

## SW422: Basic Sociology for Social Work

(Theory and Practical)

Teaching hours: 150 (70+30)

### Course Description

The paper has been designed to familiarize the students with the basics of sociology which are essential to be social worker and enable them to comprehend and analyze social relationship, social structure, social system, social stratification, social change, social institutions, social processes and social problems in the context of Nepal. The course also deals with the applied Sociology that helps the students to work in the field of social work as professional social workers in future.

### Course objectives:

This course aims to enable the students:

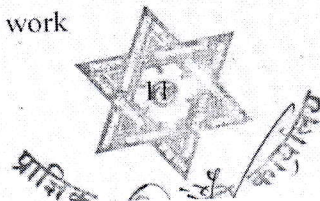
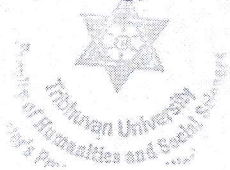
- To comprehend the basic sociological concepts,
- To understand and apply the basic theoretical perspectives on social relationship, social structure, social institutions, social change, social stratification, social problems, etc. in the context of Nepal,
- To identify and analyze the social problems in contemporary Nepal,
- To develop the skill related to applied sociology in solving social problems.

### Detail Course Contents:

#### Unit I: What is Sociology?

[10 LH]

- Developing a sociological outlook: studying sociology
- How can sociology help us in our lives? Awareness of cultural differences; assessing the effects of policies; self-enlightenment
- The development of sociological thinking; early theorists; Auguste Comte; Emile Durkheim; Karl Marx; Max Weber
- More recent sociological perspectives; functionalism, conflict perspective, social action perspectives; symbolic interactionism
- Sociology and social work





**Unit II: Individual, Society and Culture**

[15 LH]

- Culture and behavior
- Norms and values
- Status and roles
- Social change

**Unit III: Social Interaction and Everyday Life**

[15 LH]

- The study of daily life
- Non-verbal communication
- The social rules of interaction
- Face, body and speech in interaction
- Interaction in time and space
- Interaction, groups and organization

**Unit IV: Families, Socialization, the life-Course and Ageing**

[15 LH]

- The family in history
- Families and intimate relationships in Nepal
- Culture, society and child socialization
- Gender socialization
- Socialization through the life-course

**Unit V: Health, Illness and Disability**

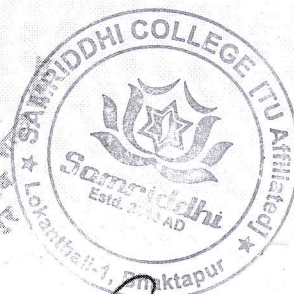
[10 LH]

- The sociology of body
- The social basis of health
- The sociology of disability

**Unit VI: Social Institutions**

[15 LH]

- The economy and work
- Politics and government
- Marriage and family
- Religion: belief
- Education





- Health and medicine

#### **Unit VII: Social Stratification and Inequality**

**[10 LH]**

- Stratification
- Caste, class, gender, region based inequality

#### **Unit VIII: Application of Sociology in Social Work**

**[10 LH]**

- Identifying social problems: urban crime; suburban crime; gang violence; juvenile delinquency; mental health, poverty, unemployment, etc.
- Applied sociology in practice: identification, assessment, planning, implementation, monitoring and evaluation of projects

#### **Unit VIII: Practicum: Project Work and Report Writing**

**[50 LH]**

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on social institutions; family, marriage, economy, social inequality, social change, etc. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated to this practicum.

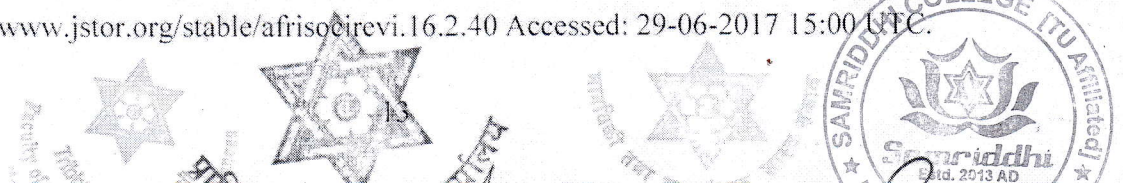
#### **References:**

##### **Unit I**

Giddens, Anthony. 2004. *Sociology*. 4<sup>th</sup> Edition. Chapter 1. Pp. 1-19. UK: Blackwell Publishers.

Curry, Tim, Jobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Chapter 1, pp. 1-19. New Jersey: Pearson Prentice Hall.

Ogundipe, Ayodele & Edewor, Patrick. 2012. Sociology and Social Work in Nigeria: Characteristics, Collaborations and Differences. *African Sociological Review / Revue Africaine de Sociologie*, Vol. 16, No. 2 (2012), pp. 40-55. Published by: CODESRIA Stable URL: <http://www.jstor.org/stable/afrisoci.16.2.40> Accessed: 29-06-2017 15:00 UTC.





## Unit II

Haralambos, M. & Holborn, M. 1995. *Sociology: Themes and Perspectives*. Fourth Edition.  
Chapter 1. Pp. 3-7. London: Collins Educational.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*.  
Fifth Edition. Chapter 6, pp. 140-169. New Jersey: Pearson Prentice Hall.

## Unit III

Giddens, Anthony. 2006. *Sociology*. 5<sup>th</sup> Edition. Chapter 5. Pp. 126-159. First Indian Reprint.  
UK: Polity Press.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*.  
Fifth Edition. Chapter 6, pp. 140-169. New Jersey: Pearson Prentice Hall.

## Unit IV

Giddens, Anthony. 2006. *Sociology*. 5<sup>th</sup> Edition. Chapter 6. Pp. 160-201. First Indian Reprint.  
UK: Polity Press.

Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*.  
Fifth Edition. Chapter 4, pp. 82-107. New Jersey: Pearson Prentice Hall.

## Unit V

Giddens, Anthony. 2006. *Sociology*. 5<sup>th</sup> Edition. Chapter 8. Pp. 250-291. First Indian Reprint.  
UK: Polity Press.

## Unit VI

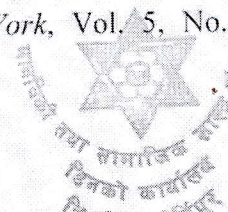
Macdonis, John J. 2001. *Sociology*. Eighth Edition. Part IV. Pp. 409-564. New Jersey: Prentice  
Hall.

## Unit VII

Giddens, Anthony. 2004. *Sociology*. 4<sup>th</sup> Edition. Chapter 1. Pp. 1-19. UK: Blackwell Publishers.

## Unit VIII

Lees, Ray & Lees, Sue. 1975. Social Science in Social Work Practice: The Case for an Action  
Research Approach. *The British Journal of Social Work*, Vol. 5, No. 2, pp. 161-174

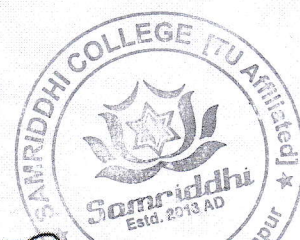
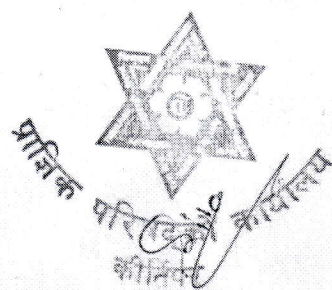




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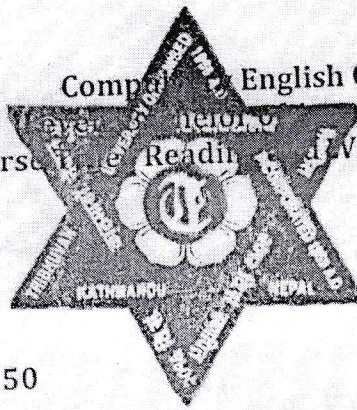
Accessed: 29-06-2017 15:01 UTC.

Ballantine, Jeanne. 1989. Developing Applied Content in Sociology Courses. *Journal of Applied Sociology*, Vol. 6 (1989), pp. 89-94 Published by: Sage Publications, Inc. Stable URL: <http://www.jstor.org/stable/43481313> Accessed: 29-06-2017 15:01 UTC.





Compulsory English Courses  
First Year  
Course Title: Reading and Writing in English



Code : C.Eng.401  
Full Marks: 100  
Pass Marks : 40  
Teaching Hours : 150

**Course Description:** This is BA 1<sup>st</sup> year compulsory English courses in 4yr BA system under Faculty of Humanities and Social sciences, Tribhuvan university. This course allows students to explore the art of reading and writing. They will engage themselves with different patterns of writing, read essays and stories associated with the patterns and work through the rhetoric of the language. Students will recognize and practice the important form of "four levels of interacting with the texts," significant for comprehending the art of reading and writing.

**Main Objective :** Help improve students' writing English through the practices of different patterns of writing.

**Other objectives :**

- Help them learn writing through others' writing as given under patterns ( narration, description, comparison and contrast ) and practice them;
- Learn the technique of critical reading through reading texts

20

**UNIT I: THE WRITING PROCESS:**

Reading to Write: Becoming a Critical Reader  
Brent Staples. "Cutting and Pasting: A Senior Thesis" (both the ones)

Invention  
Arrangement  
Drafting and Revising  
Editing and Proofreading

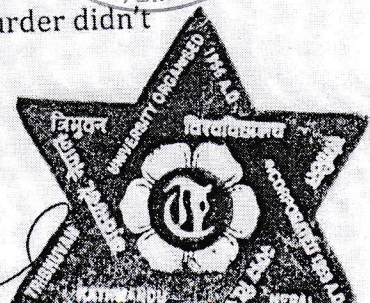
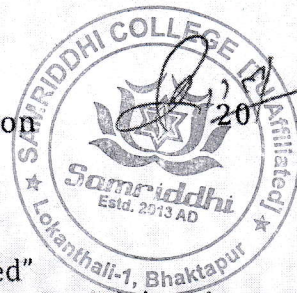
**UNIT II: PATTERNS OF WRITING: Narration and Description**

**Narration:**

Sandra Cisneros. "Only Daughter"  
Bonnie Smith-Yackel. "My Mother never Worked"  
Martin Gansberg. "Thirty-Eight who saw the Murder didn't call the Police"

**Description:**

Jhumpa Lahiri. "Rice"





Suzanne Berne. "Ground Zero"  
Heather Rogers. "The Hidden Life of Garbage"

**UNIT III: PATTERNS OF WRITING: Cause and Effect and Comparison and Contrast** 20

**Cause and Effect:**

Stan Cox. The Case against Air Conditioning"  
Lawrence Otis Graham. "The 'Black Table' is still There"  
Guillermo del Torro and Chuck Hogan. Why Vampires never Die"

**Comparison and Contrast:**

Bruce Catton. Gran and Lee: A Study in Contrast  
Bharati Mukherjee. "Two Ways to Belong in America"  
Amy Chau. "Why Chinese Mothers are Superior"

**UNIT IV: PATTERNS OF WRITING: Definition and Argumentation** 20

**Definition:**

Judy Brandy. "I want a Wife"  
Meghan Daum. "Fame-iness"  
Gayle Rosenwald Smith. "The Wife-Beater"

**Argumentation:**

Jennifer Halperin. "No Pay? Many Interns say, 'No Problem'"  
Alex Tabarrok. "The Meat Market"  
Daniel Engber. "Let them Drink Water!"

**UNIT V: Critical Reading for Writing** 20

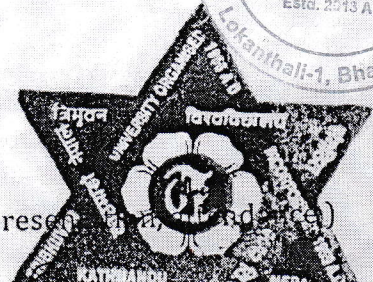
Interactions: Four Levels of Interacting with Texts

**"Yudhisthira's Wisdom"**

"The Brave Little Parrot"  
"A 1996 Commencement Speech"  
"The Wretched Stone"  
"Marriage is a Private Affair"  
"Scientific Inquiry: Invention and Test"  
"The Stub Book"  
"Keeping Errors at Bay"  
The Telegram on the Table  
"A Tale"  
" Why Go to University"

**Evaluation system**

Internal evaluation 30% ( Internal Examination, class presentation)

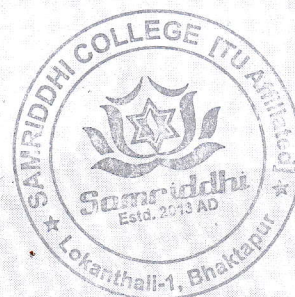
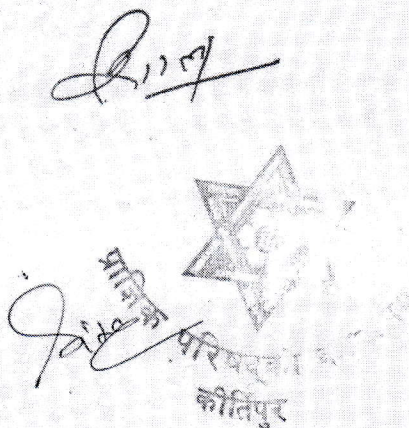
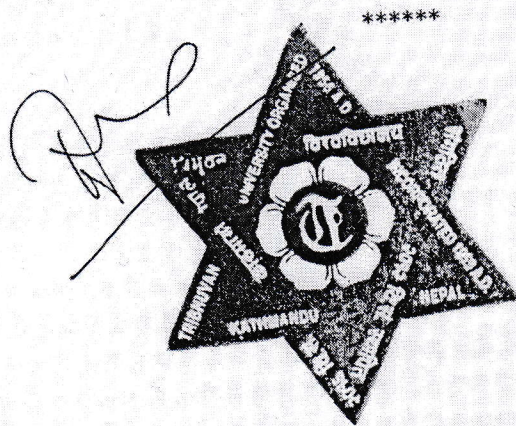




External evaluation 70% ( annual examination )

**Prescribed Texts:**

Kriszner, Laurie G.. *Patterns of College Writing: A Rhetorical reader and Guide.* (12<sup>th</sup> Edition). Boston, New York: Bedford/St. Martin's. 2012.  
Lohani, Shreedhar and Moti Nissani. *Flax-Golden Tales: An Interdisciplinary Approach to Learning English.* Kathmandu, Nepal: Ekata Books. 2008,





**TRIBHUVAN UNIVERSITY**  
**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**



**PSYCHOLOGY**  
**CURRICULUM FOR FOUR YEAR BACHELOR LEVEL**  
**PROGRAMME IN PSYCHOLOGY**  
**2076**



**PSYCHOLOGY SUBJECT COMMITTEE**  
**TRIBHUVAN UNIVERSITY**  
**KIRTIPUR, KATHMANDU**  
**NEPAL**



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## PSYCHOLOGY



### Introduction

Four-Years Bachelors Course in Psychology consists of seven major papers. These are foundational and core courses. The major psychology students have to study these papers. In addition, there is one elective course which can be selected by other than Psychology major students. Psychology courses are offered during the four-years of academic session.

### Objectives

The objectives of Four-Years Bachelors Course in psychology are to acquaint the students with the theories, approaches and processes of basic psychology and to familiarize them with psychological science in both academic and applied areas. Some of the offered psychology courses, viz. Industrial and Organizational Psychology and Psychosocial Counseling intend to equip the students with the knowledge of some basic skills of helping profession and application of theories of basic human behavior. Along with the theories and practices, students will also be acquainted with research methods in Psychology. It is expected that the course will provide knowledge and professional skills in Psychology.

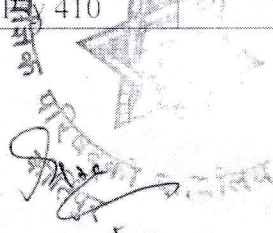
The course is divided as follows:

### Courses Structure

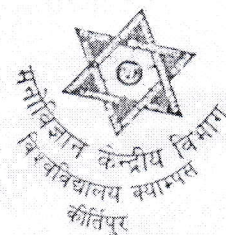
S.N	Course Code No	Paper	Year	Course Title
1	Psy 421	I	I	Introduction to Psychology
2	Psy 422	II	I	Social Psychology
3	Psy 423	III	II	Adolescence and Juvenile Delinquency
4	Psy 424	IV	II	Abnormal Psychology
5	Psy 425	V	III	Psychosocial Counseling
6	Psy 426	VI	IV	Industrial and Organizational Psychology
7	Psy 427	VII	IV	Research Methods and Academic Writing

### Elective Paper

S.N.	Course Code	Paper	Year	Course Title
8	Psy 410		III	Elective- General Psychology







## COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

Course Code: Psy 421

Nature of course: Theory and Practical

Paper: I

Full Marks: 100

Theory: 70 + Practical: 30

Total lecture hours 150

**Course Description** – Introduction to psychology is a scientific study of cognitive process and human behavior. The course covers basic concepts, theories and research about individual behaviors and processes

**Course objective** - To familiarize the students with the knowledge of psychology and the basic processes of human behavior.

### Course Details

#### Group A -Theory

##### Unit I. Introduction to Psychology

14

1. Meaning of Psychology
2. Brief historical background
3. Perspectives in Psychology (Behavioral, Psychodynamic, Humanistic, Cognitive, Socio-cultural, Biological and Evolutionary)
4. Goals of Psychology
5. Fields of Psychology
6. Psychology's Key Issues and Controversies
7. Psychology in the 21st century
8. Methods of Psychology:
  - a. Experimental, Observational, Survey, Interview, Correlation and Case Study Method
  - b. Ethical Issues in Psychological Research

##### Unit II. Biological basis of Behaviour

14

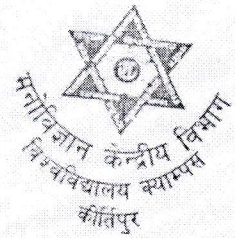
1. The Nervous System
  - a. Neurons and nerves: Structure, types, functions, Neurotransmitter related behaviour
  - b. Division of nervous system
    - i. Central Nervous System: Brain and Spinal cord
    - ii. Peripheral Nervous System: Somatic and Autonomic
2. The Endocrine Glands and related functions:

प्राध्यापक  
परिचय  
प्रो. वि. वि.





- a. Pituitary gland
- b. Pineal gland
- c. Thyroid gland
- d. Pancreas gland
- e. Gonads gland
- f. Adrenal gland



### Unit III. Sensation and Perception

20

1. Sensing the World Around Us
  - a. Thresholds: Absolute threshold and Difference threshold
  - b. Sensory Adaptation
  - c. Color Vision and Color Blindness
2. Brief introduction to sensory process
3. Perception: Definition, characteristics and process
4. Factors influencing perception
5. Attention: Types and factors influencing attention
6. Principles of Perceptual organization
  - a. Figure and ground and laws of grouping
  - b. Top-Down and Bottom-Up Processing
7. Perceptual Constancies and Illusion
8. Depth Perception
9. Movement perception
10. Perception without awareness
11. Extra Sensory Perception

### Unit IV. Learning

8

1. Definition, characteristics, maturation and learning
2. Factors affecting learning
3. Models of learning
  - a. Behavioral - Trial and error, Classical Conditioning, Operant Conditioning
  - b. Cognitive learning- Observational, Insight learning
4. Application of learning theories
5. Transfer of training
  - a. Positive, negative, zero

### Unit V. Memory and Forgetting

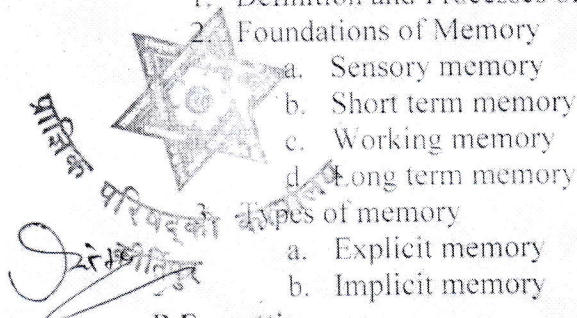
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#### A. Memory

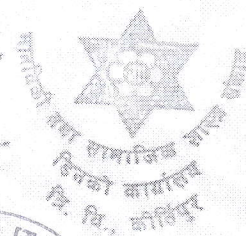
1. Definition and Processes of Memory (Encoding, Storage, Retrieval)
2. Foundations of Memory
  - a. Sensory memory
  - b. Short term memory
  - c. Working memory
  - d. Long term memory
3. Types of memory
  - a. Explicit memory
  - b. Implicit memory

#### B. Forgetting

1. Definition and nature of forgetting
2. Causes of forgetting: Trace decay, Interference, Motivated forgetting.



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3. Brain and memory- Amnesia, dementia (Alzheimer's Disease, Korsakoff syndrome, Huntington's disorder)
4. Memory Distortion and Memory Construction
5. Flashbulb Memories
6. Techniques of improving memory

#### Unit VI. Thinking and Problem Solving

8

1. Definition and elements of thinking (Concept, Images and Symbols)
2. Concept formation: Process and types of concept
3. Types of thinking
  - a. Creative thinking- Stages of creative thinking
  - b. Critical thinking
  - c. Problem solving thinking- Stages of problem solving thinking, Role of habit and mental set in problem solving thinking
  - d. Autistic thinking

#### Unit VII. Motivation and Emotion

11

##### A. Motivation

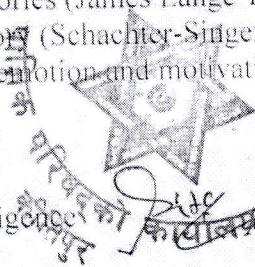
1. Definition and characteristics
2. Motivational Cycle: Need, Drive, Incentive and Reward
3. Classification of Motives:
  - a. Physiological
    - i. Hunger, Thirst, Sleep and Sex
  - b. Psychological
    - i. Affiliation, Achievement, Power
4. Theories
  - a. Instinct theory of motivation
  - b. Drive-Reduction theory of motivation
  - c. Arousal theory of motivation
  - d. Incentive theory of motivation
  - e. Cognitive theory of motivation
  - f. Maslow's Need Hierarchy theory of motivation

##### B. Emotion

1. Definition, and components of emotion
2. Physiology of emotion
3. Types of emotions: primary (happiness, sad, anger, fear, surprise and disgust) and secondary
4. The external expression of emotion: outward signs of inner feelings
5. Theories of emotion:
  - a. Biological Theories (James Lange Theory, Cannon-Bard Theory)
  - b. Cognitive Theory (Schachter-Singer Theory)
6. Relationship between emotion and motivation

#### Unit VIII. Intelligence

1. Definition
2. Determinants of intelligence
  - a. Heredity
  - b. Environment
3. Theories of intelligence- Two factor, Group factor, Gardner's Theory of Multiple



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- Intelligences, Sternberg's Triarchic Theory, Cattle's Theory of intelligence
4. Measurement of intelligence:
    - a. Concept of I.Q.
    - b. Wechsler's test
    - c. Stanford Binet's test
  5. Types of intelligence tests:
    - a. Verbal and performance tests
    - b. Group and individual tests
  6. Individual differences in Intelligence:
    - a. Intellectual disability
    - b. Mentally gifted
  7. Emotional Intelligence

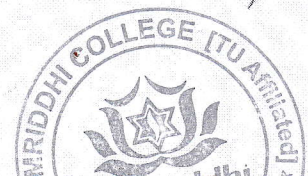
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### Unit IX. Personality

1. Definition
2. Determinants of Personality
  - a. Heredity
  - b. Environment
  - c. Situation
3. Approaches to Personality
  - a. Psychodynamic Approaches to Personality
  - b. Traits Approaches to Personality
  - c. Learning Approaches to Personality
  - d. Humanistic Approaches to Personality
4. Personality Assessment
  - a. Interview method
  - b. Objective tests -MMPI, 16PF, CPI, MBTI, The Big Five Inventory
  - c. Projective tests -TAT, RT, WAT, Sentence Completion Test



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First Year

**SW421: Introduction to Social Work**

**(Theory and Practical)**

**Teaching hours: 150 (70+30)**

**Course Description:**

This paper is about the basic knowledge of social work as its introduction to students. It primarily focused on contents that help to be generalist social work practitioner. The course develops from the focus of social work as a profession from the very beginning of its roots. This course also deals with the western and eastern philosophy of social work as a profession. These all contents are expected to build up the capacity and the ability of students in the field of indigenous social work practice in the world in general and in Nepali context in particular.

**Course Objective**

1. To introduce students with the basics of social work discipline,
2. To enable the students to realize the mission of social work and its role in producing professional social worker,
3. To enable the students to understand and perceive the code of ethics and principles required to practice social work, and
4. To identify and analyze the contemporary issues in social work discourses

**Course Contents**

**Unit I: Introduction of Social Work**

**(15 LH)**

**a. Concept of Social Work:**

- Social Work as an independent discipline
- Social work as a profession
- Basic elements and goals of social work practice
- Fields of social work practice
- Role of social workers

**b. Mission of Social Work**

- Preventive



- Curative

c. Relationship of social work with other disciplines of social sciences – Sociology, anthropology, history, political science, economics

## Unit II: The Profession of Social Work: History, Perspectives and Methods (25 LH)

a. The emergence of social work as a profession

- Historical antecedents
- Social work practice (academic and professional) in:
  - United Kingdom
  - United States of America
  - Australia
  - India
  - Nepal

b. Social work, social systems and social work perspectives

- Ecosystems perspective
- Four Practice systems- Client, Action, Target and Change agent system
- Levels of Intervention – Micro, Mezzo and Macro Level

c. Social Work methodology

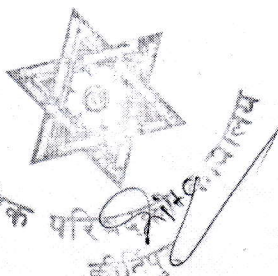
- Primary Methods : Casework, Groupwork, Community Organization
- Secondary Methods : Social Action, Social Welfare Organization, Social Work Research

d. Social Service delivery systems

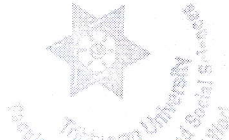
- Social service settings
- Funding for services
- Service delivery issues

## Unit III: Social Work Values and Ethics

- Values and Ethics defined
- Foundation of professional social work values
- IFSW and NASW code of Ethics



(10 LH)





- Ethical Dilemmas in social work practice

#### Unit IV: Ethical principles for social work

(10 LH)

- Principles of Social work Practice
  - Acceptance
  - Confidentiality
  - Controlled emotional involvement
  - Individualization
  - Non-judgmental Attitudes
  - Purposeful expression of feelings
  - Self determination

#### Unit V: Empowering processes for social work practice

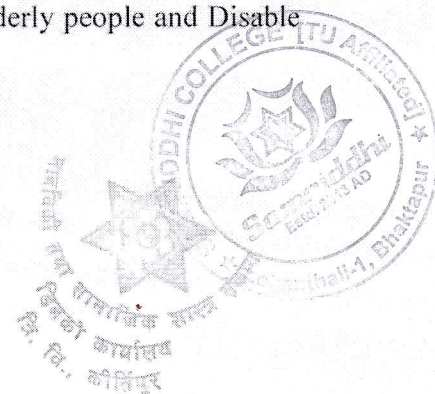
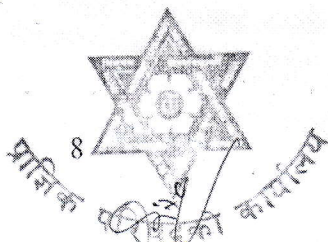
(10 LH)

- Intake,
- Assessment,
- Planning,
- Intervention,
- Evaluation,
- Integrating gains/termination,
- Follow-up

#### Unit VI: Contemporary issues in Social work

(15 LH)

- Social work in Public domain : poverty, homelessness, hunger, unemployment; divorce;
- Social work in Health, Social Rehabilitation and Mental Health
- Social work with families and youth
- Social work with Older Adults and Persons with disabilities: Elderly people and Disable people
- Social work and Criminal Justice: girls trafficking, drug cases,
- Education and School Social Work





## Unit VII: Social Work Practice in Nepal

(10 LH)

- Scope
- Institutional practice of social work
- Structure of social work practice
- Present practice of social work – Voluntary Social work and Professional Social work
- Social work education – Initiation of social work as a discipline.
- Opportunities and challenges in the area of social work

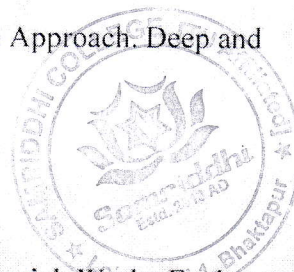
## Unit VIII: Practicum: Project Work and Report Writing

[50 LH]

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on social work principles, values, ethics, issue, practices in the world and Nepal and so on. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 30 marks allocated to this practicum.

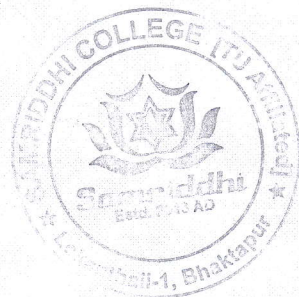
### Essential Readings

- Unit I
  - Bhattacharya, Sanjay (2008). Social Work: An Integrated Approach. Deep and Deep Publication, New Delhi.
  - Bisno, Herbert – The Philosophy of Social Work.
- Unit II
  - Friedlender, W.A. (1958) – Concept & Methods of Social Work, Eaglewood Cliffs: Prentice – Hall.
  - Milly, K.K., O.Melia, M. and Dubois, B. (2007). Generalist Social Work Practice– An empowering approach, New York: Pearson, Allyon & Bacon.
- Unit III





- Congress, E.P. (1998) – Social Work Values and Ethics, Chicago: Nelson – Hull Publishers
- Banks, S. (1995) – Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- **Unit IV**
  - IFSW and NASW code of Ethics, 2012
- **Unit V**
  - Bertlett, Harriett (1970) – The Common Base of Social Work Practice, National Association of Social Workers, 2 Park Avenue, N.Y.
  - Dubois, Brenda & Miley, Karla Krogsrud – Social Work: An Empowering Profession, Boston: Allyn and Bacon.
- **Unit VI**
  - Karen kay kirst-Ashman et al. (2012) Understanding Generalist practice, Belmont CA, United States of America
  - Adhikari, Dilli ram (2001) An Introduction to social work, Kathmandu, Nepal
- **Unit VII**
  - Shrestha, S. K (2013) Introduction to social work, Tajelu Publication, Kathmandu
  - Yadav, R.K (2012) Integrated social work, Amisha-shivanshi Distributors, Kathmandu







## COURSE TITLE: SOCIAL PSYCHOLOGY

Course Code: Psy. 422

Nature of Course: Theory and Practical

Paper: II

Full Marks: 100

Theory: 70 Practical: 30

Total lecture hours 150

**Course Description** - Social psychology is a scientific study of how the thoughts, feelings, and behaviours of human beings influence other people in the society, and how the same are influenced by other people in social situations. The course covers basic theories, concepts, and research about individual processes, interpersonal processes and group processes.

### Course Details

#### Group A - Theory

15

#### Unit I

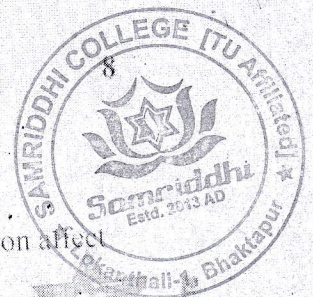
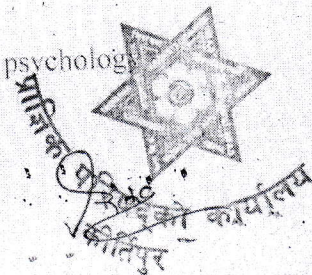
#### Introduction to Social Psychology

1. Nature and scope of social psychology
2. Brief history of social psychology
3. Research methods in social psychology
4. Relationship of social psychology with sociology, social work and anthropology
5. Current trends and applications in social psychology

#### Unit II

#### Social Cognition

1. Concept of social cognition
2. Schema and its role in cognition
3. Affect - influences of affect on cognition, influences of cognition on affect
4. Automatic and controlled processing of information
5. Errors in social cognition







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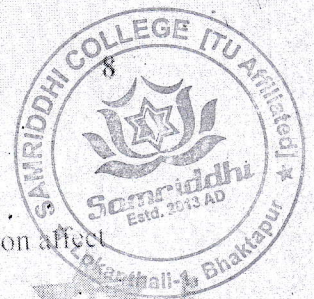
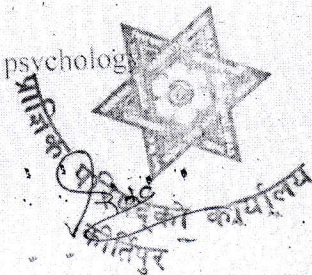
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15

### Unit III Social Perception

1. Concept of social perception - Nonverbal communication in social perception - the language of expression, gazes and gestures; the basic channel; role of nonverbal communication in social perception
2. Attribution - theory of attribution - Kelly's theory, attribution errors, applications of attribution theory
3. Distortions in social perception
4. Impression formation - process and factors, impression management - the process

8

### Unit IV The Self - Understanding the Self

1. Self-concept, Self-esteem
2. Knowing self through different channels - introspection, personal versus social identity, self-esteem, social comparison, social identity
3. Gender - a crucial aspect of identity
  - i. Sex and gender
  - ii. Gender identity and gender stereotypes
  - iii. Gender-role behavior

15

### Unit V Social Behavior

1. Concept of social behavior
2. Attitude
  - i. Concept, components of attitude, formation of attitude
  - ii. Attitude and behavior - when and why attitudes influence behavior
  - iii. Attitude change
    - Cognitive dissonance theory - dissonance and attitude change, strategies to reduce dissonance
    - Persuasion: concept, the cognitive approach to persuasion-traditional resistance to persuasion.
3. Prejudice: nature, causes, effects and cures
4. Discrimination and stereotypes - nature, causes, effects and cures







#### Unit VI Social Influences

1. Concept of social influences
2. Conformity: concept, factors affecting conformity, resistance to conformity. Asch's research on conformity, Sherif's research on conformity
3. Compliance: concept, principles - ingratiation, consistency, reciprocity and scarcity
4. Obedience: concept, causes of obedience, resistance to obedience. Milgram's Experiment, Zimbardo's prison simulation experiment

#### Unit VII Pro-social behavior

10

1. Concept, steps, basic motives underlying prosocial behavior - sociobiology, social exchange, empathy and altruism, bystander behaviour
2. Personal determinants of prosocial behaviour
3. Situational determinants of prosocial behaviour

#### Unit VIII Aggression

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1. Concept, aggression inborn or acquired, aggression across culture.
2. Causes - biological, social, cultural, personal and situational
3. Prevention of aggression

#### Unit IX Groups and Individuals

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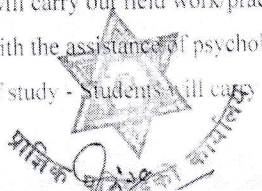
1. Nature of social groups, components of social groups, benefits of joining groups.
2. Group effects on individual performances - social facilitation, social loafing
3. Co-ordination in group
4. Decision making in groups

#### Group B – Field Work/Practical

##### 1. Format of Report Writing

##### 2. Field work

- i. Student will carry out field work/practicals under the supervision of the concerned faculty with the assistance of psychology laboratory assistant.
- ii. Topics of study - Students will carry out field work/practicals on the following topics:



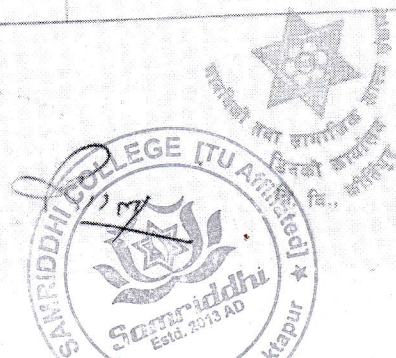




### Details of Practicals/Fieldwork

S. N.	Topic	Name of field work	Name of the Apparatus/Tasks
1	Social Perception	Measurement of Social Perception: Attribution	Students will observe people and make attribution of their behavior based on Kelly's Theory of Attribution (external and internal control of behavior)
2	Social Perception	Impression Management	Students will carry out field survey of social interaction in public places. The students are required to identify the factors of impression management based on how people impress each other, and prepare a report.
3	Understanding the self	Measurement of Self-Esteem	Rosenberg Self-esteem Scale
4	Social attitude	Measurement of Social Attitude	Social Distance Scale
5	Social loafing	Measurement of Social Loafing	Social Loafing (Facilitation) Scale (SLS) (13-15 years) - Q. G. Alam and Ramji Srivastava
6	Discrimination and stereotypes	Measurement of Discrimination	Perceived Discrimination Scale - Dr. V.N. Yadav & Dr. Surajmal
7	Social behaviour	Measurement of Prejudice and Discrimination	Based on the community visit, students will prepare a report on prevailing practices of social prejudice and discrimination in that community
8	Aggression	Measurement of Aggression	Children's Inventory of Anger (ChIA) - Jeffrey M. Halperin, PhD. and Kathleen E. McKay
9	Pro-social behaviour	Measurement of Pro-Social Behavior	Based on the community visit, students will prepare a report on prevailing practices of pro-social behavior in that community
10	Pro-social behaviour	Measurement of Altruism	Altruism Personality Scale

प्राप्तिक  
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### Internal Evaluation

Title	Marks (30)
Practical Lab Work/ Practical Field Work	20
Mid Term Examination Mark	10
Total marks	30

### Textbook:

Baron, Robert A. and Byrne, Donn. 2003. *Social Psychology*. 10th Ed. Prentice-Hall, India  
Baron, Robert A. and Nyla R. Branscombe. 2016. *Social Psychology*. 13th Ed. Pearson

### Recommended books:

Aronson, Elliot, Wilson, Timothy, D. and Akert, Robin M. 1997. *Social Psychology*. 2nd Ed. Addison-Wesley Educational Publishers, Inc.  
Myer, David.G. 2012. *Social psychology*. 11th Ed. New York: McGraw Hill.  
Stangor, Charles, Jhangiani, Rajiv and Terry, Hammond. 2011. *Principles of Social Psychology* - 1st Int'l Edition. BCCAMPUS Victoria, B.C  
Taylor, Shelly E., Peplau, Latitia Anne & Sears, David O. 2006. *Social Psychology*. 12th Ed. Upper Saddle River, NJ: Prentice Hall.

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