

*To*

*The Dean, Students Welfare*

*Sido Kanhu Murmu University, Dumka*

***Sub: Submission of Under Graduation Syllabus of Psychology under New education Policy (NEP) 2020***

*Sir,*

*In reference to the letter no. 1072 of H&TE Department of Jharkhand Govt. dated 19.07.2022 and kind directive of our esteemed University dated 21.07.2022 and subsequently meeting held on 02.08.2022 in the University Department of Economics under the supervision of NEP University Nodal officer and HoD of Economics, I am herewith submitting the said syllabus for your kind perusal and needful initiatives.*

*Thanking You*

*Yours Sincerely*

*Dr. Vinod Kumar Sharma*

*Head In-Charge*

*University department of Psychology*

*S.K.M.University, Dumka.*

*Enclosure:*

- *Complete syllabus –Page: 21*

**UNIVERSITY DEPARTMENT OF PSYCHOLOGY**  
**SIDO-KANHU MURMU UNIVERSITY,**  
**DUMKA - 814101 (Jharkhand)**



**SYLLABUS OF PSYCHOLOGY FOR UNDER  
GRADUATION  
FOR SEMESTER-I  
UNDER NEW EDUCATION POLICY**

**SEMESTER-I**

## SUBJECT FOR SEMESTER -I LECTURES WITH CREDIT

| Name of the Paper                  | FM | PM | No. of Lectures | Total credit |
|------------------------------------|----|----|-----------------|--------------|
| <b>MAJOR</b>                       |    |    |                 |              |
| <i>1. Foundation Psychology</i>    |    |    |                 |              |
| <i>Theory -I (M)</i>               | 75 | 30 | 45 (90 hrs)     | 6            |
| <b>INTRODUCTORY COURSE</b>         |    |    |                 |              |
| <i>2. Statistics in Psychology</i> |    |    |                 |              |
| <i>Theory</i>                      | 75 | 30 | 15 (30 hrs)     | 2            |
| <i>Practical</i>                   | 25 | 10 | 7 (14hrs)       | 1            |

*FM= Full Marks PM= Pass marks*

**SEMESTER-I (MAJOR PAPER)**

**Program / Class: Certificate**

**Subject: Psychology**

**Course Title: Foundation of Psychology**

**Course Code:**

**Paper- I (theory)**

**Credit: 6**

**No. of Lectures-Tutorials-Practical- (in hours per week): L-T-P: 6-0-0**

**Course outcome:** The students will learn about the basic foundation of Psychology, biological processes and development of human behavior and their experiences which the subject matter of psychology. Students will also be aware about the basic concepts, models, theories, different perspectives and views and subsequently will learn how to apply them in practical life. It will also give the learner a clear understanding of the concepts like Perception, Attention, Motivation, Memory, and Intelligence.

**TEACHING: AT A GLANCE**

| <b>Unit</b> | <b>Topic</b>                   | <b>No. of Lectures</b> |
|-------------|--------------------------------|------------------------|
| <i>I</i>    | <i>Introduction</i>            | <i>18</i>              |
| <i>II</i>   | <i>Perception</i>              | <i>18</i>              |
| <i>III</i>  | <i>Learning and Motivation</i> | <i>18</i>              |
| <i>IV</i>   | <i>Memory</i>                  | <i>18</i>              |
| <i>V</i>    | <i>Intelligence</i>            | <i>18</i>              |

## FOUNDATIONS OF PSYCHOLOGY

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question number one will be compulsory comprising 15 objective type questions covering the entire syllabus.*

**Time 3 Hours**

**Full Marks = 75**

### **Unit 1: Introduction:**

- (a) What is psychology?
- (b) Methods of psychology
- (c) Subfields of psychology
- (d) Psychology in modern India.

### **Unit 2 : Perception:**

- (a) Perceptual processing
- (b) Role of attention in perception
- (c) Perceptual organization
- (d) Perceptual sets
- (e) Perceptual constancies
- (f) Depth perception,
- (h) Illusions.

### **Unit 3 : Learning and Motivation:**

- (a) Learning concept.
- (b) Theories of learning. Thorndike. Pavlov. Tolman.
- (c) Motivation: Concept and types.
- (d) Role of motivation in learning.
- (f) Motivational conflicts.

#### **Unit 4: Memory**

- (a) Concept
- (b) Type of memory
- (c) Difference between LTM and STM
- (d) Forgetting: Nature and Causes.

#### **Unit-5 Intelligence**

- a. Definition
- b. Types of intelligence
- c. Theories of intelligence
  - Two - factor theory
  - Group factor
  - Multifactor theory
- d. Intelligence measurement
  - Binet test
  - Alexander battery Performance test

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#### **Readings List :**

Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.

Chadha, N.K. and Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi. Pinnacle Learning,

Ciccarelli, S. K. and Meyer, G. E. (2010). Psychology- New Delhi Pearson Education.

Passer, M.W. and Smith, R.E. (2010). Psychology: The science of mind and behaviour New Delhi: Tata McGraw-Hill.

Md. Suleman (2012) : Adhunic samanya Manougyan. Patna: Motilal Banarsidas.

Sing, A. K (2012). Adhunic samanya monavigyan. Patna: Motilal Banaridas.



**SEMESTER-I (INTRODUCTORY PAPER)**

**Program / Class: Certificate**

**Subject: Psychology**

**Course Title: Statistics in Psychological Research**

**Course Code:**

**Paper- II (theory)**

**Credit: 2**

**No. of Lectures: Tutorials-Practical- (in hours per week): L-T-P: 2-0-0**

**Course outcome:** The students will learn about the basic concepts of statistics. Students will also learn how to prepare data, tabulation of scoring and analyzing the data. They will also learn the meaning of output result and its interpretation.

**TEACHING: AT A GLANCE**

| <b>Unit</b> | <b>Topic</b>                   | <b>No. of Lectures</b> |
|-------------|--------------------------------|------------------------|
| <i>I</i>    | <i>Concept of Statistics</i>   | <i>06</i>              |
| <i>II</i>   | <i>Graphic representation</i>  | <i>06</i>              |
| <i>III</i>  | <i>Central tendency</i>        | <i>06</i>              |
| <i>IV</i>   | <i>Significance Difference</i> | <i>06</i>              |
| <i>V</i>    | <i>Dispersion</i>              | <i>06</i>              |

**SEMESTER –I**

**Paper-II**



# Statistics in Psychology

Time 3 Hours

Full Marks 75

Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question number one will be compulsory comprising 15 objective type questions covering the entire syllabus.

## **Unit 1 : Introduction:**

- a. Meaning and nature of statistics.
- b. Importance and Utilities of statistics in psychology
- c. Types of statistics.

## **Unit 2: Graphic representation of frequency distributions**

- a. The Histogram.
- b. The Frequency Polygon.
- c. The Cumulative frequency Curve.
- d. Work practice

## **Unit 3: Central Tendency:**

Calculation of: Central Tendencies: Mean, Median, Mode.

## **Unit 4: Measurement of Variability:**

- a. The range.
- b. Quartile
- c. AD
- d. Work practice

## **Unit-V**

- a. Significance difference , calculation of 't'

- b. SD
- c. Work practice

**Reading List:**

Garrett, H.E. (2010). Statistics in Psychology and Education. New Delhi: Surjeet Publication.

Hussain, Shamshad (2010). Statistics in Psychology Patna: Motilal Banarsidas.

Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.

Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.

Sharma, V. K.. (2014). Statistics in Psychology and Allied Sciences, Parikrama Prakashan, Delhi.

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**SEMESTER-I (PRACTICAL)**

**Program / Class: Certificate**

**Subject: Psychology**

**Course Title: Experiment in Psychology**

**Course Code:**

**Paper- Practical**

**Credit: 1**

**No. of Lectures: Tutorials-Practical- (in hours per week): L-T-P: 1-0-0**

**Course outcome:** The students will learn about the basic concepts of statistics. Students will also learn how to prepare data, tabulation of scoring and analyzing the data. They will also learn the meaning of output result and its interpretation.

**TEACHING: AT A GLANCE**

| <b>Unit</b> | <b>Topic</b>                  | <b>No. of Lectures</b> | <b>Classes<br/>in hrs</b> | <b>Credit</b> |
|-------------|-------------------------------|------------------------|---------------------------|---------------|
| <i>I</i>    | <i>Sensory-Motor-Learning</i> | <i>04</i>              | <i>08</i>                 | <i>01</i>     |
| <i>II</i>   | <i>Verbal Learning</i>        | <i>03</i>              | <i>06</i>                 |               |

**Practical – I**

Time 4 Hours

Full Marks 25

Marks distribution experiment – 20 Practical Conduct and vive-voci- 5N. B.-5

Four questions will be set out of which candidates be required to answer two questions

**1. Sensory-Motor Learning:**

*Effect of practice on sensory-motor learning.*

- (a) Bi-lateral transfer. (Positive transfer)
- (b) Habit-interference (negative transfer)

**2. Verbal Learning:**

Memorising non-sense syllable by the methods of:

- (a) Simple reproduction.
- (b) Serial reproduction.

**Reading List**

Mohsin, S.M. (1982). Experiments in psychology.

Sulaiman, M. (1996). Manovigyanik prayog aur parikshan.

# SEMESTER-II

## SEMESTER-II (MAJOR PAPER)

Program / Class: **Certificate**

Subject: **Psychology**

Course Title: **Social Psychology**

Course Code: **Paper- I (theory)** **Credit: 6**

No. of Lectures-Tutorials-Practical- (in hours per week): **L-T-P: 6-0-0**

**Course outcome:** The students will learn or be aware about the basic concepts, models, theories, different perspectives and views of social psychology. They will also learn how to apply them in practical life. It will also give the learner a clear understanding of the concepts like Attitude, public opinion, prejudice, inter personal relationship, propaganda, social perception, deprivation, poverty, etc. and its impact on human behavior.

### SUBJECT FOR SEMESTER -II LECTURES WITH CREDIT

| Name of the Paper                                       | FM | PM | No. of Lectures | Total Credit |
|---|----|----|-----------------|--------------|
| <b>MAJOR</b><br><i>1. Social Psychology</i>             |    |    |                 |              |
| <i>Theory -I (M)</i>                                    | 75 | 30 | 45 (90 hrs)     | 6            |
| <b>INTRODUCTORY</b><br><i>2. Educational Psychology</i> |    |    |                 |              |
| <i>Theory</i>   | 75 | 30 | 15 (30 hrs)     | 2            |
| <i>Practical</i>  | 25 | 10 | 7 (14hrs)       | 1            |

FM= Full Marks PM= Pass marks

## SEMESTER-II

### (MAJOR SUBJECT)

# Paper: Social Psychology

## TEACHING: AT A GLANCE

| Unit       | Topic                            | No. of Lectures |
|------------|----------------------------------|-----------------|
| <i>I</i>   | <i>What is Social psychology</i> | <i>18</i>       |
| <i>II</i>  | <i>Crime &amp; Criminal</i>      | <i>18</i>       |
| <i>III</i> | <i>Terrorism</i>                 | <i>18</i>       |
| <i>IV</i>  | <i>Violence against Women</i>    | <i>18</i>       |
| <i>V</i>   | <i>Social Problems</i>           | <i>18</i>       |

SOCIAL PSYCHOLOGY

Time 3 Hours

Full Marks 75

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question number one will be compulsory comprising 15 objective type questions covering the entire syllabus.*

**Unit : 1 Introduction:**

- a) Definition and Nature of Applied Social Psychology.
- b) Importance and Applications of Applied Social Psychology.
- c) Scope and Current status of Applied Social Psychology.
- d) Recent Development in Social Psychology

**Unit : 2 Crime and Criminals:**

- a) Definition, Nature and Characteristics of Crime and Criminals
- b) Psychological, Biological and Socio-cultural explanation of Crime and Criminals
- c) Walter Reckless theory of Crime and Preventive measures of Crime
- d) Anti social personality

**Unit : 3 Terrorism:**

- a) Definition Nature and Characteristics.
- b) Origin and Development in India.
- c) Consequences and Preventive Measures.
- d) Psychology of terrorism

**Unit : 4 Violence against Women:**

- a) Definition, Nature and Characteristics.
- b) Type, Causes and Consequences.

- c) Legal Act in for Prevention
- d) Women Empowerment and health

**Unit-V : Social Problems**

- a. Psychological understanding of social system.
- b. Indian family system.
- c. Social stratification- caste, class, power, social identities- religious ethics.
- d. Social inequity poverty and deprivation:
- e. Social psychological analysis of deprivation;
- f. Consequences of deprivation, poverty-cause and measures.

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**References (suggested readings)**

- Singh, AK. , Samsj Manovigyan ki Ruprekha, Patna, Motilal Banarsidas.
- Suleman, Md(2012). Manovigyan aur Samajik Samasyaye, Patna: Motilal Banarsidas.
- Prasad, Navratan(2009). Samajik Samasyaye, Patna, Motilal Banarsidas.
- Baron , R and Byrne(2010). Social Psychology: New Delhi: Pearson Education.
- K, Renu(2010). Apradhsashtra aur Samajik Samasyaye, New Delhi: Atlantic Publication.
- Pandey, G(2010). Samaj Manovigyan, New Delhi, Atlantic Publication.
- Bandura, A(1990). Aggression : A Social Learning Analysis.New Jersey, Prentice Hall
- Gelles & Cornell(2005). Intimate Violence in Families, Beverly Hills, Sage Publication.
- Marwah, Ved(2004). Pathology of Terrorism in India, Delhi
- Saxena, NS(2010). Terrorism: History And Facets in the World and India., New Delhi, Abhinav Publication.



Ahuja, Ram (2010). Sociological Criminology, New Age International Publisher.

Fitzgerald, Mike(2005). Crime And Society, New York Hammond worth.

Becker, Howard(2004). Social Problem, : A Modern Approach, New York, John Willey.

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**SEMESTER-I (INTRODUCTORY PAPER)**

**Program / Class: Certificate**

**Subject: Psychology**

**Course Title: Educational Psychology**

**Course Code:**

**Paper- II (theory)**

**Credit: 2**

**No. of Lectures: Tutorials-Practical- (in hours per week): L-T-P: 2-0-0**

**Course outcome:** The students will learn about the basic concepts of educational psychology. Students will learn the role and importance of psychology in the field of education. They will be aware about the use of methods of psychology in education.

**TEACHING: AT A GLANCE**

| <b>Unit</b> | <b>Topic</b>   | <b>No. of Lectures</b> |
|-------------|--|------------------------|
| <i>I</i>    | <i>Introduction</i><br><i>Educational Psychology</i> | <i>06</i>              |
| <i>II</i>   | <i>Education for special</i><br><i>children</i>      | <i>06</i>              |
| <i>III</i>  | <i>Classroom Management</i>                          | <i>06</i>              |
| <i>IV</i>   | <i>Programmed Learning</i>                           | <i>06</i>              |
| <i>V</i>    | <i>Methods</i>                                       | <i>06</i>              |

**EDUCATIONAL PSYCHOLOGY**

Time 3 Hours

Full Marks 75

Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question number one will be compulsory comprising 15 objective type questions covering the entire syllabus.

**Unit 1: Educational Psychology.**

- (a) Concept.
- (b) Aims.
- (c) Scope.
- (d) Significance.

**Unit 2: Education for special children.**

- (a) Concept.
- (b) Adjustment.
- (c) Education of mentally retarded children.

**Unit 3: Educational technology and programmed learning.**

- (a) Meaning.
- (b) Important.
- (c) Nature of programmed learning.
- (d) Skinner view points of programmed learning.

**Unit 4: Class room Management.**

- (a) Ecology of Classroom.
- (b) Social psychology of classroom.
- (c) Discipline.
- (d) Communication.

**Unit –V: Methods**

- a. Questionnaire, and Its type

- b. Interview, Observation
- c. Interview of special children

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### **Reading List**

Divesta and Thompson (1985). Educational Psychology. New York: Appleton-Centry.

Fraudsem, AN (1961). Educational Psychology. New York Mc Graw Hill.

Lindgren, H. (1976). Educational Psychology in the Classroom. Hong Kong : John Willey.

Rao, S. Narayan (2002). Educational Psychology. New Delhi: New Age International (P) Limited Publishers.

S. S. Chauhan (1984). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

Skinner, CE (2002) Educational Psychology. New Delhi: Prentice Hall of India Ltd.

Suleman, M. and Sinha, R.K. (2005). Uchchtar Shiksha Manovigyan. Patna; Motilal Banarsidas. (In Hindi).

Singh, AK (2007). Shiksha Manovigyan. Patna: Bharti Bhawan. (In Hindi)

### **SEMESTER-II (PRACTICAL)**

**Program / Class: Certificate**

**Subject: Psychology**

**Course Title: Experiment in Psychology**

**Course Code:**

**Paper- Practical**

**Credit: 1**

**No. of Lectures: Tutorials-Practical- (in hours per week): L-T-P: 1-0-0**

**Course outcome:** The students will learn about the basic concepts of statistics. Students will also learn how to prepare data, tabulation of scoring and analyzing the data. They will also learn the meaning of output result and its interpretation.

**TEACHING: AT A GLANCE**

| <b>Unit</b> | <b>Topic</b>               | <b>No. of Lectures</b> | <b>Classes<br/>in hrs</b> | <b>Credit</b> |
|-------------|----------------------------|------------------------|---------------------------|---------------|
| <i>I</i>    | <i>Verbal Learning</i>     | <i>04</i>              | <i>08</i>                 | <i>01</i>     |
| <i>II</i>   | <i>Methods of Learning</i> | <i>03</i>              | <i>06</i>                 |               |

**PRACTICAL – II**

Time 4 Hours

Full Marks 25

Marks distribution experiment – 20 marks for conducting practical/tests viva-voce-  
N. B.-5

Four questions will be set out of which candidates be required to answer two questions

**Psychological Experiments to be conducted :**

**1. Verbal learning:**

- (a) Prompting and anticipation.
- (b) Paired association.

**2. Method of Learning.**

- (a) Massed vs Distributed.
- (b) Part vs Whole.

**READING LISTS**

Sinha R.R.P and Mishra, B.K. (1984). Manovigyan Mein Prayog ewam Sankhiyeki Patna: Bharati Bhawan.

Sulaiman, Md. (1996): Manovigyanik prayog aur Parikshan. Patna: Motilal Banarsidas.

Mohsin., S.M. (1982). Experimental Psychology Patna Motilal Banarasi Das.

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