



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for Psychology
(I & II Semester)**

2021-22 onwards

Course Pattern and Scheme of Examination For BA/ B.Sc.
as per NEP (2021-2022 and onwards)

Subject: PSYCHOLOGY

S I. N o	Seme ster	Cou rse Typ e	Title of the Paper	Tot al Ho urs	Ho urs per wee k	Course Components			Examination pattern Max. and min Marks/ Paper			Duratio n of Examin ation	Tota l Cre dits
						Lect ure	Tuto rial	Pract ical	CI E	E S E	To tal		
1	II	DSC C	Found ation of Psycho logy	52	4	3	1	-	40	60	10 0	3 hours	4
2	II	DSC L	Practic als I	30	4	-	-	4	25	25	50	3 hours	2
3	I	OE C	Psycho logy of Health and Wellbe ing	45	3	2	1	-	40	60	10 0	3 hours	3
4	I	SEC	Life Skills 1	45	3	2	-	1	40	60	10 0	3 hours	3
5	II	DSC C	Found ation of Behavi our	52	4	3	1	-	40	60	10 0	3 hours	4
6	II	DSC L	Practic als 2	30	4	-	-	4	25	25	50	3 hours	2
7	II	OE C	Youth Gender , and Identit y	45	3	2	1	-	40	60	10 0	3 hours	3
8	II	SEC	Life Skills 2	45	3	2	-	1	40	60	10 0	3 hours	3

- *DSCC: Discipline Specific Core Course
- DSCL: Discipline Specific Core Lab
- OEC: Open Elective Course
- SEC: Skill Enhancement Course
- AECC: Ability Enhancement Compulsory Course (Language)

Undergraduate program in Psychology
NEP 2020
Preamble

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A. Aminabhavi, Professor, Karnatak University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1st and 2nd semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1st and 2nd semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology in terms of biological base of behaviour, sensation, attention, perception,

memory, learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.

In the second year which comprises of 3rd and 4th semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a “Diploma” in Psychology with 96 credits).

Once the student enters 3rd year of learning psychology under BA/BSc stream in the 5th semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6th semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7th semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and Research Methodology with discipline specific electives comprising Child Pathology,

8th semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.

**NEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- I Semester
With effect from academic year 2021-22 and onwards**

PAPER – I: FOUNDATIONS OF PSYCHOLOGY – I

Credits 4

Teaching hours: 52 hours

ESE: 60 marks

CIA: 40 marks

Learning Outcomes:

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behaviour
4. Students understand the Applications of Psychology in various fields

NIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 hours)

- Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.
- Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive
- General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR

(12 hours)

- Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters
- Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system
- Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and Effects : Pituitary, Thyroid, Parathyroid, Adrenal and Gonads

UNIT-III: SENSATION, ATTENTION AND PERCEPTION (10 hours)

- Sensation: Definition and Characteristics.
- Types of Senses and Receptors Involved in Each Sensation.
- Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.
- Perception: Meaning and Characteristics, Gestalt Laws of Perceptual Organization.
- Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues
- Errors in Perception -
 - 1) Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
 - 2) Hallucination- Visual, Auditory and Tactile

UNIT-IV: LEARNING (10 hours)

- Introduction: Definition, Factors Influencing Learning: Motivation, Reinforcement and Association.
- Types of Learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning.
- Operant Conditioning: Experiment (experiment on Pigeons) Reinforcement, Schedules of Reinforcement, Shaping and Chaining.
- Cognitive Learning: Insightful (Kohler) and Observational (Bandura)

UNIT-V: MEMORY AND FORGETTING (10 hours)

- Memory: Basic Processes – Encoding, Storage and Retrieval.
- Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory.
- Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)
- Forgetting: Nature and Causes of Forgetting

Text Books:

- Robert Feldman (2011) *Essential of Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. Hyderabad

Reference:

1. Mangal S.K.(2000) *General Psychology*. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher. New Delhi.

PRACTICALS I

Credits 2

Teaching hours: 4 hours per week

ESE: 35 marks

CIA: 15 marks

(Minimum 8 Practical to be conducted)

1. Directed Observation on the accuracy of report
2. Colour blindness
3. Localisation of sound
4. Mapping of colour zones
5. Set on Attention
6. Bilateral transfer of training
7. Muller-Lyer Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive Inhibition
11. Proactive Inhibition
12. Span of attention

STATISTICS

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

Practical batches: 10 students per batch

Exam: 10 students per batch

Mark: 25 marks for semester end examination +25 marks for Journal records as an internal assessment

25 marks for exam:	Plan and procedure	05
	Conducting one experiment	5
	Results and discussion	05
	Viva	05
	Statistics	5
	Total	25

OPEN ELECTIVE COURSE (OEC)

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Psychology of Health and Wellbeing

Learning Outcomes

1. Understanding the spectrum of health and illness for better health management
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

Course Content

Unit 1: Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing. **10 hours**

Unit 2: Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management **10 hours.**

Unit 3: Health Management: Health enhancing behavior's : Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management. **12 hours**

Unit 4: Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. **13 hours**

References:

Carr, A. (2004) Positive Psychology: The science of happiness and human strengthUK: Routledge.

DiMatteo, M.R & Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.

Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and Stoughton

Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton.

Hick, J. W. (2005).Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.

Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA Sage.

Taylor. S.E. 2006).Health Psychology.6th Edition.Flew Delhi: Tata M

SEC: Life Skills: 1

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Objective:

Life skills training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

Course Outcomes:

CO1: Understand the need and importance of life skills in everyday professional and personal lives

CO2: Analyse the factors contributing to develop self-awareness, empathy, critical and creative thinking and enhance decision making and problem solving

CO3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO4 : Create individual effective strategies to develop self-awareness, empathy , critical and creative thinking and enhance decision making and problem solving

Unit 1: Overview of Life Skills 10 hours

- Meaning and significance of life skills
- Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion
- Use of Life skills in personal and professional life
- Life Skills Training – Models-4 H,
- Life Skills Education in the Indian Context.

Unit 2:Self-awareness and empathy: 10 hours

- Definition and need for self-awareness and empathy;
- Self-esteem and self-concept

- Human Values, tools and techniques of Self-awareness and empathy
- Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

Unit 3: Critical and creative Thinking 12 hours

- Definition and need for Creativity and Critical Thinking
- Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity
- Lateral Thinking
- Critical thinking Vs Creative thinking, Convergent & Divergent Thinking.
- Activities :Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming and lateral thinking exercises

Unit 4: Decision Making and Problem Solving 13 hours

- Definition of decision making and problem solving
- Steps in problem solving: Problem Solving Techniques
- Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking
- Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

References:

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
- ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
- Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
- Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
- ShaliniVerma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

DSC2: Foundation of Behaviour

Credits 4

Teaching hours: 52 hours

ESE: 60 marks

CIA: 40 marks

Course Objectives:

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyse and relate the concepts of thinking, problem solving, reasoning and decision making to cognition
- To understand and classify the different types of Personality.

Course Outcomes:

After successful completion of the course students will be able to:

- evaluate and understand the different human emotions
- critically evaluate and identify determinants of motivation
- compare and contrast different theories of intelligence
- differentiate the human personalities

CHAPTER 1 EMOTIONS-10 hours

- Meaning and definition,
- Classification of emotions- primary and secondary.
- Responses to emotions- physiological, behavioural, psychological and cognitive.
- Theories of emotions-physiological, neurological, cognitive.
- Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

CHAPTER 2 MOTIVATION 10 hours

- MEANING, DEFINITION, BASIC CONCEPTS-
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the Study of Motivation: Psychoanalytical, ethological, S – R, Cognitive, humanistic.
- Biological Motives: Hunger, thirst, sleep and sex.
- Social Motives: Achievement, affiliation, approval

CHAPTER 3 INTELLIGENCE-12 hours

- Meaning, Definition of intelligence, characteristics of intelligence.
- Types- social, crystallized, emotional, fluid.
- Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating Gifted children
- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

CHAPTER 4 THINKING AND REASONING. 10 hours

- Introduction to cognition
- Introduction to Thinking and Problem Solving Process
- Elements of Thinking and Types of Thinking
- Creative and critical thinking : Meaning and types
- Concept Formation: Meaning , importance and process of concept formation
- Problem Solving: Meaning, importance, steps, and obstacles
- Reasoning and decision making

CHAPTER 5 PERSONALITY -10 hours

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, Humanistic.
- Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

Books for Reference:

Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.

Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill

Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.

Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.

Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

PRACTICALS 2

Credits 2

Teaching hours: 4 hours per week

ESE: 25 marks

CIA: 25 marks

**Any 2 experiments from each section to be taught,
total 10 experiments + statistics**

1. Emotions:

- a. Emotional regulation scale
- b. Emotional intelligence scale/ questionnaire
- c. Oxford happiness scale
- d. Fear checklist
- e. Positive and Negative affect scale

2. Motivation

- a. Achievement motivation
- b. The motivation assessment scale
- c. Power motive inventory/Scale
- d. Academic achievement need scale
- e. Guidance need inventory

3. Intelligence

- a. Standard progressive matrices
- b. WAIS (Weschler's adult intelligence Scale)
- c. Draw a man test
- d. SFB (Seguin Form Board)
- e. General Mental Ability Test by Jalota

4. Thinking and reasoning

- a. Stroop effect
- b. Test of creativity
- c. Cognitive style assessment
- d. Concept formation
- e. Problem solving ability test based on Tower of London test

5. Personality:

- a. Eysenck's personality inventory
- b. Children's personality questionnaire
- c. 16 PF test of personality
- d. NEO Personality Inventory
- e. Myers Briggs Types indicator

Statistics: Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

GEC2: Youth, Gender and Identity

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Unit 1: Introduction 10 hours

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c. Concepts of Identity: Multiple identities

Unit 2: Youth and Identity 10 hours

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity 10 hours

- a. Issues of Sexuality in Youth
- b. Gender discrimination
- c. Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity 8 hours

- a. Youth, Gender and violence
- b. Enhancing work-life balance
- c. Changing roles and women empowerment
- d. Encouraging non-gender stereotyped attitudes in youth

Unit 5: Law and Youth 7 hours

- a. Juvenile Justice act
- b. LGBT rights in India
- c. UNICEF programs for youth

References

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill

Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication

SEC: Life Skills: 2

Credits 3

Teaching hours: 45 hours

ESE: 60 marks

CIA: 40 marks

Objective:

Life skills training equip people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

Course Outcomes:

CO1: Understand the foundations of communication, positive interpersonal relationship, stress and emotion management and group dynamics

CO2: Analyse the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management

CO3: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

CO4 : Create individual effective strategies for enhancing communication skills, maintaining health inter personal relationships and positive management of stress and emotions

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Unit 1: Effective Communication 10 hours

- Effective communication and Presentation skills.
- Verbal and nonverbal communication, types of barriers
- Writing Skills: Activities: Letter Writing, Job Application, Resume writing.
- Listening Skills: Activities : Listen and Draw , Blindfold walk
- Activities : Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

Unit 2: Interpersonal Relationship 10 hours

- Meaning and benefits of Interpersonal skills
- Components of Interpersonal skills,
- Techniques of improving Interpersonal skills,
- Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer

Unit 3: Coping with Stress and emotions 12 hours

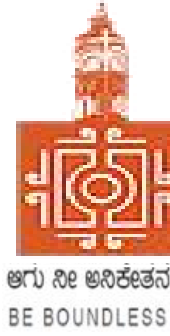
- Stress Management: Stress, reasons and effects
- Identifying stress, the four A's of stress management
- Identifying and managing emotions, harmful ways of dealing with emotions
- Activities : Stress Dairies, PATH method and relaxation techniques, Zen / Mandala drawing, creating Joy Collage, Gratitude Journaling, Eye Contact games

Unit 4: Group and Team Dynamics 13 hours

- Introduction to Groups: Composition, formation, expectations, Problem Solving, Consensus, Dynamics techniques,
- Group vs Team, Team Dynamics,
- Managing team performance and managing conflicts
- Activities : Chinese Puzzle, Use what you have game ,Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

References:

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
 - ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
 - Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
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BENGALURU CITY UNIVERSITY
BENGALURU

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course –as per NEP 2020)**

Syllabus for B.Sc. / B.A PSYCHOLOGY
III & IV SEMESTER

2022-23 onwards

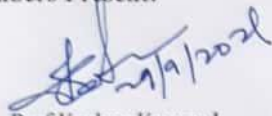
Proceedings of BOS meeting

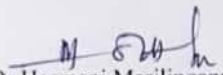
Board of studies meeting was held on 29/09/2021, Wednesday 12.00 PM at Department central college, Bengaluru City University, Bengaluru 560001.

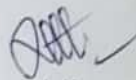
The Board discussed and approved the following:


- Board approved undergraduate BA/B.Sc. Psychology NEP syllabus and suggested implementation of the syllabus as it is suggested by the state council.
- Board approved undergraduate BA/B.Sc. panel of examiners.
- MA/M.Sc. Psychology/ Psychological counselling panel of examiners have been approved.
- Board approved requisition given by Indian Institute of Psychology and Research (IIPR) to start PG Diploma in Psychological counselling course as it is existing in Bangalore University without any modification.

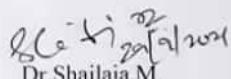
Members Present:

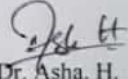

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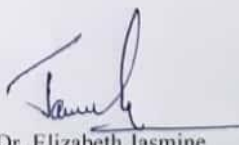

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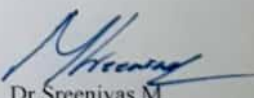

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Dr. SREENIVAS. M.
CHAIRMAN
BOARD OF STUDIES (PSYCHOLOGY / COUNSELING)
BANGALORE CENTRAL UNIVERSITY
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Sd/-
Chairman (BOS)

Structure for Psychology Discipline

Semester III				
Course	Paper	Credits	No. of teaching Hours/Week	Total Assessment Marks
DSC - 3	Child Development	4	4	100 (60+40)
DSC - 3	Practical paper - 3	2	4	50 (25+25)
O E -3	Psychology and Mental Health	3	3	100 (60+40)
Semester IV				
DSC - 4	Developmental Psychology	4	4	100 (60+40)
DSC - 4	Practical paper - 4	2	4	50 (25+25)
O E -4	Psychology at Work	3	3	100 (60+40)

Assessment:

Weightage for assessment (in Percentage)

Course	Formative Assessment / IA	End Semester Examination	Summative Assessment
Theory	40	60	40+60=100
Practical	25	25	50
Projects	-	-	3
Experiential Learning	-	-	4
O E	40	60	40+60=100

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/B.Sc III Semester With effect from
Academic year 2022-23 and onwards**

PAPER – III: CHILD DEVELOPMENT

(56 HOURS)

Learning Outcomes:

1. To understand the Physical, Cognitive and Language development
2. To know about the role Emotional and Moral development
3. To understand the genetic and chromosomal abnormalities
4. To understand the different disorders faced by children in their growth period

* Teaching Hours 4 hours per week

* 60 marks for examination and 40 marks for Internal Assessment

UNIT I - INTRODUCTION TO CHILD DEVELOPMENT

(10 hours)

a) Historical views of childhood

b) Theories of child development – Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner. Ethological model / perspective.

c) Methods and Designs – Longitudinal, Cross-sectional, Sequential, Correlation. Modern methods of Child Development.

d) Careers in Child development.

e) Research Challenges in Child development.

Unit II – PRE-NATAL DEVELOPMENT(10 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.

c) Child birth – Stages of child birth

d) New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.

e) Chromosomal and Gene linked abnormalities – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, YYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

f) Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT (13 hours)

a) MOTOR DEVELOPMENT: Reflexes – Some new born reflexes; Sleeping, Crying.

Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.

b) PERCEPTUAL DEVELOPMENT - Touch, Taste and Smell, Hearing, Vision.

c) COGNITIVE DEVELOPMENT - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.

d) 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 - EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT (12 hours)

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.

UNIT V - DISORDERS OF CHILDHOOD

(11 hours)

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

References:

1. Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, Pearson Education
2. John.W.Santrok (2014) - Child Development - 13th edition, Tata McGraw hill edition
3. Laura E. Berk (2013) - Child Development- 9th Edition, Eastern economy edition, PHI publication
4. Levine, L.E. & Munsch, J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc

**BA/BSc III Semester With effect from
Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)**

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory
5. Three-Dimensional Parental Behaviour Inventory
6. Vineland Social Maturity Scale
7. Seguin Form Board
8. Brigance School Readiness Scale
9. Shyness Assessment Test /Rosenberg Self Esteem Scale
10. General Health Questionnaire
11. LonelinessInventory
12. Emotional Maturity Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method
- Pearson's Product Moment

**NEP Syllabi of Psychology subject for BA/B. Sc III Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week

(Total 30 hours)

Marks for Exam : 60

IA Marks : 40

Psychology and Mental Health

Course Objectives

- To understand the fundamentals of mental health
- To create awareness about importance of mental health
- To understand the Challenges in the field of mental health
- To understand the Importance of Psychological interventions

Unit 1: Introduction (7 hours)

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,
- c. Ethical issues

Unit 2: Interpersonal approach to Mental Health (8 hours)

- a. Interpersonal approaches to mental health: communication and conflict - non violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, should and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

Unit 3: Mental Health issues (7 hours)

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

Unit 4: Intervention and Management (8 hours)

- a. Need for mental health intervention and strategies
- b. Physiological approach, Cultural and Social Approach: Bronfenbrenner model, Intersectionality (Privilege v/s Oppression)
- c. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self care in mental health: A conceptual model.

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*

- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., &Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

PAPER – IV: DEVELOPMENTAL PSYCHOLOGY

(56 HOURS)

Learning Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
2. To know about the vocational adjustment.
3. To understand the aging, the ageing process and facing the future.

* Teaching Hours 4 hours per week.

* 60 marks for examination and 40 marks for Internal Assessment .

UNIT I: PUBERTY & ADOLESCENCE

(12 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

(12 hours)

Characteristics of 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 life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

(12 hours)

Characteristics of 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, 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, Relationships with maturing children.

d) Vocational Adjustments – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

UNIT IV: LATE ADULTHOOD

(10 hours)

Characteristics of 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, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.

UNIT V -LATE ADULTHOOD (Old age)

(10 hours)

- a) Theories of ageing:** programmed theories and damaged theories.
- b) Many faces of death:** Care of the dying.
- c) Facing death & Loss:** Psychological Issues-Confronting one's death; Patterns of grieving
- d) Death & Bereavement** across the Lifespan.
- e) Issues related to Death** - Medical, Legal and Ethical
- f) Finding Meaning & purpose** in Life & Death

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) - Human development, 9th edition, Tata McGraw Hill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw - Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, Tata McGraw- Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

**BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)**

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Battle Ground Mobiles India - Addiction Test /Rathu's Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Screening Mental Health Status (MINI MSE)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

STATISTICS

Tests of Difference

- 't' test
 - Independent Sample test
 - Paired Sample test

**NEP Syllabi of Psychology subject for BA/B.Sc IV Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week
for Exam : 60

(Total 30 hours)

Marks

IA Marks : 40

Psychology at Work

Learning Outcomes:

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

Unit

1:Industrial - Organizational Psychology

(06 hrs)

- a) Nature and Meaning. Goals, Forces. Role of a psychologist in Industries and Organization.
- b) Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

Unit 2: Performance Appraisal (09 hrs)

Definitions and Need for Performance Appraisal.

Methods: a) Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.

b) Judgmental Performance Appraisal - Merit rating techniques, Behaviour Anchored Rating Scale and Behaviour Observation Scale.

c) Management by objectives (MBO) and 360* Feedback.

Bias in Performance Appraisal and Methods to Improve Performance Appraisal.

Unit 3:Leadership (08 hrs)

a) Definition and Nature of leadership. Traits and skills of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.

b) Communication: Meaning and Importance. Communication Styles. Verbal and Non verbal communications. Flow of communication. Barriers of communication. Strategies of effective communication.

Unit 4: Stress and Work Motivation

(07 hrs)

a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes.

b) Meaning of work motivation. Types-Financial and Non-Financial motives. Goal setting. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E-R-G model

Reference:

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
2. John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND
3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.

General Pattern on Psychology Question Paper(NEP-2020)

Term End Examination for Discipline Paper

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note:Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.
Question paper pattern for **Discipline Specific Core (DSC)** paper -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 5 of the following. Each answer carries 2 marks. (5x2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
11. .

Section C: Long Answer Questions

Answer any 3 of the following. Each answer carries 10 marks. (3x10=30)

- 12.
- 13.
- 14.
- 15.
- 16.

General Pattern on Psychology Question Paper(NEP-2020)
Term End Examination for Discipline Paper

PRACTICALS - I Semester to VI Semester

Internal Assessment: 25 Marks

Record : 10 Marks

Test : 10 Marks

Attendance : 05 Marks

Examination : **25 Marks (2 Experiments)**

Plan & Procedure : 03 Marks

Administration : 03 Marks

Analysis and Discussion : 03 Marks

Total for One experiment : 09 Marks

For Two experiments 09+09 = 18 Marks

Statistics = 04 Marks

Viva Voce = 03 Marks

Grand Total = 25 Marks

General Pattern on Psychology Question Paper(NEP-2020)

Term End Examination for Open Elective

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note:Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.

Question paper pattern -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 4 of the following. Each answer carries 2 marks. (4x2=8)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section C: Long Answer Questions

Answer any 4 of the following. Each answer carries 8 marks. (4x8=32).

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for B.A. /B.Sc. Psychology
(V & VI Semester)**

2023-24 onwards

Proceedings of BOS meeting

Bangalore city university Board of studies meeting was held on 7/09/2023, Thursday, 11.00 AM at Department of Psychology, Jnana Bharathi, Bangalore University, Bengaluru 560056.

The Board discussed and approved the following:

- Board approved undergraduate V & VI B.Sc./ BA Psychology syllabus and suggest implement the syllabus as it is suggested by the Karnataka Higher Education council.
- Board approved undergraduate B.Sc./ BA panel of examiners.
- M.Sc./ MA Psychology/ Psychological counselling panel of examiners have been approved.
- Board suggested to form expert committee to frame a new syllabus for PG Diploma in Psychological counselling and submit the same as early as possible.

Members Present:



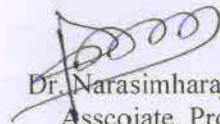
Prof. Keshav Kumar J
Professor, Dept. of Clinical
Psychology
NIMHANS, Hosur Road,
Bengaluru 560029



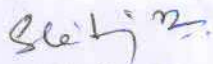
Dr. Hosmani Marilingappa
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Professor & HOD
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Indian institute of psychology
&Research,
Hosur main road, Bengaluru




Dr. Narasimharaju N.
Associate. Prof.
Dept. of Psychology
Maharanis' college,
Mysuru-570006



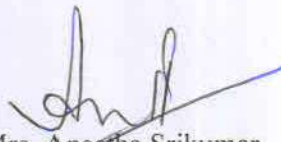
Dr. Shailaja M.
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Mrs. Aneetha Srikumar
Professor, Dept. of Psychology
MES College, Malleshwaram.
Bengaluru-560003



Dr. Sreenivas M.
Professor & Chairman-BOS
Dept. of Psychology
Bangalore University
BOS CHAIRMAN
DEPARTMENT OF PSYCHOLOGY
BENGALURU-560056
BENGALURU CITY UNIVERSITY
CENTRAL COLLEGE CAMPUS
BENGALURU-560 001

Bangalore City University

Listing of Courses from V to VI Semesters for the Undergraduate Program in Psychology

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
SINGLE MAJOR in Third Year										
V	DSC	PSY C9-T	Corporate Psychology	4	4		2 1/2	40	60	100
		PSY C10-P	Corporate Psychology	2		4	3	25	25	50
		PSY C11-T	Health Psychology	4	4		2 1/2	40	60	100
		PSY C12-P	Health Psychology / Social Psychology	2		4	3	25	25	50
		PSY C13-T	Social Psychology	4	4		2 1/2	40	60	100
	DSE	PSY E1-T	A. Positive Psychology or B. Educational Psychology	3	3		2 1/2	40	60	100
	Vocational	PSY V1-T	A. Assessing Childhood Problems or B. Child Therapeutic Techniques	3	3		2 1/2	40	60	100
VI	DSC	PSY C14-T	Abnormal Psychology	4	4		2 1/2	40	60	100
		PSY C15-P	Abnormal Psychology	2		4	3	25	25	50
		PSY C16-T	Human Resource Management	4	4		2 1/2	40	60	100
		PSY C17-P	Human Resource Management	2		4	3	25	25	50
		PSY C18-T	Organizational Psychology	4	4		2 1/2	40	60	100
	DSE	PSY E2-T	A. Sports Psychology or B. Rehabilitation Psychology	3	3		2 1/2	40	60	100
		Vocational	PSY V2-T	A. School Guidance and Counselling or B. Inclusive Education	3	3		2 1/2	40	60

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
DOUBLE MAJOR in Third Year										
V	DSC	PSY C9-T	Social Psychology	4	4		2 1/2	40	60	100
		PSY C10-P	Social Psychology	2		4	3	25	25	50
		PSY C11-T	Health Psychology/ Social Psychology	4	4		2 1/2	40	60	100
		PSY C12-P	Health Psychology / Social Psychology	2		4	3	25	25	50
VI	DSC	PSY C13-T	Abnormal Psychology	4	4		2 1/2	40	60	100
		PSY C14-P	Abnormal Psychology	2		4	3	25	25	50
		PSY C15-T	Human Resource Management	4	4		2 1/2	40	60	100
		PSY C16-P	Human Resource Management	2		4	3	25	25	50



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Corporate Psychology (Theory)		
Course Code:	PSY C9-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

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

- CO1. Understand the nuances of Corporate psychology
- CO2. Apply the principles of leadership, training and teams in industrial and corporate sectors
- CO3. Integrate principles of social Psychology and general psychology for enhancing efficiency in corporates
- CO4. Formalise L & D and Training modules for corporates

Theory Contents

60 Hrs

Chapter 1: INTRODUCTION TO CORPORATE PSYCHOLOGY

15 Hrs

- Meaning, definition and scope of corporate psychology; Role & skills required for a corporate psychologist
- Group dynamics – Nature and types of group; dynamics of informal groups, the dynamics of formal work groups
- Conflicts in organizations - Nature and types of conflicts in organizations, levels of conflict, sources of conflict, effects of conflicts, negotiation skills.
- Contemporary challenges: Diversity - The nature of diversity - Managing diversity, changing work force; changing workplace values and ethics. Gender equality in organizations; corporate social responsibility.
- Legal provisions related to employees

Chapter 2: LEADERSHIP AND CHANGE

15 Hrs

- Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems of leadership, women in management, cultural differences.
- Emerging approaches to leadership – substitutes and enhancers for leadership, self – leadership and super leadership; coaching and the other approaches.
- 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.	
Chapter 3: ORGANISATIONAL DYNAMICS	15 Hrs
<ul style="list-style-type: none"> • Organization communication – Introduction, types, interpersonal communication, improving employee communication skills. • Social Perception and Attribution. Managerial implications of social perception, impression formation and its management. Values- organizational values and work values. • Learning and motivation in corporates • Job Satisfaction- influences, outcomes and consequences. • Organizational Commitment - Outcomes. OCBs. 	
Chapter 4: ORGANIZATIONAL CHANGE AND DEVELOPMENT	15 Hrs
<ul style="list-style-type: none"> • Organizational change - need and benefits, strategies for change. Theories for planned change - Lewin, action research, general mode of planned change. • Defining organizational development (OD), characteristics of OD, evolution of OD. • The OD practitioner, client-consultant relationship. Ethics in OD, recent trends in OD. • Case studies. Issues faced in OD - power politics and organization development. • Work change, the nature of work change, responses to change, costs and benefits; resistance to change, nature and its effects, reasons for resistance, types of resistance, possible benefits of resistance; implementing change successfully. 	

References	
1	Brown D.R & Harvey D. (2006). An experimental approach to organization development. 7th international ed. Upper Saddle River, NJ: Pearson education.
2	C.B. Memoria (1999). Personnel Management. Himaliya Publishing House.
3	David, A. DeCenzp& Stephen P Robbins (2004). Personal and/Human Resource Management, 3rd Edition, New Delhi.
4	Gary Dessleri (2005). Human Resource Management, 10th Edition, P/Person-Prentice Hall, New Delhi.
5	Cummings T.G. & Worley C. G. (1993). Organizational development and change. West publishing company, St. Paul.
6	French W. & Bell C (1999). Organizational development: Behavioural science interventions for organizational improvement. New Jersey: Prentice Hall.
7	Shenoyn, V., V. K. Srivatsava& S.C Sharma (1999). Operations Research for Management. New Delhi, G. Wiley Eastern Ltd.
8	Berry, Lilly M. (1998). Psychology at Work: An introduction to Organizational and Industrial Psychology'. McGraw Hill International

References	
9	Disboye R.L., Smith C. S., &Howefl W.C. (1994). Understanding Industrial Organizational Psychology. New York: Harcourt Brace International.
10	Dunnette, (1981). Handbook of Industrial and Organizational Psychology.
11	Edgar M. Schein (1990). Organisational Behaviour' 3 rd edition. Prentice Hall of India Pvt. Ltd. New Delhi.
12	Fred Luthans. (2002). Organisational Behaviour' 9th Edition. McGraw Hill Irwin, New.
13	L.W Porter, E.P. Lawler and J. R. Hackman. (1975). Behaviour of Organisations' McGraw- Hills Kogakusha Ltd. New Delhi.
14	Ramnarayan S., Rao T.V. & Singh K. Organizational development: Interventions and strategies ed. New Delhi: Sage Publications.

Course Title	Corporate Psychology (Practical)	Practical Credits	2
Course Code	PSY C9-P	Contact Hours	60 Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks

Practical Content

(Minimum 08 Practical to be conducted)

1. Organizational Citizenship Behaviour Checklist (OCB-C)
2. Job Satisfaction (Dr. Amar Singh & Dr. T. R. Sharma)
3. Leadership Effective Scale (Upindar Dhar and Sanjyot Pethe)
4. Davidson's Battery of Differential Abilities (DBDA)
5. Interpersonal Skills Inventory (IPSI) (Dr. Luba Jakubowska, Dr. Pooja Sharma and Shivngi Nigam)
6. Leadership Behaviour Scale (Asha Hinger)
7. Organizational Commitment Scale (Anukool M. Hyde ad Vishu Roy)
8. Employee Engagement Scale (Santhosh Dhar and Upindar Dhar)
9. Workplace Exploitation Scale (Ramandeep Kaur and Meena Jhamat)
10. Work - Life Balance Scale (Hayman -2005)
11. Strategic Talent Management Practices Scale (N. N. Mehta, D. M. Pestonjee and S. M. Khan)
12. Organizational Conflict Scale (Santhosh Dhar and Upindar Dhar)

STATISTICS: Median Test



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Health Psychology (Theory)		
Course Code:	PSY C11-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):	
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand the subject matter of health psychology.</p> <p>CO2. Understand the correlates of pain, illness and its management.</p> <p>CO3. Understand the impact of stress on health.</p> <p>CO4. Have awareness about health enhancing and compromising lifestyles.</p> <p>CO5. Attain and maintain one's health through coping strategies and interventions.</p>	
Theory Contents	60 Hrs
Chapter I - INTRODUCTION TO HEALTH PSYCHOLOGY AND HEALTH BEHAVIOUR	15Hrs
<p>a) Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.</p> <p>b) Health Psychology: Introduction; Need for the field of health psychology; History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.</p> <p>c) Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.</p>	
Chapter II - HEALTH ENHANCING AND COMPROMISING BEHAVIOUR	15 Hrs
<p>a) Theories of Health behaviors: Theories of planned behavior, The health belief model and their implications.</p> <p>b) Health compromising behaviors: Substance abuse, overeating and obesity</p> <p>c) Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, sleep and hygiene.</p> <p>d) Adherence: Meaning and factors predicting adherence.</p>	
Chapter III - STRESS AND HEALTH	15 Hrs
<p>a) Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.</p> <p>b) Effects of stress on health: Stress and immune system, Role of stress in CHD, Hyper tension and Diabetes.</p> <p>c) Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance</p>	

d) Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity.	
Chapter IV - MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS	15 Hrs
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.	
c) Alternatives to hospital care – Hospice or home care; Psychological management of terminally ill.	

References	
1	Taylor, S.E. (2010). Health psychology. 6th Ed, New Delhi: Tata McGraw Hill
2	Marks. D .F .,Murry.M., Evans.B and Estacio.E.V (2011), Health psychology: Theory, research and practice (3rd edi), New Delhi: Sage publication India Pvt Ltd.
3	Brannon.L & Feist. J (2007) Introduction to Health Psychology New Delhi: Thomson Learning Inc.
4	DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
5	Ogden.J (2000) Health Psychology, 2nd edition Philadelphia, Open University press.

Course Title	Health Psychology (Practical)		Practical Credits	2
Course Code	PSY C12-P	Contact Hours	60 Hours	
Formative Assessment	25 Marks	Summative Assessment	25 Marks	

Practical Content

(Minimum 8 Practical to be conducted)

1. Psychological Well-Being (Ryff C.D. et.al.2010)
2. WHO Quality of Life Scale
3. Multidimensional Health Locus Of Control (Form A) Ken. A. Wallston
4. Students Stress Rating Scale (Manju Agarwal)
5. Type A and Type B - ABBPS (Upinder Dhar and Manish Jain)
6. Resilience Scale (Wagnild. G. M. and Young H.M)
7. Gratitude questionnaire (McCullough M.E, Emmons R.A, Tsang J 2002)
8. Reactions to Frustration (B.M.Dixit and D.N. Srivastava)
9. Life style questionnaire (S.K. Bawa and S. Kaur)
10. CMI Health Questionnaire (N.N. Wig,Parshad and S.K. Verma)

11. P.G.I. Well-Being Measure (S.K. Verma and Anita Verma)

12. Optimum Health Scale (Pravin Kumar and Lovellen Bala)

STATISTICS: One way ANOVA - Independent or Uncorrelated Score



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Social Psychology (Theory)	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

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

- CO1. Develop an understanding of the individual in relation to the social world.
- CO2. Introduce students to realm of social influences on behaviour.
- CO3. Understand the various social issues prevalent.
- CO4. Know the significance of Interpersonal Relationship.
- CO5. Sensitize the students about Social issues.

Theory Contents

60 Hrs

Chapter I SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION

15 Hrs

Introduction:

- 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 and automatic processing and errors.
- d) **Interdependent Relationship:** family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Chapter II UNDERSTANDING AND EVALUATING THE SOCIAL WORLD

15 Hrs

- a) **Attribution:** theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory;
- b) **Attitudes:** definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes.
- c) **Prejudice:** meaning, definition, growth, techniques for counteracting its effects.
- d) **Stereotype** meaning, gender stereotype, glass ceiling and discrimination.

Chapter 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, co-operation, conflict, techniques to resolve conflicts.
- b) **Pro-Social Behaviour-** Latane and Darley's 5 crucial steps of n to an emergency, situational factors influencing pro-social behaviour, factors decreasing the tendency to help.

c) Social networking sites- impact of social media on children adolescents and families	
Chapter IV Social disorganization issues	15 Hrs
<p>a) Aggression- social learning perspectives,- theories of aggression - drive theory, modern theory- GAAM biological and situational determinants, personal determinants, prevention and control of aggression- punishment, cognitive interventions and forgiveness</p> <p>b) Violence – nature and categories of violence, violence in families, collective violence for social change</p> <p>c) Anti-social behaviour- corruption, bribery and other forms of antisocial behaviour; applying social psychology at work, health and legal system.</p>	

References	
1	Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2	Baron Robert and Byrne Donn (2004) Social Psychology, 10 th Edition Pearson Education, Inc
3	Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
4	Myers David -Social Psychology (2006) -8 th Edition, Tata McGraw Hill.
5	Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson
6	Sutherland & Cressey: Principles of criminology

Course Title	Social Psychology (Practical)		
Practical Credits	2	Contact Hours	60 Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks
Practical Content			
(Minimum 08 Practical to be conducted)			
<ol style="list-style-type: none"> 1. Sociogram (Moreno) 2. Stereotypes 3. Bogardus Social Distance Scale 4. Co-operation 5. Competition 6. Attachment Style Scale 7. Criminal Propensity Scale (Arjun Singh and Neelam Sharma) 8. Violence Scale (B. Thomas) 9. Prestige Suggestion 10. Social Communication - Rumour 			

11. Sodhi's Attitude Scale

12. Bell's Adjustment Inventory

STATISTICS: Median Test



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Positive Psychology (Theory)		
Course Code:	PSY E1.1-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

- CO1. understand the fundamental concepts of positive psychology and happiness.
- CO2. understand health related branches and different perspectives with reasons and measurements.
- CO3. know about the bouncing back means in life when confronted with adversity in life.
- CO4. understand the importance of relationship to lead a happy life.

Theory Contents		45 Hrs
Chapter I INTRODUCTION TO POSITIVE PSYCHOLOGY:		15 Hrs
<p>a) Positive Psychology: Definitions, assumptions and goals.</p> <p>b) Positive Psychology and its Relation to Health Psychology: clinical psychology, developmental psychology, survey research and subjective well-being, social/personality psychology and the psychology of religion.</p> <p>c) Eastern Perspective on Positive Psychology: hinduism, confucianism, taoism and buddhism.</p> <p>d) Western Perspective on Positive Psychology: Athenian and Judeo Christianity</p> <p>e) Human Virtues: contribution of eastern and western perspectives.</p> <p>f) What is Happiness - definition and causes of happiness and well-being. Increasing happiness in life - David Myers's suggestions for a happier life. Life enhancement strategies. Broaden and Build model of positive emotions (fig: 6.1 & 6.2).</p>		
Chapter II LIVING WELL AT EVERY STAGE OF LIFE:		15 Hrs
<p>a) Resilience: meaning and sources.</p> <p>b) Resilience in Childhood: sources of resilience in children.</p> <p>c) Resilience in Adulthood and Later Life: self acceptance, personal growth, purpose in life, environmental mastery, autonomy, positive relation with others.</p> <p>d) Successful Aging: growth through trauma - negative and positive effects. Making sense of loss and finding positive benefits.</p>		

Chapter III CLOSE RELATIONSHIPS AND WELL-BEING	15 Hrs
<p>a) Defining Close Relationship - characteristics, knowledge, trust, caring inter-dependency, mutuality and commitment. Exchange and communal relationship.</p> <p>b) Friendship and Romantic Love - clarity of rules (including table 112). Complexity of feelings and expectations. Varieties of love - passionate v/s companionate love. Triangular theory of love.</p> <p>c) Cultural context of love, marriage and divorce</p> <p>d) Contours of a happy marriage: friendship, commitment, humor and compatibility.</p>	

References	
1	Baumgardner, S.R. Crothers M.K. (2014) – Positive Psychology. Pearson New International Edition.
2	Snyder C.R & Lopez S.J. (2007) – Positive Psychology: the Scientific and Practical Exploration of Human Strengths. Thousand Oaks, CA: Sage.
3	Alex Linley and Stephan Joseph (2004) – Positive Psychology in Practice. John Wiley & Sons, Inc. Hoboken, New Jersey.



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Educational Psychology (Theory)		
Course Code:	PSY E1.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

CO1. Understand the skills of a teacher and to know the Indian contribution to the field of education.

CO2. Know the importance of ambiance and different aspects of education.

CO3. Understand importance and application of electronic media in teaching - learning process.

Theory Contents	45 Hrs
Chapter I INTRODUCTION TO EDUCATIONAL PSYCHOLOGY:	15 Hrs
<p>a) Meaning and definition: nature, scope and functions of educational psychology.</p> <p>b) Effective teaching skills: professional knowledge and skills, commitment and motivation.</p> <p>c) Research in Educational Psychology: programme evaluation research, action research and teacher as a researcher. Strategies for becoming an effective teacher researcher.</p> <p>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.</p>	
Chapter II MANAGING THE CLASSROOM AND SPECIAL EDUCATION	15 Hrs
<p>1. MANAGING THE CLASSROOM</p> <p>a) Need for effective management of classroom.</p> <p>b) Creating a positive environment for learning - general strategies, creating, teaching and maintaining rules and procedures. Getting students to co-operate.</p> <p>c) Dealing with problem behaviour - Management strategies and dealing with aggression.</p> <p>2. SPECIAL EDUCATION</p> <p>a) Introduction: meaning and definition, nature and characteristics of special education.</p> <p>b) What is special about special education: Considerations- subject, curriculum, methodology, placement, human resource. Objectives of special education.</p>	
Chapter III ICT AND E-LEARNING	15 Hrs
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.

c) Virtual Classroom: Modus operandi - Advantages, drawbacks and limitations.

References

1	S.K. Mangal - Essentials of Educational Psychology. PHI Learning Pvt. Ltd, New Delhi
2	S.K. Mangal and Uma Mangal - Essentials of Educational Technology - PHI Learning Pvt. Ltd, New Delhi
3	S.K. Mangal - Educating Exceptional Children-An Introduction to Special Education. PHI Learning Pvt. Ltd, New Delhi
4	John W. Santrock - Educational Psychology - Tata McGraw-Hill Publishing Co.Ltd. New Delhi
5	S.S.Mathur - Educational Psychology(2007). Vinod Pustak Mandir, Agra
6	Anita Wolfolk - Educational Psychology(2014). 12th edi. Pearson Education Pvt. Ltd, New Delhi



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Assessing Childhood Problems (Theory + Practical)		
Course Code:	PSY V1.1-T	No. of Credits	3 (2+1)
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. understand the different levels of intellectual disabilities.</p> <p>CO2. understand eating and behavioural disorders in childhood.</p> <p>CO3. know the assessment of disorders in childhood.</p>	
Theory Contents	30 Hrs
Chapter I NEURO DEVELOPMENTAL, EATING AND BEHAVIOURAL DISORDERS	15 Hrs
<p>1. NEURO DEVELOPMENTAL DISORDERS</p> <p>Intellectual Disabilities (ID): Levels - mild, moderate, severe and profound.</p> <p>Cranial Anomalies- microcephaly, macrocephaly and hydrocephaly.</p> <p>Autism Spectrum Disorder (ASD) - childhood disintegrative disorder, rett's, asperser's, pervasive developmental disorder and kanner's syndrome.</p> <p>SLD - reading, writing and numerical impairment.</p> <p>2. EATING, EMOTIONAL AND BEHAVIOURAL DISORDERS</p> <p>a) Eating disorders in childhood: Pica and rumination.</p> <p>b) Emotional and Behavioural Disorders: aggressive, out of control behaviour; depression, anxiety and fear.</p>	
Chapter II ASSESSMENT OF DSORDERS AND PROBLEMS	15 Hrs
<p>a) Assessment of Neurological Disorders: CT scan, cerebral angiography, EEG, MRI.</p> <p>b) Intelligence Tests for Children: Wechsler pre-school and primary school test of intelligence. Kauffman assessment battery for children- Kauffman test of educational achievement. Flynn effect.</p> <p>c) Assessment for Behavioural Disorders: child behavioural checklist.</p> <p>d) Personality Tests: children's apperception test, children's personality questionnaire, children's self concept scale.</p>	

References	
1	John W. Santrock - Educational Psychology - Tata McGraw-Hill Publishing Co.Ltd. New Delhi
2	Carson and Butcher (2004) – Abnormal Psychology. 13th Edition, Pearson Education
3	DSM 5
4	Ronald Jay Cohen and Mark E. Swerdlick – Psychological Testing and Assessment. 9th Edition (Indian Edition)
5	Robert J. Gregory – Psychological Testing - History, Principles and Applications (Indian Edition)

Course Title	Assessing Childhood Problems (Practical)	Practical Credits	1
Course Code	PSY V1.1-P	Contact Hours	30 Hours

Practical Content

(Minimum 4 Practical to be conducted)

1. Adjustment Inventory for School Students (Prof. A.K.P. Sinha and R.P. Singh)
2. Problem Behaviour Survey Schedule (Dr. S. Venkatesan)
3. Verbal Learning Disability (Vishal Sood)
4. Diagnostic Spelling test (Dr. Raj K. Gupta and Mrs. Susheela Narang)
5. Helplessness Scale (G.P. Mathur and R. K. Bhatnagar)
6. Educational Anxiety Scale (Saritha Dahiya and Rajni Dahiya)



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Fifth Semester
Course Title	Child Therapeutic Techniques (Theory)		
Course Code:	PSY V1.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

CO1. Understand the approaches and interventions of psychotherapy.

CO2. Know the different types of play as therapy and other interventions.

Theory Contents		45 Hrs
Chapter I INTRODUCTION AND PSYCHOTHERAPY		15 Hrs
<p>a) Introduction: meaning, nature, characteristics, scope of psychotherapy. Ethics in child therapy. Laws related to childhood: juvenile justice, child labour act, POCSO</p> <p>b) Psycho-Analytic Approach: parent-infant psychotherapy, Mentaliseren, Bevorderende Kinder Therapy (MBKT).</p> <p>c) Attachment based interventions: dyadic developmental psychotherapy, circle of security, attachment and behavioural catchup</p>		
Chapter II PLAY AND OTHER THERAPEUTIC INTERVENTIONS		15 Hrs
<p>a) Plays as medium - Toys as tools. Sand and water play. Benefits of play therapy</p> <p>b) Therapeutic Activities - art, music, bibliotherapy.</p> <p>c) Interventions - cognitive therapy, cognitive behavioral therapy, REBT, stress inoculation therapy, problem solving therapy, psycho education therapy, social skills training.</p>		

References

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Curriculum
of
BSc/BA
Psychology
6thSemester

Department of Psychology
Bangalore City University,
Bengaluru 560001.



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Abnormal Psychology (Theory)		
Course Code:	PSY C14-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.</p> <p>CO2. Familiarize students with criteria and classification of psychological disorders.</p> <p>CO3. Provide an overview of the symptoms and etiology of various psychological disorders.</p> <p>CO4. Introduce students to different perspectives regarding the causation of mental illnesses.</p> <p>CO5. Familiarize students with a conceptual overview of abnormal behaviour.</p>	
Theory Contents	60 Hrs
Chapter I UNDERSTANDING ABNORMALITY	15 Hrs
<p>Introduction: Meaning and definitions of abnormality, criteria of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive-behavioural and Humanistic models. Classification of mental disorders –DSM and ICD.</p>	
Chapter II CLINICAL PICTURE AND ETIOLOGY OF ANXIETY DISORDERS	15 Hrs
<p>a) Anxiety based disorders: The anxiety based response patterns; Phobic disorders; Obsessive Compulsive Disorders(OCD); Generalized Anxiety Disorder(GAD); Somatoform disorders; Hypochondriasis; conversion disorders.</p> <p>b) Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder: causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/ Clinical features and causes & treatment).</p>	
Chapter III SCHIZOPHRENIA AND DELUSIONAL DISORDER	15 Hrs
<p>a) schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio-cultural factors.</p> <p>b) delusional disorder: diagnosis, clinical picture and its causal factors.</p> <p>c) Bipolar and related disorders: bipolar disorder i disorder, bipolar disorder ii disorder and cyclothymic disorder.</p>	

Chapter IV PERSONALITY DISORDERS AND PARAPHILIAS	15 Hrs
<p>Personality disorders: cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant and dependent personality disorder).</p> <p>Paraphilic disorders: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishitic and transvestic). Causes of paraphilia.</p>	

References	
1	Carson R.C, Butcher JN and Mineka Susan (2005)., <i>Abnormal Psychology and modern life</i> (10th edn) New York: Harper-Collins
2	Kaplan H, Sadock BJ, Grebb JA (1994) <i>Synopsis of Psychiatry</i> (7th edn). New Delhi: BL Waverly Pvt. Ltd.
3	Sarason .I.G & Sarason R.B (2005) <i>Abnormal Psychology The Problems of Maladaptive Behaviour</i> 11 th edition New Delhi Pearson Pub.

Course Title	Abnormal Psychology (Practical)	Practical Credits	2
Course Code	PSY C15-P	Contact Hours	60 Hours
Formative Assessment	25 Marks	Summative Assessment	25 Marks

Practical Content

(Minimum 8 Practical to be conducted)

1. Multiphasic Questionnaire (H.N.Murthy)
 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. Cohen'S Perceived Stress Scale
 7. Defence Mechanism Inventory (N R Mrinal & Uam Singhal)
 8. Behavioural Deviance Scale (N. S. Chauhan and Saroj Aurora)
 9. Alcohol and Drug Attitude Scale (Sunil Saini & Sandeep Singh)
 10. Beck Depression Scale
 11. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
 12. Narcissistic Personality Inventory (e-source)
- STATISTICS: Chi Square



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Human Resource Management (Theory)		
Course Code:	PSY C16-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

- CO1. Understand the nature, objectives and functions of HRM.
- CO2. Understand the processes of selection and tools of training.
- CO3. Know the tools of performance appraisal in work setting.
- CO4. Know the application of electronic in HR and management of international HR.

Theory Contents		60 Hrs
Chapter I		14 Hrs
INTRODUCTION: Human Resource: meaning. management: definitions. nature and meaning of human resource management. definitions and importance. difference between personal management and hrm. characteristics, objectives, importance and scope of HRM. Functions of HRM – A) Managerial B) Objective C) Advisory and supportive functions.		
Chapter II		16 Hrs
SELECTION AND TRAINING: i) SELECTION: Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview. ii) TRAINING: Meaning, Definitions, Nature and Characteristics of Training. Purposes and Benefits of Training. Methods /approaches to training- classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.		
Chapter III		15 Hrs
PERFORMANCE APPRAISAL: Meaning and Definition of Performance Appraisal. METHODS – A) Traditional method – Ranking, Paired Comparisons, Grading, Forced Choice, Checklist methods, Critical Incident method, Essay method. B) Modern Methods – Behaviour Anchored Rating Scale (BARS), Management by Objectives(MBO). 360* Feedback. Benefits and Limitations in Performance Appraisal.		

Chapter IV	15 Hrs
E-HRM AND INTERNATIONAL HRM: i) E-HRM: Recruitment, Selection, Performance Management Learning and Compensation. HR in mergers and acquisitions. Business processing outcomes. HRM in high performance organizations. ii) I-HRM: Nature, Growth and Management of international Human Resource activities. HR and Internalization of Business. iii) TQM: Definition. Principles and Common Barriers to TQM, Six Sigma. Tools of Quality Improvement: Kaizen, Bench Marking, HR Audit and Balance Score card.	

References	
1	H. R. Appannaiah, Dr. P.N.Reddy and K. Aparna Rao. Human Resource Management (2010) : Himalaya Publishing House
2	Shahi K. Gupta and Rosy Joshi. Human Resource Management (2011) : Kalyani Publishers
3	Dr. P. Subba Rao. Human Resource Management (2013): Himalaya Publishing House
4	Dr. P. Subba Rao. Personnel & Human Resource Management, Himalaya Publishing House
5	Dr. K. Venkataramana. Human Resource Management (2011) : Himalaya Publishing House
6	John W. Newstrom: Organizational Behaviour. Human Behaviour at Work. Tata McGraw Hill Education Private Limited, New Delhi
7	K.Asathppa. Human Resource Management (2011). Tata McGraw Hill Education Pvt. Ltd, ND
8	Dr. C.B. Gupta. Human Resource Management. Sultan and Sons
9	Gay Dessler. Human Resource Management, 9th edi. Pearson Education 2003
10	C.S. VenkataRathnam & B.K.Srinivasa. Personal Management & Human Resource.TMPL

Course Title	Human Resource Management (Practical)		Practical Credits	2
Course Code	PSY C17-P	Contact Hours	60 Hours	
Formative Assessment	25 Marks	Summative Assessment	25 Marks	
Practical Content				
(Minimum 8 Practical to be conducted)				
1.	Strategic Talent Management Practices (Naresh N. Mehta, Pestonji, S.M.Khan)			
2.	Occupational Self Efficacy Scale (OSES- UpindharDhar, Sanjyot Pethe, Sushma Chaudhury)			
3.	Organizational Climate Inventory (Som Nath Chattopadhyaya and K.G. Agarwal)			
4.	Organizational Culture Scale (Santhosh Dhar and Upinder Dhar)			
5.	Vocational Interest Record (VIR Kulshrestha)			
6.	Work Motivation Questionnaire (Dr K G Agarwal)			
7.	Occupational Stress Index (Srivastava, A. K., & Singh, A. P).			
8.	Employee Mental Health Inventory (Jagadish)			

9. Maslach Burnout Inventory
10. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
11. FIRO – B (William Schultz)
12. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)

STATISTICS

One Way ANOVA - Correlated Scores



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Organizational Psychology (Theory)		
Course Code:	PSY C18-T	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

- CO1. Understand the nature of individual organizational behaviour towards oneself, organization and the contribution to society.
- CO2. Understand differences in skills, stress and management of the skills.
- CO3. Know the tools of training and performance appraisal in work setting.
- CO4. Understand structure and design of organization.

Theory Contents	60 Hrs
Chapter I INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	15 Hrs
Nature of organizational psychology, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.	
Chapter II INDIVIDUAL DIFFERENCES: PERSONALITY, SKILLS AND ABILITIES, STRESS	15 Hrs
<p>a) PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation.</p> <p>b) ABILITIES AND SKILLS: Intelligence, physical abilities, social skills.</p> <p>c) STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.</p>	
Chapter III PERCEPTION AND LEARNING	15 Hrs
<p>a) Social Perception and Social Identity: Attribution Process. Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal.</p> <p>b) Learning: Operational Conditioning- Learning through Rewards and Punishments. Training-varieties of training, principles of learning. Organizational behaviour Management.</p>	

Chapter IV ORGANIZATIONAL CULTURE AND STRUCTURE	15 Hrs
<p>1. Organizational Structure: Meaning.</p> <p>a) Basic Dimensions - Hierarchy of authority, span of control, division of labour, line v/s staff positions, decentralization.</p> <p>b) Departmentalization - functional, product and matrix organizations. Advantages and disadvantages.</p> <p>2. a) Organizational Culture: Meaning and definition, characteristics and strength of organizational culture. Culture within organization. Role of culture in organizations.</p> <p>b) Forms of organizational culture - Hierarchy market and clan culture.</p> <p>c) Creating, Transmitting and changing organizational culture: How is organizational culture created. Tools for transmitting culture. Why and how organizational culture change - composition of workforce, mergers and acquisitions, strategic cultural change. Responding to internet.</p>	

References	
1	Jerald Greenberg: Behaviour in Organisations. 10 th ed. PHI Learning Pvt Ltd. ND 2012
2	Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9 th ed. PHI Learning Pvt Ltd. ND 2009
3	Fred Luthans: Organisational Behaviour. 12 th ed. McGraw-Hill International ed.
4	Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI
5	John W Newstrom: Organisational Behaviour. Human Behaviour at Work. 12 th ed. McGraw-Hill Education Pnt Ltd. New Delhi
6	Debra L. Nelson, James Campbell Quick: Organisational Behaviour. Foundations, Realities & Challenges. 5 th ed. South-Western. Cengage Learning
7	John Bratton: Work and Organisational Behaviour. Militza Callinan, Carolyn Forshaw and Peter Sawchuk. Palgrave Macmillan



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Sports Psychology (Theory)		
Course Code:	PSY E2.1-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

CO1. Know the nature, training and role of sport psychologist, personality and performance in sports.

CO2. Understand the anxiety and stress in relation to athletic performance.

CO3. Understand coping and intervention strategies to manage stress.

Theory Contents

45 Hrs

Chapter I INTRODUCTION

15 Hrs

a) Sports Psychology: Meaning and definition. Development of professional organizations. Certification and accreditation. Multicultural training in sport psychology. Role of sport psychologist: clinical/counselling sport psychologist, educational sport psychologist, research sport psychologist. Ethics in sport psychology. Gender and feminist issues in sport psychology.

b) Personality and Sports Performance: Developmental effects of Athletic participation upon personality. Personality and sport type. Player position and personality profile. Personality profiles of Athletes differing in skill level (include Athletic Pyramid).

Chapter II ANXIETY, STRESS AND MOOD RELATIONSHIPS

15 Hrs

Meaning and Differences among Affect, Emotion, Anxiety, Mood and Stress.

a) Anxiety - Multidimensional nature (fig 7.1). Stress Process and Antecedents of State Anxiety response (fig 7.2). Measurement of Anxiety.

b) Stress and Mood - Mood state and Athletic Performance: Nature and Measurement of Mood State. Profile of mood state. Mood state relationships in sport - Mood state and Achievement levels, Mood state and Performance outcome. Type of sport. Measurement of performance - Conceptual model for performance prediction.

Chapter III COPING AND INTERVENTION STRATEGIES IN SPORT

15 Hrs

a) Coping strategies in Sport - Conceptual framework for Coping Strategies and Styles. Measurement of coping skills. Dynamic Nature of coping styles and strategies. Factors enhancing coping styles (Smith 1999-includes 5 different factors) and Coping effectiveness.

b) Intervention Strategies: self talk - where, when, what and why of self talk. measuring self talk. relaxation: progressive relaxation, autogenic training. meditation, body-mind training. bio-feedback training: instrumentation, skin temperature, electromyography, EEG and other methods, mental toughness.

References

1	Richard H. Cox. (2011). Sport Psychology-Concepts and Applications. 7th Edition McGraw-Hill Pub.
2	Arnold D.L.U. & Naton (1989) – Sports Psychology. Chicago: Nalson-Hall
3	Murphy S. M (1995) – Sports Psychological Interventions. Champaign: Herman Kinetics



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Rehabilitation Psychology (Theory)		
Course Code:	PSY E2.2-T	No. of Credits	3
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

CO1. Make the students aware of the concepts of rehabilitation.

CO2. Understand the skills of rehabilitation psychologist.

CO3. Understand different types of disabilities and reasons.

CO4. Know the importance of early intervention and the places where interventions can be applied.

Theory Contents

45 Hrs

Chapter I INTRODUCTION

15 Hrs

a) Rehabilitation psychology

- Meaning and definition, scope and importance, methods and functions of rehabilitation psychology.
- History of rehabilitation in India.

b) Competencies of rehabilitation psychologist

- Types: core competencies, professional competencies.

c) Scope of rehabilitation psychologist.

d) Services of training programme for rehabilitation psychologist.

Chapter II DISABILITY

15 Hrs

a) Definition, classification of disabilities – their incidences and prevalence.

b) Types of disabilities – visual, hearing, physical, psychological and mobility impairments.

c) Etiological factors – prenatal, perinatal and postnatal factors, genetic and chromosomal aberrations, prevention of disabilities.

Chapter III INTERVENTIONS

15 Hrs

a) Concepts and need for early intervention.

b) Screening and referral, involvement of parents and community.

c) Role of special educator in early and related matters.

d) Models of early intervention – home and centre based, community based rehabilitation.

References

References

1	Rehabilitation Psychology by Dr. Anu Teotia, Notion press.com 2018
2	e source
3	https://www.slideshare.net/SnehaSebastian18/rehabilitation-psychology-249751992
4	https://specialeducationnotes.co.in/paper1Unit4.htm



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	School Guidance and Counselling (Theory + Practical)		
Course Code:	PSY V2.1-T	No. of Credits	3 (2+1)
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

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

- CO1. The meaning and nature of school guidance program
- CO2. The meaning, importance, and process of counselling.
- CO3. How different tools and techniques can be used as a part of school guidance program.
- CO4. The meaning & nature of career guidance & appreciate different modes of dissemination of career information.

Theory Contents	30 Hrs
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Chapter I Meaning and nature of School Guidance Program	15 Hrs
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i) Guidance:

a) Meaning and Definition, goals and functions of guidance (Educational, Psychological and Social). Basic Philosophy of Guidance. Some misconceptions about Guidance program.

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.

ii) Counselling:

a) Meaning and definition, nature of Counselling. Qualities of effective counsellors. Ethics of Counselling: Confidentiality, Professional Disclosure and informed consent, No dual relationship, Referral with client's willingness.

b) Types and approaches of Counselling: Individual and Group Counselling. Directive, non-directive and eclectic counselling.

c) 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. d) Counselling skills: (micron and macro skills). Active listening, Empathy, Paraphrasing and reflecting, Questioning, Assessment, Responding and Communicating, and Healthy termination.	
Chapter II Tools and Techniques of Educational and Career Guidance:	15 Hrs
i) Tools and Techniques: a) Meaning and importance of Testing and non-testing techniques: Meaning, importance, 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. ii) Educational and Career Guidance: a) Meaning, importance. World-of-work orientation. Collection and dissemination of educational and Career information: Preparation of charts, posters. Career monograph. b) Career Corners: Meaning, planning, and organizing career corners. c) Career Exhibitions: Meaning, planning, and organizing career exhibition. d) Career development: Meaning and development.	

References	
1	Aggarwal, J.C. (2004). <i>Educational vocational guidance and counselling</i> . Delhi: Doaba House.
2	Bhatnagar, Asha and Gupta, Nirmala. (1999). <i>Guidance and counseling: Voll and II</i> . New Delhi: Vikas Publishing House.
3	Chauhan S.S. (2008). <i>Principles and techniques of guidance</i> . UP: Vikas Publishing House Pvt Ltd.
4	Gibson, R.L. and Mitchell, Marianne. (2008). <i>Introduction to counselling and guidance</i> . New Delhi: PHI Learning Pvt Ltd.
5	Kocher, S.K. (2007). <i>Educational guidance and counselling</i> . New Delhi: Sterling.
6	Murthy, Venkatesha, C.G.; Kumar, Anil. K. and Nandini, P. (2008). <i>Career guidance: A handbook. (First Edition)</i> . Bengaluru: Aviratha Trust.

Course Title	School Guidance and Counselling (Practical)	Practical Credits	1
Course Code	PSY V2.1-P	Contact Hours	30 Hours
Practical Content			
(Minimum 4 Practical to be conducted)			
<ol style="list-style-type: none"> 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) 			



Bangalore City University

Program Name	BSc/ BA in Psychology	Semester	Sixth Semester
Course Title	Inclusive Education (Theory + Practical)		
Course Code:	PSY V2.2-T	No. of Credits	3 (2+1)
Contact hours	45 Hours	Duration of SEA/Exam	2 1/2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand the meaning of inclusion of all learners.</p> <p>CO2. Appreciate different factors facilitating and impeding inclusion in educational settings.</p> <p>CO3. Understand the bandwidth of diversity in educational settings.</p> <p>CO4. Understand the importance of identifying and celebrating diversity by providing equitable opportunities.</p>			
Theory Contents			30 Hrs
Chapter I INTRODUCTION TO INCLUSIVE EDUCATION			15 Hrs
<p>a) Understanding the diversity in educational settings: Socially disadvantage group, Disabled group (average/ normal group), above average group (creative, talented and the gifted).</p> <p>b) Understanding impairment, Disability and Handicaps.</p> <p>c) Factors affecting and promoting inclusion in society.</p>			
Chapter II CELEBRATING DIVERSITY			15 Hrs
<p>a) Understanding the needs of diverse learners in educational settings and addressing them. Needs of socially marginalized learners, disabled learners, normal learners, gifted learners, talented learners and creative learners.</p> <p>b) Extending equitable opportunities to all the above groups.</p>			

References	
1	Hallahan, D.P. and Kauffman, J.K. (1988). <i>Exceptional children: Introduction to special education</i> . NJ: Englewood Cliffs.
2	Kapoor,S. (2015). <i>Index of inclusive school quality</i> . Delhi: Brotherhood.
3	Mithu,A. and Michael,B. (2005). <i>Inclusive education: From rhetoric to reality</i> . New Delhi: Viva Books Pvt Ltd.
4	NCERT. (2006). <i>Position Paper: National focus group on education of children with special needs</i> .

References	
	New Delhi: NCERT.
5	Reed, M. (1984). <i>Educating hearing impaired children</i> . Milton Keynes: Open University Press.

Course Title	Inclusive Education (Practical)		Practical Credits	1
Course Code	PSY V2.2-P	Contact Hours	30 Hours	
Practical Content				
(Minimum 4 Practical to be conducted)				
1.	Sensory Play: Create sensory experiences using materials like sand, water, slime or textured objects. This can help children explore different sensations and improve their sensory processing skills.			
2.	Nature walks: take children outdoors to explore nature. Engage them in activities like bird watching, gardening, promoting sensory stimulation and a connection with the natural environment.			
3.	Story Telling and Puppetry: Read or tell stories using visual aids or puppets to make it more interactive and engaging. Encourage children to participate by acting out parts of the story or creating their own narratives.			
4.	Physical Activities: Adapt physical games and exercises to suit each child's abilities. This could include modified sports, yoga, dance or simply engaging in movements that help with coordination, balance and strength.			
5.	Social Skills Development: Organize group activities that promote social interaction such as board games, team building exercises or role playing scenarios to practice communication and cooperation.			
6.	Sensory -Friendly Outings: Plan trips to sensory friendly venues such as museums, theatres or amusement parks that offer accommodations for individuals with sensory sensitivities.			