat of cancer</p> <p>1.4 Cognitive development</p> <p>Changes in crystallized and fluid intelligence</p> | |
| Unit 2 | <p>Middle Adulthood – Social and personality development Lect. Hrs</p> <p>2.1 Personality development</p> <p>A)Erickson’s stages of generativity , VS stagnation - Building on Erickson’s views, Midlife crisis</p> <p>B)Stability and change in the big five personality traits</p> <p>2.2 Relationships</p> <p>A)Marriage</p> <p>B)Divorce</p> <p>C)Empty nest</p> <p>D)Boomerang Children</p> <p>E)Family Violence</p> | 7/8 |
| Unit 3 | <p>Late Adulthood – Physical and cognitive development Lect. Hrs</p> <p>3.1 Physical development</p> <p>A)Physical transitions in older people</p> <p>B)The senses vision, hearing, taste and smell.</p> <p>3.2 Health & Wellness</p> <p>A)Health Problems in older People</p> <p>B)Wellness in late adulthood</p> <p>C)Approaches (Theories) to aging</p> <p>3.3 Cognitive development</p> <p>A)Intelligence in older people</p> <p>B)Memory changes in old age</p> | 7/8 |
| Unit 4 | <p>Late – Adulthood – Social and personality development Lect. Hrs</p> <p>4.1 Personality development</p> <p>A)Continuity and change in personality during late adulthood – Erickson, Peck, Levinson, Neugarten</p> <p>B)Successful aging –disengagement theory, activity theory, continuity theory.</p> <p>C)Living arrangements</p> <p>4.2 Relationships</p> <p>A)Caring of an aging spouse</p> <p>B)Death of a spouse</p> <p>C)Family relationships – children, grandchildren and great – grandchildren.</p> <p>D) Elder Abuse</p> | 7/8 |
| Course Outcome: | | |

1. Students find out what is psychologically correct & what is psychologically advisable in their lives.
2. Students recognize & shape their wellbeing in future course of actions.
3. Human development helps students to develop better physical, social,

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DSC-A&DSC-B

PSYCHOLOGY PRACTICAL-I(2031228)

Credit:4 Marks:100

| Experiment | Title |
|-------------------|---|
| 1 | Pass along test |
| 2 | Ravan's Standard progressive matrix. |
| 3 | Career preference schedule |
| 4 | Introversion – Extroversion |
| 5 | Emotional Intelligence Scale |
| 6 | Aptitude test (Engineering Aptitude) |
| 7 | Achievements Motivation |
| 8 | Memory Span |
| 9 | Aspiration test |
| 10 | Problem solving (Wiggly Books) |
| 11 | Maze Learning (Stylus Maze or Bold head maze) |
| 12 | Span of Attention |
| 13 | McDougal Division of Attention |
| 14 | Habit Interference |
| 15 | Knowledge of Results |
| 16 | Transfer of Training (Cup – Ball) |
| | |
| | Statistics |
| 1 | Mean |
| 2 | Median |
| 3 | Mode |

Teaching-Learning Equipments/Tools/Methods/etc:

Koho's Pass along test, Ravan's Standard progressive matrix, Kudar's Career preference schedule, R A SINGH Introversion – Extroversion, Chaddas Emotional Intelligence Scale, Bhagwatwar Aptitude test (Engineering Aptitude), Rao's Achievements Motivation, Memory Span,

Aspiration test, Problem solving (Wiggly Books), Maze Learning (Stylus Maze or Bold head maze) Span of Attention, McDougal Division of Attention, Habit Interference, Knowledge of Results, Transfer of Training (Cup – Ball), stopwatch, wooden screens etc.

List of Books:

| | Title | Authors | Publisher |
|----|--|---------------------------|-----------------------------------|
| 1 | Psychology an introduction. | Lahe Benjamin B. – (2003) | 6th Ed. Tata McGraw-Hill 1998. |
| 2 | Understanding Psychology. | Robert S. Feldman (2002) | Tata McGraw Hill. |
| 3 | Psychology. Fifth Ed. Pearson Education. | Robert Baron (2011) | |
| 4 | Human Development | Papilla Daniel E. (1996) | . 5th Ed. Tata McGraw Hill. |
| 5 | Development Psychology – A Life Span approach. | Hurlock Elizabeth (1996) | |
| 6 | Tata M Groups Graw Hill 1996. | | |
| 7 | Life span development | John W. Santrack (2007) | . 3rd Ed. Tata MC Grew Hill 2007. |
| 8 | Experimental Psychology | E. Munn – | Tata McGraw Hill. |
| 9 | Experimental Psychology | Parmeshwaran – | Tata McGraw Hill. |
| 10 | Experimental Psychology | Postman Egan – | Tata McGraw Hill. |
| 11 | Statistics in Psychology and Education | Garrett – | |

Signature :

**Name : Prof. S.G. Sontakke
Chairman of BOS**