

# Government Degree College, Baramulla

Semester: 5<sup>th</sup>

Course Title: Developmental Psychology

Course Code: BPY22C501

Subject: Psychology

Course Type: Core (Major/Minor)

Total Credits: 06 (Theory: 04, Practicum: 02)

## Objectives

- ✚ To understand the stages of human development from infancy to late adulthood.
- ✚ To analyze the factors influencing various aspects of development and contributes to individual differences.

## Course Outcome

- ✚ Students will be able to describe the major developmental milestones and transitions that occur indifferent domains (Physical, Cognitive, Emotional, Social and Moral).
- ✚ Students will develop an understanding of the different factors interacting and influencing various developmental stages.

## Unit I: Growth and Development

- Growth and development: Meaning, Nature and Principles
- Developmental Psychology: Origin and Historical Background
- Issues in studying Developmental Psychology
- Research Methods in studying Growth and Development (Times series, Longitudinal, Cross sectional and Sequential)

## Unit II: Physical and Cognitive Development

- Prenatal Development: Conception to Birth
- Physical Development: Infancy to Adolescence
- Cognitive Development: Theories (Piaget and Vygotsky)
- Cognitive changes in Adulthood and Onwards

## Unit III: Social, Emotional and Moral Development

- Social and Emotional Development: Infancy to Adolescence
- Social Development: Theories (Erik Erikson Psychosocial Development Theory, Meaning of Self, Allport's Eight Stages of Self-Development( Proprium Development)
- Attachment: Theories (Bowlby, Harlow and Ainsworth)
- Moral Development: Theories (Kohlberg's Theory of Moral Development)

## Unit IV: Aging Process

- Old Age: Physical and Cognitive Changes
- Theories of Ageing: Biological Theories (Gene Theory, Free Radical Theory, Psychological Theories (Activity Theory and Disengagement Theory)
- Death and Bereavement: Concept ( Biological and Social)
- Stages of Accepting Impending Death ( Kubler Ross)



**Practicum: Any four (04) practicums from the below listed themes, two (02) from each Unit.**

**Unit V: Practicum-I**

- Children's Self Concept Scale
- Vineland Social Maturity Scale
- Shyness Assessment Test /Rosenberg Self Esteem Scale
- General Health Questionnaire

**Unit VI: Practicum-II**

- Loneliness Inventory
- Emotional Maturity Scale
- Evaluation of Development and Behavior in 2 to 5 year old children
- Two Moral Orientations (Justice and Care)

***Suggested Readings***

1. Holey, J. M., Nock, M. K., & Butcher, J. N. (2020). Abnormal Psychology (18th Ed.). Pearson Academic.
2. Santrok, J. W. (2014). Child Development (13th Ed.). Tata McGraw hill edition
3. Berk, L. E. (2013). Child Development (9th Ed.). Easter economy edition, PHI publication
4. Levine, L.E. & Munsch, J. (2014). Child Development: An Active Learning Approach (2nd Ed.). Sage Publications.

**Subject Tour/ Field Visit**

*A subject tour in developmental psychology is crucial because it helps students understand human growth from infancy to old age, connecting what they learn in books with real-life experiences. By visiting places like child care centers, schools, and elderly care homes, students can see different stages of development up close, which makes it easier to understand theories by experts like Piaget and Erikson. This hands-on learning boosts their critical thinking and analytical skills, allowing them to better evaluate research methods and conduct their own studies. The tour also encourages learning across different fields like education, sociology, and medicine, and gives students a chance to network with professionals. Overall, a subject tour enhances their education and prepares them for various careers in psychology, education, healthcare, and social services.*



# Government Degree College, Baramulla

**Semester: 5th**

**Subject: Psychology**

**Course Title: Experimental Psychology**

**Course Type: Core (Major)**

**Course Code: BPY22C502**

**Total Credits: 06 (Theory: 04, Practical: 02)**

## Objectives

- ✚ Trace the historical evolution of experimental psychology and its key contributors to contextualize modern research.
- ✚ Critically evaluate experimental methods, designs, and ethical considerations in psychological research.
- ✚ Apply psychophysical methods and laws to understand the relationship between physical stimuli and psychological phenomena.

## Course Outcome

- ✚ Demonstrate comprehension of the historical development of experimental psychology and its relevance to contemporary research practices.
- ✚ Apply critical analysis to experimental methodologies, designs, and ethical considerations in psychological research.
- ✚ Utilize psychophysical methods and laws to elucidate the correlation between physical stimuli and psychological phenomena.

## Unit I: Introduction to Experimental Psychology

- Experimental Psychology: History and Evolution
- Experimental Research: Concept of Experiment and Variables (Independent, Dependent and Control)
- Evaluating the Experiment: The Internal Validity and the Problem of External Validity
- Ethics and Challenges in Experimental Research

## Unit II: Designs in Experimental Psychology

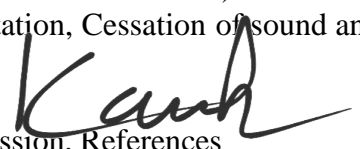
- Research Design: Concept, Characteristics and Purpose
- True Experimental Designs: Classical Experimental Design and Two-group Posttest-only Design
- Pre-Experimental Designs: One-Shot Case Study Design and One-Group Pretest-Posttest Design
- Quasi-Experimental Designs: Interrupted Time-Series Design and Equivalent Time Series Design

## Unit III: Psychophysics

- Psychophysics: Concept and Basic Questions (Detection and Discrimination)
- Classical Psychophysical Methods: Method of Limits, Method of Constant Stimuli and Method of Adjustment
- Signal Detection Theory: Concept, Assumptions and Applications
- Psychophysical Laws: Webber's Law, Fechner's Law and Steven's Law

## Unit IV: Reaction Time and Report Writing

- Reaction Time: Concept and Types (Simple Reaction Time and Choice Reaction Time)
- Factors in Simple RT: Readiness, Magnitude, Summation and Facilitation, Cessation of sound and light, Receptor factor, Motor factors
- The written Report: Purpose and format (APA)
- Major Sections: Title, Abstract, Introduction, Method, Results, Discussion, References



**Practicum: Any four (04) practicums from the below listed themes, two (02) from each Unit.**

**Unit V: Practicum-I**

- Determination of Absolute Threshold
- Determination of Differential Threshold
- Signal Detection Theory
- Psychophysical Assessment of Sensory Impairment

**Unit VI: Practicum-II**

- Virtual reality experiences
- Nominal scaling and data collection
- Reaction time
- Weber's Law

***Suggested Readings***

1. Boring, E. G. (1950). A history of experimental psychology (2nd Ed.). Appleton-Century-Crofts
2. Fisher, C., & Gleitman, L. R. (2002). Language acquisition. In H. Pashler & R. Gallistel (Eds.), Steven's handbook of experimental psychology: Learning, motivation, and emotion (pp. 445–496). John Wiley & Sons, Inc.
3. Kahneman, D. (1973). Attention and Effort. Englewood Cliffs, NJ: Prentice-Hall.
4. Kantowitz, Barry H., Henry L. Roediger, and David G. Elmes. (2009) Experimental Psychology (9th Ed.). Belmont, Calif: Wadsworth.
5. McQueen, R. A., & Knussen, C. (2006). An introduction to research methods and statistics in psychology. Pearson Prentice Hall.
6. Neuman, W. Lawrence. (2017). Understanding research (2nd Ed.). Boston: Pearson Education.
7. Shaughnessy J. J. Zechmeister E. B. & Zechmeister J. S. (2012). Research methods in psychology (6th Ed.). McGraw-Hill.



# Government Degree College, Baramulla

**Semester: 5th**

**Subject: Psychology**

**Course Title: Cognitive Psychology**

**Course Type: Core (Major)**

**Course Code: BPY22C503**

**Total Credits: 04 (Theory: 04, Practicum: 00)**

## Objectives

- ✚ To develop an understanding of the basic concepts of the cognitive psychology.
- ✚ To make students capable of applying the theories and principles of cognitive psychology in day to day life.

## Course Outcome

- ✚ Students will have the better understanding of the basic concepts of cognitive Psychology.
- ✚ Students will be able to apply the principles of cognitive psychology in their day to day life.

## Unit I: Introduction to Cognitive Psychology

- Cognitive Psychology: Origin and Development
- Paradigms of Cognitive Psychology: Information Processing, Connectionist, Evolutionary, Ecological
- Distinct Research Methods: Experiments, Psychobiological Research, Self-Reports, Case Studies, Computer Simulation and Artificial Intelligence
- Current Status and Themes in Cognitive Psychology

## Unit II: Attention, Perception and Memory

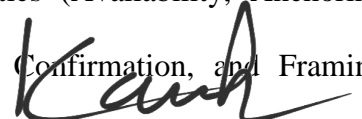
- Perception: Approaches (Top Down and Bottom Up), Direct Perception, Disruptions of perception (Visual Agnosias)
- Attention: Concept and Types (Selective, Divided, Sustained and Executive), Neural and Biological Basis of Attention, Theories of Attention (Filter and Schema)
- Memory: Models (Levels of processing and Working memory); Multiple Memory Systems
- Forgetting: Concept and Theories (Interference, Trace Decay, and Motivated Forgetting)

## Unit III: Language, Thinking and Problem Solving

- Language: Concept and Structure; Linguistic Relativity Hypothesis, Language Acquisition Device, Critical period Hypothesis
- Thinking: Concept and Types (Divergent, Convergent, Abstract, and Propositional)
- Problem Solving: Concept and Stages, Obstacles to Problem Solving, Problem Space theory
- Creativity: Concept and Theories (Threshold and Interference)

## Unit IV: Reasoning and Decision-Making

- Reasoning: Concept and types (Inductive, Deductive, Hypothetico-Deductive, Analogical, Abductive)
- Approaches to Reasoning: Componential, Rules/Heuristics, Mental Models
- Decision Making: Concept and Process, Algorithms and Heuristics (Availability, Anchoring, Familiarity, Representativeness, Affect)
- Biases in Decision Making: Self-Serving, Hindsight, Authority, Confirmation, and Framing, Improving Decision Making



### *Suggested Readings*

1. Anderson, J. R. (2015). *Cognitive Psychology and Its Implications* (8th Ed.). New York: Worth Publications.
2. Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Prentice Hall.
3. Lester, M. S. (1998). *Psychology*. (4th Ed.). Boston: McGraw Hill.
4. Matlin, M. (2005). *Cognition*. New Year: John Wiley.
5. Eysenck, M. W., & Keane, M.T. (2015). *Cognitive Psychology: A Student's Handbook* (7th Ed.). UK: Psychology Press.
6. Sternberg, R. J. (1999). *Cognitive Psychology*. New York: Harcourt Brace & Co.

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## Government Degree College, Baramulla

**Semester: 5th**

**Course Title: Academic Internship**

**Course Code: BPY22C504**

**Subject: Psychology**

**Course Type: Core (Major)**

**Total Credits: 02 (Theory: Nil, Practicum: 02)**

### Course Description

This course aims to give undergraduate psychology majors practical, hands-on experience in essential aspects of psychological assessment and research. Students will become proficient in using and interpreting tools like the Mental Status Examination and Differential Attitude Test. They will also acquire skills in creating reliable measurement instruments, such as questionnaires, designed for specific research or clinical purposes. By connecting theoretical knowledge with real-world applications, the course helps students apply psychological concepts effectively. Emphasis is placed on ethical standards and professional practices to ensure students are well-prepared for the demands of psychological research and assessment.

Students will be required to complete a supervised 60-hour academic internship in psychology within the Department of Psychology at Government Degree College Baramulla. Additionally, they may be assigned to other departments, locations, or sites both within and outside the college as needed.

### Unit I: Introduction to Psychological Assessment

- Theoretical background and components of Mental Status Examination (MSE)
- Practical training in administering and interpreting MSE
- Case studies and role-playing exercises

### Unit II: Differential Attitude Test (DAT)

- Understanding the principles and applications of the DAT
- Hands-on experience with administration, scoring, and interpretation
- Analyzing test results and their implications

### Suggested Readings

1. Bennet, G. K., Seashore, H. G., Wesma, A. G. (1956). The Differential Aptitude Tests: An Overview. *The Personnel and Guidance Journal*, 35(2), 81–91. doi:10.1002/j.2164-4918.1956.tb01710.x
2. Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological testing and assessment* (9th Ed.). McGraw-Hill Education.
3. Detre, T. P. & Kupfer, D. J. (1975). Psychiatric history and mental status examinations. In: Freedman A, Kaplan H, Sadock B, eds. *Comprehensive textbook of psychiatry*. Baltimore: Williams and Wilkins, 1:724–35.
4. Mendez, M. (2021). *The Mental Status Examination Handbook* (1st Ed.). Elsevier Inc.
5. Suzuki, L. A. & Ponterotto, J. G. (2007). *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications*, (3rd Edition). John Wiley & Sons.
6. Trzepacz, P. T. & Baker, R. W. (1993). *The Psychiatric Mental Status Examination*. Oxford University Press.

