**Shyama Prasad Mukherji College**

**Teaching Plan**

**Course and Year: B. A (H) Applied psychology, II year**

**Semester: III ( July 2022 -Dec 2022)**

**Taught individually or shared: Shared**

**Paper:** Systems in Psychology (Theory+ Tutorial)

**Faculty: Dr Ekta Bhambri Marwaha**

**No. of Classes** (per week)**: 2 (L)+ 1(T)**

**Teaching Plan**

**Name of the Unit: C7 : SYSTEMS IN PSYCHOLOGY**

**UNIT I**: Science and Psychology; Associationism Only British empiricism to be covered; Structuralism: Wundt and Titchener; Act Psychology: Brentano

**UNIT III:** Psychodynamic (an overview): Classical psychoanalysis of Freud, Neo-Freudians (an overview)

**Readings (in APA format) -**

1. **Readings prescribed in the syllabus for each unit**

**Unit I**

Brennan,J.F. (1991).History and Systems of Psychology. NJ: Prentice Hall. (Unit 1: Chapter 1).

Hergenhahn, B.R. & Henley, T.B. (2014): An Introduction to History of Psychology. UK: Wadsworth,Cengage Learning (Unit 1: Chapter:1)

Marx, M.H. and Hillix,W.A.(1986).Systems and Theories in Psychology. NY: McGraw Hill. (Unit 1: Chapter 1)

**UNIT III**

Hergenhahn, B.R. & Henley, T.B. (2014): An Introduction to History of Psychology. UK:

Wadsworth,Cengage Learning. (Unit 3: Chapter 16)

Woody, W.D. and Viney, W. (2017). A History of Psychology: The Emergence of Science and

Applications.UK: Routledge. (Unit 3: Chapter 15)

1. **Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**

Unit I and III

1. Schultz, D., & Schultz, S. E. (2016). *Theories of personality* (11th ed.). CENGAGE Learning Custom Publishing.
2. Hall, C. S., & Lindzey, G. (1957). Theories of Personality. New York: John Wiley & Sons.
3. Ryckman, R. M. (2004). Theories of personality (8th ed.). Wadsworth/Thomson Learning.

**No of classes required to complete the unit (approx.):**

1. **Unit I:** 18 Classes
2. **Unit III:** 16 Classes

**Subtopics to be covered and their order along with the respective time frames (if any)–**

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| Unit | Sub-topics | Timeframe |
| Unit I | - Introduction (Systems & schools)  -Science and psychology  - History  -Structuralism (Titchener & Wundt)  -Functionalism  - Gestalt  - cognitive | 3rd - 4th week of Aug  1st – 2nd week of Sept  3rd – 4th  week of Sept.  5th week of Sept  5th week of Sept  1st week Oct  2ndweek of Oct |
| Unit III | - Psychodynamic  - Classical Psychoanalysis & Neo Freudian | 3rd and 4th week of Oct  1st week Nov till 3rd week Nov  4th week- Revision |

**Methodology of Teaching:**

**The teaching learning process will be on virtual platform due to current pandemic** based on lectures, class presentations, text readings, discussions, audio visual mode (SwayamPrabha, National Digital Library etc), and practical activities. The course will also emphasize on application programs related to the topics under study.

**ASSESSMENT**

**Tentative date of assessments/ assignments (time frame):,**PPT – 3rd week of September , Class test**- 2nd week** of October

**Criteria of Assessment:** Assignment, Class test , Group Discussion & PPT

* Quality of Content
* Knowledge
* Presentation
* Class participation
* Regularity

**Shyama Prasad Mukherji College**

**Teaching Plan**

**Course and Year: B.A. (H) Applied Psychology – 2nd year**

**Semester: 3rd**

**Taught individually or shared: Shared**

**Paper: Life Span development**

**Faculty: Dr. Ekta Bhambri Marwaha**

**No. of Classes** (per week)**: 2 (L) +1 (T) , 4 (P)**

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| **Teaching Plan** |
| 1. **Name of the Unit:**   **UNIT I**: Nature and perspectives of life span development, research methods and designs. Physical development: patterns of growth from prenatal development to late adulthood  **UNIT II**: Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian. |
| **Readings (in APA format)** |
| **Readings prescribed in the syllabus for each unit**   1. **Unit I: Introduction**  * Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: Tata McGraw Hill (Unit 1 -3) * Feldman, RS & Babu, N (2011) Discovering the Life Span New Delhi Pearson (Unit I: ch1,2 to8)  1. **Unit II: Cognitive Development**  * Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: TataMcGrawHill * Berk, Laura. 2010. Development through the lifespan. 5th ed. Upper Saddle River, NJ: Allyn & Bacon.   **b.) Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit**  **-** Berger, Kathleen Stassen. 2011. The developing person through the life span. 8th ed. New York: Worth. |

**No. of classes required to complete the unit (approx.):**

1. **Unit I: No of Classes: 20**
2. **Unit II: No of Classes: 12**

**Sub topics to be covered and their order along with the respective time frames (if any)**

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| Unit | Sub-topics | Time-frame |
| Unit I | -Introduction to LSD  - Nature  - perspectives of life span development  -Research methods & Designs  - Physical development: patterns of growth from prenatal development to late adulthood | 3rd -4th week of Aug  1st -3rd week of Sept  4th -5th week of Sept  1-3rd week oct |
| Unit II | Cognitive development  Piaget’s Cognitive Dev  Vygotskian. | 4th week of Oct  1st – 2nd week of November  3rd week Nov  Revision |

**Methodology of Teaching:** PPTs, Group Discussions, Videos from, YouTube, National Digital Library.

**ASSESSMENT**

**Tentative date of assessments/ assignments (time frame):** Class PPT test**-** mid September **,** Assignment / Test - last week of Oct , viva voce- mid November

**Criteria of Assessment**: Test, Assignment, Quiz, Viva-voce & PPT

* Quality of Content
* Knowledge
* Presentation
* Class participation
* Regularity