

ಡಾ. ಮನಮೋಹನ್ ಸಿಂಗ್
ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



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No.MSBCU/BoS/Syllabus/Science/ 107 /2026-27

Date: 29.06.2026

NOTIFICATION

Sub: Syllabus for the V & VI Semester Under Graduate Courses in the Faculty of Science -reg

- Ref: 1. Government Order No. ED 166 UNE 2023 Bengaluru dated. 08.05.2024
2. Recommendations of the Boards of Studies in the Faculty of Science
3. Approval of the Academic Council in its meeting held on 08.06.2026
4. Orders of Vice-Chancellor dated.29.06.2026

The Syllabus prepared by the Boards of Studies for the different Subjects of V & VI semester Under Graduate Courses, in the faculty of Science based on the Guidelines and Curriculum Structure issued by the Government under ref(1) have been approved by Academic Council meeting held on 08.06.2026.

Accordingly, the CBCS Syllabus for the V & VI Semester UG Courses of Science Faculty in respect of following subjects are hereby notified for implementation from the academic year 2026-27.

Sl. No.	Subjects
1.	Botany– V & VI Semester
2.	Chemistry– V & VI Semester
3.	Zoology and Genetics– V & VI Semester
4.	BoS in Fashion and Apparel Design i. FAD – V & VI Semester ii. IDD– V & VI Semester
5.	Geography– V & VI Semester
6.	Mathematics– V & VI Semester
7.	Physics – V & VI
8.	BoS in Home Science i) Home Science – V & VI ii)Nutrition & Dietetics – V & VI iii)Clinical Nutrition & Dietetics – V & VI iv)Food Technology – I & II Sem

p.t.o

9.	Criminology and Forensic Science– V & VI
10.	Psychology– V & VI Semester
11.	Electronics – V & VI
12.	Statistics – V & VI
13.	Microbiology– V & VI
14.	Biotechnology– V & VI
15.	Environmental Science– V & VI

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.


REGISTRAR

Copy to;

1. The Registrar(Evaluation), Dr. Manmohan Singh Bengaluru City University
2. The Dean, Faculty of Science, MSBCU.
3. The Principals of the concerned affiliated Colleges of MSBCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), MSBCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in



Dr. MANMOHAN SINGH
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CHOICE BASED CREDIT SYSTEM
[As per SEP]

Syllabus for B.A/B.Sc.
Psychology

2026-27 onwards

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
BA./B.Sc. PSYCHOLOGY(SEP 2024)

Sem ester	PAPER TITLE	Paper	Hours/ Week	Exam duration	Marks			Credits
					IA	Sem End Exam	Total	
I	Core Theory -Paper I Paper I - Basic Psychological Processes-I	Theory	4	3	20	80	100	3
	Core Practical -Paper I Psychology Practical Paper-1	Practical	3	3	10	40	50	2
II	Core Theory -Paper II Paper II-Basic Psychological Processes-II	Theory	4	3	20	80	100	3
	Core Practical -Paper II Psychology Practical Paper- II	Practical	3	3	10	40	50	2
III	Core Theory -Paper III Paper III Child Psychology	Theory	4	3	20	80	100	3
	Core Practical -Paper III Psychology 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	Core Theory -Paper IV Developmental Psychology	Theory	4	3	20	80	100	3
	Core Practical -Paper IV Psychology 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

Sem ester	PAPER TITLE	Paper	Hours/ Week	Exam duration	IA Marks	Sem End Exam Marks	Total Marks	Credits
V	Core Theory -Paper V (any one of the following) (i)Psychological Disorders-I OR (ii)Health Psychology	Theory	2x4	2x3	2x20	2x80	2x100=200	2x3=6
	Core Theory -Paper VI (any one of the following) (i)Social Psychology OR (ii) Counselling Psychology							
	Core Practical -Paper V Psychology Practical Paper- V	Practical	3	3	10	40	50	2
	Compulsory Practical/knowledge /skill -2- Project Work	Practical	3	3	10	40	50	2
VI	Core Theory -Paper VII (any one of the following) (i)Psychological Disorder II OR (ii)Abnormal Psychology	Theory	2x4	2x3	2x20	2x80	2x100=200	2x3=6
	Core Theory -Paper VIII (any one of the following) (i)Organizational Psychology & HRM OR (ii)Educational Psychology	Theory	2x4	2x3	2x20	2x80	2x100=200	2x3=6
	Core Practical -Paper VI Psychology Practical Paper- VI							
	Compulsory Practical/knowledge/Skill -3 Internship	Practical Internship	3	3	10	40	50	2
	TOTAL						1300	44

PSY-501(i) - Psychological Disorder I (Core Theory)

PSY – 501 COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Psychological Disorders- 1		
Course Code	PSY 501(i)	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

Course Prerequisites:

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major. This paper is offered in two parts. **Students who opt for this paper need to pursue Psychological Disorders II in 6th semester compulsorily.**

Course Objectives:

1. To understand what is meant by psychological disorders.
2. To be conscious of the stigma attached to psychological disorders and the misconceptions about them.
3. To be aware of the classification systems used to classify psychological disorders.
4. To comprehend the diagnostic criteria for different psychological disorders.
5. To explore the factors that contribute to the development of psychological disorders

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1:	The student will have the knowledge about the difference between the concepts of normality and abnormality
CO2:	Myths regarding abnormality will be dispelled.
CO3:	Students will be familiar with criteria and classification of psychological disorders.
CO4:	Students will have an overview of the symptoms and etiology of various psychological disorders.
CO5:	Students will understand the etiology of psychological disorders

PSY-501a -COURSE CONTENTS:

Unit I: Understanding Psychological Disorders

(15 Hours)

- a. Introduction: Meaning Definition of mental disorder (DSM/ WHO); Indicators of abnormality
- b. Models to understand psychological disorders - Psychodynamic (Freud and newer psychodynamic

perspectives), Behavioristic, Cognitive -behavioural; Biological Perspective, Psychological Perspectives , Social Perspective; Cultural Perspective

- c. Classification Systems of mental disorders – DSM and ICD.

Unit II: Anxiety Based Disorders

(15 Hours)

- a. Meaning and definition of anxiety disorders, The fear and anxiety response pattern;
- b. Phobic disorders- Specific Phobias, Social Phobia- Clinical Features and Causal factors
- c. Panic disorder and Agoraphobia-Clinical Features and Causal factors
- d. Generalized Anxiety Disorder(GAD)- Clinical Features and Causal factors
- e. Obsessive Compulsive Disorders(OCD)-Clinical Features and Causal factors

Unit III: Somatic Symptom, Conversion And And Dissociative Disorders

(15 Hours)

- a. Somatic symptom disorder;Clinical Features and Causal factors
- b. Conversion disorders Clinical Features and Causal factors
- c. Dissociative disorders - Clinical Features and Causal factors- Dissociative amnesia, Depersonalization/ Derealization disorder; Dissociative Identity Disorder.

Unit IV: Personality Disorders And Paraphilias

(15 Hours)

- a. Personality disorders: cluster A (paranoid, schizoid, schizotypal), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant, obsessive compulsive and dependent personality disorder).
- b. Paraphilic disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.

References:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.
2. Alloy, L. B., Riskind, J. H., & Manos, M. J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). McGraw-Hill Education.
3. Sarason, I. G., & Sarason, B. R. (2005). *Abnormal psychology: The problem of maladaptive behavior* (11th ed.). Pearson Education.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentations and case studies presentation
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										
CO2											3	1
CO3	3	2					1			1		
CO4	3	2					1			1		
CO5	3	2					1			1		

Formative (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-501(ii) - Health Psychology (Core Theory)**PSY – 501(ii) COURSE DETAILS**

Program Name	Psychology	Semester	V
Course Title	Health Psychology (Theory)		
Course Code	PSY- 501(ii)	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

Course Prerequisites:

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To understand what is meant by Health Psychology.
2. To understand the various health behaviors.
3. To be know about the various health enhancing behavior
4. To understand the factors influencing health.
5. To explore the various techniques to enhance health behavior.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1:	Understand the subject matter, principles and concept of health psychology.
CO2:	Understand the correlates of pain, illness and its management. Awareness about the intervention plans.
CO3:	Understand the impact of stress on health and enhance knowledge about the different assessments.
CO4:	Have awareness about health enhancing and compromising lifestyles.
CO5:	Attain and maintain one's health through coping strategies and interventions.

PSY-501 (ii) COURSE CONTENTS:**Unit I - Introduction To Health Psychology And Health Behaviour (15 Hours)**

- a. Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.
- b. Health Psychology: Introduction; Need for the field of health psychology; History of body mind

relationship; Models of health -Biomedical and Bio psychosocial model.

- c. Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.

Unit II - Health Enhancing And Compromising Behaviour (15 Hours)

- a. Theories of Health behaviors: Theories of planned behavior, The health belief model and their implications.
- b. Health compromising behaviors: Substance abuse, overeating and obesity
- c. Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, sleep and hygiene.
- d. Adherence: Meaning and factors predicting adherence.

Unit III - Stress And Health (15 Hours)

- a. Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.
- b. Effects of stress on health: Stress and immune system, Role of stress in CHD, Hypertension and Diabetes.
- c. Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance.
- d. Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity

Unit IV - Management Of Pain, Chronic And Terminal Illness (15 Hours)

- a. Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain, individual differences and socio-cultural differences in reaction to pain.
- b. Management of chronic and terminal Illness - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying – the issue of non-traditional treatment. Alternatives to hospital care – Hospice or home care; Psychological management of terminally ill.

References

1. Taylor, S. E. (2010). *Health psychology* (6th ed.). Tata McGraw-Hill.
2. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2011). *Health psychology: Theory, research and practice* (3rd ed.). Sage Publications India Pvt. Ltd.
3. Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. Thomson Learning Inc.
4. DiMatteo, M. R., & Martin, L. R. (2002). *Health psychology*. Pearson.
5. Ogden, J. (2000). *Health psychology* (2nd ed.). Open University Press.
6. Ghosh, M. (2014). *Health psychology: Concepts in health and well-being* (1st ed.). Pearson.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentation and case studies presentation
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	1				
CO2		3	1	1	1			1			2	
CO3	2	2	3	1	1	1					1	
CO4	1	1				1	3		2		1	1
CO5	1	1				1	3		2		1	

Formative (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-502(i) - Counselling Psychology (Core Theory)
PSY – 502(i) COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Counselling Psychology		
Course Code	PSY-502(i)	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

Course Prerequisites:

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To understand Counseling Psychology.
2. To understand the different models of Counselling Psychology.
3. To have the knowledge about the different concepts of the techniques and skills of the counselling Psychology.
4. To understand the importance of the interpersonal relationship and wellbeing of the persons.
5. To understand the important ethics in counseling.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1	:	Able to understand core concepts of counselling.
CO2	:	Get the knowledge about the models of Counselling.
CO3	:	To understand the skills and techniques of counselling.
CO4	:	To understand the wellbeing of self and others.
CO5	:	Understanding about the interpersonal relationship and Ethics in counselling.

PSY – 502(i) COURSE CONTENTS:

UNIT – I: Introduction

15 hours

- a. Definition of Counseling, Guidance and Psychotherapy
- b. Goals of Counseling; Characteristics of an Effective Counselor; Where Counselors work – Elementary school counselor, Correctional counseling, Rehabilitation counseling, Marriage and family counseling,
- c. Special counseling populations – Substance abusers, Women, Business and Industry, AIDS patients, Abuse victims; Current trends in counseling

UNIT–II: Theoretical Approaches To Counselling**15 hours**

- a. Overview of models of counselling: Skills and approaches to counseling
- b. Models of counselling: Carkhuff, Ivey & Ivey model

UNIT – III: Process Of Counselling**20 hours**

- a. Client – Counselor Relationship establishment, Problem Identification and Exploration, Planning for Problem Solving, Solution Application and Termination.
- b. Building Counseling Relationship – Factors that influence the counseling process: Seriousness of the presenting problem, Structure, initiative, the physical setting, Client qualities, Counselor qualities.
- c. Working in a counseling relationship: Counselor Skills in understanding and action phases – Changing perceptions, leading, Multi-focused responding, Accurate empathy, Self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and CounterTransference.
- d. Closing Counseling Relationships: Function and Timing of closing a counseling relationship, Issues related to termination – Follow up; Referral and Recycling

UNIT – IV: Ethics In Counselling**10 hours**

- a. Codes of Professional Ethics, Ethical Principles: Respect for Autonomy, Beneficence, Non-maleficence, justice, Fidelity.
- b. Ethical Theory: Relationship between Ethics and Law; Common Ethical violations by Mental Health Professionals.

References:

1. Gladding, S. T. (n.d.). *Counseling: A comprehensive profession* (6th ed.). Pearson India Limited.
2. Gibson, R. L., & Mitchell, M. H. (n.d.). *Introduction to counseling and guidance* (7th ed.). Prentice Hall India Private Limited.
3. Rao, S. N. (n.d.). *Counseling and guidance* (3rd ed.). McGraw Hill Publication Co. Ltd.
4. Welfel, E. R., & Patterson, L. E. (n.d.). *The counseling process: A multi-theoretical integrative approach* (6th ed.). Cengage Learning.
5. Ivey, A. E., & Ivey, M. B. (2007). *Intentional interviewing and counseling*. Thomson Brooks/Cole.

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					1	1	1	1	1	
CO2	3	3					1	1				
CO3	3	3	3	3	2							2
CO4	3	2				3	3	2	1	1	1	
CO5	2	2				3	3	2	2	1		3

Formative (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-502(ii) - Social Psychology (Core Theory)
PSY – 502(ii) COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Social Psychology		
Course Code	PSY-502(ii)	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 – 502(ii) COURSE PREREQUISITES

Students of B.A/ [B.Sc.](#) who have completed Semester 5 with Psychology as their major.

Course Objectives:

1. To examine how others influence our thoughts, feelings, and behaviors.
2. To understand conformity, obedience, and persuasion and explore how we form impressions of others.
3. To understand group decision making and investigating social interaction

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1:	Understanding of social psychological theories and principles
CO2:	Ability to apply social psychological principles in real world issues and how to improve interpersonal relationships and group dynamics
CO3:	Improved communication and interpersonal skills and to think critically about social issues
CO4:	Understanding about the Social interactions and Social Networking
CO5:	Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.

PSY-502(ii) COURSE CONTENTS

Unit I Social Psychology, Social Perception And Social Cognition

15 Hrs

- a. Social Psychology: definition, nature and scope of social psychology.
- b. Social perception: non-verbal communication; impression formation and management
- c. Social Cognition: schemas, heuristics, automatic processing, and errors
- d. Interdependent Relationship: family, friendship, and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Unit II Understanding And Evaluating The Social World 15 Hrs

- a. Attribution: Definition and Theories (Fritz-Heider's theory, Jones and Davis's theory, Kelly's theory), Sources of error in attribution
- b. Attitudes: definition and components, attitude-behavior link, attitude formation and strategies for attitude change, and measurement of attitudes through assessment scales.
- c. Prejudice: meaning, definition, growth, and techniques for counteracting its effects;
- d. Stereotype meaning, gender stereotype, glass ceiling, and discrimination.

Unit III Social Interaction And Influence 15 Hrs

- a. Formation and influence of groups: conformity—Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, cooperation, conflict, and techniques to resolve conflicts.
- b. Prosocial Behavior—Latane and Darley's 5 crucial steps to an emergency, situational factors influencing prosocial behavior, factors decreasing the tendency to help.
- c. Social networking sites: impact of social media on children, adolescents and families

Unit IV Social Disorganisation Issues & Application Of Social Psychology

15 Hrs

- a. Social sources of stress and tactics for decreasing the harmful effects of stress.
- b. Aggression - social learning perspectives, - theories of aggression - drive theory, modern theory - GAAM biological, situational and personal determinants, prevention and control of aggression - punishment, cognitive interventions and forgiveness
- c. Applying social psychology at work, health, and the legal system.

References

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.
2. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.
3. Branscombe, N. R., & Baron, R. A. (2012). *Social psychology* (14th ed., Adapted by P. Kapur). Pearson.
4. Myers, D. G. (2006). *Social psychology* (8th ed.). Tata McGraw-Hill.

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										
CO2	2	2				3	3	2	2	1		3
CO3						3	2	1	1	1	2	1
CO4						2	2	1	1	1	2	1
CO5		3	2	3	2	2	1	1				3

Formative (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

V Semester- Practical Paper V

Paper V - COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Practicals for V semester - Paper V		
Course Code	Practical Paper V	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

COURSE PREREQUISITES

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major.

Course Objectives:

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

1. Train students to use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
2. Enable students to use inferential statistics such as t test- procedure and its applications
3. Build research and team-work skills among students.

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

CO1 :	Use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
CO2 :	Carry out data analysis using Independent sample t test / Critical ratio and interpret the same
CO3 :	Carry out data analysis using Paired samples to test and interpret the same.

PRACTICALS PAPER V: Course Contents:

PART A- (Choose from the below as per the theory papers offered)

501(i) : List of Assessments for Psychological Disorders-1 (Choose any 2 or 4)

1. General Health Questionnaire (David Goldberg)
2. Family Pathology Scale (V. Veeraraghavan and A. Dogra)
3. Bell's Adjustment Inventory
4. IPAT Anxiety Scale
5. Yale Brown Obsessive Compulsive Scale
6. Defence Mechanism Inventory (N R Mrinal & Uam Singhal)
7. Internal – External Locus of Control Scale (Julian B. Rotter)
8. Narcissistic Personality Inventory (Dr. Sagar R Helode, Dr. Bashir Hasan & Dr. R. D. Helode)

501(ii) : List of Assessments for Health Psychology (Choose any 2 or 4)

1. Psychological Well-Being (D. S. Sisodia and Pooja Choudhary)
2. WHO Quality of Life Scale
3. Students Stress Rating Scale (Manju Agarwal)
4. Type A and Type B - ABBPS (Upinder Dhar and Manish Jain)
5. CMI Health Questionnaire (N.N. Wig, Parshad and S.K. Verma)
6. P.G.I. Well-Being Measure (S.K. Verma and Anita Verma)
7. Optimum Health Scale (Pravin Kumar and Lovellen Bala)
8. General Health Questionnaire (David Goldberg)

502(i) : List of Assessments for Counseling Psychology (Choose any 2 or 4)

1. Transference Work Scale (TWS)
2. Guidance Needs Inventory (Grewal)
3. Career Interest Schedule (CIS)
4. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)
5. Psychological Counselling Need Scale (Vijayalakshmi Chouhan and Gunjan Arora)
6. Empathy Scale by Carkhuff (Carkhuff Empathy Rating Scale) ([Microsoft Word - Taping appendices.docx](#))
7. Rathu's Assertiveness Scale
8. Frustration Tolerance Scale
9. Feeling Wheel (is not a standardized scale) ([Emotion Wheel Worksheet & Example | Free PDF Download](#))

502(ii) : List of Assessments for Social Psychology (Choose any 2 or 4)

1. Stereotypes
2. Bogardus Social Distance Scale
3. Co-operation
4. Competition
5. Criminal Propensity Scale (Arjun Singh and Neelam Sharma)
6. Prestige Suggestion
7. Sodhi's Attitude Scale
8. Aggression scale (Buss & Perry, 1992)

Note: A total of **EIGHT** assessments/ tests need to be taught from the list, by choosing any 2 or 4 from the corresponding theory papers offered. The practical batches to be kept separate based on the theory paper chosen by the students.

PART B: Statistics

1. Independent Sample t test
2. Paired Sample t Test

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.

Teaching-Learning Pedagogy:

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

Course Articulation Matrices

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

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Statistics	5
Practical 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 2 - Compulsory Practical/Knowledge/Skills Practicals
Semester V CP/CS 2 - Project Work

CP/CS 2 COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Compulsory Practical/Knowledge/Skills - Project Work		
Course Code	CP/CS 2	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 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major. The project work in this semester to be conducted as per the research proposal that was developed in semester 4, CP/CS 1.

Course Objectives:

The purpose of the course is to:

1. To train students to accurately and systematically enter research data into Microsoft Excel, use its analytical functions to perform basic statistical analyses relevant to their research objectives,
2. To train students to interpret results of statistical analysis and articulate a robust discussion section for their research project. This involves explaining what the data means, relating it back to their research questions, and considering the implications of their findings.
3. Develop project report as per the APA format under the heading of various chapters.

Course Outcomes:

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

CO1:	Students getting knowledge about data entry and statistical data analysis using Microsoft Excel.
CO2:	Students will develop the ability to construct a "Discussion" chapter that interprets their results, relates them to existing literature, and addresses the implications of their findings.
CO3:	Students will gain the knowledge and practical abilities necessary to integrate their data analysis and discussion effectively into a complete research project report.

Course Contents:

1. The project work in this semester to be conducted individually or in a group as per the research proposal that was developed in semester 4, CP/CS 1 based on the area of interest of the student under the guidance of the batch teachers/supervisor.
2. Data collected to be scored and coded in MS excel or recorded manually. Data analysis to be carried out as per the research proposal using appropriate methods of statistical analysis

3. The results to be analysed, interpreted and discussed as per the objectives of the study
4. Research report to be submitted under appropriate chapters as per the APA format - Chapter 1- Introduction, Chapter 2- Review of Literature, Chapter 3- Methodology, Chapter 4- Results and Analysis, Chapter 5- Discussion and Conclusions, References and Appendices.

References:

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

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning,
2. 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							3
CO2			2	2	3					1	2	
CO3			3	3	3							

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Regularity & Diligence	5
Project Report	5
Total	10

Summative (External) Assessment Guidelines:

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

Note: Pass marks = 16

PSY-601(i) Psychological Disorder - II (Core Theory)**PSY-601(i) COURSE DETAILS**

Program Name	Psychology	Semester	VI
Course Title	Psychological Disorders - II		
Course Code	PSY-601(i)	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-601(i) COURSE PREREQUISITES

Admitted into 6th semester B.A./ B.Sc. after studying 5 semesters of Psychology as a major. Should have compulsorily opted for Psychological disorders- I in the V Semester

COURSE OBJECTIVES:

1. To understand what is meant by psychological disorders.
2. To comprehend the diagnostic criteria for different psychological disorders.
3. To explore the factors that contribute to the development of psychological disorders

COURSE OUTCOMES(CO's):

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

CO1 :	The student will have the knowledge about the difference between the concepts of normality and abnormality
CO2 :	Students will have an overview of the symptoms and etiology of various psychological disorders.
CO3 :	Students will understand the etiology of psychological disorders
CO4 :	Myths regarding abnormality will be dispelled.
CO5 :	Students will be familiar with criteria and classification of psychological disorders.

PSY 601(i) COURSE CONTENTS:**Unit I: Stress And Mental Health****(15 Hours)**

- a. Meaning and Definition of stress,
- b. The Diathesis- Stress Model;
- c. Categories of stressors- Primary, Predisposing, Precipitating and Reinforcing causes
- d. Coping with Stress- General Principles of Coping
- e. Stress Disorders- Adjustment disorders, Acute Stress Disorders, PTSD- Clinical picture and causal factors

Unit II: Mood Disorders**(15 Hours)**

- a. Meaning, Definition and Types
- b. Unipolar Disorders - Major Depressive Disorder, Persistent Depressive disorder (Dysthymia)-Clinical features and causal factors
- c. Bipolar and related disorders:Cyclothymic disorder, bipolar disorders (I and II);-Clinical features and causal factors.
- d. Suicide- factors associated with suicide and preventive measures.

Unit III Schizophrenia And Other Psychotic Disorders**(15 Hours)**

- a. Schizophrenia: clinical picture, subtypes; Causes - Genetic and biological, psychosocial and Cultural factors.
- b. Other Psychotic Disorders: Schizoaffective Disorders, Schizophreniform Disorder, Delusional disorder, Brief Psychotic Disorder and Shared Psychotic disorder

Unit IV: Substance Related Disorders And Neurocognitive Disorders**(15 Hours)**

- a. Alcohol-related disorder- clinical picture and causes
- b. Drug abuse and dependence -Opium and its derivatives, stimulants, Sedatives, Hallucinogens
- c. Gambling disorder
- d. Neurocognitive Disorders:Definition, Types- Delirium, Major Neurocognitive disorder - Parkinson's disease, Alzheimer's disease, Amnestic disorder, Huntington's disease.

References:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.
2. Alloy, L. B., Riskind, J. H., & Manos, M. J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). McGraw-Hill Education.
3. Sarason, I. G., & Sarason, B. R. (2005). *Abnormal psychology: The problem of maladaptive behavior* (11th ed.). Pearson Education.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentation and case studies presentation
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										
CO2											3	1
CO3	3	2										
CO4	3	2										1
CO5	3	2										

Formative (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-601(ii) Abnormal Psychology (Core Theory)**PSY-601(ii) COURSE DETAILS**

Program Name	Psychology	Semester	VI
Course Title	Abnormal Psychology		
Course Code	PSY-601(ii)	Number of Credits	3
Contact Hours	60 hours	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY-601(ii) COURSE PREREQUISITES

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major

COURSE OBJECTIVES:

1. To understand what is meant by psychological disorders.
2. To comprehend the diagnostic criteria for different psychological disorders.
3. To explore the factors that contribute to the development of psychological disorders

COURSE OUTCOMES(CO's):

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

CO1 :	The student will have the knowledge about the difference between the concepts of normality and abnormality
CO2 :	Students will have an overview of the symptoms and etiology of various psychological disorders.
CO3 :	Students will understand the etiology of psychological disorders
CO4 :	Myths regarding abnormality will be dispelled.
CO5 :	Students will be familiar with criteria and classification of psychological disorders.

PSY-601b COURSE CONTENT**Unit I Understanding Abnormality****10 Hrs**

- a. Introduction: Meaning and definitions of abnormality, Indicators of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive -behavioural
- b. Models. Classification of mental disorders –DSM and ICD.

Unit II Clinical Picture And Etiology Of Anxiety Disorders**20 Hrs**

- a. Anxiety based disorders: The anxiety based response patterns;
- b. Phobic disorders; Obsessive Compulsive Disorders(OCD); Generalized Anxiety Disorder(GAD)-clinical features and causal factors
- c. Somatoform disorders; Hypochondriasis-clinical features and causal factors
- d. Conversion disorders-clinical features and causal factors
- e. Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder: clinical features and causal factors

Unit III Schizophrenia, Delusional Disorders And Mood Disorders**15 Hrs**

- a. Schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio- cultural factors.
- b. Delusional disorder: diagnosis, clinical picture and its causal factors.
- c. Mood Disorders : Unipolar and Bipolar and related disorders: Unipolar- Major Depressive Disorder, Persistent Depressive disorder (Dysthymia); clinical features and causal factors; Bipolar disorders- Bipolar 1 disorder, Bipolar 2 disorder and Cyclothymic disorder- Clinical features and causal factors

Unit IV Personality Disorders And Paraphilias**15 Hrs**

- a. Personality disorders: cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant, obsessive compulsive and dependent personality disorder).
- b. Paraphilic disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.

References:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2016). *Abnormal psychology* (17th ed.). Pearson.
2. Alloy, L. B., Riskind, J. H., & Manah, M. J. (n.d.). *Abnormal psychology: Current perspectives* (9th ed.).
3. Sarason, I. G., & Sarason, B. R. (2005). *Abnormal psychology: The problems of maladaptive behavior* (11th ed.). Pearson.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentation and case studies presentation
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										
CO2											3	1
CO3	3	2										
CO4	3	2										1
CO5	3	2										

Formative (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-602(i) - Organizational Psychology & HRM (Core Theory)**PSY-602(i) - COURSE DETAILS**

Program Name	Psychology	Semester	VI
Course Title	Organizational Psychology & HRM		
Course Code	PSY-602(i)	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-602a - COURSE PREREQUISITES:

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To equip students with a comprehensive understanding of Industrial -Organizational Psychology.
2. To understand the process of selection, recruitment, training and development.
3. To understand the models of performance appraisal and employee work effectiveness.
4. To analyse the role of HRM in achieving organizational goals and objectives.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1	:	Understand the Nature of Industrial- Organizational Psychology and the impact of HR policies and functions on performance.
CO2	:	Understand the processes of Selection and the process of Training.
CO3	:	Know the tools of Performance Appraisal in Work Settings.
CO4	:	Understand the Importance of Work Attitudes and Motivation among employees and the Nature of Teams and the leadership process in Organizations.
CO5	:	Know the application and purpose of Human Resource Management to enhance Organizational Effectiveness

COURSE CONTENTS:**UNIT-I Introduction****15 Hours**

- a. Definition, Goals, Forces and fundamental concepts-Nature of people and Nature of Organization.
- b. Areas of Industrial – Organizational Psychology: History; Social Relation Movement; Hawthorne Studies; Research Implications & Trends in I-O Psychology.
- c. Personnel Management & Human Resource Management: Definitions, Nature and its importance in Organizational Psychology; HRM: Functions, Objectives and Scope; Difference between Personnel Management and HRM; E-HRM & i-HRM.

UNIT-II Selection & Training**15 hours**

- a. Employee selection process: Use of Psychological Tests, Interviews

- b. Training-Scope of Organizational Training; Goals of Organizational Training Programs-Needs Assessment- Types of Training programs-on the job training-onboarding and offboarding; Training for Development.

UNIT-III Performance Appraisal & Reward Systems

15 hours

- Performance Appraisal & Reward Systems : Definition, nature & importance.
- Techniques of Performance Appraisal methods - (1) objective performance appraisal methods (2) Judgmental performance appraisal methods; Bias in Performance Appraisal. Methods to improve performance appraisal.
- Reward Systems : Financial & Non- financial Systems; Economic incentives systems - purposes & types - Incentives linking pay with performance, wage incentives, profit sharing, gain sharing, and skill-based pay. Types of non- financial incentives.

UNIT-4 Work-Related Attitudes, Motivation, Team Building & Leadership

15 hours

- The nature of employee's attitude; Types of Work Attitudes: Job satisfaction; Job involvement, Organizational Commitment & Work moods; Effects of Employee attitudes.
- Definition of motivation, types of motivation, theories of motivation- Maslow, Herzberg's - motivator-hygiene (two factor) theory, Equity theory; Alderfer's - E-R-G model.
- Teams: Life cycle of a team. Team building- Stages & importance of Teams.
- Leadership - The nature of leadership, traits of effective leaders, leadership styles - autocratic, democratic and laissez - faire.

References:

- Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality* (11th ed.). Cengage Learning.
- Newstrom, J. W. (n.d.). *Human behavior at work* (12th ed.). McGraw-Hill.
- Mohanty, G. (n.d.). *Industrial and organizational behavior*. Kalyani Publishers.
- Davis, K., & Newstrom, J. W. (2000). *Human behavior at work: Organizational behavior*. Tata McGraw-Hill Publishing Co.
- Aswathappa, K. (2011). *Human resource management*. Tata McGraw-Hill Education Pvt. Ltd.

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						3	3	2		
CO2	3	2	2	2	2	2	2	2				
CO3			3	3	2							
CO4	2	2				2	2	3	3	3	2	2
CO5	3	2				3	3	3	2	2	2	1

Formative (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-602(ii) - Educational Psychology (Core Theory)**PSY-602(ii) - COURSE DETAILS**

Program Name	BSc/ BA in Psychology	Semester	Six Semester
Course Title	Educational Psychology		
Course Code:	PSY-602(ii)	No. of Credits	3
Contact hours	60 Hours/ 4hrs/week	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

PSY-602(ii) - COURSE PREREQUISITES:

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To understand the foundations and theories of Educational Psychology.
2. To understand effective classroom management processes and strategies.
3. To gain knowledge about the principles and practices of Special Education.
4. To understand the effective integration and utilization of various ICT (Information and Communication Technology) materials in the classroom.

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1:	Understanding the theories and concept of the Educational Psychology
CO2:	Understand the skills of a teacher and to know the Indian contribution to the field of education.
CO3:	Know the importance of ambience and different aspects of education and Research methodology used in the Educational Psychology
CO4:	Understand importance and application of electronic media in teaching - learning process.
CO5:	Understanding the compact of the special Education and intervention strategies.

PSY-602(ii) COURSE CONTENTS:**Unit I: Introduction To Educational Psychology****15hrs**

- a. Meaning and definition: nature, scope and functions of educational psychology.
- b. Effective teaching skills: professional knowledge and skills, commitment and motivation.
- c. Research in Educational Psychology: programme evaluation research, action research and teacher as a researcher. Strategies for becoming an effective teacher researcher.

- d. Indian Psychology and its contribution to education: introduction: fundamentals of Indian psychology-sources (8 points). Psychology of sankhya and yoga-spontaneous activities of mind stuff. Impairments or yoga sutra klesha - 5 types, trigunas.

Unit II Managing The Classroom

15hrs

- a. Managing The Classroom, Need for effective management of the classroom.
- b. Creating a positive environment for learning - general strategies, creating, teaching and maintaining rules and procedures. Getting students to cooperate.
- c. Dealing with problem behaviour - Management strategies and dealing with aggression.

Unit II: Special Education

15hrs

- a. Introduction: meaning and definition, nature and characteristics of special education.
- b. Importance of special education: Considerations- subject, curriculum, methodology, placement, human resource. Objectives of special education.

Unit IV Ict And E-Learning

15hrs

- a. Information and Communication Technology - meaning, origin and growth of ICT. Traditional and modern ICTs. Advantages and limitations.
- b. E-Learning and Virtual Classroom: e-learning - meaning, nature and characteristics of e-learning. Modes and styles of e-learning. Advantages, limitations, drawbacks of e-learning. Virtual Classroom: Modus operandi - Advantages, drawbacks and limitations.

References

1. Mangal, S. K. (n.d.). *Essentials of educational psychology*. PHI Learning Pvt. Ltd.
2. Mangal, S. K., & Mangal, U. (n.d.). *Essentials of educational technology*. PHI Learning Pvt. Ltd.
3. Mangal, S. K. (n.d.). *Educating exceptional children: An introduction to special education*. PHI Learning Pvt. Ltd.
4. Santrock, J. W. (n.d.). *Educational psychology*. Tata McGraw-Hill Publishing Co. Ltd.
5. Mathur, S. S. (2007). *Educational psychology*. Vinod Pustak Mandir.
6. Woolfolk, A. (2014). *Educational psychology* (12th ed.). Pearson Education Pvt. Ltd.

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	2	2						2	2			
CO3		3	2	2	2							
CO4		3						2	2	2		
CO5		3								2	2	2

Formative (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

VI Semester Practical Paper VI
Paper VI - COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Practicals for V semester - Paper VI		
Course Code	Practical Paper VI	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

COURSE PREREQUISITES

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

Course Objectives:

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

1. Train students to use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
2. Train students interpret and write the discussion on the basis of assessments.
3. Enable students to use inferential statistics such as Chi square (Independent Sample) and Median test - procedure and its applications

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

CO1 :	Use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
CO2 :	Students will be learning to Interpret and write the discussion based on the assessment.
CO3 :	Carry out data analysis using Chi Square (Independent Sample) and Median Test and interpret the same

PRACTICALS PAPER VI: Course Contents:

PART A

601(i) & (ii): Assessment for psychological Disorders-2 and Abnormal Psychology

(Choose any 2 or 4)

1. Cohen'S Perceived Stress Scale
2. Beck Depression Scale
3. Behavioral Deviance Scale (N. S. Chauhan and Saroj Aurora)
4. Alcohol and Drug Attitude Scale (Sunil Saini & Sandeep Singh)
5. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)

6. Psychological Distress scale - K10 (Kessler)
7. DASS (24 items short version or 40 items scale) / ADSS (Pallavi Bhatnagar)
8. Reactions to Frustration (B.M. Dixit and D.N. Srivastava)

PSY – 602P(i)

PART A: Assessment for Organizational Psychology and HRM (Choose any 2 or 4)

1. Organizational Climate Inventory (Som Nath Chattopadhyaya and K.G. Agarwal)
2. Occupational Stress Index (Srivastava, A. K., & Singh, A. P)
3. Employee Mental Health Inventory (Jagadish)
4. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
5. FIRO – B (William Schultz)
6. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)
7. Job satisfaction scale (Asha)
8. Leadership style Inventory (Harthones)
9. David's Battery of Differential Ability (DBDA)
10. Minnesota Rate of Manipulation Test MRMT
11. Tweezer Dexterity
12. Career Interest Schedule (CIS)

PSY-602P(ii)

PART A: Assessment for Educational Psychology (Choose any 2 or 4)

1. Spence Children Anxiety Scale
2. Educational Interest Record
3. Problem Solving Ability Test
4. Malin's Intelligence Scale for Children
5. Psychological Counselling Need Scale (Vijayalakshmi Chouhan and Gunjan Arora)
6. Social Media Influence Scale (Balbinder Singh and Surjit Lal)
7. Guidance need Inventory
8. Career Preference Record

Note: A total of **EIGHT** assessments/ tests need to be taught from the list, by choosing any 2 or 4 from the corresponding theory papers offered. The practical batches to be kept separate based on the theory paper chosen by the students.

Part B: Statistics

1. Chi Square - Independent Sample test
2. Chi square - Median test

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.

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning and 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							2
CO2			2	2	2					1	2	
CO3			2	3	3							

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Statistics	5
Practical 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 3 - Compulsory Practical/Knowledge/Skills -Practicals
Semester VI CP/CS 3 - Internship

CP/CS 3 COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Compulsory Practical/Knowledge/Skills - Internship		
Course Code	CP/CS 3	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 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

Course Objectives:

The purpose of the course is to:

1. To facilitate practical experience, experiential learning and a deeper understanding of the application of Psychological principles in real world settings by applying Psychological concepts and research methods learnt in coursework to practical situations
2. Develop basic skills of record - keeping , documentation and data management as relevant to internship sites, enhance interpersonal communication skills and develop effective teamwork and collaboration skills; Cultivating professional responsibility, punctuality, initiative taking and learning to take feedback.
3. Demonstrate an understanding of ethical guidelines and standards relevant to the practise of Psychology (eg. Confidentiality, informed consent, boundaries).

Course Outcomes:

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

CO1:	Students will be able to self engage in self-reflection regarding their personal strengths and weaknesses based on the internship experiences.
CO2:	Students will understand the application of Psychological principles in real world settings by applying Psychological concepts and research methods learnt in coursework to various practical situations.
CO3:	Effectively communicate their internship experiences and learning outcomes through a comprehensive report that analyses their personal and professional understanding of the workplace and their insightful questions based on observations and experiences.

Course Contents:

1. Every student has to undertake an internship in any field of their interest in psychology such as -Clinical settings, Counselling centres, Research and Assessment centres, Organizations/HR departments, Schools or Educational settings, or any other approved by the batch teacher/internship supervisor.

2. Minimum duration of Internship - 25 to 30 Hours of in person or online internship
3. Internship to be carried out under the supervision of batch teacher/in-house supervisor and onsite supervisor
4. A comprehensive internship report to be submitted as per the prescribed format for the purpose of evaluation.
5. Letter / Certificate to be obtained from the institution or organization the student interned and the same should be attached to the internship report along with attendance log sheets.
6. Nature of tasks that can be undertaken at the internship settings-
 - a. Students can assist with administrative duties, organizing and preparing resources and educational content under supervision or any other observationship or work assigned by the organization.
 - b. Students can engage in assisting with research work and projects by assisting in basic literature review or information gathering for ongoing projects.
 - c. Participating in team meetings (staff briefing, project discussions).

Teaching-Learning Pedagogy:

1. Experiential learning activities and Project-based learning.
2. Immersive learning with hands-on experience at the workplace.

Course Articulation Matrix :

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

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Regularity & Diligence	5
Internship Report	5
Total	10

Summative (External) Assessment Guidelines:

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

Note: Pass marks = 16