# Syllabus for UG Psychology -Semester V

Old Syllabus	Proposed Syllabus
Title of the Paper: Experimental Psychology	Title of the Paper: Experimental Psychology
Subject Code: 545910	Subject Code:50905

Title of the Paper	Cr	L	т	D (EE)	EE	IE	Т
	4	4		2.5 hours	75	25	100

Old Syllabus	Proposed Syllabus
<b>Objectives:</b> The learner will be able to 1. Understand basic concepts of experimental psychology 2. Understand experimental designs	<ul> <li>Objectives:         <ul> <li>To understand the basic concepts of Experimental Psychology</li> <li>To describe the concepts of learning and psychophysics</li> <li>To compare and apply experimental designs</li> </ul> </li> </ul>
3. Develop the spirit of scientific inquiry in the students,	Learning Outcomes:
<ol> <li>Generate ideas for research, as well as develop hypotheses and operational definitions for variables.</li> </ol>	On completion of the course, the learner will be able to
	<ul> <li>Apply knowledge of experimental psychology for designing experiments</li> </ul>
	<ul> <li>Evaluate the various concepts of Psychophysics</li> </ul>
	Explain and compare concepts of Learning

Old S	yllabus	Proposed Syll	abus						
Unit	Topic and Details	Module	Module Specific	Content	Weigh	Instruc	Credit	Evaluatio	n
	Id Syllabus Objectives				tage	tion Time	S	IE Weighta ge	EE Weightag e
1	<ul> <li>1.1 Experimental Method</li> <li>1.2 Concepts of Variable- theoretical and operational definition, types of variables</li> <li>1.3 Control in experimentation</li> <li>1.4 Limitations of experimental method</li> </ul>	Introduction to Experimenta I Psychology	<ul> <li>After studying the module learner will be able to:</li> <li>Gain understanding of Experimental method</li> <li>Understand and define key concepts in experimental psychology</li> <li>Apply the knowledge of controls in experiments</li> </ul>	No Change	25	15	1	5	20
2	<ul> <li>2.1 Experimental and correlational designs</li> <li>2.2 Dimensions of experimental designs</li> <li>2.3 Designs with single IV and single DV</li> <li>2.4 Designs with two Independent variables</li> </ul>	Experimental Designs	<ul> <li>After studying the module learner will be able to:</li> <li>Understand dimensions of experimental designs</li> <li>Differentiate between experimental and correlational designs</li> <li>Generate ideas for research, as well as develop hypotheses and operational definitions for variables.</li> </ul>	No Change	25	15	1	5	20

			<ul> <li>Design an experiment with single IV and two IVs</li> </ul>						
3	<ul> <li>3.1 Basic concepts in</li> <li>Psychophysics: Sensitivity,</li> <li>Threshold, Point of Subjective</li> <li>Equality,</li> <li>Constant and Variable Errors</li> <li>3.2 Method of Limits:</li> <li>Computation of RL and DL</li> <li>3.3 Method of Constant Stimuli:</li> <li>Computation of RL and DL</li> <li>3.4 Method of Average Error:</li> <li>Computation of PSE &amp; CE</li> <li>3.5 Modern Psychophysics: Signal</li> <li>Detection Theory</li> </ul>	Psychophysics	<ul> <li>After studying the module learner will be able to:</li> <li>Understand the basic concepts of psychophysics</li> <li>Relate physical stimuli and psychological experience</li> <li>Calculate AL, DL and PSE</li> </ul>	lo Change	25	15	1	5	20
4	<ul> <li>4.1Attributes of verbal learning,</li> <li>Factors affecting learning</li> <li>4.2 Serial position curve</li> <li>4.3 Methods of presenting verbal material-serial and complete</li> <li>4.4 Classical and instrumental conditioning</li> <li>a. Shaping, generalization, and discrimination</li> <li>b. Contingency verses contiguity</li> <li>4.5 Transfer of training</li> </ul>	Learning and Conditioning	<ul> <li>After studying the module</li> <li>learner will be able to:</li> <li>Understand the concepts of learning</li> <li>Apply the factors affecting verbal learning</li> <li>Differentiate between classical conditioning and operant conditioning</li> </ul>	lo Change	25	15	1	5	20

	Demonstrate the			
	concept of transfer of			
	training			

## A. Internal Exams: Total Marks: 25

MCQs on various concepts

**Group Presentations** 

Designing experiments

### B. External Exams: Total Marks: 75

Student has to answer any 4 questions from Q1 to Q6. Q7 is compulsory

Question	Question Type	Marks
No.		
Q1	Essay type Question from	15
	Module I	
Q2	Essay type Question from	15
	Module II	
Q3	Essay type Question from	15
	Module III	
Q4	Essay type Question from	15
	Module IV	
Q5	Essay type Question from	15
	Module I or II	
Q6	Essay type Question from	15
	Module III or IV	
Q7	Short Notes (any 2 out of 4)	15
	One short note each from	
	every Module	

#### **References:**

### A. Essential Reading:

Kothurkar, and Vanarase (1986). *Experimental Psychology: A Systematic Introduction*, Wiley Eastern Ltd. Postman, L. & Egan, J.P. (1949), reprint 2011. *Experimental psychology: An Introduction*. ND: Kalyani Publication. Snodgrass, J. G., Berger, G. L., & Haydon, M. (1985). *Human Experimental Psychology*. Oxford University Press. Woodworth, R. S., & Scholsberg, H. (1971). *Experimental Psychology* (Vol. 1). OXFORD & IBH.

#### **B.** Additional Reading:

Myers, A., & Hansen, C. (2012). Experimental Psychology (7th ed.). Cengage Learning.

Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. (2009). *Experimental Psychology* (9th ed.). Wadsworth Cengage Learning Christensen, L. B. (2006). *Experimental Methodology* (10th ed.). Allyn & Bacon.

D'Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics, and Learning. McGraw Hill Text.

Kingdom, F. A. A., & Prins, N. (2016). Psychophysics: A Practical Introduction (2nd ed.). Academic Press.

Maclin, M., & Solso, R. L. (2007). *Experimental Psychology: A Case Approach* (8th ed.). Pearson College Div.

Rajamanickam, M. (2005). Experimental Psychology with Advanced Experiments (Vol. 1). Concept Publishing Company Pvt. Ltd.

# Syllabus for UG Psychology -Semester V

Old Syllabus	Proposed Syllabus
Title of the Paper: Experimental Psychology Practical	Title of the Paper: Experimental Psychology Practical
Subject Code: 546010	Subject Code:51005

Title of the Paper	Cr	L	Р	D (EE)	EE	IE	Т
	4		8	2.5 hours	75	25	100

Old Syllabus	Proposed Syllabus
Objectives: The learner will be able to 1. Understand the concept and procedure of psychology experiments 2. Understand laboratory process and interaction 3. Illustrate various Psychophysical Methods 4. Demonstrate various types of learning 5. Gain an insight into different psychological tests	Objectives:         • To understand the basic concepts and procedures of psychology experiments         • To introduce laboratory process and interaction         • To Illustrate various Psychophysical Methods         • To Demonstrate various types of learning         Learning Outcomes:         On completion of the course, the learner will be         able to         • Understand and apply concepts of learning         • Apply knowledge of experimental psychology for conducting experiments         • Demonstrate concepts of Psychophysics

Old Syllabus		Proposed Sylla	abus						
Old SyllabusUnitTopic a Old Syll1Conduct (minimu each par tests fro PART- I - 1.1.C Lifted W 2.2.C Two Poin 3.3.N 44S PART - I LEARNIN 5.	nd Details labus any six experiments m one experiment from rt) and two Psychological m the following- SENSATION Differential Threshold for reights Cutaneous Sensitivity – nt Threshold Auller- Lyer Illusion Size-weight illusion I – LEARNING (VERBAL IG) solation Effect in Serial	Proposed Sylla Module Part A Experiments	abus Module Specific Objectives	Content Conduct any eight experiments (minimum one experiment from each part) from the following- PART- I - SENSATION Differential Threshold for Lifted Weights Cutaneous Sensitivity – Two Point Threshold Muller- Lyer Illusion Size-weight illusion PART – II – LEARNING (VERBAL LEARNING) Isolation Effect in Serial Learning	Weigh tage 100	Instruc tion Time 60	Credit s	Evaluatio IE Weighta ge 25	n EE Weightag <u>e</u> 75
Learning 6. P 7. L 8. A Learning PART – I SOLVING 9. N 10. B 2 1. DAT – 2.Person PF or Sei 3 Intellig	Paired- Associate Learning etter- Digit substitution Attributes of Verbal g Material II – LEARNING (PROBLEM G) Maze Learning Bilateral Transfer Any One Subtest hality Test – EPQR or 16 ntence Completion Test	Part B- Psychological Testing		<ul> <li>Paired- Associate Learning</li> <li>Letter- Digit substitution</li> <li>Attributes of Verbal Learning Material</li> <li>Verbal Operant Conditioning</li> <li>PART – III – LEARNING (PROBLEM SOLVING)</li> <li>Maze Learning</li> <li>Transfer of Training</li> <li>Cross Education- Bilateral Transfer</li> </ul>					2

Progressive Matrices or Koh's				
Block or Pass-along Test				

### C. Internal Exams Total Marks: 25

Conduction of practical, Report submission, Journal Submission

### D. External Exams: Total Marks: 75

Conduction 25 marks Report 25 marks Viva 25 marks

### **References:**

### C. Essential Reading:

Myers, A., & Hansen, C. (2012). *Experimental Psychology* (7th ed.). Wadsworth Cengage Learning.
Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. (2009). *Experimental Psychology* (9th ed.). Wadsworth Cengage Learning.
Kothurkar, and Vanarase (1986). *Experimental Psychology: A Systematic Introduction*, Wiley Eastern Ltd.
Postman, L. & Egan, J.P. (1949), reprint 2011. *Experimental psychology: An Introduction*. ND: Kalyani Publication.
Snodgrass, J. G., Berger, G. L., & Haydon, M. (1985). *Human Experimental Psychology*. Oxford University Press.
Woodworth, R. S., & Scholsberg, H. (1971). *Experimental Psychology* (Vol. 1). Oxford & IBH.

# Syllabus for UG Psychology -Semester V

Old Syllabus	Proposed Syllabus
Title of the Paper: Fundamentals of Abnormal Psychology	Title of the Paper: Fundamentals of Abnormal Psychology
Subject Code: 546110	Subject Code:51105

Title of the Paper	Cr	L	Т	D (EE)	EE	IE	Т
	4	4		2.5 hours	75	25	100

Old Syllabus	Proposed Syllabus
Objectives: The learner will be able to: • Understand the concept of Abnormality • Compare and contrast the various theoretical perspectives of mental illnesses • Learn some of the common mental disorders, their symptoms and causes • Gain knowledge of legal issues in mental health	<ul> <li>Objectives: <ul> <li>To understand concept of abnormality</li> <li>To evaluate various theoretical perspectives to mental disorders</li> <li>To apply knowledge of anxiety disorders and the childhood disorders</li> </ul> </li> <li>Learning Outcomes: <ul> <li>On completion of this course, the learner will be able to</li> <li>Describe the symptoms of Anxiety and Childhood disorders, causes and treatment of the same</li> <li>Evaluate and Compare the various theoretical perspectives explaining normality and abnormality</li> <li>Understand and distinguish between the various causes of abnormal behavior</li> </ul> </li> </ul>

Old S	yllabus	Proposed Syl	labus						
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weigh tage	Instruc tion Time	Credit s	Evaluatic IE Weighta ge	n EE Weightag e
1	<ul> <li>1.1 Definition of Abnormal</li> <li>Psychology – the five criteria to</li> <li>define abnormality</li> <li>1.2 Historical backgrounds, and</li> <li>current perspectives</li> <li>1.3 DSM IV &amp; V Classification,</li> <li>multiaxial assessment, ICD- 10</li> <li>1.4 Contemporary and Legal</li> <li>issues in Abnormal Psychology – the</li> <li>Commitment Process, Assessment</li> <li>of Dangerousness, The</li> <li>Insanity Defense.</li> </ul>	Introductio n to Abnormal Psychology	<ul> <li>After studying the module learner will be able to:</li> <li>Comprehend the basics of abnormality and the classifications systems</li> <li>Explore the various historical perspectives to abnormal psychology</li> <li>Apply the knowledge of legal and controversial issues in abnormal psychology</li> </ul>	No Change	25	15	1	5	20
2	<ul> <li>2.1 Biological Causal Factors Genetic defects, Brain Dysfunctions, physical deprivation or disruption</li> <li>2.2 Psychosocial Causal Factors Early deprivation and trauma, inadequate parenting, pathogenic family structures, maladaptive peer relationships</li> <li>2.3 Sociocultural causal factors Pathogenic social influences</li> <li>2.4Assessment tools</li> <li>Assessment interview, Clinical Observation of Behaviour, Psychological Tests</li> </ul>	Theoretical perspectives & Assessment of Mental Disorders	<ul> <li>After studying the module learner will be able to:</li> <li>Distinguish between various factors and causes of abnormal behaviour</li> <li>Apply the various assessments used for diagnostic purposes</li> </ul>	No Change	25	15	1	5	20
3	3.1 Anxiety Spectrum Disorders	Anxiety	After studying the module learner	No Change	25	15	1	5	20 <sup>2</sup>

Pt Ge 0t 3.2 3.3	hobic Disorders, Panic Disorders, eneralised Anxiety Disorder, osessive Compulsive Disorder 2 Post traumatic Stress Disorder 3 Substance Abuse Disorders- cohol and Drug Abuse	Spectrum Disorders and Addictive Disorders	<ul> <li>will be able to:</li> <li>Understand and list various Anxiety disorders, the causes, symptoms and the treatment of the same.</li> <li>Classify addictive disorders and their treatments.</li> </ul>	
4 4.: Ac De Re 0e 4.2 Sle 4.:	<ul> <li>1 Childhood Disorders Attention Deficit/Hyper</li> <li>ctivity Disorder, Oppositional</li> <li>efiance and Conduct Disorder Learning Disability, Mental</li> <li>etardation, Autism, Pervasive</li> <li>evelopmental Disorders,</li> <li>2 Symptom Disorders in Childhood Enuresis, Encopresis,</li> <li>eepwalking, Tics</li> <li>3 Eating Disorders Anorexia Nervosa, Bulimia</li> <li>ervosa, Obesity</li> </ul>	Childhood Disorders and Eating Disorders	After studying the module learner No Change       25       15       1       5       20         will be able to:       • Know the symptoms, causes and treatment of Childhood disorders       • Understand and classify eating disorders       • Understand and classify       • Inderstand and classify <t< td=""><td></td></t<>	

E. Internal Exams: Total Marks: 25

MCQs on various concepts

Group Presentations

Documentary/ Movie Discussions

**Case Study Discussions** 

# F. External Exams: Total Marks: 75

### Student has to answer any 4 questions from Q1 to Q6. Q7 is compulsory

Question	Question Type	Marks
No.		
Q1	Essay type Question from Module I	15
Q2	Essay type Question from Module II	15
Q3	Essay type Question from Module III	15
Q4	Essay type Question from Module IV	15
Q5	Essay type Question from Module I or II	15
Q6	Essay type Question from Module III or	15
	IV	
Q7	Short Notes (any 2 out of 4)	15
	One short note each from every	
	Module	

### **References:**

### D. Essential Reading:

Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2013). *Abnormal Psychology* (16th ed.). Pearson. Nolen-Hoeksema, S. (2019). *Abnormal Psychology* (8th ed.). McGraw-Hill Education.

### E. Additional Reading:

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2017). Abnormal Psychology: An Integrative Approach (8th ed.). Cengage Learning.
Comer, R. J., & Comer, J. S. (2017). Abnormal Psychology (Tenth ed.). Worth Publishers.
Whitbourne, S. K. (2019). Abnormal Psychology: Clinical Perspectives on Psychological Disorders (9th ed.). McGraw-Hill Education.
Ray, W. J., & Sovani, A. (2018). Abnormal Psychology: Neuroscience Perspectives on Human Behavior and Experience (First ed.). SAGE Publications Pvt. Ltd.

# Syllabus for UG Psychology -Semester V

Old Syllabus	Proposed Syllabus
Title of the Paper: Research Methods and Statistics	Title of the Paper: <b>Research Methods and Statistics</b>
Subject Code: 546210	Subject Code:51205

Title of the Paper	Cr	L	Т	D (EE)	EE	IE	т
	4	4		2.5 hours	75	25	100

Old Syllabus	Proposed Syllabus
<b>Objectives:</b> The learner will be able to Gain understanding in research process in Psychology 2) Gain understanding of the basic concepts in Statistics and the various measures of Descriptive Statistics 3) Examine characteristics, uses, applications and methods of calculation of the various measures	<ul> <li>Objectives: To understand the concepts of Research in Psychology To learn and apply various Statistical Measures To apply concepts of Research Methodology and Statistics</li> <li>Learning Outcomes: On completion of the course, the learner will be able to <ul> <li>Examine the concepts of Research Methodology</li> <li>Compare concepts of statistics and apply various measures</li> <li>Calculate SD, QD and Correlation</li> </ul> </li> </ul>

Old S	Syllabus	Proposed Syllabus							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weigh tage	Instruc tion Time	Credit s	Evaluatio IE Weighta	n EE Weightag
1	<ul> <li>1.1 Introduction to Research Process</li> <li>1.2 Types of research – Experimental, Quasi- Experimental &amp; Exploratory Research</li> <li>1.3 Methods of data collection <ul> <li>Interview</li> <li>Survey</li> <li>Secondary sources</li> </ul> </li> <li>1.4 Sampling techniques used in research <ul> <li>Probabilistic and Non probabilistic sampling techniques</li> </ul> </li> </ul>	Introduction to Research Methods	<ul> <li>After studying the module learner will be able to:</li> <li>Gain understanding of the research process in Psychology</li> <li>Explore with the process, types and methods used in research</li> </ul>	No Change	25	15	1	5	20
2	<ul> <li>2.1 Importance, Need, Uses and limitations of Statistics</li> <li>2.2 Concepts of Parametric and Non Parametric Statistics</li> <li>2.3 Graphical representation of data</li> <li>2.4 Concept of Normality and Measures of divergence</li> </ul>	Introduction to Statistics	<ul> <li>After studying the module learner will be able to:</li> <li>Understand the basic concepts in statistics</li> <li>Create graphical representations of data</li> <li>Calculate Normal Probabilty sums</li> </ul>	No Change	25	15	1	5	20
3	3.1 Measures of Central	Measures of	After studying the module	No Change	25	15	1	5	20

Tendency- Concept, Calculations, Merits & Demerits, & Uses 3.2 Measures of Variability - Concept, Merits & Demerits, & Uses -Average Deviation, Quartile Deviation , Standard Deviation ( <u>Computation only</u> <u>Standard Deviation</u> ) 3.3 Concept, Merits and demerits of Percentile&	Central tendency and Measures of Dispersion and Percentile	<ul> <li>Understand the concepts of central tendency percentile and variability</li> <li>Learn to compute and use measures of central tendency percentile and variability</li> </ul>
Percentile Rank 4 4.1 Assumption for calculation of coefficient of correlation 4.2 Meaning of positive , negative and zero correlation 4.3 Uses and limitations of coefficient of correlation 4.4 Computation and interpretation of coefficient of correlation by product moment	Measures of Association	After studying the module No Change       25       15       1       5       20         learner will be able to:       •       To help the student understand the concept of association       •       The student should be able to compute and interpret co-efficient of correlation       •       Image: Constant of the student of the

G. Internal Exams: Total Marks: 25

MCQs on various concepts

Sums for calculation

Research Proposal Writing

## H. External Exams: Total Marks: 75

Student has to answer any 4 questions from Q1 to Q6. Q7 is compulsory

Question	Question Type	Marks
No.		
Q1	Essay type Question from Module I	15
Q2	Essay type Question from Module II	15
Q3	Essay type Question from Module III	15
Q4	Essay type Question from Module IV	15
Q5	Essay type Question from Module I or	15
	П	
Q6	Essay type Question from Module III	15
	or IV	
Q7	Short Notes (any 2 out of 4)	15
	One short note each from every	
	Module	

### **References:**

# F. Essential Reading:

Garrett, H. E., (2005). *Statistics In Psychology & Education*. Goyal Publishing House. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications Ltd. Mangal, S. K. (2004). *Statistics in Psychology and Education* (New edition). Prentice-Hall of India Pvt.Ltd.

# G. Additional Reading:

Goodwin, K. A., & Goodwin, J. C. (2016). Research In Psychology Methods and Design 8E: Methods and Design (8th ed.). Wiley. Sani, F., & Todman, J. (2006). Experimental Design and Statistics for Psychology: A First Course by Sani, Fabio, Todman, John (2005) Paperback. Wiley-Blackwell. Coolican, H. (2014). Research Methods and Statistics in Psychology (6th ed., Vol. 1). Psychology Press. Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). Basic Statistics for Social Research (1st ed.). Jossey-Bass.