



# SYLLABUS

Core, Complementary  
& Open Courses

# UG PROGRAMME IN PSYCHOLOGY

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Under Choice Based Credit Semester

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**FAROOK  
COLLEGE**  
(AUTONOMOUS)

## **CERTIFICATE**

I hereby certify that the documents attached are the bonafide copies of the syllabus of Core Courses offered to B.Sc. Psychology programme and Complementary & Open Courses offered by the Department of Psychology to be effective from 2022 admission onwards.

Principal

Date:  
Place: Farook College

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## PROGRAMME SPECIFIC OUTCOMES (PSO)

Upon completion of B.Sc. Psychology programme, the students will be able to:

- PSO 01** Understand the scientific methods, basic psychological processes and various perspectives in Psychology.
- PSO 02** Analyze and evaluate the psychological process behind human behavior in social, community, clinical and organizational setting.
- PSO 03** Practice scientific inquiry and critical thinking in the process of understanding human behavior and relate with current needs of the society in the area of mental health.
- PSO 04** Conceptualize the importance and role of experimental, developmental, clinical, counselling, health and positive psychology.
- PSO 05** Develop skills of observation and scientific reporting in psychology; trained in planning and conducting a psychological experiment. Able to administer, analyze and interpret results from various psychological tools.
- PSO 06** Create basic skills in conducting scientific research
- PSO 07** Apply ethical standards to evaluate psychological science and practice.
- PSO 08** Create a project report which connect the theories and ideas from the curriculum and help to build up a skill set for career development.

## SCHEME OF THE PROGRAMME

Credit and Mark Distribution in Each Semester

Total Credits: 140

Semester	Course	Credit	Internal Mark	External Mark	Total Mark
<b>I</b>	Common course: English	3	15	60	75
	Common course: English	3	15	60	75
	Common course: Additional Language	4	20	80	100
	Core Course 1: Basic themes in Psychology-I	3	15	60	75
	Complementary course: Human Physiology -I	3	15	60	75
	Complementary course: Descriptive statistics	3	15	60	75
	Audit Course: Environment studies	4			
	<b>Total</b>		<b>23</b>		
<b>II</b>	Common course: English	4	20	80	100
	Common course: English	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 2: Basic themes in Psychology-II	3	15	60	75
	Complementary course: Human Physiology -II	3	15	60	75

	Complementary course: Regression analysis and probability theory	3	15	60	75
	Audit Course: Disaster Management	4			
	<b>Total</b>	<b>25</b>			<b>525</b>
III	Common course: English	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 3: Psychological Measurement and Testing	3	15	60	75
	Experimental Psychology Practical –I (continued in the fourth semester)	*			
	Complementary course: Human Physiology - III	3	15	60	75
	Complementary course: Probability distributions and parametric tests	3	15	60	75
	Audit Course: Human Rights/Intellectual Property Rights/ Consumer Protection	4			
	<b>Total</b>	<b>21</b>			<b>425</b>
IV	Common course: English	4	20	80	100
	Common course: Additional Language	4	20	80	100
	Core Course 4: Individual Differences	3	15	60	75
	Core Course 5: Experimental Psychology Practical –I	4	20	80	100
	Complementary course: Human Physiology-IV	3	15	60	75
	Complementary course: Statistical techniques for Psychology	3	15	60	75
	Audit Course: Gender Studies/Gerontology	4			
	<b>Total</b>	<b>25</b>			<b>525</b>
V	Core Course 6: Abnormal Psychology-I	3	15	60	75
	Core Course 7: Social Psychology	2	15	60	75

	Core Course 8: Developmental Psychology -I	3	15	60	75
	Core Course 9: Psychological Counseling	3	15	60	75
	Core Course 10: Health Psychology	3	15	60	75
	Open course	3	15	60	75
	<b>Total</b>	<b>17</b>			<b>450</b>
VI	Core Course 11: Abnormal Psychology II	3	15	60	75
	Core Course 12: Applied Social Psychology	3	15	60	75
	Core Course 13: Developmental Psychology II	3	15	60	75
	Core Course 14: Life Skill Education: Applications and training	3	15	60	75
	Elective Course: Organizational Behavior	3	15	60	75
	Elective Course: Psychology of Criminal Behavior				
	Elective Course: Positive Psychology				
	Elective Course: Educational Psychology				
	Elective Course: Cognitive Psychology				
	Elective Course: Foundations of Behavioral science	4	20	80	100
	Core Course 15L: Experimental Psychology Practical –II				
	Core Course 16: Experimental Psychology Practical- III				
	Project Work	2	15	60	75
<b>Total</b>	<b>25</b>			<b>650</b>	
	<b>Grant Total for All Semesters (with Audit Courses)</b>	<b>136</b>			<b>3050</b>
English	22			550	



Additional Language	16				400			
Complementary Course: Human Physiology	12				300			
Complementary Course: Psychological Statistics	12				300			
Core Course:	50				1275			
Elective Course:	3				75			
Open Course	3				75			
Project	2				75			
<i>Audit Course</i>	16				-			
<i>Extra Credit Activities</i>	4				-			
<b>Total</b>	<b>140</b>				<b>3050</b>			
<b>Semester</b>	<b>Common Course</b>	<b>Core Course</b>		<b>Complementary Course</b>	<b>Open Course</b>	<b>Project</b>	<b>Audit Course</b>	<b>Total</b>

## Credit Distribution

	English	Additional language		Elective	Human Physiology	statistics	e			
1	3+3	4	3		3	3			4	<b>23</b>
2	4+4	4	3		3	3			4	<b>25</b>
3	4	4	3		3	3			4	<b>21</b>
4	4	4	3+4		3	3			4	<b>25</b>
5			3+2+3+3+3				3			<b>17</b>
6			3+3+3+3+4+4	3				2		<b>25</b>
<b>Total</b>	<b>22</b>	<b>16</b>	<b>50</b>	<b>3</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>16</b>	<b>136</b>
Extra Credit Activities										<b>4</b>
Grand Total = (120 + 16 Audit Courses + 4 Extra Credit Activities)										<b>140</b>

## CORE COURSE STRUCTURE

Total Credits: 58 (Internal: 20%; External: 80%)

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Credit	Marks
I	BPS1B01	Core Course I: BASIC THEMES IN PSYCHOLOGY-I	4		3	75
II	BPS2B02	Core Course II: BASIC THEMES IN PSYCHOLOGY-II	4		3	75
III	BPS3B03	Core Course III: PSYCHOLOGICAL MEASUREMENT AND TESTING	3		3	75
IV	BPS4B04	Core Course IV: INDIVIDUAL DIFFERENCES	3		3	75
	BPS4B05L	Core Course V: EXPERIMENTAL PSYCHOLOGY PRACTICAL I	4		4	100
V	BPS5B06	Core Course VI: ABNORMAL PSYCHOLOGY- I	3		3	75
	BPS5B07	Core Course VII: SOCIAL PSYCHOLOGY	4		2	75
	BPS5B08	Core course VIII: DEVELOPMENTAL PSYCHOLOGY –I	3		3	75
	BPS5B09	Core Course IX: PSYCHOLOGICAL COUNSELLING	3		3	75
	BPS5B10	Core Course X: HEALTH PSYCHOLOGY	3		3	75
VI	BPS6B11	Core Course XI: ABNORMAL PSYCHOLOGY-II	4		3	75
	BPS6B12	Core Course XII: APPLIED SOCIAL PSYCHOLOGY	4		3	75
	BPS6B13	Core Course XIII: DEVELOPMENTAL PSYCHOLOGY –II	3		3	75
	BPS6B14	Core Course XIV: LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.	3		3	75
	BPS6B15L	Core Course XV: EXPERIMENTAL PSYCHOLOGY PRACTICAL II	3		4	100
	BPS6B16L	Core Course XVI: EXPERIMENTAL PSYCHOLOGY PRACTICAL III	3		4	100
	BPS6B17P	Core Course XVII: PROJECT	3		2	75
<b>Total</b>					<b>52</b>	<b>1350</b>

## OPEN COURSE STRUCTURE

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Credit	Marks
<b>V</b>	BPS5D01	Open Course I: PSYCHOLOGY AND PERSONAL GROWTH	3		3	75
	BPS5D02	Open Course II: LIFE SKILL APPLICATIONS				
	BPS5D03	Open Course III: CHILD AND ADOLESCENT MENTAL HEALTH				

## ELECTIVE COURSE STRUCTURE

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Credit	Marks
<b>VI</b>	BPS6E-01	ELECTIVE COURSE I: ORGANISATIONAL BEHAVIOUR	3		3	75
	BPS6E-02	ELECTIVE COURSE II: PSYCHOLOGY OF CRIMINAL BEHAVIOR				
	BPS6E-03	ELECTIVE COURSE III: POSITIVE PSYCHOLOGY				
	BPS6E-04	ELECTIVE COURSE IV: EDUCATIONAL PSYCHOLOGY				
	BPS6E-05	ELECTIVE COURSE V: COGNITIVE PSYCHOLOGY				
	BPS6E-06	ELECTIVE COURSE VI: FOUNDATIONS OF BEHAVIOURAL SCIENCE				

## COMPLEMENTARY COURSE STRUCTURE (Offered to BA Sociology)

Total Credits: 8 (Internal: 20%; External: 80%)

Semester	Code No	Course Title	Hrs/ Week	Total Hrs	Credit	Marks
I	BPS1C01	Complementary Course I: PSYCHOLOGICAL PROCESSES I	3		2	50
II	BPS2C02	COMPLEMENTARY COURSE II: PSYCHOLOGICAL PROCESSES II	3		2	50
III	BPS3C03	COMPLEMENTARY COURSE III: PSYCHOLOGY OF ABNORMAL BEHAVIOR	3		2	50
IV	BPS4C04	COMPLEMENTARY COURSE IV: SOCIAL BEHAVIOR	3		2	50
Total					8	200

## CORE COURSE SYLLABUS

### SEMESTER 1

<b>COURSE CODE: BPS1B01</b>				
<b>CORE COURSE I: BASIC THEMES IN PSYCHOLOGY- I</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	4	15	60	75

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Gain</i> knowledge regarding basic psychological concepts and various theories in the field of attention, perception, consciousness and learning.	Understand	PSO1
CO2	<i>Interpret</i> human behaviour in a scientific way	Understand	PSO1
CO3	<i>Develop</i> appreciation about human behavior and mental processes.	Create	PSO2
CO4	<i>Illustrate</i> different research methods in psychology.	Apply	PSO5
CO5	<i>Analyze</i> various states of consciousness and evaluate the effects of consciousness altering drugs.	Analyze	PSO2
CO6	<i>Examine</i> different learning theories	Apply	PSO1

COURSE CONTENT	
<b>Module 1 Introduction</b>	<b>16 Hours</b>
<p>Psychology: A working definition. Goals of Psychology.</p> <p>Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.</p> <p>Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Development of Psychology in India. Major subfields of Psychology. Role of critical thinking in psychology. Psychology as a science: Essential components of the scientific method.</p> <p>Research Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; Correlational studies; Experimental method.</p>	
<b>Module 2 Attention and Perception</b>	<b>16 Hours</b>
<p>Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.</p> <p>Sensation and perception: Sensory receptors, transduction. Difference between sensation and perception: absolute threshold; difference threshold; just noticeable differences; signal detection theory; subliminal perception.</p>	

<p>Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top down processing.</p> <p>Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon.</p> <p>Perceptual constancies: size, shape, brightness constancies.</p> <p>Visual illusions; Theories of colour vision; Theories of auditory perception.</p>	
<b>Module 3 States of Consciousness</b>	<b>14 Hours</b>
<p>Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders. Dreams: psychodynamic, physiological; Activation synthesis model, and cognitive views.</p> <p>Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.</p>	
<b>Module 4 Learning</b>	<b>18 Hours</b>
<p>Concept of learning, Nature of learning, learning curve.</p> <p>Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.</p> <p>Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning Acquisition; Forward conditioning, simultaneous conditioning and backward conditioning, Higher order conditioning, Extinction, Reconditioning, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.</p> <p>Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning. Cognitive learning: sign learning, latent learning and Cognitive map, insight learning.</p> <p>Observational learning/ Modelling: Bobo doll experiment and basic processes.</p>	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

<b>MODE OF ASSESSMENT</b>
<b>Internal Assessment (15 Marks)</b>

a. Classroom participation (20%):	3 Mark
b. Test papers I (40%):	6 Mark
c. Assignment (20%):	3 Mark
d. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Mark</b>
Module I:	22
Module II:	19
Module III:	15
Module IV:	23

**REFERENCES:**

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.
3. Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
4. Coon,D.& Mitterer,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning
5. Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

**ADDITIONAL REFERENCES:**

1. Gerrig, R. J (2013) Psychology and Life (20th Edn) Boston: Pearson
2. Kuppaswamy, B. (1990). Elements of ancient Indian Psychology, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of Ind



## SEMESTER 2

<p><b>COURSE CODE:</b> BPS2B02</p> <p><b>CORE COURSE II:</b> BASIC THEMES IN PSYCHOLOGY- II</p>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	4	15	60	75

Course Outcomes	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Gain</i> knowledge regarding basic psychological concepts and various theories in the field of cognition, memory, motivation and emotion	Understand	PSO1
CO2	<i>Use</i> the basic concepts of psychological processes for thought, language, reasoning, problem solving and decision making.	Apply	PSO3
CO3	<i>Develop</i> appreciation about human behavior and mental	Create	PSO2

	processes.		
CO4	<i>Apply</i> the learnt information in the practical day today life	Apply	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Cognitive Processes</b>	<b>16 Hours</b>
<p>Cognition. Basic elements of Thought: Concepts; Types of concepts- logical, natural and prototypes; Propositions; Images.</p> <p>Reasoning: some basic sources of error, Deductive and inductive reasoning.</p> <p>Decision making: Heuristics- availability heuristics, representativeness heuristics, anchoring and adjustment heuristics. Escalation of Commitment.</p> <p>Problem solving: Types of problems, steps and barriers to effective problem solving, methods or strategies of problem solving- trial and error, heuristics, algorithm, forming sub goals, searching for analogies, changing the representation of the problem; Metacognitive Processing; Culture, cognitive style and problem solving.</p> <p>Creative thinking; Stages of creative thought; Convergent and divergent thinking.</p> <p>Language: Basic components of Language development, Theories of Language development; Social learning view, Language acquisition devise, Cognitive theory, Language and thought; Linguistic Relativity hypothesis (Whorfian hypothesis).</p>	
<b>Module 2 Memory</b>	<b>18 Hours</b>
<p>Key processes in memory: Encoding, Storage and Retrieval.</p> <p>Atkinson-Shiffrin Model (Information processing approach); Levels of processing model: Neural network model.</p> <p>Sensory memory: Iconic memory, echoic memory, haptic, olfactory and gustatory memory.</p> <p>STM; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.</p> <p>LTM; Types of LTM- Procedural memory, Declarative memory-semantic memory, episodic memory; Flash-bulb memory, tip of the tongue phenomenon.</p> <p>Implicit and explicit memory-priming.</p> <p>Measuring memory; Recall, Recognition, Relearning.</p> <p>Retrieval cues; Encoding specificity principle; Context dependent memory, State dependent memory; Serial position effect; Reconstructive memory; Source Monitoring; Reality Monitoring; Eyewitness testimony; False memory; Metamemory; Autobiographical memory.</p>	

<p>Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, interference, retrieval failure, motivated forgetting; Repression.</p> <p>Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics)- Acrostics and Acronyms, Narrative Methods, Rhymes, Link Method and Method of Loci.</p>	
<b>Module 3 Motivation</b>	<b>16 Hours</b>
<p>Motivation; A model of Motivation; Sources of Motivation-Drives, Incentives, Instincts.</p> <p>Intrinsic and extrinsic motivation.</p> <p>Theories of motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory Yerkes-Dodson's Law; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory, Attribution theory.</p> <p>Types of Motives; Biological motives and learned motives. The motivation of hunger and eating: Biological factors in the regulation of hunger; Environmental factors in the regulation of hunger: Sexual motivation; Hormones and human sexual behaviour; Sexual orientation.</p> <p>Social motives: Achievement motivation: Individual differences; situational determinants of achievement behaviour; Measuring achievement motivation. Affiliation motive; Power motive; Aggressive motive.</p>	
<b>Module 4 Emotion</b>	<b>14 Hours</b>
<p>Emotion: The elements of emotional experience; The cognitive component, The physiological component- autonomic arousal; The behavioural component; Primary emotions; Positive emotions.</p> <p>Emotion and the brain; Physiology and emotion; fight or flight, sudden death, lie detectors. Expression of emotions; Facial expressions, non-verbal cues and body language; Assessment of emotions.</p> <p>Theories of emotion: James-Lang theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion-Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis; Evolutionary theories of emotion.</p> <p>Culture and emotion. Subjective Well-Being.</p>	

### **MODE OF TRANSACTION**

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing

opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

#### MODE OF ASSESSMENT

##### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** Duration 2 Hours, No of Questions: 21

#### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	20
Module II:	23
Module III:	20
Module IV:	16

#### REFERENCES:

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.
3. Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
4. Coon,D.& Mitterer,J.O.(2013)Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning
5. Feldman, R. (2011). Understanding Psychology,10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

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1. Gerrig, R. J (2013) Psychology and Life (20th Edn) Boston: Pearson
2. Kuppuswamy, B. (1990). Elements of ancient Indian Psychology, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of Ind

## SEMESTER 3

<p><b>COURSE CODE –BPS3B03</b>  <b>CORE COURSE III: PSYCHOLOGICAL MEASUREMENT AND TESTING</b></p>				
Credit	Hours/week	Marks		
		Internal	External	Total

3	3	15	60	75
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### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No.
	Upon completion of this course, students will be able to;		
CO1	<i>Identify</i> different levels of measurement and various measurement tools which is basic of Psychometry.	Create and apply	PSO5
CO2	<i>Restate</i> the concept of well- being and identify its implications	Analyze	PSO3
CO3	<i>Recall</i> psychometric properties of a psychological test.	Remember	PSO5
CO4	<i>Memorize</i> various steps in test construction.	Remember and create	PSO1
CO5	<i>Instill</i> research attitude in students by teaching research fundamentals.	Evaluate	PSO6
CO6	<i>Outline</i> the ethical issues in psychological testing	Analyze	PSO5

<b>COURSE CONTENT</b>	
<b>Module 1: Introduction to Measurement and Scaling Techniques</b>	<b>12 Hours</b>
<p>Definition of measurement, Difference between measurement, assessment and evaluation, Scales and Inventory, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Functions of measurement, Distinction between psychological measurement and physical measurement, Problems in psychological measurements.</p> <p>Concepts of psycho physics: Threshold, Absolute threshold, Difference threshold, Weber's law, Fechner's law, Steven's power law, Psychophysical and Psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method Of Pair Comparison, Method Of Rank Order.</p>	
<b>Module 2: Nature and Use of Psychological Tests</b>	<b>10 Hours</b>
<p>Definition of psychological test, Historical perspective of psychological testing, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, Uses and limitations of psychological test, Ethical issues in psychological testing, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker.</p> <p>Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.</p>	
<b>Module 3: Test Construction and Administration</b>	<b>12 Hours</b>
<p>Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, Standardisation ,Preparation of manual, Meaning of Reliability, Types of reliability- Test –retest, Internal consistency, Alternate forms, Scorer reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity, Concept of Norms –norm referenced and criterion- referenced norms, types of norms- percentile, standard score, age equivalent, grade equivalent and T-score.</p>	
<b>Module 4: Basics of Psychological research</b>	<b>14 Hours</b>
<p>Meaning and characteristics of scientific research, types of research: descriptive /analytical, applied/fundamental, conceptual/empirical, qualitative/quantitative, other types.</p> <p>Research Process; identifying the problem-types of problems, reviewing the literature-sources of review, selecting variables, types- dependent, independent, extraneous variables, formulating hypothesis- types of hypotheses, formulating research design, Sampling- fundamentals and types of</p>	

sampling.

Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale; carrying out statistical analysis-difference between descriptive and inferential statistics; drawing conclusions.

Structure of a research report, APA style of writing research report

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- |                                   |        |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 3 Mark |
| b. Test papers I (40%):           | 6 Mark |
| c. Assignment (20%):              | 3 Mark |
| d. Seminar/ Viva (20%):           | 3 Mark |

**External Assessment (60 Marks):** Duration 2 Hours No. of Questions: 21

### MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I:	20
Module II:	19
Module III:	20
Module IV:	20

### REFERENCES:



1. Singh, A.K.(2008). Tests, Measurements and research Methods in Behavioural Sciences(3rd ed.). Patna: Bharati Bhawan Publishers
2. Chadha.N.K.,(2009).Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.
3. Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.).New Delhi: Prentice –Hall Of India.
4. Kaplan R. M.& Saccuzzo D. P,(2007), Psychological Testing –Principles, Applications And Issues. (6th Edition).New Delhi Thomson And Warsworth.

#### **ADDITIONAL REFERENCES**

1. Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2nd ed.). India: Repro India Limited
2. Goodwin.C J.(2002). Research in Psychology: Methods and design (3rd ed.) New York: john iley 7Sons, Inc
3. Evans, A. N & Rooney, B. F. (2008).Methods in Psychological Research. USA: Sage Publications
4. Gregory,R.J .(2000).Psychological Testing: History, Principles, And Applications (3rd ed.) Boston: Allyn & Bacon.

<b>CORE COURSE</b>				
EXPERIMENTAL PSYCHOLOGY PRACTICAL I				
Credit	Hours/week	Marks		
		Internal	External	Total
*	2	*	*	*

**\*External examination will be conducted at the end of IVth semester**

### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Assess</i> Psychological attributes such as attention and perception.	Evaluate	PSO2
CO3	<i>Infer</i> the theoretical concepts through experiments	Analyze	PSO5
CO4	<i>Conduct</i> Psychological tests and experiments objectively.	Apply	PSO5
CO5	<i>Construct</i> brief reports based on the	Create	PSO7

<b>COURSE CONTENT</b>	
<b>EXPERIMENTS</b>	<b>32 Hours</b>
<p style="text-align: center;"><b>Attention</b></p> <ol style="list-style-type: none"> <li>1. Span of attention</li> <li>2. Set in attention</li> <li>3. Division of attention</li> <li>4. Distraction of attention</li> <li>5. Colour blindness test</li> <li>6. Depth perception</li> <li>7. Muscular Fatigue</li> <li>8. Problem solving (Tower of Hanoi)</li> </ol>	

*Each student is required to conduct a minimum of 4 experiments from the above experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure attention, perception and problem solving. Evaluation will be made at the end of fourth semester.*

### **MODE OF TRANSACTION**

**Demonstration**  
**Conducting the experiment**  
**Observation and Report writing**

### **MODE OF ASSESSMENT**

**Internal Assessment (20 Marks)**

- |  |         |
|--|---------|
| a. Lab Involvement and Attendance (40%): | 8 Mark  |
| b. Record (60%):                         | 12 Mark |

**REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K. (2004). Test measurements and methods in Behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co.Lt

## SEMESTER 4

### **COURSE CODE –BPS4B04**

#### **CORE COURSE IV: INDIVIDUAL DIFFERENCES**

Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Demonstrate</i> basic concepts and theories of intelligence and personality	Understand	PSO1
CO2	<i>Assess</i> the origins and types of intelligence testing	Evaluate	PSO5
CO3	<i>Organize</i> the tools used for personality and intelligence assessment	Apply	PSO5
CO4	<i>Distinguish</i> between aptitude and achievement tests	Analyse	PSO2

<b>COURSE CONTENT</b>	
<b>Module 1 Intelligence</b>	<b>12 Hours</b>
<p>Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford’s structure of intellect model, Thurstone’s –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Theory of J P Dass, Goleman’s emotional intelligence theory, Artificial Intelligence.</p>	
<b>Module 2 Assessment of intelligence, Aptitude and achievement</b>	<b>10 Hours</b>
<p>Assessment of intellectual abilities-history of assessment- Sir Francis Galton, Alfred Binet, Lewis Terman – concept of IQ, intelligence tests-Stanford-Binet intelligence scale, Wechsler scale. Kaufman’s Scale, Raven’s Progressive Matrices, Bhatia’s Test Of Intelligence, Seguin-Form Board Test, Extremes of intelligence</p> <p>Define Aptitude and Achievement, Distinction Between Aptitude Test And Achievement Test, Uses Of Achievement Tests, Types Of Aptitude Test- DAT, GATB, Sensory Tests, Motor Dexterity Test .</p>	
<b>Module 3 Personality</b>	<b>12 Hours</b>
<p>Concept of Personality, Psychodynamic approaches. Freud’s theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development. Jung: Structure of personality, Basic concepts in Individual Psychology of Adler. Horney: Basic anxiety, styles, feminist turn in psychoanalysis. Erickson’s Identity theory.</p> <p>Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits.</p> <p>Eysenck: dimensions of personality. Introduction to Humanistic perspective: Rogers, Maslow.</p>	
<b>Module 4 Assessment of Personality</b>	<b>14 Hours</b>
<p>Meaning and purpose of personality assessment. Tools of personality assessment -Self report inventories, Strength and weakness of self-report inventories, 16PF, MMPI, EPQ: General outline about these tests. Questionnaires and Inventories, Projective measures of personality – Strengths and weakness of projective tests, TAT, Other measures: Behavioral Observation and Interviews, situational tests. Measurement of interest- types of interest tests, Strong Interest Inventory. Strengths and Weaknesses of Projective tests.</p>	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing</p>

opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

#### MODE OF ASSESSMENT

##### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** Duration 2 Hours, No of Questions: 21

#### MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I:	20
Module II:	20
Module III:	15
Module IV:	24

#### REFERENCES:

1. Schultz, D.P. & Schultz, S.E. (2009). Theories of Personality (9th ed.). USA: Cengage Learning.
2. Passer M.W. & Smith R. E. (2007). Psychology-the science of mind and behaviour (3rd ed.). New Delhi: Tata McGraw Hill
3. Singh, A.K. (2008). Tests, Measurements and research Methods in Behavioural Sciences (3rd ed.). Patna: Bharati Bhawan Publishers
4. Gerrig R.J. & Zimbardo P.G. (2005). Psychology and Life (17th ed.). New Delhi: Pearson Education.
5. Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.). New Delhi: Prentice –Hall Of India.
6. Coon, D. (1983). Introduction to Psychology: Exploration and Application. New York: West Publishing Co.
7. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill

#### ADDITIONAL REFERENCES

1. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/ Cole Publishing Co.
2. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
3. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.
4. Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.

<b>COURSE CODE –BPS4B05L</b>				
<b>CORE COURSE V: EXPERIMENTAL PSYCHOLOGY PRACTICAL I</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
4	4	20	80	100

CO No.	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Assess</i> Psychological attributes such as memory and illusion.	Evaluate	PSO5
CO3	<i>Infer</i> the theoretical concepts through experiments	Analyze	PSO5
CO4	<i>Conduct</i> Psychological tests and experiments objectively.	Apply	PSO5
CO5	<i>Construct</i> brief reports based on the findings from the tests and experiments	Create	PSO6

<b>COURSE CONTENT</b>	
<b>EXPERIMENTS</b>	<b>32 Hours</b>
<p><b>Illusion</b></p> <ol style="list-style-type: none"> <li>1. Horizontal-Vertical illusion</li> <li>2. Muller-Lyer Illusion</li> </ol> <p><b>Memory</b></p> <ol style="list-style-type: none"> <li>3. Immediate memory span</li> <li>4. Working memory scale</li> <li>5. Children's memory scale</li> </ol>	

6. PGI Memory Scale

7. Weschler Memory Scale

Each student is required to conduct any of the above 4 experiments and submit record for evaluation at the end of the fourth semester. The list includes experiments that measure illusion and memory. Evaluation for Part I (III Sem) & Part II (IV Sem) will be made at the end of the fourth semester.

### **MODE OF TRANSACTION**

#### **Demonstration**

**Conducting the experiment**

**Observation and Report writing**

### **MODE OF ASSESSMENT**

#### **Internal Assessment (20 Marks)**

- |   |         |
|---|---------|
| a. Lab Involvement and Attendance (40%) | 8 Mark  |
| b. Record (60%):                        | 12 Mark |

#### **External Assessment (80 Marks)**

- |                                  |          |
|----------------------------------|----------|
| a. Introduction (12.5%)          | 10 Marks |
| b. Administration (25%)          | 20 Marks |
| c. Result and Discussion (31.2%) | 25 Marks |
| d. Record (18.7%)                | 15 Marks |
| e. Viva Voce (12.5%)             | 10 Marks |

### **REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Lt



## SEMESTER 5

<b>COURSE CODE – BPS5B06</b>				
<b>CORE COURSE VI: ABNORMAL PSYCHOLOGY- I</b>				
Credits	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

### Course Outcomes

CO No.	<b>Expected Course Outcome</b>	<b>Learning Domain</b>	<b>PSO No</b>
	Upon completion of this course, students will be able to;		
CO1	Enable students to illustrate the concepts of abnormal behaviour	Understand	PSO1
CO2	Develop awareness about different classification systems of mental disorders.	Apply	PSO3
CO3	Identify various common mental disorders	Analyze	PSO2

## COURSE CONTENT

<b>Module 1 Basic concepts abnormal behaviours</b>	<b>10 Hours</b>
<p>Abnormality: Indicators, Abnormal Psychology: definition, classification, Historical views of abnormal behaviours- demonology, god, magic, early philosophical conceptions, humanitarian approach and contemporary views. Classificatory system: ICD-DSM (various editions), advantages and disadvantages of classificatory system.</p>	
<b>Module 2 Anxiety, obsession, stress and their disorders</b>	<b>14 Hours</b>
<p>Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; Anxiety disorder: fear and anxiety. Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.</p> <p>Obsessive, compulsive and related disorders: Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation</p> <p>Trauma and stress related disorders: PTSD, acute stress disorder, adjustment disorder</p>	
<b>Module 3 Mood disorders</b>	<b>8 Hours</b>
<p>Unipolar disorder: major depressive disorder, persistent depressant disorder, Specifiers of MDD</p> <p>Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia</p> <p>Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury</p>	
<b>Module 4 Somatic symptom and dissociative disorder</b>	<b>16 Hours</b>
<p>Somatic Symptom and related disorders: somatic symptom disorder, conversion disorder, illness anxiety disorder, factitious disorder Conversion Disorder</p> <p>Dissociative Disorders - Depersonalization/ Derealisation Disorder, Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID).</p>	

## MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

<b>MODE OF ASSESSMENT</b>	
<b>Internal Assessment (15 Marks)</b>	
a. Classroom participation (20%):	3 Mark
b. Test papers I (40%):	6 Mark
c. Assignment (20%):	3 Mark
d. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Mark</b>
Module I:	20
Module II:	19
Module III:	15
Module IV:	25

**REFERENCES:**

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A : Pearson Education, Inc.
2. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). Newyork : Harper Collins College Publishers.
3. Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). Newyork : W. W. Norton & Company, Inc.
4. Sadock, B. J., Sadock, V.A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry ( 11th ed.). U.S.A: Wolters Kluwer.

<b>COURSE CODE –BPS5B07</b>				
<b>CORE COURSE VII: SOCIAL PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
2	4	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning	PSO No
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	Upon completion of this course, students will be able to;	<b>Domain</b>	
CO1	<i>Enumerate</i> the historical and scientific origin and development of Social Psychology.	Remember	PSO2
CO2	<i>Demonstrate</i> the ability to state the fundamental principles of social psychology	Understand	PSO1
CO3	<i>Illustrate</i> the basic psychological theories, principles, and concepts explaining social perception, attitude formation, group processes, pro-social behavior, conformity/obedience and stereotyping/prejudice	Analyze	PSO3
CO4	<i>Appraise</i> the outcomes of various social situations through application of social psychology principles	Evaluate	PSO5

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to Social Psychology</b>	<b>8 Hours</b>
<p>Definition, Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Research Methods in social psychology - Systematic observation, Correlation, Experimental method.</p>	
<b>Module 2 Social Cognition and Social perception</b>	<b>17 Hours</b>
<p>Social Cognition: Schemas- Mental frame works for organizing social information, Impact of schemas on social cognition: Attention, Encoding and Retrieval. Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.</p> <p>Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.</p> <p>Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.</p> <p>Impression formation and impression Management.</p>	
<b>Module 3 Attitude, Group and Social Influence</b>	<b>13 Hours</b>
<p>Attitude and behaviour - Definition, nature, components, functions and formation of attitudes. Groups: nature and functions, social facilitation, social loafing.</p> <p>Social influence: Conformity, Factors affecting conformity. Compliance: Underlying principles and tactics. Obedience and destructive obedience</p>	
<b>Module 4 Interpersonal attraction and prosocial behaviour</b>	<b>10 Hours</b>
<p>Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.</p> <p>Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism.</p>	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing</p>

opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration 2 Hours, No of Questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	12
Module II:	27
Module III:	22
Module IV:	18

#### REFERENCES:

1. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). Social Psychology, 14 th ed. New Delhi: Pearson Education.
2. Baron, R.A., & Byrne, D. (2002). Social Psychology, 10th ed. New Delhi: Pearson Education.
3. Chaube, S.P., & Chaube, A. (2006). Groundwork for Social Psychology (Vol.1). Hyderabad: Neelkamal Publications Pvt.Ltd.
4. Feldman, R.S. (2001). Social Psychology, 3rd ed. N J. Pearson Education.
5. Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). Social Psychology. Australia: Thomson Wadsworth Publication.
6. Myers, D.G. (1999). Social Psychology, 10 thed. New Delhi : Pearson Education

7. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage

<b>COURSE CODE –BPS5B08</b>				
<b>CORE COURSE VIII: DEVELOPMENTAL PSYCHOLOGY –I</b>				
Credits	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Explain</i> different stages of prenatal development	Understand	PSO1
CO2	<i>Appraise</i> researches done in the field of Developmental Psychology	Evaluate	PSO2
CO3	<i>Describe</i> the physical, social, cognitive and emotional nature of developmental stages.	Analyze	PSO4
CO4	<i>Critically</i> evaluate each person's development stages and pros and cons related to development.	Evaluate	PSO4
CO5	<i>Apply</i> theories of developmental psychology and their practical implications.	Apply	PSO3

#### COURSE CONTENT

<b>Module 1: Introduction and theories to Life Span Development</b>	<b>10 Hours</b>
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Historical foundation of developmental psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social learning, Vygotsky's Periods of Development and Erikson's Theory. Developmental tasks of each stage of development. Basic Research Methods in Developmental Psychology.	
<b>Module 2: Prenatal Development</b>	<b>14 Hours</b>
Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short-term use of Teratogens- Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects. Post partum period- physical, emotional adjustment.	
<b>Module 3: Physical Development</b>	<b>10 Hours</b>
Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical and brain development from childhood to adolescence. Physical condition and health issues in early & middle adulthood.	
<b>Module 4: Cognitive Development</b>	<b>14 Hours</b>
Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Language development: Prelinguistic, Phonological, Semantic, Grammatical and Pragmatic Development. Chomsky's LAD. Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development, Sternberg Cognitive Development of middle adulthood.	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (15 Marks)**

- e. Classroom participation (20%): 3 Mark
- f. Test papers I (40%): 6 Mark



g. Assignment (20%):	3 Mark
h. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration: 2 Hours, No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Marks</b>
Module I:	15
Module II:	24
Module III:	16
Module IV:	24

#### **REFERENCES**

1. Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd.
2. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company.
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.
4. Santrock, J.E (2007) Child Development (2nd ed) New Delhi: Tata McGraw Hill Publishing Company.

<b>COURSE CODE –BPS5B09</b>				
<b>CORE COURSE IX: PSYCHOLOGICAL COUNSELLING</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### **Course Outcomes**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning</b>	<b>PSO No</b>
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	Upon completion of this course, students will be able to;	<b>Domain</b>	
CO1	<i>Explain</i> the importance and application of psychological counselling.	Understand	PSO1
CO2	<i>Invent</i> the basic skills necessary for psychological counselling.	Create	PSO3
CO3	<i>Contrast</i> different counselling approaches used.	Evaluate	PSO4
CO4	<i>Judge</i> ethical issues in counselling.	Apply	PSO7

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to counselling</b>	<b>16 Hours</b>
<p>Counselling: Definition, Counselling as a helping relationship, Counselling and Psychotherapeutics, Counselling and Guidance, Goals of counseling, Variables affecting Counselling, Personality character of Counselor, Counsellor attitude, Counselee factors. Characteristics of an effective counsellor, psychological test and counselling.</p> <p>Models of Counselling skills: Helping skill model; Exploration, Insight and Action. Skilled helper model; Outline of the three stages, Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals, Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation.</p>	
<b>Module 2 Approaches to Counselling</b>	<b>8 Hours</b>
<p>Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Feminist approach, Eclectic approach.</p>	
<b>Module 3 Counselling Skills and Techniques</b>	<b>14 Hours</b>
<p>Preparation for counselling, client counsellor relationship, Content and process of counselling: Skills in counselling; Uses of skills; Nonverbal skills (SOLER), attending, attenuating, bodily awareness, challenging, checking out, clarifying, giving advice, immediacy, listening skills, naming skills, observing, information providing, questioning, reflecting, reframing, remembering, self-disclosure, structuring, silence using, witnessing, empathy, paraphrasing interpretation, confrontation.</p> <p>Divergent thinking, goal setting, decision making, problem solving, role playing, advice and information giving strategies, terminating skills.</p>	
<b>Module 4 Applications of Counselling</b>	<b>10 Hours</b>

Applications of Counselling in various settings (briefly): School counselling, Career Counselling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counselling.

Ethical considerations of counselling; Ethical principles of counselling, Ethical issues of counselling. Professional counsellor, Legal aspects in counselling.

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration: 2 Hours, No of Questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Marks
Module I:	24
Module II:	17
Module III:	20
Module IV:	18

### REFERENCES:

1. Capuzzi, D. (2007). Counselling and psychotherapy: Theories and intervention. New Delhi: Dorling Kindsley.
2. Egan, G. (1990). The skilled helper: A systematic approach to effective helping. Thomson Brooks/Cole Publishing Co.
3. Jones, R.N. (2008). Basic Counselling Skills- A helper's manual. New Delhi: Sage Publishers.
4. McLeod, J& McLeod J (2011). Counselling skills(second edition).England . Open university press
5. Palmer.S, (2000). Introduction to Counselling and Psychotherapy; An essential guide. New Delhi, Sage publication.
6. Taukeni.S.G (2020) counselling and therapy .United kingdom. Intech open press

<b>COURSE CODE –BPS5B10</b>				
<b>CORE COURSE X: HEALTH PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, and risk factors for health compromising behaviours and strategies for their modification	Understand	PSO1
CO2	Identify the models of health changing behaviour.	Analyze	PSO4
CO3	Generate the effects of stress on person's health and the role played by stress buffering factors	Create	PSO3
CO4	Explain the stress management strategies	Apply	PSO4
CO5	Identify the psychosocial issues related to terminal illness and its management	Analyze	PSO1

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to health psychology</b>	<b>10 Hours</b>
Definition of Health Psychology, Mind Body Relationship, Need and Significance of Health Psychology, Biopsychosocial Model V/S Biomedical Model.	
<b>Module 2 Health behaviour and primary prevention</b>	<b>14 Hours</b>
Health Behaviours, Changing Health Habits-Attitude Change, Cognitive Behavioural Approach Health Belief Model, Theory Of Planned Behaviour, Trans Theoretical Model, Protection Motivation Theory, Social Cognitive Theory And Attribution Theory, Social Engineering. Health enhancing behavior, Health compromising behavior. Levels of Prevention.	
<b>Module 3 Stress and coping</b>	<b>12 Hours</b>
Stress, Theoretical Contributions to Stress-Fight-Flight, Selye's General Adaptation Syndrome, tend – Befriend, Psychological Appraisal & Stress, Coping: Moderators of Coping-Personality, Social Support, Other Life Stressors, Stress Management Programmes. Psychoneuroimmunology.	
<b>Module 4 Psychosocial issues and Management of advancing and terminal illness</b>	<b>12 Hours</b>
Death Across the Life Span, Psychological Issues in Advancing Illness, Psychological Management of the Terminally Ill; Medical Staff And Terminal ill Patient, Individual Counselling, Family Therapy, Management Of Terminal Illness In Children. Nature and theories of pain.	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

<b>MODE OF ASSESSMENT</b>
<p><b>Internal Assessment (15 Marks)</b></p> <p>e. Classroom participation (20%):      3 Mark</p> <p>f. Test papers I (40%):                              6 Mark</p> <p>g. Assignment (20%):                              3 Mark</p>

h. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration: 2 Hours, No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Marks</b>
Module I:	15
Module II:	24
Module III:	20
Module IV:	20

**REFERENCES:**

1. Sarafino, E.P & Smith, T.W (2011). Health Psychology. Biopsychosocial interactions (7th Edn), John Wiley & Sons, Inc, New York
2. Taylor E. S. (2006). Health Psychology (6TH EDITION), MC Graw Hill Companies, California

**ADDITIONAL REFERENCE**

1. Naima Khatoon (2012). Health Psychology, Dorling Kindersley (INDIA) Pvt. Ltd.
2. Marks, F.D., Murray M., Evans B., and Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition), Sage Publications India Pvt. Ltd.

**CORE COURSE****EXPERIMENTAL PSYCHOLOGY PRACTICAL II**

Credit	Hours/week	Marks		
		Internal	External	Total
*	3	*	*	*

**\*\*External examination will be conducted at the end of VI th semester**

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Evaluate</i> the effect of different learning methods, transfer of training, and motivation	Evaluate	PSO2
CO3	<i>Infer</i> the theoretical concepts through experiments	Analyze	PSO5
CO4	<i>Conduct</i> Psychological tests and experiments objectively.	Apply	PSO5
CO5	<i>Construct</i> brief reports based on the findings from the tests and experiments	Create	PSO5



## **COURSE CONTENT**

### **EXPERIMENTS**

**48 Hours**

#### **Learning**

1. Massed v/s spaced learning
2. Rote V/s Meaningful learning
3. Trial and error learning
4. Tapping test

#### **Transfer of training**

5. Bilateral transfer
6. Habit interference

#### **Motivation**

7. Level of aspiration
8. Knowledge of result

Each student is required to conduct any 6 experiments and submit record for evaluation at the end of the semester. The list includes experiments that measure learning and motivation. Evaluation will be made at the end of sixth semester (BPS6B16L).

## **MODE OF TRANSACTION**

### **Demonstration**

**Conducting the experiment**

**Observation and Report writing**

## **MODE OF ASSESSMENT**

### **Internal Assessment (20 Marks)**

- a. Lab Involvement and Attendance (40%): 8 Mark
- b. Record (60%): 12 Mark

### **REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman. L.F. &Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in Behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S., &Schlosberg, H.(1965).Experimental Psychology. New York: Methen and Co.Lt

<b>CORE COURSE</b>				
EXPERIMENTAL PSYCHOLOGY PRACTICAL III				
Credit	Hours/week	Marks		
		Internal	External	Total
*	3	*	*	*

**\*\*External examination will be conducted at the end of VI th semester**

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Assess</i> the Intelligence, personality, creativity, adjustment, interest, achievement, Emotional maturity and decision-making skill of an individual.	Evaluate	PSO5

CO3	<i>Infer</i> the theoretical concepts through experiments.	Analyze	PSO5
CO4	<i>Conduct</i> Psychological tests and experiments objectively.	Apply	PSO25
CO5	<i>Construct</i> brief reports based on the findings from the tests and experiments	Create	PSO5

### COURSE CONTENT

<b>EXPERIMENTS</b>	<b>48 Hours</b>
<p>1. Standard Progressive Matrices</p> <p>2. Eysenck Personality questionnaire</p> <p>3. Bhatias Battery of Performance intelligence Tests</p> <p>4. Tests of creativity</p> <p>5. Bells adjustment inventory</p> <p>6. Locus of control</p> <p>7. Interest inventory</p> <p>8. Achievement value and anxiety inventory</p> <p>9. Career decision making scale</p> <p>10. Emotional Maturity Scale</p> <p>Each student is required to conduct a minimum of 6 tests and submit record for evaluation at the end of the semester. The list includes psychological assessments that measure intelligence and personality. Evaluation will be made at the end of sixth semester (BPS6B17L).</p>	

### MODE OF TRANSACTION

<p><b>Demonstration</b></p> <p><b>Conducting the experiment</b></p> <p><b>Observation and Report writing</b></p>
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### MODE OF ASSESSMENT

<p><b>Internal Assessment (20 Marks)</b></p> <p>a. Lab Involvement and Attendance (40%)      8 Mark</p>
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b. Record (60%):

12 Mark

**REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman. L. F. & Fagan, J. P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K. (2004). Test measurements and methods in Behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co.Lt

## SEMESTER 6

<b>COURSE CODE –BPS6B11</b>				
<b>CORE COURSE XI: ABNORMAL PSYCHOLOGY-II</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	4	15	60	75

### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Demonstrate</i> the clinical features of major psychological disorder and neuro-developmental disorders	Remember	PSO1
CO2	<i>Explain</i> the characteristics and clinical features of Substance abuse.	Apply	PSO4
CO3	<i>Differentiate</i> the cluster of Personality disorders	Analyze	PSO4

### COURSE CONTENT

<b>Module 1 Schizophrenia spectrum and other psychotic disorder</b>	<b>18 Hours</b>
<p>Schizophrenia - Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms.</p> <p>Other Psychotic Disorders -schizoaffective disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder</p>	
<b>Module 2 Personality disorders</b>	<b>16 Hours</b>
<p>Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder.</p> <p>Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder.</p> <p>Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder.</p>	
<b>Module 3 Substance and alcohol abuse disorder</b>	<b>18 Hours</b>

<p>Substance abuse: dependence- tolerance- withdrawal symptoms. Alcohol Related Disorders: Clinical Picture of Alcohol Related Disorders, Harmful use of alcohol, Alcohol use disorder. Effects of alcohol: brain, physical, psychological effect. Psychotic problems of alcohol abuse: alcohol withdrawal delirium, alcohol amnesic disorder,</p> <p>Common Psycho active drugs: sedatives- stimulants-hallucinogens- opiates- antianxiety drugs</p>	
<b>Module 4 Developmental disorders (Disorders of childhood and adolescence)</b>	<b>12 Hours</b>
<p>Psychological vulnerabilities of children and adolescents. Childhood developmental disorders: anxiety-separation anxiety, depression, Phobia, conduct disorder, PDD.</p> <p>Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, tic disorder. Specific learning Disorders, Intellectual Disability.</p>	

<b>MODE OF TRANSACTION</b>	
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>	

<b>MODE OF ASSESSMENT</b>	
<b>Internal Assessment (15 Marks)</b>	
a. Classroom participation (20%):	3 Mark
b. Test papers I (40%):	6 Mark
c. Assignment (20%):	3 Mark
d. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration: 2 Hours No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Marks</b>
Module I:	22
Module II:	20
Module III:	22

Module IV:	15
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**REFERENCES:**

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A: Pearson Education, Inc.
2. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). New York: Harper Collins College Publishers.
3. Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). New York: W. W. Norton & Company, Inc.

<b>COURSE CODE –BPS6B12</b>				
<b>CORE COURSE XII: APPLIED SOCIAL PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	4	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Examine</i> various theoretical concept and research methods in applied Psychology.	Apply	PSO1
CO2	<i>Demonstrate</i> the application of social psychology to one's life.	Understand	PSO4
CO3	<i>Appraise</i> social problems in India.	Evaluate	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Basics of Applied Social psychology</b>	<b>12 Hours</b>
Definition of Applied Social psychology, related disciplines, historical context, Applied Social Psychology as a Science, Social Influences on Behavior: The Power of the Situation, Various Roles of Applied Social Psychologists.	
<b>Module 2 Social psychological Theories and Research Methods in Applied Social Psychology</b>	<b>20 Hours</b>

<p>Functions and Characteristics of Social Psychological Theories, Cognitive Dissonance theory- Post decisional dissonance, Effort justification, Insufficient justification; Groupthink theory.</p> <p>Research Methods - Self-Report Methods, Observational Methods, Research Designs- True Experiments, Quasi-Experiments, Correlational Studies, Descriptive Studies; Qualitative research methods; Research ethics.</p>	
<b>Module 3 Applying Social psychology to one's own life</b>	<b>16 Hours</b>
<p>Personal Relationships – Attraction, Attachment, Selection process. Classroom settings: cognitive Errors and student-Teacher Relations, self-perception and their academic consequences. Positive well-being-focus on optimism</p>	
<b>Module 4 Social problems in India and applying Social Psychology</b>	<b>16 Hours</b>
<p>The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor.</p>	

#### **MODE OF TRANSACTION**

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

#### **MODE OF ASSESSMENT**

##### **Internal Assessment (15 Marks)**

- |                                   |        |
|-----------------------------------|--------|
| e. Classroom participation (20%): | 3 Mark |
| f. Test papers I (40%):           | 6 Mark |
| g. Assignment (20%):              | 3 Mark |
| h. Seminar/ Viva (20%):           | 3 Mark |

**External Assessment (60 Marks)** *Duration: 2 Hours, No of Questions: 21*

#### **MODULE WISE MARK DISTRIBUTION**



Module	Marks
Module I:	14
Module II:	25
Module III:	20
Module IV:	20

#### REFERENCES:

1. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage Publication.
2. Chaube, S.P., & Chaube, A. (2006). Groundwork for Social Psychology (Vol.1). Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Myers, D.G. (1999). Social Psychology, 7 thed. New Delhi: Pearson Education.
4. Ram Ahuja (1999). Social Problems in India. Jaipur and New Delhi: Rawat Publications.

<p style="text-align: center;"><b>COURSE CODE –BPS6B13</b></p> <p style="text-align: center;"><b>CORE COURSE XIII: DEVELOPMENTAL PSYCHOLOGY –II</b></p>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		

CO1	<i>Analyze</i> major life changes in Adolescence and Adulthood.	Analyze	PSO1
CO2	<i>Describe</i> physical, social, emotional and cognitive changes during adulthood.	Evaluate	PSO4
CO3	<i>Identify</i> the factors affecting job satisfaction and vocational adjustments.	Apply	PSO3
CO4	<i>Develop</i> self-awareness on the changes happening in one's life.	Create	PSO2

### COURSE CONTENT

<b>Module 1: Emotional Development</b>	<b>12 Hours</b>
Emotion- types and functions. Emotional behavior: infancy to middle adulthood. Role of family, parenting and peer relations in emotional development. Temperament: definition, different classifications. Development of attachment: types, Bowlby's Ethological theory of attachment, Factors affecting attachment.	
<b>Module 2: Psychosocial Development</b>	<b>12 Hours</b>
Self-development: infancy to middle adulthood. Process of socialization from infancy to middle adulthood. Vygotsky's theory of social development -ZPD. Young Adulthood: characteristics & life changes; Attraction, love and close relationships; marriage, family & parenthood. Middle adulthood: changes in marriage and other relationships, midlife crisis, empty nest syndrome. Moral development-theories: Piaget, Kohlberg.	
<b>Module 3: Vocational Development</b>	<b>12 Hours</b>
Early adulthood: Vocational adjustments, Selecting a job, appraisal of vocational adjustment. Middle adulthood: Vocational adjustment -Changed working conditions that affect middle aged workers, conditions influencing vocational adjustment and satisfaction in middle age. Vocational adjustment and adjustment to retirement in late adulthood	
<b>Module 4: Late adulthood</b>	<b>12 Hours</b>
Characteristic of late adulthood. Gerontology. Physical, cognitive, language and socioemotional development in late adulthood. Development of personality and self. Family and relationships. Biological theories of ageing. Facing death and loss: Psychological issues, Pattern of grieving- Kubler-Ross's stages, special losses.	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

#### **MODE OF ASSESSMENT**

##### **Internal Assessment (15 Marks)**

- i. Classroom participation (20%): 3 Mark
- j. Test papers I (40%): 6 Mark
- k. Assignment (20%): 3 Mark
- l. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration 2 Hours: No of Questions: 21*

#### **MODULE WISE MARK DISTRIBUTION**

<b>Module</b>	<b>Marks</b>
Module I:	20
Module II:	19
Module III:	20
Module IV:	20

#### **REFERENCES:**

1. Hurlock, Elizabeth(1996). Developmental Psychology: A Life-Span Approach. New Delhi: Tata McGraw Hill Publishing Company.
2. Papalia, Diane. E et.al (2004). Human Development,9th ed. New Delhi. Tata McGraw Hill Publishing Company Limited.
3. Santrock, J. E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company

<b>COURSE CODE –BPS6B14</b>				
<b>CORE COURSE XIV: LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Develop</i> and exhibit accurate sense of self	Create and evaluate	PSO3
CO2	<i>Identify</i> coping skills and its applicability	Understand and apply	PSO2
CO3	<i>Understand</i> the communication process and its benefits	Analyze	PSO1
CO4	<i>Apply</i> comprehensive set of skills and knowledge for personal enhancement	Apply	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to life skills</b>	<b>12 Hours</b>
Life skill; Need and importance-definition and interpretation by WHO-Origin and development of concept of life skill.	
<b>Module 2 Mother Skills, Survival skills and Communication skills</b>	<b>12 Hours</b>
Mother skills: self-awareness – development of self-theories-assessment; empathy. Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts. Effective communication: components of communication. Listening-verbal and nonverbal skills.	

<b>Module 3 Thinking Skills, Coping Skills</b>	<b>12 Hours</b>
<p>Thinking skills: Critical thinking &amp; creative thinking and media thought.</p> <p>Negotiating skills: Decision making-problem solving.</p> <p>Coping skills: Life skills for stress &amp; time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.</p>	
<b>Module 4 Life skill in different area</b>	<b>13 Hours</b>
<p>Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).</p>	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (15 Marks)**

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration: 2 Hours No of Questions: 21*

### MODULE WISE MARK DISTRIBUTION

<b>Module</b>	<b>Marks</b>
Module I:	20
Module II:	19
Module III:	20

Module IV:	20
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**REFERENCES:**

1. Hurlock, B.E. (2007). Developmental Psychology. New Delhi: Tata MC Grew Hill Publishing Co.Ltd
2. Nelson – Jones, R. (2007). Life Counselling Skills. New Delhi: Sage Publishers
3. Rajasenan, U. (2010). Life skills, Personality and Leadership. Chennai, RGNIYD
4. UNESCO and Indian Notational Commission for Cooperation. (2001). Life skills in Non formal Education; A Review. Paris.
5. UNESCO-<http://www.unesco.org>
6. Wadke, A. (2016). Life skills for success. Delhi: Sage Publications
7. WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter Agency Meeting, Geneva
8. WHO-<http://www.who.int/en/>

<b>COURSE CODE –BPS6B15L</b>				
<b>CORE COURSE XV: EXPERIMENTAL PSYCHOLOGY PRACTICAL II</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
4	3	20	80	100

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Judge</i> the Psychological attributes such as Reaction time and dexterity.	Evaluate	PSO5
CO3	<i>Infer</i> the theoretical concepts through experiments	Analyze	PSO5

CO4	<b>Conduct</b> Psychological tests and experiments objectively.	Apply	PSO5
CO5	<b>Construct</b> brief reports based on the findings from the tests and experiments	Create	PSO5

<b>COURSE CONTENT</b>	
<b>EXPERIMENTS</b>	<b>48 Hours</b>
<ol style="list-style-type: none"> <li>1. Simple reaction time</li> <li>2. Choice reaction time</li> <li>3. Tracing test</li> <li>4. Steadiness tests</li> <li>5. Finger dexterity</li> <li>6. Tweezer dexterity</li> <li>7. Conformity Behaviour</li> <li>8. Social Maturity Scale</li> <li>9. Self-expression Inventory</li> <li>10. Parental Encouragement Scale</li> </ol> <p>Each student is required to conduct any 6 experiments from the above experiments and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem) &amp; Part II (VI Sem) will be made at the end of the sixth semester (BPS6B15L).</p>	

<b>MODE OF TRANSACTION</b>
<p><b>Demonstration</b></p> <p><b>Conducting the experiment</b></p> <p><b>Observation and Report writing</b></p>

<b>MODE OF ASSESSMENT</b>
<p><b>Internal Assessment (20 Marks)</b></p> <p>a. Lab Involvement and Attendance (40%): 8 Mark</p> <p>b. Record (60%): 12 Mark</p>
<p><b>External Assessment (80 Marks)</b></p> <p>a. Introduction (12.5%): (10 Marks)</p> <p>b. Administration (25%): (20 Marks)</p>

c. Result and Discussion (31.2%):	(25 Marks)
d. Record (18.7%):	(15 Marks)
e. Viva Voce (12.5%)	(10 Marks)

**REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman. L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction .New York: Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in Behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S.,& Schlosberg,H. (1965).Experimental Psychology. New York: Methen and Co.Lt



<b>COURSE CODE –BPS6B16L</b>				
<b>CORE COURSE XVI: EXPERIMENTAL PSYCHOLOGY PRACTICAL III</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
4	3	20	80	100

**Course Outcomes**

CO No.	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> psychological phenomenon using tests and experiments.	Understand	PSO1
CO2	<i>Judge</i> the Psychological attributes such as Personality, Intelligence and Aptitude .	Evaluate	PSO5
CO3	<i>Infer</i> the theoretical concepts through experiments	Analyze	PSO5
CO4	<i>Conduct</i> Psychological tests and experiments objectively.	Apply	PSO5
CO5	<i>Construct</i> brief reports based on the findings from the tests and experiments	Create	PSO5

<b>COURSE CONTENT</b>	
<b>EXPERIMENTS</b>	<b>48 Hours</b>
<ol style="list-style-type: none"> <li>1. 16 PF</li> <li>2. Weschler adult performance intelligence scale</li> <li>3. Emotional Intelligence inventory</li> <li>4. Aptitude Tests</li> <li>5. IAS rating scale</li> <li>6. Occupational stress inventory</li> <li>7. Materialism spiritualism scale</li> <li>8. Family relationship inventory</li> <li>9. Risk taking scale</li> <li>10. Study habit scale</li> <li>11. Beck Anxiety Inventory.</li> <li>12. Alcohol and drug attitude scale.</li> </ol>	

### 13. Childhood Trauma Questionnaire

Each student is required to conduct a minimum of 6 tests from the above tests and submit record for evaluation at the end of the semester. Evaluation for Part I (V Sem ) & Part II (VI Sem) will be made at the end of the sixth semester(BPS6B16L).

### MODE OF TRANSACTION

#### Demonstration

Conducting the experiment

Observation and Report writing

### MODE OF ASSESSMENT

#### Internal Assessment (20 Marks)

- |  |         |
|--|---------|
| a. Lab Involvement and Attendance (40%): | 8 Mark  |
| b. Record (60%):                         | 12 Mark |

#### External Assessment (80 Marks)

- |                                   |            |
|-----------------------------------|------------|
| a. Introduction (12.5%):          | (10 Marks) |
| b. Administration (25%):          | (20 Marks) |
| c. Result and Discussion (31.2%): | (25 Marks) |
| d. Record (18.7%):                | (15 Marks) |
| e. Viva Voce (12.5%)              | (10 Marks) |

### REFERENCES:

1. Anastasi, A.,& Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
2. Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper and Brother Publishers.
3. Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Lt

**COURSE CODE –BPS6B17P**  
**CORE COURSE XVII: PROJECT**

Credit	Hours/week	Marks		
		Internal	External	Total
2	3	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Understand</i> the basic requirements of a research and use the basic knowledge of steps in scientific investigation.	Understand	PSO1
CO2	<i>Carry</i> out fundamentals of Research Plan in Psychology	Apply	PSO6
CO3	<i>Appraise</i> the research methods in Psychology.	Evaluate	PSO6
CO4	<i>Apply</i> statistical methods to conduct analysis of data and interpret results	Apply	PSO6
CO5	<i>Devise</i> and conduct original and ethical research	Create	PSO7
CO6	<i>Design</i> and create report in APA format	Analyze	PSO8

## COURSE CONTENT

**16 Hours**

Pursuing a research project enables students to pursue an original study about a topic of interest. Students are expected to conduct a small project on socially relevant topics. Project work should be carried out with the supervision of faculty members in the department. The project work must be started from the fifth semester onwards and students should submit their report at the end of sixth semester.

### **Guide lines for the Project work**

The project work shall be a quantitative, qualitative or exploratory study and the use of simple statistical techniques may be encouraged.

Students must do the project work individually and submit the report in manuscript format (handwritten form).

Preferably tool can be prepared by the students themselves such as interview schedule, observation schedule, questionnaires, categories of content analysis etc. Authenticity of the project work should be verified.

The report should not exceed 30 pages

The report must have five chapters such as Introduction, review, method, result and discussion, summary and conclusion and reference (APA format).

An abstract of the study should be submitted along with the research report.

The project will be valued both internally and externally

## MODE OF TRANSACTION

**Choose appropriate topic**

**Use research and statistical methods**

**Report writing**

## MODE OF ASSESSMENT

### **Internal Assessment (20 Marks)**

- a. Lab Involvement and Attendance (40%): 8 Mark
- b. Record (60%): 12 Mark

## **REFERENCES:**

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
2. Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
3. Singh, A.K. (2004). Test measurements and methods in Behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
4. Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co.Lt

# **OPEN COURSE SYLLABUS**

## **SEMESTER 5**

<b>COURSE CODE –BPS5D01</b>				
<b>OPEN COURSE I: PSYCHOLOGY AND PERSONAL GROWTH</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

### Course Outcomes

CO No.	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Explain</i> the basics of Psychology	Understand	PSO1
CO2	<i>Modify</i> the concept of emotion and motivation	Apply	PSO3
CO3	<i>Develop</i> positive self and happiness in relation with different aspects of life	Create	PSO3
CO4	<i>Appraise</i> stress and apply stress management strategies	Evaluate	PSO4

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to Psychology</b>	<b>10 Hours</b>
Psychology: Definition, goals of psychology, application of psychology in personal and social life. Major Branches of psychology: Clinical psychology, Counselling Psychology, Health Psychology, Organizational/Industrial Psychology, Educational Psychology, Positive Psychology.	
<b>Module 2 Motivation and Emotion</b>	<b>14 Hours</b>

Motivation: Definition; Intrinsic and extrinsic motivation; Biological and learned motive. Maslow's hierarchy of needs theory. Emotion: Definition; mood and affect; Positive and negative emotion; Distorted mood- Mania and Depression	
<b>Module 3 Positive self and Happiness</b>	<b>14 Hours</b>
Roger's concept of self, ideal self, real self, congruence; Self-esteem; Self efficacy. Happiness: Causes and effects of happiness, Happiness across life span, Gender, Marriage, Money and culture in happiness, Close relationship and happiness.	
<b>Module 4 Personal growth</b>	<b>10 Hours</b>
Stress: Distress and eustress, responses to stress, Stress management techniques- Emotional expression, wishful thinking, Cognitive restructuring, Meditation, and Relaxation techniques- JPMR. Resilience: Definition, Risk, protective factors of resilience, Models of resilience.	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

<b>MODE OF ASSESSMENT</b>
<p><b>Internal Assessment (15 Marks)</b></p> <p>c. Classroom participation (20%): 3 Mark</p> <p>d. Test papers I (40%): 6 Mark</p> <p>e. Assignment (20%): 3 Mark</p> <p>f. Seminar/ Viva (20%): 3 Mark</p>
<b>External Assessment (60 Marks)</b> <i>Duration 2 Hours, No of Questions: 21</i>

<b>MODULE WISE MARK DISTRIBUTION</b>
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<b>Module</b>	<b>Mark</b>
Module I:	16
Module II:	24
Module III:	24
Module IV:	15

**REFERENCES:**

1. Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.
2. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education Carr, Alan (2011). Positive Psychology (2nd Edn), New York: Routledge Taylor and Francis Group.
3. Mishra, B.K. (2008). Psychology: The study of Human Behaviour. New Delhi: Prentice Hall of India
4. Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage Publications India Pvt. Ltd, New Delhi.

**ADDITIONAL REFERENCE:**

1. Fadiman, James Frager, and Robert. (2002). Personality and Personal Growth (5th Edn) Prentice Hall.



<b>COURSE CODE: BPS5D02</b>				
<b>OPEN COURSE II: LIFE SKILL APPLICATIONS</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Develop</i> and exhibit accurate sense of self	Create	PSO3
CO2	<i>Apply</i> comprehensive set of skills and knowledge for life success	Apply	PSO3
CO3	<i>Analyze</i> and translate performance of life skills into efficient habits	Analyze	PSO2
CO4	<i>Explain</i> the communication process and its benefits	Understand	PSO1

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction</b>	<b>12 Hours</b>
Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.	
<b>Module 2 Self-awareness, Empathy and Problem solving</b>	<b>12 Hours</b>

<p>Self-awareness: concept, importance of self-awareness, skills to become self-aware and benefits of self-awareness in real life.</p> <p>Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems</p>	
<b>Module 3 Survival Skills, Effective communication and negotiating</b>	<b>14 Hours</b>
<p>Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations</p> <p>Effective communication: listening skills, verbal and non-verbal communications.</p> <p>Negotiating skills: decision making-importance of effective decision making in real life, career decision making</p>	
<b>Module 4 Life skill in different area</b>	<b>14 Hours</b>
<p>Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).</p>	

### **MODE OF TRANSACTION**

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### **MODE OF ASSESSMENT**

**Internal Assessment (15 Marks)**

- a. Classroom participation (20%): 3 Mark

b. Internal Assessment Test (40%):	6 Mark
c. Assignment (20%):	3 Mark
d. Seminar/ Viva (20%):	3 Mark
<b>External Assessment (60 Marks) Duration 2 Hours, No of Questions: 21</b>	

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Mark</b>
Module I:	15
Module II:	16
Module III:	24
Module IV:	24

**REFERENCES:**

1. Hurlock, B.E (2007). Developmental Psychology. New Delhi: Tata MC Grew Hill Publishing Co. Ltd
2. Nelson – Jones, R. (2007). Life Counselling Skills. New Delhi: Sage Publishers
3. Raja Senan, U. (2010). Life skills, Personality and Leadership. Chennai, RGNIYD
4. UNESCO and Indian Notational Commission for Cooperation. (2001). Life skills in Non-formal Education; A Review. Paris.
5. UNESCO-<http://www.unesco.org>
6. Wadker, A. (2016). Life skills for success. Delhi: Sage Publications
7. WHO (1999) Partners in Life Skill Education: Conclusions from a Uninvited Nations Inter Agency Meeting, Geneva
8. WHO-<http://www.who.int/en/>

<b>COURSE CODE –BPS5D03</b>				
<b>OPEN COURSE III: CHILD AND ADOLESCENT MENTAL HEALTH</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

**Course Outcomes**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning</b>	<b>PSO No</b>
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	Upon completion of this course, students will be able to;	<b>Domain</b>	
CO1	<i>Able</i> to Explain assessments of mental health issues in children and adolescent	Understand	PSO1
CO2	<i>Discuss</i> the general mental health issues and factors affecting mental health issues	Analyze	PSO2
CO3	<i>Basic</i> understanding about the functioning of mental health professionals and the different management strategies used for dealing mental health issues	Create	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to mental health</b>	<b>10 Hours</b>
Definition of Mental Health (WHO), Prevalence of mental health issues in young people, Assessment of mental health issues in children and adolescents: Interview, Case study, Observation, Psychological testing (in brief)	
<b>Module 2: Determinants of mental health</b>	<b>12 Hours</b>
Factors affecting mental health in young children (brief description): Biological factors, psychological factors: Intellectual factors, Temperament, Environmental factors: Role of parenting, peer influence, Impact of school, Impact of culture and community	
<b>Module 3: Mental health issues.</b>	<b>16 Hours</b>
General mental health issues (brief description of): Emotional problems: Separation anxiety, social anxiety. Behavioural problems: Temper tantrums, conduct disorders, risk taking behaviour, bullying, alcohol and drug abuse. Other common mental health issues: Attention Deficit Hyperactivity Disorders, Learning Disability, Depression and self-harm and Schizophrenia.	
<b>Module 4: Strategies for mental health care.</b>	<b>10 Hours</b>
Basics of management of Mental Health Issues (brief description): -Counselling, Psychoeducation, Behaviour Therapy, Cognitive Behaviour Therapy, Play Therapy, Family Intervention. Mental health professionals: - Psychiatrist, School Psychologist, Clinical Psychologist, Social Worker.	

<b>MODE OF TRANSACTION</b>
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**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration 2 Hours, No of Questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	20
Module II:	20
Module III:	24
Module IV:	15

#### REFERENCES:

1. Dogra,N; Parkin, A; Frake,C and Gale,F(2002). A multidisciplinary Handbook of Child and Adolescent Mental health for Front-Line Professionals. Jessica Kingsley Publishers : London.

#### SUGGESTED READING:

1. Thompson, M; Hooper,C; Laven-Bradbury, C and Gale, C (2012). Child and Adolescent Mental Health Theory and Practice .2nd edition, Hodder Education: UK.

## ELECTIVE COURSE SYLLABUS

### SEMESTER 6

<b>COURSE CODE –BPS6E-01</b>				
<b>ELECTIVE COURSE I: ORGANISATIONAL BEHAVIOUR</b>				
Credits	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Demonstrate</i> the conceptual framework of the discipline of Organizational behaviour.	Understand	PSO1
CO2	<i>Determine</i> the applications of group dynamics in the organizational setting.	Evaluate	PSO2
CO3	<i>Illustrate</i> the appropriateness of various leadership styles and the role of leaders in a decision-making process	Analyze	PSO2

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to Organisational Behaviour</b>	<b>10 Hours</b>
<p>The Concept of Organization; Definition, Importance, Goals, Scope and Challenges of Organizational Behaviour; Major disciplines that contribute to OB; Management functions, Management roles, Management skills; Organizational behaviour Models.</p>	
<b>Module 2 Individual Behaviour</b>	<b>14 Hours</b>
<p>Diversity in Organization: Workforce diversity- Demographic, and Biographical characteristics; Ability- Intellectual, physical and disability; Diversity Management Strategies.</p> <p>Attitude: Components; Major job attitudes; Job satisfaction- Definition, Causes and impact;</p> <p>Emotional Labour; Personality traits relevant to OB; Values-Definition, types; Person-job fit and person-organization fit.</p> <p>Perception; Factors influencing perception – Interpersonal perception- Impression Management.</p> <p>Motivation - Meaning and types of Motivation, content theories and process theories.</p>	
<b>Module 3 Group Behaviour and Leadership</b>	<b>12 Hours</b>
<p>Group: Definition, classification, Stages of group development, Group properties- Roles, Norms, Status, Size and Cohesiveness, Group decision making, Groupthink, Group Polarization.</p> <p>Communication - Processes of communication in organization, Functions of communication, Grapevine : Barriers to effective communication: Transactional Analysis.</p> <p>Leadership: Functions of a leader; Theories- Trait, Behavioral, Contingency theories.</p>	
<b>Module 4 Dynamics of Organisational Behaviour</b>	<b>12 Hours</b>
<p>Conflict: Meaning, processes, types and sources of conflict, Resolution of conflict.</p> <p>Negotiation: Strategies and Process.</p> <p>Organizational politics, Cause of consequences of political behaviour.</p> <p>Stress: Sources, Consequences and management of work stress, Balancing work and life.</p>	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p>

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

#### MODE OF ASSESSMENT

##### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks)** *Duration 2 Hours, No of Questions: 21*

#### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	15
Module II:	24
Module III:	20
Module IV:	20

#### REFERENCES:

1. Robbins, S.P.(2005) Essentials of Organizational Behaviour, 8th ed. New Delhi: Prentice Hall India Pvt. Ltd.
2. Sharma, R.A.(2000) Organizational Theory and Behaviour,2nd ed. New Delhi: Tata McGraw Hill Publishing Company Limited.
3. Griffin. (2005). Organisational behavior, managing people and organization, New Delh: Biztantrs
4. Khanka, S. S. (2000). Organizational behavior, Haryana: Chand & Company, Pvt. Ltd



<b>COURSE CODE –BPS6E-02</b>				
<b>ELECTIVE COURSE II: PSYCHOLOGY OF CRIMINAL BEHAVIOR</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

**Course Outcomes**

CO No.	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Demonstrate</i> the concept, meaning and development of theories	Understand	PSO1
CO2	<i>Develop</i> knowledge on different types of crimes and nature of criminal offenders	Create	PSO4
CO3	<i>Apply</i> knowledge of correctional psychology in prisoners and juvenile delinquents	Apply	PSO3
CO4	<i>Differentiate</i> among special areas in forensic psychology	Analyze	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Theory and Method</b>	<b>12 Hours</b>
Crime, Criminal law and Criminals-Theories of Crime-Foundations of Modern Criminology Theories of Crime- Radical, Situational, and Rationality Perspectives-Getting a Line on Crime: The production and Use of Data.	

<b>Module 2 Crime and Criminal offenders</b>	<b>12 Hours</b>
Murder and Assault-Robbery: Theft by violence and varieties of non-violent- Occupational and Organized Crime- Public Order Crime.	
<b>Module 3 Correctional Psychology</b>	<b>12 Hours</b>
Correction Psychology in Adult Setting- Psychological Assessment in Corrections- Treatment and Rehabilitation in Correctional Facilities- Juvenile Corrections.	
<b>Module 4 Forensic Psychology</b>	<b>12 Hours</b>
Definition- General Concepts- Special areas: Investigative Psychology-Police Psychology-Child Forensic Psychology-Forensic Psychology	

### **MODE OF TRANSACTION**

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### **MODE OF ASSESSMENT**

**Internal Assessment (15 Marks)**

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks):** *Duration Hours: 2 Hours No of questions: 21*

### **MODULE WISE MARK DISTRIBUTION**

<b>Module</b>	<b>Mark</b>
Module I:	20

Module II:	20
Module III:	20
Module IV:	19

**REFERENCES:**

1. Bartol, C.R & Bartol, A.M. (2004) Forensic Psychology. U.K: Sage Publications.
2. Barlow, H.D (1987). Introduction to Criminology, Boston: Little Brown & Co.
3. Howtt (2002) Forensic and Criminal Psychology. London: Prentice Hall.
4. Dutta, R.K. (2003) Crime against Women. New Delhi: Reference Press
5. Pognebin, M.R (2003) Qualitative Approaches to Criminal Justice perspective from the field. London: Sage Publications.

<b>COURSE CODE –BPS6E-03</b>				
<b>ELECTIVE COURSE III: POSITIVE PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Develop</i> an elaborative idea about positive psychology in eastern and western perspectives	Create	PSO4
CO2	<i>Restate</i> the concept of well- being and identify its	Understand	PSO3

	implications		
CO3	<i>Differentiate</i> various dimensions and applications of happiness	Analyze	PSO2
CO4	<i>Examine</i> core concepts of positive psychology to personal and professional life	Apply	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to Positive Psychology</b>	<b>12 Hours</b>
What is positive psychology? Positive Psychology: assumptions, goals and definitions Eastern and western perspectives in positive psychology	
<b>Module 2 Well-being</b>	<b>12 Hours</b>
Well-Being: Definition, subjective and psychological well-being, perspectives on well-being: hedonic and eudaimonic, other theories of well-being.	
<b>Module 3 Hope, Optimism and Flow</b>	<b>12 Hours</b>
Optimism, hope, mindfulness, expectations, risk homeostasis theory, and time perspective, neurobiology of optimism. Flow: Self-determination theory & intrinsic motivation, metamotivational state and reversal theory. Resilience: sources of resilience, mindfulness meditation	
<b>Module 4 Happiness</b>	<b>14 Hours</b>
Positive emotions, positive & negative affectivity. Happiness: Measuring happiness, effect of happiness, causes of happiness, circumstances & happiness, happiness enhancement. Happiness across life span, gender & happiness, marriage & happiness, gender difference in the benefits of marriage, money, happiness and culture, close relationships and happiness	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will</p>

improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks):** *Duration Hours: 2 Hours, No of questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	20
Module II:	19
Module III:	20
Module IV:	20

### REFERENCES:

1. Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.
2. Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage publications India Pvt. Ltd, New Delhi.
3. Baumgardner S. & Crothers M. (2015). Positive Psychology. Dorling Kindersley ( India ) Pvt. Ltd. New Delhi

<b>COURSE CODE –BPS6E-04</b>				
<b>ELECTIVE COURSE IV: EDUCATIONAL PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

#### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Prioritize</i> the facts and methods that can be used in solving problems related to learning	Apply	PSO3
CO2	<i>Understand</i> about people having exceptional abilities and their difficulties	Understand	PSO1
CO3	<i>Discuss</i> various theories related to learning	Remember and understand	PSO1
CO4	<i>Critically</i> examine the merits and demerits of current educational system	Evaluate	PSO2

<b>COURSE CONTENT</b>	
<b>Module 1: Educational Psychology</b>	<b>10 Hours</b>
Nature and Scope of Educational Psychology – Contribution of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey, and Gardener on Education.	
<b>Module 2: Child Development and Learning</b>	<b>10 hours</b>
Age-level characteristics and education – Physical, social, emotional and cognitive characteristics of Pre-school to Higher secondary students. Role of teacher in each stages of education.  Learning: Behavioural approach – Objectives of instruction – Mastery Learning – Behaviour modification techniques.	

<b>Module 3: Motivation</b>	<b>14 hours</b>
Behavioural, Cognitive and humanistic approaches of motivation – Implication of achievement motivation and attribution theories –Techniques for enhancing student motivation. Class room communication- verbal, non- verbal and unintended communication.	
<b>Module 4: Educating Exceptional Children</b>	<b>Hours</b>
Education of Gifted Children, Juvenile delinquent, Learning Disabled, Mentally Retarded, Physically Disabled, Emotional and Behavioural Disordered. Role of special educator in dealing with exceptional children.	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (15 Marks)**

- a. Classroom participation (20%):      3 Mark
- b. Test papers I (40%):                      6 Mark
- c. Assignment (20%):                        3 Mark
- d. Seminar/ Viva (20%):                    3 Mark

**External Assessment (60 Marks):**                      *Duration Hours: 2 Hours, No of questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
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Module I:	16
Module II:	19
Module III:	20
Module IV:	24

**REFERENCES:**

1. Bichler, R. F & Snowman, J (1990) Psychology Applied to Teaching (6th Edn) Boston: Houghton Mifflin Company.
2. Santrock, J.W. (2011). Educational Psychology (4th ed.). New Delhi: Tata McGraw-Hill.
3. Woolfolk, A (2004) Educational Psychology (9th Edn) Delhi: Pearson Education.
4. Seifert, K.Sutton, R. (2009) Educational Psychology (2nd Edn). Zurich: Global Text.

<b>COURSE CODE –BPS6E-05</b>				
<b>ELECTIVE COURSE V: COGNITIVE PSYCHOLOGY</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

**Course Outcomes**

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Explain</i> human psychology from cognitive perspective	Understand	PSO1
CO2	<i>Discuss</i> the historical antecedents to modern understandings of cognitive psychology	Analyze	PSO2
CO3	<i>Sketch</i> the basic processes in cognition	Apply	PSO4



CO4	<i>Describe</i> the terms concept and memory within the scope of cognitive psychology	Create	PSO4
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<b>COURSE CONTENT</b>	
<b>Module 1: Introduction</b>	<b>12 Hours</b>
Define cognitive Psychology, The domains of Cognitive Psychology, Paradigms of Cognitive Psychology: the information processing approach, connectionist approach, evolutionary approach	
<b>Module 2: History and methods</b>	<b>12 hours</b>
Brief history of Cognitive Psychology: Philosophical, Psychological, and Technological roots  Methods of tapping the mind: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive neuroscience	
<b>Module 3: Basic processes in Cognition</b>	<b>12 hours</b>
Perceiving objects and recognizing patterns: Gestalt approaches, bottom –up processes, top-down processes, Disruptions of perception  Memory: working memory and executive functioning	
<b>Module 4: Representation and Organization of Knowledge</b>	<b>15 Hours</b>
Concepts and categorization, theoretical descriptions of the nature of concepts, the nature of mental imagery, Mnemonics and memory codes	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>

### MODE OF ASSESSMENT

#### Internal Assessment (15 Marks)

- a. Classroom participation (20%): 3 Mark
- b. Test papers I (40%): 6 Mark
- c. Assignment (20%): 3 Mark
- d. Seminar/ Viva (20%): 3 Mark

**External Assessment (60 Marks):** *Duration Hours: 2 Hours, No of questions: 21*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	20
Module II:	19
Module III:	20
Module IV:	20

#### REFERENCES:

1. Galotti, M.K., (2008), Cognitive Psychology: Perception, Attention and Memory., Wardworth: gengage learning.
2. Solso. L.R., (2001), Cognitive Psychology (6th Edn) ., Pearson Education Pte. Ltd, New Delhi.
3. Kellogg. T. R., (1997) ., Cognitive psychology., Sage Publications , New Delhi.
4. Sternberg R.J., (2007) ., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.

<b>COURSE CODE –BPS6E-06</b>				
<b>ELECTIVE COURSE VI: FOUNDATIONS OF BEHAVIOURAL SCIENCE</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
3	3	15	60	75

### Course Outcomes

CO No.	<b>Expected Course Outcome</b>	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Describe</i> the conceptual framework of the discipline of Behavioural science and its practical applications in the organization.	Remember	PSO1
CO2	<i>Critically</i> analyse the individual and group behaviour, and understand the implications of organizational behaviour on the process of management.	Analyze	PSO2
CO3	<i>Rewrite</i> Caste and Community Dynamics and demonstrate skills required to stop bullying.	Create	PSO2
CO4	<i>Restate</i> conflict management strategies used in organizations	Understand	PSO3

<b>COURSE CONTENT</b>	
<b>Module 1 Everyday life</b>	<b>8 Hours</b>
Family, work and social life of humans, evolution of society- psychological and evolutionary perspectives, Joint and nuclear families, Culture- various dimensions.	
<b>Module 2 Social Movements, Caste and Prejudice</b>	<b>18 hours</b>
Psychological perspective of social movements and social change, Social Movement Organizations, Domains of Social movement- political sphere, the workplace, the environment and the issue of peace.  Caste and Religion in India, psychological aspects of caste dominance and submissiveness,  Religious conflicts, in-group and out-groups, gutt housing, Prejudice- formation and maintenance, social propaganda, the influence of social networking sites	
<b>Module 3 Behavioural Economics and Consumer Psychology</b>	<b>12 hours</b>

Definition of behavioural economics, human decision-making process- social and cultural factors, Prospect theory, Thaler's contributions Consumer psychology Definition, Factors influencing buying behaviour, Persuasion- Theories and recent trends	
<b>Module 4 Behavioural Science as an Emergency Field</b>	<b>10 Hours</b>
Scope of the field, Behavioural science as applied in Marketing, Public Policy Making, Finance and Banking, etc.	

<b>MODE OF TRANSACTION</b>
<p><b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p><b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p><b>Group Discussion:</b> Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>

<b>MODE OF ASSESSMENT</b>								
<p><b>Internal Assessment (15 Marks)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">a. Classroom participation (20%):</td> <td style="text-align: right;">3 Mark</td> </tr> <tr> <td style="padding-left: 20px;">b. Test papers I (40%):</td> <td style="text-align: right;">6 Mark</td> </tr> <tr> <td style="padding-left: 20px;">c. Assignment (20%):</td> <td style="text-align: right;">3 Mark</td> </tr> <tr> <td style="padding-left: 20px;">d. Seminar/ Viva (20%):</td> <td style="text-align: right;">3 Mark</td> </tr> </table>	a. Classroom participation (20%):	3 Mark	b. Test papers I (40%):	6 Mark	c. Assignment (20%):	3 Mark	d. Seminar/ Viva (20%):	3 Mark
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b. Test papers I (40%):	6 Mark							
c. Assignment (20%):	3 Mark							
d. Seminar/ Viva (20%):	3 Mark							
<p><b>External Assessment (60 Marks):</b>                      <i>Duration Hours:2 Hours No of questions: 21</i></p>								

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Mark</b>
Module I:	18
Module II:	27
Module III:	22
Module IV:	12

**REFERENCES:**

1. Cass Sunstein and Richard Thaler-Nudge: improving decisions about health, wealth and happiness, Yale University Press, 2008
2. Daniel Kahneman- Thinking fast and Slow, Penguin books UK, 2001
3. Sujatha Gidla- Ants among elephants

## COMPLEMENTARY COURSE SYLLABUS (Offered to BA SOCIOLOGY)

### SEMESTER 1

<b>COURSE CODE –BPS1C01</b>				
<b>COMPLEMENTARY COURSE I: PSYCHOLOGICAL PROCESSES I</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
2	3	10	40	50

**Course Outcomes**

CO No.	<b>Expected Course Outcome</b>	<b>Learning Domain</b>	<b>PSO No</b>
	Upon completion of this course, students will be able to;		
CO1	<i>Gain</i> knowledge regarding basic psychological concepts and various theories in the field of attention, perception, learning and memory.	Understand	PSO1
CO2	<i>Interpret</i> human behaviour in a scientific way	Understand	PSO2

CO3	<i>Develop</i> appreciation about human behavior and mental processes.	Create	PSO2
CO4	<i>Illustrate</i> different research methods in psychology.	Apply	PSO6
CO5	<i>Examine</i> different learning theories	Apply	PSO2

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction</b>	<b>10 hours</b>
<p>Psychology: A working definition.</p> <p>Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke. Biological origins; Darwin, Genetics.</p> <p>Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.</p> <p>Branches of Psychology, Scope of Psychology.</p> <p>Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys; case study; Questionnaires; correlational studies; experimental method.</p>	
<b>Module 2 Attention and Perception</b>	<b>12 hours</b>
<p>Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.</p> <p>Perceptual organisation; Gestalt principles, figure and ground segregation, phi-phenomenon.</p> <p>Perceptual constancies: size, shape, brightness constancies.</p> <p>Visual illusions; Theories of colour vision; Theories of auditory perception.</p>	
<b>Module 3 Learning</b>	<b>12 hours</b>
<p>Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.</p> <p>Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning; Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.</p> <p>Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.</p> <p>Cognitive learning: Cognitive map; latent learning; sign learning.</p> <p>Observational learning/Modelling</p>	

<b>Module 4 Memory</b>	<b>14 Hours</b>
<p>Key processes in memory: Encoding, Storage and Retrieval.</p> <p>Atkinson-Shiffrin Model; sensory memory, short term memory and long term memory; Levels of processing.</p> <p>STM; Iconic memory; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.</p> <p>LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory; Flash-bulb memory, tip of the tongue phenomenon.</p> <p>Measuring memory; Recall, Recognition, Relearning.</p> <p>Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.</p> <p>Strategies for remembering; Rehearsal, Elaboration, Organisation (Mnemonics).</p>	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

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**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (10 Marks)**

- |                                   |        |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 2 Mark |
| b. Test papers I (40%):           | 4 Mark |
| c. Assignment (20%):              | 2 Mark |
| d. Seminar/ Viva (20%):           | 2 Mark |

**External Assessment (40 Marks):** *Duration Hours:1.5 Hours, No of questions: 16*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
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Module I:	12
Module II:	16
Module III:	16
Module IV:	22

#### **REFERENCES:**

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: McGraw Hill Inc.
3. Comer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
4. Coon, D. & Mitterer, J.O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
5. Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

#### **ADDITIONAL REFERENCES:**

1. Gerrig, R. J (2013) Psychology and Life (20th Edn) Boston: Pearson
2. Kuppaswamy, B. (1990). Elements of ancient Indian Psychology, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). Psychology: The study of Human Behaviour. New Delhi: Prentice Hall of India



## SEMESTER 2

<b>COURSE CODE –BPS2C02</b>				
<b>COMPLEMENTARY COURSE II: PSYCHOLOGICAL PROCESSES II</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
2	3	10	40	50

### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Gain</i> knowledge regarding basic psychological concepts and various theories in the field of motivation and emotion.	Understand	PSO1
CO2	<i>Interpret</i> human behaviour in a scientific way	Understand	PSO2
CO3	<i>Develop</i> appreciation about human behaviour and mental processes.	Create	PSO2
CO4	<i>Evaluate</i> the nature, determinants and theories of intelligence and personality	Apply	PSO2

### COURSE CONTENT

<b>Module 1: Cognitive Processes</b>	<b>10 hours</b>
<p>Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language,</p> <p>Reasoning; Deductive and inductive thinking.</p> <p>Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.</p> <p>Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics,</p>	

<p>anchoring heuristics. Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images;</p> <p>Language, the structure of Language,</p> <p>Reasoning; Deductive and inductive thinking.</p> <p>Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.</p> <p>Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.</p>	
<b>Module 2: Motivation and Emotion</b>	<b>10 hours</b>
<p>Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating.</p> <p>Learned motives: affiliation, achievement and power motive, Hierarchy of motives.</p> <p>Intrinsic and extrinsic motivation.</p> <p>Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion</p>	
<b>Module 3: Intelligence</b>	<b>14 hours</b>
<p>Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg-Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.</p>	
<b>Module 4: Personality</b>	<b>15 Hours</b>
<p>Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development, Jung: Structure of personality, Adler: striving for superiority, power motivation.</p> <p>Horney: Basic anxiety, styles, feminist turn in psychoanalysis.</p> <p>Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits.</p> <p>Eysenck: dimensions of personality.</p> <p>Assessment of Personality, Uses of Personality tests.</p>	

### **MODE OF TRANSACTION**

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (10 Marks)**

- a. Classroom participation (20%): 2 Mark
- b. Test papers I (40%): 4 Mark
- c. Assignment (20%): 2 Mark
- d. Seminar/ Viva (20%): 2 Mark

**External Assessment (40 Marks):** *Duration Hours: 1.5 Hours, No of questions: 16*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	12
Module II:	16
Module III:	16
Module IV:	22

**REFERENCES:**

1. Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.
3. Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
4. Coon, D.& Mitterer, J. O. (2013) Introduction to Psychology: Gateways to Mind and Behaviour, 13th ed. Wadsworth, Cengage Learning
5. Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
7. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

**ADDITIONAL REFERENCES:**

1. Gerrig, R. J (2013) Psychology and Life (20th Edn) Boston: Pearson

2. Kuppaswamy, B. (1990). Elements of ancient Indian Psychology, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). Psychology: The study of Human Behaviour. New Delhi: Prentice Hall of Ind

## SEMESTER 3

<b>COURSE CODE –BPS3C03</b>				
<b>COMPLEMENTARY COURSE III: PSYCHOLOGY OF ABNORMAL BEHAVIOR</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
2	3	10	40	50

### Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	<i>Explain</i> the meaning of Abnormal Behaviour.	Understand	PSO1
CO2	<i>Sketch</i> the clinical features of schizophrenia, mood disorders and somatic and dissociative disorders	Apply	PSO4
CO3	<i>Differentiate</i> anxiety, obsessions, stress and its related disorders.	Analyze	PSO4

### COURSE CONTENT

<b>Module 1 Abnormality and Schizophrenia</b>	<b>12 hours</b>
Meaning of Abnormality, DSM V and Definition of mental disorder. Schizophrenia - Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder.	
<b>Module 2 Mood Disorder</b>	<b>10 hours</b>

<p>Unipolar disorder: major depressive disorder, persistent depressant disorder, Specifiers of MDD</p> <p>Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia</p> <p>Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury</p>	
<b>Module 3 Anxiety, obsession, stress and their disorders</b>	<b>14 hours</b>
<p>Stress and stressors- Coping strategies, stress disorders: Adjustment Disorder-Post traumatic stress disorder; anxiety disorder: fear and anxiety. Phobias: Specific phobia, social phobias, agoraphobia</p> <p>Generalized Anxiety disorder, panic disorder.</p> <p>Obsessive, compulsive and related disorders: Body dysmorphic disorder, OCD, Hoarding, Trichotillomania, excoriation</p> <p>Trauma and stress related disorders: PTSD, acute stress disorder, adjustment disorder.</p>	
<b>Module 4 Somatic Symptoms and Dissociative disorders</b>	<b>12 Hours</b>
<p>Somatic Symptom and related disorders: somatic symptom disorder, conversion disorder, illness anxiety disorder, factitious disorder Conversion Disorder</p> <p>Dissociative Disorders - Depersonalization/ Derealisation Disorder, Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID).</p>	

### MODE OF TRANSACTION

**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.

**Peer to Peer learning:** Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

**Internal Assessment (10 Marks)**

- |                                   |        |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 2 Mark |
| b. Test papers I (40%):           | 4 Mark |
| c. Assignment (20%):              | 2 Mark |
| d. Seminar/ Viva (20%):           | 2 Mark |

**External Assessment (40 Marks):** *Duration Hours: 1.5 Hours, No of questions: 16*

<b>MODULE WISE MARK DISTRIBUTION</b>	
<b>Module</b>	<b>Mark</b>
Module I:	16
Module II:	14
Module III:	20
Module IV:	16

**REFERENCES:**

1. Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning, Canada.
2. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A: Pearson Education, Inc.
3. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). New York: Harper Collins College Publishers.
4. Seligman, M. E. P., Walker, E. P. & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). New York :W. W. Norton & Company, Inc.

## SEMESTER 4

<b>COURSE CODE –BPS4C04</b>				
<b>COMPLEMENTARY COURSE IV: SOCIAL BEHAVIOR</b>				
Credit	Hours/week	Marks		
		Internal	External	Total
2	3	10	40	50

**Course Outcomes**

CO No.	<b>Expected Course Outcome</b>	<b>Learning Domain</b>	<b>PSO No</b>
	Upon completion of this course, students will be able to;		

CO1	<i>Explain</i> the nature and scope of Social Psychology.	Understand	PSO1
CO2	<i>Examine</i> the major concepts in the field of social psychology.	Apply	PSO2
CO3	<i>Develop</i> preventive measures for aggression.	Create	PSO3

### COURSE CONTENT

<b>COURSE CONTENT</b>	
<b>Module 1 Introduction to Social Psychology</b>	<b>12 hours</b>
Origin and Development of Social Psychology. Definition, Nature and Scope of Social Psychology. Research Methods in Social Psychology.	
<b>Module 2 Social Cognition</b>	<b>10 hours</b>
Schemas: Mental frame works for organizing social information. Impact of schemas on social cognition: Attention, Encoding and Retrieval. Heuristics- Reducing effort in social cognition. Automatic and Controlled Processing: Two Basic modes of social thought. Potential Sources of error in social cognition- Optimistic Bias, Planning Fallacy, Situation specific Sources of error in social cognition- Counterfactual thinking and magical thinking.	
<b>Module 3 Social Perception and Social Influence</b>	<b>12 hours</b>
Social Perception: Nonverbal communication: Basic channels, Facial feedback hypothesis. Attribution: Theories of attribution- Jones and Davis theory and Kelly's Theory of causal attribution. Impression formation and impression Management. Social Influence: Conformity- Factors affecting conformity, Desire to be liked-Normative social influence and Desire to be right-Informational social influence. Compliance: Principles and Techniques, Obedience to authority.	
<b>Module 4 Prosocial Behaviour and Aggression</b>	<b>10 Hours</b>
Prosocial Behaviour: Motives for Prosocial Behaviour, responding to an Emergency, External and Internal Influences on Helping Behaviour. Theoretical Perspectives of Prosocial Behaviour. Aggression: Perspectives on Aggression. Causes of Human Aggression: Social, Cultural, Personal And Situational. Prevention and Control of Aggression	

### MODE OF TRANSACTION

<b>MODE OF TRANSACTION</b>
<b>Face to Face Instruction:</b> This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.
<b>Peer to Peer learning:</b> Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.

**Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.

### MODE OF ASSESSMENT

#### Internal Assessment (10 Marks)

- |                                   |        |
|-----------------------------------|--------|
| a. Classroom participation (20%): | 2 Mark |
| b. Test papers I (40%):           | 4 Mark |
| c. Assignment (20%):              | 2 Mark |
| d. Seminar/ Viva (20%):           | 2 Mark |

**External Assessment (40 Marks):** *Duration Hours:1.5 Hours, No of questions: 16*

### MODULE WISE MARK DISTRIBUTION

Module	Mark
Module I:	16
Module II:	20
Module III:	16
Module IV:	14

### REFERENCES:

1. Baron, R.A., & Branscombe, N.R. (2012). Social Psychology (13 th ed). New Delhi: Pearson Education.
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