



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
 ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



Tele: 0836-2215224
 e-mail: academic.st@kud.ac.in
 Pavate Nagar, Dharwad-580003
 ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ - 580003

NAAC Accredited
 'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/RIH-275/BOS /Psychology (UG) /20-21/ 1041

Date: 19 OCT 2020

NOTIFICATION

Sub: Regarding introduction of the syllabus of Psychology UG under C.B.C.S. w.e.f. the academic year 2020-21 & onwards.

- Ref: 1. UGC Letter DO No. 1-1/2016(SECY), dt. 10.08.2016.
 2. Special BOS Res. No. 01, dt. 28.07.2020.
 3. Special Faculty Res. No. 10, dt. 07.08.2020.
 4. Special Academic Council Res. No. 24, dt. 21.08.2020.
 5. Vice-Chancellor's order dated 8 OCT 2020

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated degree colleges coming under the jurisdiction of Karnatak University, Dharwad that the Psychology UG syllabus for I to VI Semester which is annexed herewith in Annexure-A is introduced under C.B.C.S. from the academic year 2020-21 & onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all the concerned. The prescribed C.B.C.S. syllabus may also be obtained through K.U.website (www.kud.ac.in).

(Dr. Hanumantappa K.T)
 REGISTRAR

To,

1. The Chairman, BOS Psychology(UG), Dept. of Political Science, K.U.Dharwad.
2. The Chairman, Dept. of Political Science, K.U.Dharwad.
3. The Principals of all the constituted and affiliated degree colleges under the jurisdiction of Karnatak University, Dharwad.
4. The Registrar (Evaluation), K.U.Dharwad.

Copy fives to:

1. Dr. M.A.Jalihah, Dean, Faculty of Social Science, Dept. of Psychology, K.U.Dharwad.
2. The Director, IT Section, Examination Section, K.U.Dharwad for information and to upload on K.U.Website (www.kud.ac.in).

Copy to:

1. PS to Vice-Chancellor, K.U.Dharwad.
2. S.A. to Registrar, K.U.Dharwad.
3. O.S., Exam UG / Confl / QP / GAD Section, K.U.Dharwad.
4. The System Analyst, Computer Unit Exam Section, K.U.Dharwad.



KARNATAK UNIVERSITY, DHARWAD

B.A. Programme

SYLLABUS FOR

Psychology (OPTIONAL)

AS DISCIPLINE SPECIFIC COURSE (DSC)

GENERIC ELECTIVE (GE) and

SKILL ENHANCEMENT COURSE (SEC)

UNDER

CHOICE BASED CREDIT SYSTEM (CBCS)

Effective from 2020-21

Annexure: : Programme structure: B.A.

Seme ster	*Core			Elective						Ability Enhancement Course						Total Credi
	DSC			**DSE			***GE			****SEC			AECC			
	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	
I	DSC-1A	5+1+0	5+1=6										English-1	2+1+0	2+1=3	26
	DSC-2A	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3A	5+1+0	5+1=6										ENVIRONMEN TAL SCIENCE	2+0+0	2+0=2	
II	DSC-1B	5+1+0	5+1=6										English-2	2+1+0	2+1=3	26
	DSC-2B	5+1+0	5+1=6										MIL-2	2+1+0	2+1=3	
	DSC-3B	5+1+0	5+1=6										CONSTITUTI ON OF INDIA	2+0+0	2+0=2	
III	DSC-1C	5+1+0	5+1=6										English-3	2+1+0	2+1=3	24
	DSC-2C	5+1+0	5+1=6										MIL-3	2+1+0	2+1=3	
	DSC-3C	5+1+0	5+1=6													
IV	DSC-1D	5+1+0	5+1=6										English-4	2+1=0	2+1=3	24
	DSC-2D	5+1+0	5+1=6										MIL-4	2+1=0	2+1=3	
	DSC-3D	5+1+0	5+1=6													
V				DSE-1E	5+1+0	5+1=6	GE-1E	2+0+0	2	SEC-1E	2+0+0	2				22
				DSE-2E	5+1+0	5+1=6										
				DSE-3E	5+1+0	5+1=6										
VI				DSE-1F	5+1+0	5+1=6	GE-1F	2+0+0	2	SEC-1F	2+0+0	2				22
				DSE-2F	5+1+0	5+1=6										
				DSE-3F	5+1+0	5+1=6										
TOTAL			72			36			4			4			28	144

L+T+P= Lecturing in Theory + Tutorial + Practical Hours per Week

*If the core course is having practical. Hence, L+T+P = 4+0+2=6 credits (no tutorial for practical subject).

** Each DSE shall have at least two papers and student shall choose any one paper from each DSE.

***GE shall be from other than the discipline.

**** SEC shall be from any one DSC and study one each in 5th and 6th semesters (SEC may be practical or theory for 2 credits only).

Note: 1. Each DSC/DSE Shall have 60hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam) and 52 hrs practical/sem for 50 marks(40 Sem. End exam +10 IA Exam) wherever applicable.

2. English/MIL Shall have 45 hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam).

3. Environmental Science/ Constitution of India / SEC /GE shall have 30 hrs syllabus / semester for 50 marks in theory/ Practical (40 Sem. End exams +10 IA Exam).

Karnatak University, Dharwad
CBCS syllabus for Under Graduate Programme:
Psychology (opt.) as DISCIPLINE SPECIFIC COURSE (DSC)
Effective from 2020-21

S E M	Course	Code No.	TITLE	Work Load/ Week L+T+P	I A MARKS	No .of Instruction hrs / Semester	THEORY EXAM	TOTAL MARKS	Hrs/Week
I	DSC	1a	Foundations of Psychology-I	4+0+0= hrs	20	60	80	100	4
			Practical - I	0+0+4= hrs	10	52	40	50	2
II	DSC	2 a	Foundations of Psychology-II	4+0+0= hrs	20	60	80	100	4
			Practical - II	0+0+4= hrs	10	52	40	50	2
III	DSC	3a	Lifespan Development-I	4+0+0= hrs	20	60	80	100	4
			Practical - III	0+0+4= hrs	10	52	40	50	2
IV	DSC	4a	Lifespan Development-II	4+0+0= hrs	20	60	80	100	4
			Practical - IV	0+0+4= hrs	10	52	40	50	2
V	DSE	5a 5b 5c	Social Psychology or Organizational Behaviour or Health Psychology	4+0+0= hrs	20	60	80	100	4
			Practical - V	0+0+4= hrs	10	52	40	50	2
VI	DSE	6a 6b 6c	Abnormal Psychology or Counseling Psychology or Project/ Dissertation	4+0+0= hrs	20	60	80	100	4
			Practical - V	0+0+4= hrs	10	52	40	50	2

*Course means Subject or paper

**L+T+P = Lecture + Tutorial+ Practical

*** DSE shall be more than one paper but candidate will choose any one in each in 5th and 6th semester but not all.

Psychology: Generic Elective (GE) and Skill Enhancement Course (SEC)

V	GE-1E		Essence of Psychology	2+0+0 = 2hrs	30	10	40	50	2
V	SEC-1E		Psychology for Better Life	2+0+0 = 2hrs	30	10	40	50	2
VI	GE-1F		Psychology for Living	2+0+0 = 2hrs	30	10	40	50	2
VI	SEC-1F		Skills and Sustainability: a Psychological Perspective	2+0+0 = 2hrs	30	10	40	50	2

B.A. Semester - I
PSYCHOLOGY
As Discipline Specific Course (DSC) under CBCS
1a

Title of paper: Foundations of Psychology-I

Total 60 Hrs / Semester

Objectives

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To enable the students to understand the applications of psychology to different fields

Learning Outcome:

- Students will be familiar with the Basic of Psychology.
- Student will comprehend basic concepts of Psychology

UNIT I -INTRODUCTION

-16 hours

- a) Genesis, Definition & Goals of Psychology.
- b) Modern perspectives of Psychology: Biological, Psychodynamic, Behavioral, Cognitive, Socio-cultural, Humanistic and Evolutionary perspective.
- c) Branches of Psychology: Basic and Applied; General, Social, Developmental, Bio-psychological, Abnormal and Cognitive; Educational, Organizational, Clinical, Forensic, Military and Sports
- d) Scientific Methods: Observation, Experimental, Survey, Interview, and Case study.
- e) Physiological Basis of Behavior: Neurons, Nervous System, Central and Peripheral Nervous system and Endocrine Glands

UNIT II SENSATION, ATTENTION AND PERCEPTION

16 hours

- a) Sensation: Definition and Types of Senses: Visual, Auditory, Olfactory, Gustatory, Tactile, Kinesthetic and Organic
- b) Attention: Meaning and phenomena, Determinants of attention
- c) Perception: meaning and characteristics, Perceptual Organization, Top-Down and Bottom-up Processing.
- d) Perceptual Constancies, Movement Perception, Perceptual illusion, Subliminal perception & Extra sensory perception.
- e) Depth perception, monocular and binocular cues.

UNIT III**LEARNING****16 hours**

- a) Introduction: Definition; Types of learning – 1) Trial and Error- Thorndike's laws.
- b) Classical conditioning - Basic concepts Extinction, Spontaneous recovery, Generalization, Discrimination, Higher order conditioning.
- c) Operant conditioning - Basic concepts - Reinforcements, Punishment.
Processes - Generalization, Discrimination, Shaping, Chaining.
- d) Cognitive learning - Latent learning -Tolman.
- e) Observational learning – Bandura, Insight Learning – Kohler.

UNIT IV MEMORY AND FORGETTING**12 hours**

- a) Basic processes – Encoding, Storage, Retrieval
- b) Memory and Types of Memory: Atkinson and Shiffrin's Model, Alan Baddeley's Working Memory. Types: Episodic and Autobiographical
- c) Forgetting: Nature and Causes and theories of Forgetting- Interference Theory, Decay Theory and Cue-dependent theory.
- d) Techniques of improving memory. Chunking, Mnemonic, Organization, SQRRR (Survey, Question, Read, Recite and Revive)

Readings:

- Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
- Ciccarelli, S. K. & White, J. N. (2017). *Psychology, 5th Ed.* Pearson.
- Coon, D. & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior, 13th Ed.* Cengage Learning
- Feldman, R. S. (2017). *Understanding Psychology. 12th Ed.* McGraw Hill, New Delhi
- Kosslyn, S. M. & Robin Rosenberg, R. (2008). *Psychology in Context, 3rd Ed.* Pearson.

B.A. I Semester

PRACTICALS: (Conduct any five Practicals): 52 hrs / sem

1. Directed Observation on the Accuracy of Report
2. Colour Blindness
3. Localization of Sound
4. Mapping of Color Zones
5. Set on Attention
6. Muller Lyer Illusion
7. Illusion of movement
8. Bilateral Transfer of Training
9. Meaning on Retention
10. Retroactive Inhibition

STATISTICS: Grouping of data: Tabulation and Frequency Distribution,

Measures of Central Tendency: Mean and Median for grouped and ungrouped data and application of Measures of Central Tendency

B.A. Semester - II

PSYCHOLOGY

As Discipline Specific Course (DSC) under CBCS

2a

Title of paper: FOUNDATIONS OF PSYCHOLOGY - II
Total 60 Hrs / Semester

Objectives:

- To Lay basic foundation of various psychological concepts
- To comprehend and analyse provide broader foundation by exposing students to various topics such as Emotion, Motivation, Intelligence, Thinking and Personality

Learning Outcome:

- Students will be familiar with fundamental psychological concepts.
- Student will able to understand analyze and apply these psychological concepts in their life

Unit 1 EMOTIONS AND MOTIVATION 18 hours

- a) Meaning and definition, universal emotions, physiological basis of emotions, changes accompanying emotions – physical, biological, psychological
- b) Theories of emotions - James- Lange, Canon- Bard, Schacter-Singer, Emotional intelligence
- c) Nature of motivation - drive cycle, physiological motives - hunger, thirst, sex and maternal and aggression , psychosocial motives - affiliation, achievement, power, Maslow's need hierarchy,
- d) Approaches - Instinct approach, drive reduction, arousal approach, incentive approach

Unit 2 COGNITIVE PROCESSES 12 hours

- a) Nature of Thinking, Types of thinking - convergent and divergent thinking
- b) Concepts and formation
- c) Reasoning
- d) Problem solving - strategy and challenges,
- e) Decision making and Creative Thinking

Unit 3 INTELLIGENCE 14 hours

- a) Definition and meaning, factors influencing intelligence - nature and nurture,
- b) Theories of Intelligence - Spearman, Thurstone, Sternberg, Gardner,
- c) Measurement of Intelligence - types of tests - verbal and nonverbal tests, power and speed tests, individual and group tests, culture free & culture fair tests,
- d) Concept of IQ, classification, distribution of intelligence,
- e) extremes in intelligence - mentally gifted and mentally challenged, APA classification

- a) Definition and Meaning, Approaches – Freud’s psychodynamic approach, Cattell's and Allport trait approach,
- b) b)personality Types - Sheldon, Jung, and Type A and type B, Myers-Briggs Type Indicator, Bandura's social learning approach,
- c) Concept of self: Carl Rogers, Maslow, Adler,
- d) Assessment of personality - objective methods: rating scales, interview and behavioural tests, self-report inventories, projective tests.

Readings:

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
Ciccarelli, S. K. & White, J. N. (2017). *Psychology, 5th Ed.* Pearson.
Coon, D. & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior, 13th Ed.* Cengage Learning
Feldman, R. S. (2017). *Understanding Psychology, 12th Ed.* McGraw Hill, New Delhi.
Kosslyn, S. M. & Robin Rosenberg, R. (2008). *Psychology in Context, 3rd Ed.* Pearson.

B.A. II Semester**PRACTICALS: (Conduct any five)**

1. Judgment of Emotions
2. Emotion and Free Association
3. Achievement Motivation
4. Assessment of Aggression
5. Otis’ Test of Intelligence
6. Ravens Progressive Matrices
7. Yerkes Multiple Choice Test
8. Concept Formation
9. Eysenck Personality Inventory
10. Bell’s Adjustment Inventory

STATISTICS: Measures of Variability: Range, Quartile Deviation, Mean Deviation (Grouped and Ungrouped Data) and their application.

B.A. Semester - III
PSYCHOLOGY
As Discipline Specific Course (DSC) under CBCS
3a

Title of paper: LIFE SPAN DEVELOPMENT - I

Total 60 Hrs / Semester

OBJECTIVES:

- To enable the students to understand the basic concepts of human development and its significance.
- To enable the students to gain insights into the development of human being from conception to end of life and to understand human behavior.
- To understand the relationship between theory and applications within each domain.

Learning Outcomes:

- The students will understand the basic concepts of human development and its significance. .
- The students will gain insights into the development of human being from conception to end of life and to understand human behavior.

Unit-1 Introduction to Developmental Psychology (18 Hours)

- a) Meaning, Definition, Nature and Scope : Career Opportunities in Human Development
- b) Methods-Biographical, Longitudinal and Cross-sectional,
- c) Domains of human development – physical, cognitive, psycho-social development, Characteristics of human development,
- d) Theories of Human Development- Erickson, Piaget, Vygotsky, Kohlberg and Bronfenbrenner.

Unit -2 Prenatal Development (12 Hours)

- a) Conceiving of a new life (sex cells, maturation, ovulation, fertilization),
- b) Genetic Foundations of Development: Genes and Chromosomes
Dominant and Recessive Gene Principle, Sex linked Genes, Genetic Imprinting, Polygenic inheritance, Chromosomal Abnormality
- c) Characteristics of Prenatal period,
- d) Periods and hazards of prenatal development, Types of birth.

Unit -3 Infancy and Babyhood (12 Hours)

- a) Characteristics, Stages and Adjustment in infancy, Reflexes- rooting, sucking, eyeblink, withdrawal, babinski, moro, palmer grasp, tonic neck, stepping, swimming,
- b) Principles of Development - Cephalo-caudal, Proximo-distal,
- c) Prematurity- causes and its effects.
- d) Babyhood- Characteristics, Speech Development, Pre-speech forms, Motor development, Emotional development, Hazards

- a) Early Childhood: Characteristics, bodily growth & motor skills
- b) Social, Emotional, Language, Moral Development and play activities,
- c) Late Childhood: Characteristics, bodily growth & motor skills,
- d) Social, Emotional, Language, Moral Development and play activities
- e) Problems of Childhood:-Intellectual Disabilities, Learning Disabilities, Autism, Attention deficit Hyperactivity Disorder, Childhood Depression, Conduct disorders and Juvenile delinquency

Readings:

Hurlock E B (2001). *Developmental Psychology- A Life Span approach* McGraw- Hill
Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development* (10th ed.). McGraw-Hill.
Santrok J.W. (2019). *Life-Span Development*: McGraw Hill, New York.
Butcher, J. N., Hooley, J. M., Mineka, S. M. & Nock, M. K., (2018). *Abnormal Psychology*, 17th Edition. Pearson.
Nataraj P, Developmental Psychology, SrinivasPrakashan, Mysuru.
Hoffman L., S, Hall E & Shell R. (1988) *Developmental Psychology* McGraw Hill Inc.2
S.V. Kale- Child Psychology and Guidance

B.A.-III Semester

52 hrs/ Sem

PRACTICAL: (Conduct any five)

1. Parent-child relationship
2. Emotional Maturity
3. Word building test
4. Concept formation
5. Intelligence test (CPM)
6. Measuring anxiety/Depression
7. Assessment of Childs Adjustment
8. Verbal Reasoning Test (DAT)
9. Division of Attention
10. Children Moral Value Scale by ArpanaSen Gupta

STATISTICS:Correlation: Pearson's product moment correlation and application of correlation

B.A. Semester - IV
PSYCHOLOGY
As Discipline Specific Course (DSC) under CBCS
4a

Title of paper: **LIFE SPAN DEVELOPMENT - II**

Total 60 Hrs / Semester

OBJECTIVES:

- To expose the students to detailed study of developmental stages from puberty to late adulthood

Learning Outcomes:

- the students will understand the detailed developmental stages from puberty to late adulthood

Unit-1 Puberty and Adolescence (18 Hours)

- a) Stages, Characteristics, Criteria
- b) Psycho-physical changes during puberty and their effects on behavior, Growth spurt, Reactions to changes, Puberty concerns, Hazards and unhappiness during puberty.
- c) Adolescence: Sub divisions and characteristics Adolescent problems- Eating disorders, Teenage pregnancy, Drug addiction, Smoking and suicide.
- d) Self: Self-identity, Emotional development, Moral development, Social relationships, Interests and Career preparation.

Unit -3 Early Adulthood (14 Hours)

- a) Characteristics, Vocational choice, Factors influencing vocational satisfaction, Importance of work
- b) Family adjustment: Marital harmony and Adjustment to parenthood,
- c) Diversity of adult life style, Single adults, Co-habitation, Divorce, Remarried adults, Gay and lesbian adults (homosexual relationships)
- d) Work family Balance

Unit -4 Middle Adulthood (14 Hours)

- a) Characteristics, Physical and Mental decline, Middle adulthood revolt,
- b) Changing careers, Work related stress, Burnout,
- c) Social Adjustment, Empty nest, Midlife crisis,
- d) Changes in interests, Preparation for retirement.

- a) Characteristics, Adjustment to physical and mental changes,
- b) Interests, Family relationship,
- c) Adjustment to retirement, Adjustment to loss of spouse, using leisure time
- d) Psycho-physical Hazards of old age, Geriatric cares,
- e) Death anxiety and its stages

Readings:

Hurlock E B (2001). *Developmental Psychology- A Life Span approach* McGraw- Hill

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development* (10th ed.). McGraw-Hill.

Santrok J.W. (2019). *Life-Span Development*: McGraw Hill, New York.

Nataraj P, *Developmental Psychology*, SrinivasPrakashan, Mysuru.

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Hoffman L., S, Hall E & Shell R. (1988) *Developmental Psychology* McGraw Hill Inc.2

S.V. Kale- *Child Psychology and Guidance*

B.A.-IV Semester**PRACTICAL: (Conduct Any Five)**

1. Anger/Aggression Measurement Scale
2. Emotional Maturity/Emotional intelligence Scale
3. Self-image Questionnaire
4. Security-Insecurity Inventory
5. Marriage Attitude Scale
6. Marital Adjustment
7. Job Satisfaction
8. Old Age Adjustment inventory
9. Well-being Scale
10. Spiritual Intelligence Scale

STATISTICS:Non-parametric: Chi-square test.Applications of Chi-square test

B.A. Semester - V
PSYCHOLOGY
As Discipline SPECIFIC ELECTIVE (DSE) under CBCS
5a

(Choose any one)

Title of paper: SOCIAL PSYCHOLOGY DSE – 1E

Total 60 Hrs / Semester

Objectives: **60 hours (5 hrs / week)**

- To enable the students to understand the basic concepts of social psychology
- To develop an understanding of oneself and others in the social context
- To understand the concepts of social perception, attitudes and prejudices
- To understand the group dynamics and application

Learning Outcomes:

- Students will comprehend Social Psychology
- Students will develop insight into their self and others in social context
- Students will understand and develop right social attitudes
- Students will and analyze Group behaviour

Unit -1 **INTRODUCTION** **(16 hours)**

- a) Definition, Nature and Scope of Social Psychology
- b) Methods: Correlation method, Survey method, Interview method, Field investigation method, Experimental method
- c) Self-Perception: Self-concept, Self-Esteem and Self-efficacy
- d) Social Perception: Meaning, Definition; Factors influencing social perception;
- e) Attribution: Meaning, Kelly's theory, Jones and Davis' theory, Errors of attribution.

Unit -2 **SOCIAL INTERACTION** **(18 hours)**

- a) Interpersonal attraction: Meaning, Theories (Newcomb's A-B-X model, Reinforcement theories), Determinants of Interpersonal Attraction
- b) Pro-Social Behaviour: Meaning and Definition of Pro-social Behaviour and Altruism, Five steps of Bystander intervention, Determinants of Pro-social Behaviour,
- c) Theories of Pro-social Behaviour (Empathy-altruism, Negative-state relief, Empathetic joy, competitive altruism and Genetic determinism), Enhancing Pro-social Behaviour
- d) Aggression: Definition, Causes (Personal, Socio-cultural and Situational)
- e) Prevention and control of aggression

- a) Definition, Nature and Functions of Attitudes
- b) Formation and Change of Attitudes
- c) Measurement of Attitudes (Thurstone, Likert and Bogardus Scales)
- d) Nature and origin of Prejudices; Acquisition and Reduction of Prejudices

- a) Meaning and Formation of Groups; Structure and Functions of Group
- b) Group Conformity, Group Cohesiveness, Compliance and Obedience, Group Decision Making,
- c) Leadership; Characteristics and Formation of leaders,
- d) Types of Leaders,
- e) Theories of Leadership: Trait, Situational, Interactional and Contingency approaches to Leadership.

Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G. (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kool V.K. & Agrwal Rita (2006). *Applied Social Psychology: A Global Perspective*. Atlantic Publishers and Distributions, New Delhi

Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.

Sharma R K & Sharma R (2013). *Social Psychology*, Atlantic Publisher.

Singh A K (2015). *Social Psychology*. PHI Learning Private Limited

B. A. V SEMESTER

PRACTICAL: (Conduct Any Five)

1. Self concept
2. Self-efficacy
3. Social Competence
4. Measurement of attitudes
5. Social distance scale
6. Aggression Scale
7. Social Maturity
8. Self-confidence
9. Assessing Leadership Behaviour
10. Altruistic Personality Scale

STATISTICS: Measures of Variability: Standard Deviation and Variance for grouped and ungrouped data and its application.

B.A. Semester - V
PSYCHOLOGY
As Discipline SPECIFIC ELECTIVE (DSE) under CBCS
5b

(Choose any one)
Title of paper: ORGANIZATIONAL BEHAVIOR-DSE-1E

Total 60 Hrs / Semester

Objective:

- To enable students understand both the individual and organizational factors contributing to satisfaction and efficiency at workplace

Learning Outcomes:

- Students will be able to understand and identify Organizational Concepts.
- Students will be able to identify and analyse factors contributing to Organizational efficiency
- Students will be equipped with skills to identify and manage work related problems and stress

Unit1	INTRODUCTION	18Hrs
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- a) Meaning, definition and fundamental concepts of Organizational Behavior
- b) Historical context of Organizational behavior (Scientific Management, Human Relations Movement)
- c) Scope and Opportunities for organizational behavior.
- d) Organizational Structures: Definition; Concepts of Organizational Structures,
- e) Types of organizational structures: Classical- Bureaucracy and Matrix; Modern - Virtual and Boundaryless;
- Structural differences - i) Strategy ii) Organization size iii) Technology iv) Environment

Unit2	THE INDIVIDUAL IN THE ORGANIZATION	18Hrs
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- a) Personality and Values: Nature and measurement of personality, Nature, Types and Importance of values, Linking Individual's Personality and Values in the work place.
- b) Job attitudes- Job satisfaction- Factors, Impact of Job satisfaction in the work place, Organizational commitment, Importance of Attitudes in work place diversity
- c) Employee Motivation: Maslow and Herzberg's theory of Motivation, Process theories of motivation: Vroom's Expectancy theory.

Unit3	LEADERSHIP IN ORGANIZATION	12Hrs
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- a) Nature and Types of leadership,
- b) Approaches to leadership: Behavioral theories, Contingency theories,
- c) Understanding work teams: Nature of teams, potential team problems, process and skills used in team building, characteristics of mature teams,
- d) Type of Team: self managing teams and virtual teams.

- a) Communication: Objectives of Communication; Communication model,
- b) Types of Communication: (a) Downward Communication (b) Upward Communication. c) Other Forms of Communication: Lateral Communication and Electronic Communication. d) Informal Communication – Grapevine Communication, Rumour,
- c) Barriers of communication
- d) Work Stress–Definition, Sources of Stress, Stress Management Strategies.

Readings:

Aswathappa, K (1999)., **Organizational Behaviour**, Himalaya Publishing House. Fourth edition

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Dwivedi R.S. (2001): Human Relations and Organizational Behaviour.

Fred Luthans (2005) *Organizational Behavior*, McGraw Hill

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Greenberg J (2012). *Behaviour in Organizations* 10th edition PHI Learning Pvt Ltd ND

Kandolkar V.G., *Organizational Behavior*: New Age International Publishers, New Delhi

Schultz, D.P. and Schultz E.S. (2013). *‘Psychology and Work Today’*, Pearson India

Robbins S P and Judge T A (2015). *Organizational Behaviour: concepts, controversies and application*. Prentice Hall of India, New Delhi (16th edition).

B. A. V SEMESTER

PRACTICALS (Conduct any five)

- 1 Level of Aspiration
- 2 Risk taking questionnaire
- 3 Tweezer dexterity/Finger dexterity
- 4 Work Motivation
- 5 Muscular fatigue
- 6 Mental fatigue
- 7 Vocational Interest/ Vocational Maturity Test
- 8 Occupational Stress
- 9 Environmental Orientation value scale
- 10 Personality Inventory

STATISTICS: Correlation 1) Spearman's Rank difference method 2) Spearman's Foot-rule method and its application

B.A. Semester - V
PSYCHOLOGY
As Discipline SPECIFIC ELECTIVE (DSE) under CBCS
5c

(Choose any one)
Title of paper: **HEALTH PSYCHOLOGY- DSE-1E**
Total 60 Hrs / Semester

Objectives

- To understand the relationship between psychological factors and physical health and learn how to enhance well-being
- To understand the impact of stress on health
- To maintain ones' health learn how to enhance well-being

Learning Outcomes:

- The students can understand the relationship between psychological factors and physical health and learn how to enhance well-being
- The students will be able to realize the relation between stress and health
- The students will experience well being and provide assistance maintain ones' health

UNIT 1 INTRODUCTION 18 hours

- a) Health Psychology- definition, nature, scope and goals
- b) Components of health: social, emotional, cognitive, physical and spiritual aspects
- c) Mind-body relationship, Biomedical and Bio-psycho-social models of health
- d) Methods - Experiments, Correlational studies, prospective and retrospective study
- e) The Placebo in Treatment and Research

UNIT 2 BEHAVIOR AND HEALTH 14 hours

- a) Characteristics of health behavior, Factors influencing health behaviors; barriers to health behavior
- b) Health enhancing behaviors: Exercise - types and benefits, effects on psychological health, Nutrition, sleep, hygiene and safety.
- c) Health Compromising behavior: Smoking, Alcoholism, Drug

UNIT 3 STRESS 14 hours

- a) Nature and sources of stress; Theories of Stress – Selye's and Lazarus's; Subjective correlates of stress.
- b) Stress and Disease - Effects of stress on physical and mental health
- c) Nature of coping, coping strategies Moderators of Stress: coping with stress, social support and Management of Stress

UNIT 4 Managing Chronic Illness 14 hours

- a) Diabetes, Hyper tension, CVD
- b) Yoga; Mindfulness, meditation
- c) Resilience, Happiness and Quality of life

Readings:

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.
Brannon, L., Feist, J., & Updegraff, J. A., (2014). *Health Psychology: An Introduction to Behavior and Health*, 8th Ed. Cengage Learning.
Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling
Sarafino, E. P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.

B. A. V SEMESTER**PRACTICALS: (conduct any five)**

1. EPI
2. Type A –Type-B Personality
3. Academic Stress Scale
4. Anxiety scale
5. Subjective Well Being Scale
6. GHQ
7. Coping Strategies (COPE)
8. Assessment of Eating Scale
9. Perceived stress scale

STATISTICS : Correlation 1) Spearman's Rank difference method 2) Spearman's Foot-rule method

B.A. Semester - VI
PSYCHOLOGY
As Discipline SPECIFIC ELECTIVE (DSE) under CBCS
6a

(Choose any one)

Title of paper: ABNORMAL PSYCHOLOGY DSE – 1F

Total 60 Hrs / Semester

OBJECTIVES:

- To acquaint students with the recent understand and classification of abnormality
- To help students acquire knowledge about the clinical pictures of various types of psychological disorders

Learning outcomes:

- The students will be able to understand the abnormality and classification
- The students will understand the clinical pictures of various types of psychological disorders

UNIT I INTRODUCTION 16 hours

- a) Definition of Abnormality, Historical background, misconceptions about abnormality.
- b) Criteria of abnormality-Statistical, Social, Personal discomfort, maladaptive behavior, deviation from an ideal.
- c) Classification of Abnormal Behavior- DSM 5 and ICD.
- d) Perspectives – Biological, Psychoanalytic, Behavioristic, Cognitive, Humanistic.

UNIT II ANXIETY BASED AND SOMATOFORM DISORDERS 16 hours

- a) Specific phobia, Social anxiety disorder (social phobia), Generalized anxiety disorder: Criteria, Clinical Picture, Causes and treatment
- b) Obsessive-Compulsive disorder: Criteria, Clinical Picture, Causes and treatment.
- c) Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder: Criteria, Clinical Picture, Causes and treatment

UNIT III MOOD DISORDERS 16 hours

- a) Bipolar disorders- bipolar disorders (I&II), Cyclothymic Disorder: Criteria, Clinical Picture, Causes and treatment
- b) Unipolar mood disorders- Major Depressive Disorder, (single and recurrent episode) Persistent Depressive Disorder, Dysthymia - Criteria, Clinical Picture, Causes and treatment

UNIT IV SCHIZOPHRENIA & DELUSIONAL DISORDER 12 hours

- a) Schizophrenia: Criteria, Types, Clinical Picture, Causes and treatment.
- b) Delusional disorder: Criteria, Clinical Picture, Causes and treatment.
- c) Sexual dysfunction

Readings:

- 1) Black, D. W., & Grant, J. E., (2017). *DSM-5 Guidebook, The Essential Companion to the Diagnostic and Statistical Manual of Mental Disorders, 5th Ed.* American Psychiatric Publishing.
- 2) American Psychiatric Association. (2013). *Diagnostic And Statistical Manual Of Mental Disorders 5th Ed.* DSM-5. American Psychiatric Publishing.
- 3) Barlow, D. H., & Durand V, M. (2012). *Abnormal Psychology: An Integrative Approach, 6th Ed.* Wadsworth, Cengage Learning.
- 4) Butcher, J. N., Hooley, J. M., Mineka, S. M. & Nock, M. K., (2018). *Abnormal Psychology, 17th Edition.* Pearson.

B.A. VI SEMESTER**PRACTICALS:** (Conduct any Five)

1. Assessment of Anxiety
2. Defense Mechanism Scale
3. Rorschach Ink Blot Test
4. Verbal Frustration Test/ Reactions to Frustration
5. Beck's Depression Scale
6. Suicidal ideation Scale.
7. MMPI
8. Brief symptoms Inventory
9. TAT

STATISTICS: t test and its application

B.A. Semester - VI
PSYCHOLOGY
As Discipline SPECIFIC ELECTIVE (DSE) under CBCS
6b

(Choose any one)

Title of paper: COUNSELING PSYCHOLOGY DSE –1F

Total 60 Hrs / Semester

Objective:

- To familiarize students with basic concepts and issues of Counseling
- To provide a comprehensive overview and general understanding of Counseling

Learning Outcomes:

- * The students will understand the To familiarize students with basic concepts and issues of Counseling.
- * . The students will comprehend the process of counseling in various settings

UNIT I : INTRODUCTION (14 hours)

- a) Definition, Needs and goals of counseling; Difference between Counseling, Guidance and Psychotherapy.
- b) Professional issues, Ethics, Education and Training of the counselor.
- c) Qualities and Practical skills of a good Counselor

UNIT II : COUNSELING PROCESS (14 hour)

- a) Stages of Counseling - Relationship building, Assessment and diagnosis, Goals setting, Intervention and problem solving, Evaluation, Termination and follow-up
- b) Counseling interview,
- c) Psychological tests used in counseling : Aptitude, Interest, Intelligence and Personality

UNIT III : THEORIES AND TECHNIQUES OF COUNSELING (18 hours)

- a) Psychodynamic approach: Freudian and Adlerian
- b) Behavioristic approach- Operant Conditioning, Behavior modification.
- c) Humanistic approach: Person Centered
- d) Cognitive approach – Beck's and Ellie's.
- e) Indian Contribution: Yoga and Meditation.

UNIT IV : COUNSELING IN APPLIED SETTINGS (14 hours)

- a) Special areas of Counseling-Adolescence Counseling; Counseling Drug Addicts, Counseling people with Suicidal tendencies,
- b) Family counseling,
- c) Career Counseling,
- d) Crisis Counseling.

Readings:

- Corey, G., (2019). *Theory and Practice of Counseling and Psychotherapy*, 10th Ed. Cengage Learning India.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
- Rao, S., N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole, Cengage Learning.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

B.A. VI SEMESTER

PRACTICALS :(Conduct Any Five)

- 1) Bhatia's Performance test of Intelligence
- 2) Big five personality test/16 PF Questionnaire
- 3) Behaviour problem checklist
- 4) Mental health problems
- 5) Psychological well being
- 6) Inferiority scale
- 7) State- Trait Anxiety scale
- 8) Youth problem inventory

STATISTICS: t -test and its application

B.A. Semester - VI

PSYCHOLOGY

As Discipline SPECIFIC ELECTIVE (DSE) under CBCS

6c

(Choose any one)

Title of paper: PROJECT /DISSERTATIONDSE-1F

Total 60 Hrs / Semester

V SEMESTER
SKILL ENHANCEMENT COURSE-1E
PSYCHOLOGY FOR BETTER LIFE: 30 hrs / sem

Objectives:

- To enable students to understand the importance of self awareness and its application for better living
- To equip students with effective coping strategies to face every adversities of life

Learning outcomes:

- The students will be equipped with self awareness and its application for better living.
- The students will be equipped with effective coping strategies to face every adversities of life

Unit 1	SELF DEVELOPMENT	15 Hours
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- a) Understanding Self: Self concept and self- esteem
- b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, goal setting, building self-confidence
- c) Self presentation strategies and Achieving self control

Unit 2	COPING STRATEGIES	15 Hours
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- a) Appraisal focused coping strategies: Reducing Catastrophic Thinking, Building Assertiveness.
- b) Problem focused coping strategies: Using Systematic problem solving, Time management Techniques
- c) Emotion focused coping strategies: Enhancing emotional intelligence- Emotion expression, forgiveness, Exercising, Using Meditation and Relaxation Techniques

Readings:

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st century*. (10th ed.). USA: Thomson Wadsworth

VI SEMESTER
SKILL ENHANCEMENT COURSE-1F
SKILLS AND SUSTAINABILITY: A PSYCHOLOGICAL PERSPECTIVE

Objectives:

- To prepare students with to understand the importance of self awareness and its application for better living
- To effective coping strategies to face every adversities of life

Learning Outcomes:

- The student will understand the importance of self awareness and its application for better living
- 2. The students will understand the use of psychological constructs to sustain in a society.

<u>Unit 1</u>	<u>CAREER SKILLS</u>	<u>15 Hours</u>
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- a) Choosing a career : Activities and Exercises
- b) Employability Skills: Interpersonal Skill- Meaning, components and Techniques to improve interpersonal skills with activities.
- c) Team Work Skills: Activities and Exercises
- d) Communication Skills: Speaking, Listening Skill, Writing Skill, Body language

<u>Unit 2</u>	<u>TOWARDS SUSTAINABLE SOCIETY</u>	<u>15 Hours</u>
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- a) Social Support, Altruism, Empathy, forgiveness and Gratitude
- b) Resilience, Happiness and Life satisfaction
- c) Environmental Sustainability and Psychology

Reading:

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. New York: Routledge

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st century*. (10th ed.). USA: Thomson Wadsworth

**V SEMESTER
GENERIC ELECTIVE
ESSENCE OF PSYCHOLOGY**

Objective:

- Understand the nature of human behavior and its' components
- To emphasize the role of Psychology in learning to adapt.

Learning Outcomes:

1. The Students will Understand the nature of human behavior and its' components
2. The students will understand the role of Psychology in learning to adapt.

UNIT 1 INTRODUCTION TO PSYCHOLOGY 15 hours

- a) What is psychology: Understanding mind and behaviour, Branches of psychology, Relevance of psychology, Role of a psychologist
- b) Emotions, importance and types
- c) Motivation: Nature and Process

UNIT 2 PSYCHOLOGY IN EDUCATION 15 hours

- a) Learning - types of learning: Trial and Error, Operant and Observational
- b) Memory and forgetting: Techniques to enhance learning and memory
- c) Creative Thinking, reasoning, decision making

Readings:

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

Ciccarelli, S. K. & White, J. N. (2017). *Psychology*, 5th Ed. Pearson.

Feldman, R. S. (2017). *Understanding Psychology*. 12th Ed. McGraw Hill, New Delhi.

Weiten, W. & Lloyd, M. A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st century*. (10th ed.). USA: Thomson Wadsworth

VI SEMESTER
GENERIC ELECTIVE
PSYCHOLOGY FOR LIVING

Objective:

- Appreciate the relevance of psychology in understanding oneself & the world outside

Learning Outcomes;

- The students will learn to appreciate the relevance of psychology in understanding oneself & the world outside

UNIT 1 SOCIAL DYNAMICS OF PSYCHOLOGY 15 hours

- a) Interpersonal communication, nonverbal communication
- b) Effective listening skills
- c) Assertive communication style
- d) Leadership styles, prejudice and stereotypes
- e) The power of Social Pressures

UNIT 2 PSYCHOLOGY FOR HEALTH AND WORK 15 hours

- a) Health enhancing behaviours - exercise, nutrition and meditation
- b) Attitudes at work, job satisfaction
- c) Work stress and coping mechanism
- d) Work family Balance

Readings:

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

Ciccarelli, S. K. & White, J. N. (2017). *Psychology*, 5th Ed. Pearson.

Feldman, R. S. (2017). *Understanding Psychology*. 12th Ed. McGraw Hill, New Delhi.

Weiten, W. & Lloyd, M. A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st century*. (10th ed.). USA: Thomson Wadsworth

GENERAL PATTERN OF THEORY QUESTION PAPER FOR ALL THE SEMESTERS
for DSC and DSE

1. Question number 1-12 carries 2marks to answer any 10 questions : 20 marks
 2. Question number 13-21 carries 5marks to answer any 6 questions : 30 marks
 3. Question number 22-26 carries 10marks to answer any 3 questions : 30 marks
- Total: 80 marks

GENERAL PATTERN OF THEORY QUESTION PAPER FOR ALL SEC and GE

1. Question number 1-6 carries 2marks to answer any 5 questions : 10 marks
2. Question number 7-12 carries 5marks to answer any 4 questions : 20 marks
3. Question number 13-14 carries 10marks to answer any 1 questions : 10marks

Total: 40 marks

Practical batches:

Mark: 40 Marks for examination a + 10 marks for journals records as a internal assessment

40 marks for exam: Plan and procedure	10
Conducting one experiment	10
Results and discussion	5
Viva	5
Statistics	10
Total	40

PROJECT EVALUATION

1. Report - 80
2. Viva - 20

Total - **100 Marks**

Note: a) Minimum 75% of attendance is compulsory for both theory and practicals

b) Writing of Journal is compulsory

c) The Department Council will prevail upon the Papers to be allotted to the students.