



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

(As per SEP)

Syllabus for BA/B.Sc. Psychology (I to VI Semesters)

2025-26

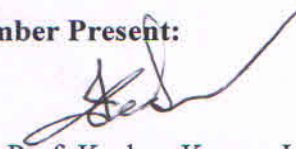
Proceedings of BOS meeting

The Board of studies in Psychology/Psychological Counseling meeting for Bengaluru City University was held on 21-06-2025, Saturday, 11:00 A.M. at Department of Psychology, Jnana Bharati, Bangalore University, Bengaluru 560056.

The Board discussed and approved the following:

- Board approved undergraduate III, IV, V and VI Sem BSc/BA Psychology syllabus and suggest implement the syllabus as it is as suggested by the Karnataka Higher Education Council.
- Board approved undergraduate BSc/BA panel of examiners for the year 2025-26.
- MA/M.Sc Psychology, Counseling Psychology and P G Diploma in Counseling Psychology panel of examiners have been approved.
- Board approved PhD course work syllabus.
- Board suggested forming expert committee to frame a new syllabus for MSC in Psychology and Psychological Counseling and submit the same as early as possible.
- Board approved National Institute of Public Cooperation and Child Development, Southern Regional Centre (NICH) Yelahanka, Bengaluru PG Diploma in Child Guidance and Counseling syllabus.

Member Present:



Prof. Keshav Kumar J
Professor,
Dept. of Clinical Psychology,
NIMHANS,
Hosur Road, Bengaluru 560029



Dr. Elizabeth Jasmine
Professor & Principal
Indian Institute of Psychology
& Research
Hosur Road, Bengaluru 560095



Dr. Narasimharaju N
Professor
Dept. of Psychology
Maharani's College
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Dr. Sampathkumar
Professor & Chairman
Dept. of Psychology
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Dr. Sowmyashree K N
Asst. Professor
Dept. of Psychology
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Dr. Geetha A
Professor
Dept. of Psychology
Maharani's Cluster University
Palace Road, Bengaluru 560001



Dr. Aneetha Srikumar
Professor & Vice Principal
MES College, Malleshwaram
Bengaluru 560003.



Dr. Ashok D Holkar
Associate Professor
Dept. of Psychology
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Dr. Sreenivas M
Professor & Chairman
Dept. of Psychology
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Dr. SREENIVAS. M.
PROFESSOR & CHAIRMAN
DEPARTMENT OF STUDIES/COUNCIL/EXAMS
IN PSYCHOLOGY
BENGALURU CITY UNIVERSITY
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BENGALURU-560 001

Program Objectives:

The purpose of the Bachelor's in Psychology program is to prepare graduates with the necessary knowledge, skills, and attitudes required working in and contributing to the world of work. Specifically, the program aims at:

1. Building a strong foundation of psychological concepts and principles among the students. Enabling them to understand psychological processes and their effects.
2. Exposing them to the vast breadth and depth of knowledge of the field by providing them with knowledge from the various theoretical and applied branches of psychology.
3. Building necessary skills such as assessment and reporting to eventually work as a psychologist.
4. Building basic research skills in the students such as reviewing literature, collecting and analyzing data, interpreting and reporting the findings.
5. Developing academic curiosity and a love for learning among the students.
6. Developing necessary 21st century competencies such as critical thinking, problem solving, decision making, collaboration, and creativity.
7. Developing character qualities of persistence, adaptability, leadership, initiative and socio-cultural awareness.
8. Developing the life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.
9. Empowering students with employability skills of planning, organization, teamwork, critical thinking, and innovation.
10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

Program Outcomes: By the end of the program, students will be able to:

PO1:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomena.
PO2:	Application	Apply the knowledge to understand, explain, predict, maintain, modify, and enhance behaviour and mental health.
PO3:	Assessment Skills	Use appropriate tests/ assessments to assess and interpret psychological concepts, traits, abilities, and attitudes in people
PO4:	Research Skills	Carry out simple research project by reviewing literature, collecting data, analyzing the findings using appropriate statistics
PO5:	Scientific Skills	Conduct simple psychological experiments, report group data
PO6:	Interpersonal Skills	Collaborate with others, work in teams, communicate effectively and show multicultural sensitivity
PO7:	Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and stress management
PO8:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals
PO9:	Global Competencies	Exhibit leadership, initiative, persistence, and adaptability and use technology to gather, evaluate, and present information
PO10:	Multidisciplinary settings	Transfer knowledge and skills learnt in one course to other courses, other contexts, across multiple settings and disciplines
PO11:	Social Consciousness	Work with service-mindedness for the betterment and upliftment of society
PO12:	Ethics	Practice ethics in all professional tasks

COURSE MATRIX FOR B.A./B.Sc. PSYCHOLOGY(SEP 2024)

Sem	PAPER TITLE	Paper	Hour / Week	Exam duration	Marks			Credits
					IA	Exam	Total	
III	Paper III Child Psychology	Theory	4	3	20	80	100	3
	Practical Paper- III	Practical	3	3	10	40	50	2
	DSE- Elective-1(any one) i) Life skills ii) Counselling Essentials iii) Introduction to Research in Psychology	Elective	2	1.5	10	40	50	2
IV	Paper IV Developmental Psychology	Theory	4	3	20	80	100	3
	Practical Paper- IV	Practical	3	3	10	40	50	2
	DSE- Elective-2 (any one) i) Positive Psychology ii) Stress Management iii) Research Methodology	Elective	2	1.5	10	40	50	2
	Compulsory Practical/knowledge /skill -1 - Research Proposal	Practical	3	3	10	40	50	2

PSY-301 -Child Psychology (Core Theory)
PSY 301 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Child Psychology		
Course Code	PSY-301	Number of Credits	3
Contact Hours	60 hours / 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY- 301 COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 3rd semester B.Sc./BA having completed 2 semester courses in Psychology as a major.

Course Objectives:

Child psychology gives an understanding of child development, the domains, and the influential factors of the development of a child. The purpose of the course is to enable students to

1. Develop a foundational understanding of child development and examine the key theoretical perspectives.
2. Explore the major domains of child development—cognitive, social-emotional, and physical—and understand how genetic and biological factors influence developmental processes.
3. Understand child development through the stages of Prenatal, Infancy and Childhood.
4. Develop critical thinking skills to analyze the methods in child development research
5. Identify and understand common psychological disorders in childhood, including their characteristics, causes, and implications for development and intervention.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 :	Explain the major theories and concepts in child development
CO2 :	Understand the physical, cognitive, social and emotional development across childhood.
CO3 :	Apply child psychology principles to real world contexts and understanding of how to promote healthy development and wellbeing in children.
CO4 :	Gain analytical skills to assess the impact of various factors on child development.
CO5 :	Integrate the knowledge from the different topics into a coherent framework.

PSY 301 COURSE CONTENTS:

UNIT I - Introduction to child development

(15 hours)

- a. Historical views of childhood
- b. Overview of Theories of child development—Cognitive theories, Behavioral, Social-Cognitive theories, and the Ecological model (Bronfenbrenner). Ethological Model

- c. Methods and Designs—Longitudinal, Cross-Sectional, Sequential, Correlation. Modern methods of study of child development. Research Challenges in Child Development.
- d. Scope /careers in child development.

Unit II – Pre- Prenatal Development

(15 hours)

- a. Conception—stages in prenatal development—germinal stage, embryonic stage, and fetal stage.
- b. Prenatal Environmental Influences - Teratogens, Prescription and Nonprescription Drugs, Illegal Drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal Disease, and Other Maternal Factors. Childbirth—Stages of childbirth
- c. New Assessment—APGAR scale, Brazelton Neonatal Behavioral Assessment Scale.
- d. Chromosomal and gene-linked abnormalities —chromosomal abnormalities—Down syndrome; abnormalities of the sex chromosomes—Klinefelter's, fragile X, Turner's, XXX, XYY; gene-linked abnormalities - PKU, sickle cell anemia, Tay-Sachs disease.
- e. Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding

UNIT III - Physical, Cognitive And Language Development

(15 hours)

- a. Motor Development: Reflexes—Some newborn reflexes; sleeping, crying.
- b. Motor development in infancy—meaning the sequence of motor development—includes gross motor development and fine motor development.
- c. Perceptual development: touch, taste, and smell; hearing; vision.
- d. Cognitive Development—Piaget's theory of cognitive development. Vygotsky's Theory of Cognitive Development, Zone of Proximal Development, and Scaffolding.
- e. Language development—components of language development; Pre-linguistic development—receptivity to language, first speech sounds. Phonological development; Semantic development; grammatical development; pragmatic development; Bilingualism.

UNIT IV - Socio- Emotional Development & Disorder Of Childhood

(15 hours)

Part A

- a. Emotional development- Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and sympathy
- b. Social Development - Social Orientation, Development of Attachment, Security of Attachment. Cultural Influences. Development of Self-Awareness and Understanding Self.
- c. Moral Development - Kohlberg's theory of moral development.

Part B.

- a. Introduction to Disorders of Childhood
- b. ADHD, Conduct disorder, Oppositional Defiant Disorder, Anxiety disorders of childhood,
- c. Childhood Depression, Other disorders: enuresis, encopresis, Sleep walking and tics, Pervasive developmental disorders (Autism).

References:

1. Santrock, J. W. (2014). *Child development* (13th ed.). Tata McGraw-Hill
2. Berk, L. E. (2013). *Child development* (9th ed., Easter Economy ed.). PHI Learning
3. Levine, L. E., & Munsch, J. (2014). *Child development: An active approach* (2nd ed.). Sage Publications
4. Carson, R. C., Butcher, J. N., & Mineka, S. (2008). *Abnormal psychology* (13th ed.). Pearson Education
5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed., DSM-5). American Psychiatric Publishing

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, gamification and educational-based learning
3. Case studies/presentations, course related video presentations

Course Articulation Matrix:

F o r m a t i v e	Course Outcomes	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	CO1	3	1										
	CO2	1	3					2	2				
	CO3	2	2									3	
	CO4		2	2							2		
	CO5										3		

(Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

PSY-301P - Practicals in Child Psychology - Practical III

Program Name	Psychology	Semester	III
Course Title	Practicals in Child Psychology -Practical III		
Course Code	PSY-301P	Number of Credits	2
Contact Hours	45 hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY-301P COURSE DETAILS

PSY – 301P Course Prerequisites :

Students enrolling for this course should have been admitted into 3rd semester B.A./ B.Sc. having completed 2 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Child Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments for the children in the prenatal development to childhood.
2. Train students in the methodology of research and build research skills among students.
3. To make students understand the concept of Standard error of the mean in statistics and its applications

Course Outcomes: By the end of the course, students will be able to:

CO1	: Learn to use standardized psychological tools to measure various psychological assessments for the children in the prenatal development to childhood and interpret and report the results of the same.
CO2	: Understand the concept of Standard error of the mean in statistics and its applications.
CO3	: Understand the steps and methodology of conducting research.

PSY 301P: Course Contents:

Part A: Assessments

1. Children's Self Concept Scale (Dr. Ahluwalia)/ Children Self concept scale by Dr. Susan Harter)
2. Learning Styles Inventory (Dr. Vijaya Shree Ravi)
3. Children Personality Questionnaire (Kapoor & Rao)
4. Vineland Social Maturity Scale (Dr. Bharath Raj)/Dr. Malin
5. Seguin Form Board
6. Developmental Screening Test (Dr. Bharath Raj)
7. Emotional Maturity Scale (Dr. Yashvir Singh)
8. Rosenberg SelfEsteem Scale (Dr. Morris Rosenberg)

Note: A total of **FIVE** assessments/ tests need to be taught from the list.

Part B: Statistics

1. Standard error of Mean (SEM)
2. Mean for the Population (Mpop)

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

References:

1. Manuals of the tests/ assessments
2. Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon
3. King, B., Rosopa, P., & Minium, E.. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley
4. Kothari, C.R. (2003) *Research methodology: Methods and techniques*. WishwaPrakashan (2nd ed).
5. Publication Manual of the American Psychological Association (7th ed). 2013

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities, flipped classroom

Course Articulation Matrix:

F o r m a t i	Course Outcomes	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	CO1		3	3		3							
	CO2			2	2	2					1	2	
	CO3			2	3	3							2

Internal Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Practical Record	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
Total			40

Note: Pass marks = 16

PSY-401 - Developmental Psychology (Core Theory)**PSY – 401 COURSE DETAILS**

Program Name	Psychology	Semester	IV
Course Title	Developmental Psychology		
Course Code	PSY-401	Number of Credits	3
Contact Hours	60 hours/ 4 hrs/ week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY 401 COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.A./ B.Sc. having completed 3 semester courses in Psychology as a major.

Course Objectives:

Developmental psychology provides an understanding of human growth across the lifespan, exploring physical, cognitive, and psychosocial changes from adolescence to late adulthood, along with the biological, social, and cultural factors that influence development. The purpose of the course is to enable students to:

1. Understand Human Development Across the Lifespan.
2. Analyze the major changes that occur during puberty, early adulthood, middle adulthood, and late adulthood, including physical, mental, and emotional transitions.
3. Explore the major theories of human development, including cognitive, psychosocial, and socio-cultural perspectives.
4. Understand the influence of family, peers, and significant life events on physical, cognitive, and psychosocial development during middle adulthood.
5. Examine cognitive development in late life, focusing on intelligence, processing abilities, competence in daily tasks, and problem-solving skills.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 :	Ability to apply developmental psychology principles to real world contexts
CO2 :	Understanding of how to support individuals across different developmental stages
CO3 :	Increased awareness of the complexities of human development
CO4 :	Understanding the implications of developmental psychology research for policy and practice
CO5 :	Enhanced understanding of the importance of supportive environments for individuals across the lifespan

PSY 401 COURSE CONTENT

UNIT I: Puberty & Adolescence

(15 hours)

- a. Puberty: Meaning and Characteristics.
- b. Adolescence: Physical Development—Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- c. Physical and Mental Health—Physical Fitness, Sleep Needs, Nutrition and Eating disorders Substance abuse—risk factors of drug abuse, gateway drugs—alcohol, marijuana, and tobacco. Addiction to social media and virtual gaming.
- d. Psychosocial Development: Search for Identity—Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers, and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

UNIT II: Early Adulthood

(15 hours)

Introduction to early adulthood.

- a. Health and Physical Development: Health Status, Genetic and Behavioral Influences on Health and Fitness.
- b. Cognitive development—Piaget's shift to post formal thought. Schaies' model. Emotional Intelligence.
- c. Psycho-social development: Models—normative, timing-of-events, trait, and typological. Intimate Relationships. Marital and non-marital lifestyles: single life, marriage, cohabitation, LGBT issues.

UNIT III: Middle Adulthood

(15 hours)

Introduction to middle adulthood.

- a. Physical Development— physical changes—sensory & psychomotor functioning, sexuality & reproductive functioning—menopause & its meanings; changes in male sexuality.
- b. Cognitive development—the distinctiveness of adult cognition—the role of expertise, integrative thought, practical problem solving, and creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c. Psycho-Social Development—Changes in Relationship at Midlife. Consensual Relationships: Marriage, midlife divorce, LGBT issues, friendships, and relationships with maturing children.
- d. Vocational Adjustments— Factors Affecting Vocational Adjustment in Middle Adulthood, Vocational Hazards, and Adjustment to Approaching Retirement.

UNIT IV: Late Adulthood

(15 hours)

Introduction to late adulthood.

- a. Physical Changes: Sensory & Psychomotor Functioning—Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction Time.
- b. Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.
- c. Psychosocial Development—Personal Relationships in Late Life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, and Friendships. Non-marital kinship ties: relationships with adult children or their absence, relationships with siblings. Becoming Great-Grandparents.

- d. Old age: Theories of aging: programmed theories and damage theories, Many Faces of Death: Care of the Dying. Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving. Death & Bereavement across the Lifespan. Issues related to Death - Medical, Legal and Ethical. Finding Meaning & purpose in Life & Death

References:

1. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human development* (9th ed.). Tata McGraw-Hill
2. Hurlock, E. B. (1981). *Developmental psychology: A life-span approach*. Tata McGraw-Hill
3. Santrock, J. W. (2011). *A topical approach to life span development* (3rd ed.). Tata McGraw-Hill
4. Rathus, S. A. (2022). *Human Lifespan Development* (5th ed.). Engaga India

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, gamification and educational games-based learning, related videos presentations, case based discussions, simulations, problem solving

Course Articulation Matrix:

F o r m a t i v e	Course Outcomes	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	CO1	3	2										1
	CO2						3	2	2				
	CO3		2						1	1			
	CO4		2	3	3	1	2	1					2
	CO5						2	3	3	1	1		1

(Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

PSY-401P - Practicals for Developmental Psychology - Practical IV
PSY-401P COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Practicals for Developmental Psychology Practical IV		
Course Code	PSY-401P	Number of Credits	2
Contact Hours	45 hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY – 401P COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.A./ B.Sc. having completed 3 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Development Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments from childhood to late adulthood. Psychological well being, stress, students problems ect.
2. Teach students to score, interpret and generate reports based on the assessments carried out.
3. Train the students in Correlational statistics- its types and applications

Course Outcomes:

By the end of the course, students will be able to:

CO1:	Use standardized psychological tools to measure various psychological assessments from Puberty to late adulthood. Psychological well being, stress, students problems ect.
CO2:	Interpret the finding of the assessment and develop the reports based on the results.
CO3:	Understand the Correlational statistics- its types and applications

PSY - 401P COURSE CONTENTS:**Part A: Assessments**

1. College Student Problem Checklist
2. Life Satisfaction Scale (A. Shah & R. K. Jha)
3. Family Environment Scale (Chadha)
4. Social Intelligence Scale (Chadha N.K and Usha Ganesan)
5. Rathu's Assertiveness Scale
6. Knox Cube test
7. Loneliness inventory (Dr. Uma Meenakshi)
8. Marital adjustment scale (Dr. Mahesh Singh)/Attachment scale (Collins)

Note: A total of **FIVE** assessments/ tests need to be taught from the list.

Part B: Statistics

1. Correlation Method for Parametric test - Pearson Product Moment correlation methods
2. Correlation Method for the non parametric test - Spearman Rank Order Method

References:

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon.
3. King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley.

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

Course Articulation Matrices :

F	Course Outcomes	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	CO1		3	3		3							
	CO2					2					1	2	
	CO3					3							2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Statistics	5
Record	5
Total	10

Note: For Practical Classes – 10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
Total			40

Note: Pass marks = 16

PSY-CP/CS 1 - Compulsory Practical/Knowledge/Skills Practicals

Semester IV CP/CS 1- Research Proposal

CP/CS 1 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Compulsory Skills - Research Proposal		
Course Code	CP/CS 1	Number of Credits	2
Contact Hours	45 hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

CP/CS 1 - COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.A./ B.Sc. having completed 3 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying research skills in the students. The purpose of the course is to:

1. Train students to structure and develop research proposals to carry out a research study.
2. Employ effective search strategies using academic databases, library resources, and relevant online platforms to locate pertinent scholarly literature.
3. To train students in selecting and justifying an appropriate research design, identify suitable sampling, describe specific data collection methods and appropriate data analysis.

Course Outcomes:

By the end of the course, students will be able to:

CO1:	Construct well-structured and comprehensive research proposals. Demonstrate proficiency in advanced literature searching,
CO2:	Critically evaluate and synthesize existing scholarly literature. Design a research methodology. Justify the selection of appropriate research designs, sampling techniques, and data collection methods.
CO3:	Propose suitable data analysis strategies that are compatible with their chosen research design and data collection methods.

Course Contents:

1. Students opting for this course should individually develop a simple research proposal in an area of their interest using the tools that they have been trained as per the prescribed format of research proposal under the guidance of batch teachers/supervisor.
2. On completion of developing the research proposal, student can proceed with data collection for their study

- Based on the proposal developed in this semester, the research study to be completed in the 5th semester.

References:

- Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon.
- King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley.
- Kothari, C. R., & Garg, G. (2014). *Research methodology* (3rd ed.). New Age Techno Press.
- Mangal, S. K., & Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. PHI Learning Private Limited.
- Publication Manual of the American Psychological Association (7thed).2013

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

- Interactive lectures, flipped classroom, inquiry-based learning,
- Project-based learning, experiential learning activities

Course Articulation Matrix :

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		3	3		3							
CO2			2	2	2					1	2	
CO3			2	3	3							2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Regularity & Diligence	5
Research Proposal	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Total Marks
Report Evaluation	20
VIVA Voce	20
Total	40

Note: Pass marks = 16

SEMESTER 3- ELECTIVE PAPERS

Elective (DSE) – (i) Inclusive Education

Program Name	Psychology	Semester	III
Course Title	Inclusive Education		
Course Code	DSE-1	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 3rd semester B.A./ B.Sc. after studying 2 semesters of Psychology as a major.

Course Objectives:

1. To sensitize the learners to the meaning and definition of Diversity in educational settings.
2. To develop understanding about diversity in educational settings
3. To generate awareness about different factors facilitating and impeding inclusion in educational settings.
4. To understand the differences between Impairment, Disability and Handicaps.
5. To know about the needs of diverse learners in educational settings and addressing them

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1 :	Understand the meaning of inclusion of all learners in the education process
CO2 :	Appreciate different factors facilitating and impeding inclusion in educational settings.
CO3 :	Understand the bandwidth of diversity in educational settings.
CO4 :	Understand the importance of identifying and celebrating diversity by providing equitable opportunities.
CO5 :	Understand the needs of diverse learners in educational settings and addressing them

Course contents:**Unit I: Introduction to Inclusive Education**

(15 Hours)

- Meaning and Definition of Diversity in educational settings.
- Understanding the diversity in educational settings: Socially disadvantaged group, Disabled group (average/ normal group), above average group (creative, talented and the gifted).
- Understanding impairment, Disability and Handicaps.
- Factors affecting and promoting inclusion in society.

Unit II: Celebrating Diverse Learners

(15 Hours)

- Broadening the scope of Diversity : i.) Beyond disability: Socio-economic status, linguistic diversity, gender identity, geographical location(eg. rural/ urban);
- Broadening the scope of Diversity: ii.) Intersectionality: how multiple identities intersect and create unique experiences of inclusion/ exclusion.
- Universal design for Learning (UDL): Core Principles : Engagement, Representation, Action & expression ; Practical applications of UDL.

References:

- Hallahan, D. P., & Kauffman, J. K. (1988). *Exceptional children: Introduction to special education*. Englewood Cliffs, NJ: Prentice-Hall.
- Kapoor, S. (2015). *Index of inclusive school quality*. Delhi: Brotherhood.
- Mithu, A., & Michael, B. (2005). *Inclusive education: From rhetoric to reality*. New Delhi: Viva Books Pvt Ltd.
- NCERT. (2006). *Position paper: National focus group on education of children with special needs*. New Delhi: National Council of Educational Research and Training.
- Reed, M. (1984). *Educating hearing impaired children*. Milton Keynes: Open University Press.

Teaching-Learning Pedagogy:

- Interactive lectures, flipped classroom, inquiry-based learning, group presentations
- Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2				2		2		3	3	1
CO2		3				1	2	3		3	2	
CO3			1	2				1	1		2	
CO4		1							2		1	3
CO5	2				1	2		3			1	1

Formative (Internal) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

3rd Semester
Elective(DSE) – (ii) School Counselling and Guidance

Program Name	Psychology	Semester	III
Course Title	School Counselling and Guidance		
Course Code	DSE-2	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 3rd semester B.A./ B.Sc. after studying 2 semesters of Psychology as a major.

Course Objectives:

1. To sensitize the learners to the meaning and differences between school counselling and guidance
2. To develop understanding about the different types of counselling and guidance services that can be offered in schools
3. To generate awareness about qualities of a school counsellor
4. To understand and identify the various tools and techniques to identify counselling and guidance needs of school children
5. To learn about the need, importance and process of educational and career guidance

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1 :	Understand the meaning and goals of the school counselling and guidance program
CO2	Appreciate the difference between Counselling and Guidance in Schools
CO3 :	Understand the different types of guidance services that can be offered in schools
CO4:	Understand and identify the various tools and techniques to identify counselling and guidance needs
CO5 :	Understand the importance of career counselling and provide career counselling

Course Syllabus:

Unit I: Introduction to School Counselling and Guidance Program

(15 Hours)

1. School Counselling:

- a. Meaning and definition, nature of Counselling. Qualities of effective counsellors.
- b. Ethics of Counselling: Confidentiality, Professional Disclosure and informed consent, No dual relationship, Referral with client's willingness.
- c. Types and approaches of Counselling: Individual and Group Counselling. Directive, non- directive and eclectic counselling.
- d. Stages and process of counselling: Relationship building, Assessment of the client's needs and problems, Goal setting and prioritization of the goal, Interventions and Termination & follow up.

2. Guidance:

- a. Meaning and Definition, Goals and functions of Guidance (Educational, Psychological and Social), Basic Philosophy of Guidance
- b. Guidance Services: Orientation service, Individual Inventory Service, Academic & Career Guidance Service, Counselling service, Research and Evaluation service, Follow Up service and Referral service.
- c. Guidance Activities: Class talk, Career Talk, Group Discussion and Workshop.
- d. School Guidance Committee, functionaries and Functions: Meaning, functions, composition, different functionaries; School Counsellor, Career master, School Psychologist, School Doctor, Social worker, Headmaster/ Mistress and School Teacher.

Unit II: Tools and Techniques for counselling and guidance

(15 Hours)

- a. Meaning and importance of Testing and non-testing techniques, Identification of appropriate tests.
- b. Testing and non-testing techniques: - Testing techniques: Intelligence, Aptitude, Attitude, Personality Tests, Checklists. Non-testing techniques: Interview, Observation, case study, Anecdotal record, Cumulative record cards.
- c. Educational and Career Guidance: Meaning, importance. World-of-work orientation. Collection and dissemination of educational and Career information: Preparation of charts, posters. Career monograph.
- d. Career Corners: Meaning, planning, and organizing career corners; Career Exhibitions: Meaning, planning, and organizing career exhibition; Career development: Meaning and development.

References

1. Aggarwal, J. C. (2004). *Educational vocational guidance and counselling*. Delhi: Doaba House.
2. Bhatnagar, A., & Gupta, N. (1999). *Guidance and counseling: Vol. 1 and 2*. New Delhi: Vikas Publishing House.
3. Chauhan, S. S. (2008). *Principles and techniques of guidance*. Vikas Publishing House Pvt Ltd.
4. Gibson, R. L., & Mitchell, M. (2008). *Introduction to counselling and guidance*. New Delhi: PHI Learning Pvt Ltd.
5. Kocher, S. K. (2007). *Educational guidance and counselling*. New Delhi: Sterling.

6. Murthy, V., Kumar, A. K., & Nandini, P. (2008). *Career guidance: A handbook* (First ed.). Bengaluru: Aviratha Trust.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning
3. Role plays, video based learning, related research papers discussions

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3				1		2				1	1
CO2	2	1					1			2	1	
CO3	1	2		1			2	3		2		2
CO4		3	3	1					1			
CO5		3						3			2	1

Formative (Internal) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines (For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

3rd Semester
Elective(DSE) – (iii) Life Skills

Program Name	Psychology	Semester	III
Course Title	Life Skills		
Course Code	DSE-3	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 3rd semester B.A./ B.Sc. after studying 2 semesters of Psychology as a major.

Course Objectives:

1. To help students understand the importance of life skills in enhancing both personal and professional effectiveness.
2. To equip students with essential personal and interpersonal competencies for managing the demands and challenges of everyday life.
3. To promote the development of self-confidence, critical thinking, and independent decision-making.
4. To foster effective communication, empathy, and teamwork in both individual and group contexts.
5. To encourage the application of life skills for holistic well-being and meaningful social engagement.

Course Outcomes:

By the end of the course, students will be able to:

CO1:	Understand the significance of life skills in everyday personal and professional life.
CO2:	Analyze the psychological and social factors contributing to the development of self-awareness, empathy, and interpersonal effectiveness.
CO3:	Demonstrate the ability to apply life skills such as self-awareness, critical thinking, and problem-solving in real-life situations.
CO4:	Develop enhanced communication skills and the ability to build and maintain healthy interpersonal relationships.
CO5:	Apply reflective practices to build self-confidence and emotional resilience.

Course Syllabus:

Unit I: Overview of Life Skills

(15 Hours)

- a. Meaning and significance of life skills in personal and professional life.
- b. Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Effective communication, interpersonal relationships, Self-esteem, and self-concept. Human Values, tools, and techniques of Self-awareness and empathy.
- c. Use of Life skills in personal and professional life
- d. Life Skills Education in the Indian Context.

Unit II: Developing Interpersonal and Intrapersonal competence

(15 Hours)

- a. Definition and need for self-awareness, empathy and interpersonal relationships.
- b. Steps in problem solving and decision making: Problem Solving Techniques
- c. Experiential Activities: Johari window and SWOT analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

References:

1. Mitra, B. K. (2017). *Personality development & soft skills* (Third impression). Oxford Publishers.
2. Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. John Wiley & Sons.
3. ICT Academy of Kerala. (2016). *Life skills for engineers*. McGraw Hill Education (India) Private Ltd.
4. Kalyana. (2015). *Soft skills for managers* (First ed.). Wiley Publishing Ltd.
5. James, L. (2016). *The first book of life skills* (First ed.). Embassy Books.
6. Verma, S. (2014). *Development of life skills and professional practice* (First ed.). Sultan Chand & G/L Company.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2				2	2	2	2	2	2	
CO2	2					3		3	2	2		
CO3	3							3	3	3		
CO4	3					3	3		3	3		2
CO5	2					3	2	2	2	1		

Formative (Internal) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

3rd Semester
Elective(DSE) – (iv) Counselling Essentials

Program Name	Psychology	Semester	III
Course Title	Counselling Essentials		
Course Code	DSE-4	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 3rd semester B.A./ B.Sc. after studying 2 semesters of Psychology as a major.

Course Objectives:

1. Understand the concept and foundational principles of counselling, including definitions, goals, and qualities of an effective counsellor.
2. Developing effective communication and interpersonal skills.
3. Develop awareness of key ethical issues in counselling
4. Learn and practice the core microskills and techniques essential to effective counselling communication.
5. Apply selected counselling techniques, including Cognitive Behavioural Therapy and postmodern approaches such as SFBT and Narrative Therapy.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1	Explain core concepts of counselling, including definitions, goals, and personal-professional attributes of a counsellor.
CO2	Identify and evaluate ethical issues in counselling practice, such as confidentiality, informed consent, and cultural sensitivity.
CO3	Develop an understanding of cultural diversity and its implications for counseling practice.
CO4	Demonstrate proficiency in core counselling microskills including listening, reflection, summarizing, and empathic communication.
CO5	Apply basic techniques from Cognitive Behavioural Therapy and postmodern counselling approaches.

Course Contents:

Unit I: Introduction to Counselling

(15 Hours)

- (a) Counselling: Definition, The important personality factors and background, qualities and goals of a counsellor
- (b) The counsellor : Person and Professional :- The counselor as a Therapeutic Person, Issues faced by beginning therapists, Becoming an effective multicultural counselor.
- (c) Ethical issues in counseling Practice:- Ethics and Counseling, Professional Codes of Ethics and Standards; The Right of Informed Consent, Dimensions of Confidentiality, Ethical Issues in a Multicultural Perspective and Ethical Issues in the Assessment Process.

Unit II: The Core Skills & Techniques of Counselling

(15 Hours)

- (a) The Microskills Hierarchy: Attending Behaviour, Basic listening skills (questioning, observation, encouraging, paraphrasing, summarizing, and reflecting feelings.) ; Advanced skills: Influencing skills,(Focusing ,Empathic confrontation. Interpretation/reframing, reflection of meaning, feedback, and self-disclosure), Positive asset search, Confrontation.
- (b) Techniques of Counselling: Cognitive Behaviour Therapy, Postmodern Approaches (Solution Focused Brief Therapy and Narrative Therapy).

References:

1. Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Brooks/Cole.
2. Ivey, A. E., & Ivey, M. B. (2007). *Intentional interviewing and counseling*. Thomson Brooks/Cole.
3. Gladding, S. T. (6th ed.). (2008.). *Counseling: A comprehensive profession*. Pearson India Limited.
4. Egan, G. (2007). *The Skilled Helper - A Problem-Management and Opportunity- Development Approach to Helping* (9th ed.). Brooks/Cole, Cengage Learning.
5. Corey, G. (2012). *Theory and Practice of Group Counselling* (8th ed.). Brooks/Cole, Cengage Learning.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning
3. Role play & simulation exercises, media based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2					1	1	1	1	1	
CO2	3	3					1	1				
CO3	3	3	3	3	2							2
CO4	3	3				3	3	2	1	1	1	
CO5	2	2				3	3	2	2	1		3

Formative (Internal) Assessment Guidelines(For Electives):

[B.Sc/BA. Psychology Syllabus \(BCU-SEP 2025\)](#)

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

3rd Semester
Elective(DSE) – (v) Introduction to Research

Program Name	Psychology	Semester	III
Course Title	Introduction to Research		
Course Code	DSE-5	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 3rd semester B.A./ B.Sc. after studying 2 semesters of Psychology as a major along with practical paper that includes basic statistics. The students who opt for this course should study research methodology as an elective paper in the 4th semester.

Course Objectives:

1. To understand what is research, what is the need and importance of research and types of research
2. To learn about the process and steps in research.
3. To understand the basic methodology of research.
4. To learn about variables and Hypothesis
5. To learn about what is sampling and types of sampling methods

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1 :	Understanding what is research and what are the different types of research..
CO2	Gain understanding about the process and steps in research.
CO3 :	Understand the various ethical guidelines for research.
CO4	Understanding about Variables, Hypothesis and its type
CO5 :	Understanding about Sampling, types and techniques of sampling, and to choose appropriate sample for research

Course Contents:

Unit I: Introduction to Research

(15 Hours)

- a. What is Research, need and Importance of Research
- b. Research Design: Quantitative, Qualitative and Mixed method; Types of research-Descriptive vs. Analytical, Applied vs. Fundamental
- c. Process of research-steps in the research process,
- d. Need for Ethics in Research, Ethical Guidelines for research in Psychology and Social Sciences.
- e. APA guidelines for Academic writing

Unit II: Variables, Hypothesis and Sampling

(15 Hours)

- a. Variables: Meaning and types of variables - Independent, dependent and confounding. Control of variables.
- b. Hypothesis: Definition, characteristics, types-null hypothesis and research hypothesis.
- c. Sampling Design: Population and Samples, Techniques of Sampling-Random and Non-Random.

References:

1. Kothari, C. R., & Garg, G. (2014). *Research methodology* (3rd ed.). New Age Techno Press.
2. Garrett, H. E., & Woodworth, R. S. (1987). *Statistics in psychology and education*. Vakils, Feffer & Simons Pvt. Ltd.
3. Gregory, R. J. (2006). *Psychological testing: History, principles, and applications* (4th ed.). Pearson Education.
4. King, B. M., & Minium, E. W. (2007). *Statistical reasoning in the behavioral sciences*. John Wiley & Sons.
5. Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of behavioral research*. Wadsworth/Thomson Learning.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3			2					1			
CO2		1	1	3	3	1	1					
CO3	1			3	1			2		2	2	3
CO4	3	2			3							
CO5	3	1		3	2	2		2		1		

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

4th Semester
Elective(DSE) –(i)Corporate Psychology

Program Name	Psychology	Semester	IV
Course Title	Corporate Psychology		
Course Code	DSE-1	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 4th semester B.A./ B.Sc. after studying 3 semesters of Psychology as a major.

Course Objectives:

1. Understand the core concepts and principles of Corporate Psychology and distinguish it from other branches of Psychology.
2. Understand the models related to human behaviour in organization settings, including motivation, leadership, job satisfaction and group dynamics.
3. Learn to Integrate principles of Social Psychology and general Psychology for understanding real world organizational scenarios.
4. To critically evaluate common organizational practices and learn how change models can be applied with organization development(OD) initiatives..
5. To understand empowerment and participation.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1	Learn to apply Psychological principles to real world organizational issues.
CO2	Evaluate how effective communication can enhance organizational culture.
CO3	Identify common organizational challenges such as employee motivation and leadership effectiveness.
CO4	Identify and develop training modules and interventions as part of organizational development initiatives.
CO5	Explore career opportunities and academic research areas in corporate psychology for adding value to literature.

Course Contents:

Unit I: Introduction to Corporate Psychology

(15 Hours)

- a. Meaning, definition and scope of corporate psychology; Role & skills required for a corporate psychologist
- b. Organization communication – Introduction, types, interpersonal communication, improving employee communication skills.
- c. Defining organizational development (OD), characteristics of OD, evolution of OD.

Unit II: Leadership and Change

(15 Hours)

- a. Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems of leadership, women in management, cultural differences.
- b. Nature of empowerment and participation – what is empowerment, what is participation, why is participation popular, benefits of participation, how participation works, programs for participation, important consideration in participation.

References:

1. Brown, D. R., & Harvey, D. (2006). *An experiential approach to organization development* (7th international ed.). Pearson Education.
2. Memoria, C. B. (1999). *Personnel management*. Himalaya Publishing House.
3. DeCenzo, D. A., & Robbins, S. P. (2004). *Personnel and human resource management* (3rd ed.). Prentice Hall of India.
4. Dessler, G. (2005). *Human resource management* (10th ed.). Prentice Hall of India.
5. Cummings, T. G., & Worley, C. G. (1993). *Organization development and change*. West Publishing Company.
6. French, W. L., & Bell, C. H. (1999). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). Prentice Hall.
7. Shenoy, G. V., Srivastava, U. K., & Sharma, S. C. (1999). *Operations research for management*. Wiley Eastern Ltd.
8. Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology*. McGraw-Hill International.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3											
CO2		2	1								2	
CO3				3								3
CO4	1					2						1

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

4th Semester
Elective(DSE) –(ii)Positive Psychology

Program Name	Psychology	Semester	IV
Course Title	Positive Psychology		
Course Code	DSE-2	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisite:

Students admitted into 4th semester B.A./ B.Sc. after studying 3 semesters of Psychology as a major.

Course Objectives:

1. To understand what is Positive Psychology and its importance in well being
2. To impart knowledge about positive emotions and its role in wellbeing.
3. To understand happiness, close relationships and the factors influencing the same with reference to Indian culture
4. To examine the role of religion and spirituality to maintain subjective well being.
5. To understand personal goals, values, gratitude, forgiveness and how it contributes to well being.

Course Outcomes (COs):

After the successful completion of the course, the student will be able to:

CO1	Understand what is Positive Psychology and its importance in promoting well being
CO2	Increase Positive Emotions, Happiness that lead to overall sense of Wellbeing and Life Satisfaction
CO3	Cultivate spirituality to maintain subjective well being
CO4	Develop strategies for promotion of Resilience, Personal Goals
CO5	Practice Gratitude, Mindfulness and other positive psychology techniques to promote well being

Unit I: Introduction To Positive Psychology

(15 Hours)

- Positive Psychology: Definitions, assumptions and goals.
- The role of positive emotions in positive psychology; psychology of Well Being, Two traditional of subjective well being-the hedonic and Eudaimonic basis of happiness
- Defining happiness; Causes of happiness; Love and happiness; Defining close relationship: characteristics, knowledge, trust, caring interdependency, mutuality and commitment; happiness and well being in Indian culture

Unit II: Personal Goals, Religion and Spirituality

(15 Hours)

- Resilience: meaning, sources of resilience in children and adults, resilience skills and factors
- Personal Goals: Measuring personal goals, and values, gratitude, forgiveness, goals contribution to well being,
- Religion, Spirituality and well being: Role of religion and spirituality to maintain subjective well being

References

- Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology* (Pearson New International ed.). Pearson.
- Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.
- Linley, A., & Joseph, S. (2004). *Positive psychology in practice*. John Wiley & Sons.

Teaching-Learning Pedagogy:

- Interactive lectures, flipped classroom, inquiry-based learning, group presentations
- Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3										
CO2	3	2				3	3	2	2	2		
CO3	2	2				2	2	2	2	2	2	
CO4	3	2						3	3	3	3	
CO5	3	2						3	3	3	3	

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

4th Semester
Elective(DSE) –(iii) Stress management

Program Name	Psychology	Semester	IV
Course Title	Stress Management		
Course Code	DSE-3	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 4th semester B.A./ B.Sc. after studying 3 semesters of Psychology as a major.

Course Objectives:

1. To examine the personal, environmental, and organizational sources of stress.
2. To gain an understanding of the fundamental physiology of stress.
3. To understand the impact of stress on physical and mental health.
4. To become familiar with diverse stress management techniques.
5. To analyze the role of cultural, developmental, and individual differences in stress perception and coping styles.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1	Define and describe the concept of stress, the symptoms and types.
CO2	Identify and analyze various psychological, social, environmental, and workplace causes of stress.
CO3	Explain the physiological and psychological effects of stress on health.
CO4	Apply various coping strategies such as yoga, meditation, time management, social support, and expressive therapies to manage stress effectively.
CO5	Demonstrate the role of emotional intelligence, communication, and emotional regulation in stress and conflict management at personal and workplace levels.

Unit I : Introduction

(15 Hours)

- a) Stress: Meaning and definition. Symptoms and effects of stress.
- b) Types of stress: Eustress and distress; Acute stress, and chronic stress.
- c) Stressors: Meaning; Common stressors at the workplace.
- d) Causes/Sources: Psychological, Social, Environmental, Work-stress, life-stress, frustration, conflict and pressure.
- e) Effects of stress on health, Stress and immune system, Role of stress in CHD, hypertension and diabetes.

Unit II : Strategies of Stress Management

(15 Hours)

- a) Coping strategies: social support, time management, yoga, biofeedback, meditation and relaxation techniques, expressive therapy – music, art and dance.
- b) Problem focused and emotion focused approaches to stress management
- c) Role of communication in managing stress and work performance: Emotional regulation and coping; Emotional intelligence and conflict management:

References:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.
2. Coon, D., & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and behavior* (12th ed.). Wadsworth.
3. Plotnik, R., & Kouyoumdjian, H. (2011). *Introduction to psychology* (9th ed.). Cengage Learning.
4. Taylor, S. E. (2016). *Health psychology* (9th ed.). McGraw-Hill Education.
5. Wolberg, L. R. (1988). *The technique of psychotherapy* (4th ed.). International Psychotherapy Institute.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	2	2	2					
CO2	3	2	2	2		2	2	2	2			
CO3	3	2				2	2	2	2			
CO4	3	2							3	3	3	
CO5	3	2							3	3	3	2

Formative (Internal) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

4th Semester
Elective(DSE) –(iv)Personality Development

Program Name	Psychology	Semester	IV
Course Title	Personality Development		
Course Code	DSE-4	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 4th semester B.A./ B.Sc. after studying 3 semesters of Psychology as a major.

Course Objectives:

1. Help students understand themselves better by identifying their strengths, potentials, and limitations, and work toward self-improvement and self-esteem.
2. Familiarize students with key theories and concepts of personality to enhance self-awareness and holistic development.
3. Equip students with essential communication and interpersonal skills, for effective functioning in personal and professional environments.
4. Enable students to develop time management and decision-making skills necessary for lifelong success and productivity.

Course Outcomes:

CO1:	Understand and evaluate core concepts and theories of personality and its development.
CO2:	Demonstrate effective communication skills, including listening, speaking, and group interaction.
CO3:	Apply interpersonal and leadership skills in various social and professional contexts.
CO4:	Use strategies for motivation, time management, and self-regulation to improve performance and well-being.
CO5:	Reflect on personal experiences to enhance self-awareness, confidence, and emotional growth.

Unit I : Introduction to Personality Development

(15 Hours)

- a. Personality: Meaning and Definition. Types of personality, traits, and characteristics. Meaning and significance of personality development.
- b. Theories of personality: Freudian, Erickson, Humanistic, and the Big-Five.

Unit II: Communication, Interpersonal Skills and Time Management

(15 Hours)

- a. Communication: Meaning, Definition, Types – Verbal and Non-Verbal, Communication Skills, the 7-C's of Communication, Communication Etiquettes, Group Discussion, and Listening Skills.
- b. Interpersonal Skills—Meaning of Interpersonal skills- Need to develop Interpersonal skills Components of Interpersonal skills- Techniques required to improve skills- Benefits of effective interpersonal skills
- c. Time Management: What and why of Time Management Necessity and benefits of time management — Tools of time management-How to manage time wisely

References:

1. Ghosh, M. (n.d.). *Positivity: A way of life*. Orient Blackswan Pvt. Ltd.
2. Vivekananda, S. (2011). *Personality development*. Ramakrishna Math and Ramakrishna Mission.
3. Karnataka Jnana Aayoga. (2010). *Vikas (life skills manual)*. Member Secretary & Executive Director, Karnataka Knowledge Commission.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2		2	2					
CO2	3	2				3	3	3	3			
CO3	3	2				3	3	3	3	3	3	
CO4	3	2				3	2	2	3	2	2	2
CO5	3	2				2	2	3	2	3	2	2

Course Articulation Matrix:

Formative (Internal) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines(For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16

4th Semester
Elective(DSE) –(v)Research Methodology

Program Name	Psychology	Semester	IV
Course Title	Research Methodology		
Course Code	DSE-5	Number of Credits	2
Contact Hours	30 hours	Duration of SEA/ Exam	90 minutes
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

Course Prerequisites:

Students admitted into 4th semester B.A./ B.Sc. after studying 3 semesters of Psychology as a major along with practical paper that includes basic statistics. The student should have studied Introduction to Research as an elective paper in the 3rd Semester Psychology course.

Course Objectives:

1. Understand various scales of measurement in Psychology
2. To learn about types of statistics and its applications
3. To understand the differences between descriptive statistics and inferential statistics
4. To learn to compute measure of central tendency and measures of variation
5. To learn about the various Research Designs.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1	Understand various scales of measurement in Psychology
CO2	To understand the properties of Normal Probability Curve and its applications
CO3 :	To understand the differences between descriptive statistics and inferential statistics and learn to compute various types of statistics
CO4	To get an understanding of experimental, non experimental and qualitative research designs
CO5 :	To be able to carry out simple research projects by using appropriate research designs under faculty supervision

Course Syllabus:

Unit I: Measurement and Data analysis for Research in Psychology (15 Hours)

- a. Scales of Measurement-Nominal, Ordinal, Interval and ratio Scales.
- b. Meaning and applications of descriptive statistics- Measures of central tendency: Mean, median, mode.; Measures of Variation: Range, Standard deviation and Quartile deviation.
- c. Measures of Relationship: Correlation: Pearson Product Moment and Spearman's rank order method.
- d. Properties of Normal Probability Curve and its applications
- e. Meaning and applications of Inferential Statistics: Chi Square and Median Test, t- test : Independent samples t test and paired samples t-test

Unit II: Research Designs (15 Hours)

- a. Non-Experimental Research designs- Survey Research, Correlational research, Observational, Interview research, case study; Developmental research designs - Longitudinal, Cross-sectional, Sequential studies.
- b. Experimental Research designs- Experimental and control group designs, Single and multi group designs.
- c. Quasi-experimental research designs.
- d. Qualitative Research Designs

References:

1. Kothari, C. R., & Garg, G. (2014). *Research methodology* (3rd ed.). New Age Techno Press.
2. Best, J. W., & Kahn, J. V. (n.d.). *Research in education*. John Wiley & Sons.
3. Garrett, H. E., & Woodworth, R. S. (1987). *Statistics in psychology and education*. Vakils, Feffer & Simons Pvt. Ltd.
4. Gregory, R. J. (2006). *Psychological testing: History, principles, and applications* (4th ed.). Pearson Education.
5. King, B. M., & Minium, E. W. (2007). *Statistical reasoning in the behavioral sciences*. John Wiley & Sons.
6. Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of behavioral research*. Wadsworth/Thomson Learning.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2								
CO2	3	3			1					2		
CO3		2		3	2							
CO4	3	3			2			2		2	1	
CO5		3		3	3	2	2	2	2	3	1	1

Formative (Internal) Assessment Guidelines (For Electives):

Assessment Type/ Criteria	Marks
Internal Test	5
Assignment/ Class Presentation	5
Total	10

Summative (External) Assessment Guidelines (For Electives):

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	5 from a choice of 7	2	10
Short notes	2 from a choice of 4	5	10
Essays	2 from a choice of 4	10	20
Total			40

Note: Pass marks =16