



**KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION**

**ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ**



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NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/1612
ಅಧಿಸೂಚನೆ

Date: 27 JUL 2024

ವಿಷಯ: ಸರ್ಕಾರದ ಆದೇಶ ದಿನಾಂಕ: 08.05.2024 ಅನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ NEP ಅಡಿಯಲ್ಲಿ ಪ್ರೋಗ್ರಾಂ ವಿನ್ಯಾಸ (Curriculum Structure)ದಂತೆ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 166 ಯುಎನ್ಇ 2023, ದಿ: 08.05.2024.
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯಗಳ ಸಂ:2, 3, 4, 5, 6, 7, 8 & 9, ದಿ:16.07.2024.
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 27/07/2024

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ, ಉಲ್ಲೇಖ-01ರ ಸರ್ಕಾರ ಆದೇಶಾನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಈ ಕೆಳಗಿನ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳ NEP ಅಡಿಯ ಪ್ರೋಗ್ರಾಂ ವಿನ್ಯಾಸ (Curriculum Structure)ದಂತೆ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ ರಚನೆ ಕುರಿತಾಗಿ ಸಂಬಂಧಿಸಿದ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಹಾಗೂ ನಿಖಾಯಗಳ ಶಿಫಾರಸ್ಸಿನಂತೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪದವಿಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕ.ವಿ.ವಿ.ಯ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

| ಅ.ನಂ. | ಪದವಿ | | | | ಸೆಮಿಸ್ಟರ್ |
|-------|------|--|----|---|-----------------------|
| 1 | 1 | B.A | 8 | BTM | 1 ರಿಂದ 6ನೇ ಸೆಮಿಸ್ಟರ್ |
| | 2 | BSW | 9 | B.Sc | |
| | 3 | B.Sc. (H.M) | 10 | BCA | |
| | 4 | B.Com | 11 | B.Com (CS) | |
| | 5 | B.Com (E-Commerce Operation) | 12 | B.Com (Retail Operations) | |
| | 6 | B.Com (Banking Financial Services & Insurance) | 13 | B.Com (Logistics) | |
| | 7 | BBA | 14 | BBA (Logistics Management) | |
| 2 | 1 | B.Sc (Data Science) | 2 | B.Sc (Artificial Intelligence & Machinery Learning) | 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್ |
| 3 | 1 | BASLP | 3 | BPA | 1 ರಿಂದ 8ನೇ ಸೆಮಿಸ್ಟರ್ |
| | 2 | BVA | 4 | B.Sc. Pulp & Paper | |

ಅಡಕ: ಮೇಲಿನಂತೆ

A. Channappa
ಕುಲಸಚಿವರು.

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

- ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು / ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು / ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ / , ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, ಯು.ಯು.ಸಿ.ಎಂ.ಎಸ್. ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ಎನ್.ಇ.ಪಿ. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, ಸಿ.ಡಿ.ಸಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

KARNATAK UNIVERSITY, DHARWAD

B.A. (Psychology)

SYLLABUS

WithEffectfrom2024-25

**DISCIPLINE SPECIFIC CORE COURSE (DSC) FOR SEM I - VI,
SKILLENHANCEMENTCOURSE(SEC)FOR SEMIV/V/VI and
ELECTIVE COURSES FOR SEM V AND VI**

ASPERNE P(Revised):2024

Karnatak University, Dharwad
B.A in Psychology
Effective from 2024-25

| Sem. | Type of Course | Theory/ Practical I | Course Code | Course Title | Instruction hour/ week | Total hours / sem | Duration of Exam | Marks | | | Credits |
|-----------|----------------|---------------------|---------------|------------------------------|------------------------|-------------------|------------------|-----------|-----------|-------|---------|
| | | | | | | | | Formative | Summative | Total | |
| I | DSC-1 | Theory | A 1 PSY 1 T 1 | Foundations of Psychology-I | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-2 | Practical | A 2 PSY 1 T 1 | Foundations of Psychology-I | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| II | DSC-3 | Theory | A 3 PSY 1 T 1 | Foundations of Psychology-II | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-4 | Practical | A 4 PSY 1 T 1 | Foundations of Psychology-II | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| III | DSC-5 | Theory | A 1 PSY 1 T 1 | Life Span Development - I | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-6 | Practical | A 2 PSY 1 T 1 | Life Span Development - I | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| IV | DSC-7 | Theory | A 3 PSY 1 T 1 | Life Span Development – II | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-8 | Practical | A 4 PSY 1 T 1 | Life Span Development - II | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| *V | DSC-9A | Theory | A 5 PSY 2 T 1 | Social Psychology | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-10A | Practical | A 5 PSY 2 P 2 | Social Psychology | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| | DSC-9B | Theory | A 5 PSY 2 T 2 | Health Behavior | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-10B | Practical | A 5 PSY 2 P 2 | Health Behavior | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| *VI | DSC-11A | Theory- | A 6 PSY 2 T 1 | Abnormal Psychology | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-12A | Practical | A 6 PSY 2 P 1 | Abnormal Psychology | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| | DSC-11B | Theory- | A 6 PSY 2 T 2 | Organizational Behavior | 04hrs | 60 | 03hrs | 20 | 80 | 100 | 04 |
| | DSC-12B | Practical | A 5 PSY 2 P 2 | Organizational Behavior | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |
| V | EC-1 | Theory | A 5 PSY 5 T 1 | General Psychology | 03hrs | 45 | 03hrs | 20 | 80 | 100 | 03 |
| VI | EC-2 | Theory | A 6 PSY 5 T 1 | Psychology and Mental Health | 03hrs | 45 | 03hrs | 20 | 80 | 100 | 03 |
| IV/V/VI** | Skill | Practical | C 0 PSY 6 P 1 | Assessing Childhood Problems | 04hrs | 56 | 03hrs | 10 | 40 | 50 | 02 |

*student shall either DSC 9A and DSC10A or DSC 9B and DSC10B in 5th semester. Similarly, DSC 11A and DSC12A or DSC 11B and DSC12B in 6th semester.

** Student shall study Skill of this subject either in 4th / 5th / 6th but not in all the semester.

Karnatak University, Dharwad

B.A Psychology

Programme Specific Outcomes (PSO):

On completion of the 03 years Degree in BA Psychology students will be able to:

PSO1: Students will develop a strong understanding of major psychological theories and concepts across various domains such as cognitive, developmental, social, and clinical psychology.

PSO2: Students will acquire skills in research methodology, including designing experiments, conducting surveys, analyzing data using statistical tools, and interpreting research findings to contribute to the field of psychology.

PSO3: Students will be able to apply psychological principles and techniques to address individual, social, and organizational issues, enhancing their ability to provide practical solutions in real-world settings.

PSO4: Students will demonstrate an understanding of ethical issues in psychological practice and research, and exhibit sensitivity to cultural diversity, ensuring respect for individual differences in professional settings.

PSO5: Students will develop critical thinking and analytical skills, enabling them to evaluate psychological theories, research findings, and practices critically, and to formulate well-reasoned arguments and conclusions.

PSO6: Students will enhance their ability to communicate psychological concepts and research findings effectively through various modes, including written reports, oral presentations, and digital media, to diverse audiences.

PSO7: Students will engage in self-reflection and personal growth activities, fostering the development of professional skills and ethical behavior necessary for careers in psychology and related fields.

PSO8: Students will integrate knowledge from related disciplines such as sociology, anthropology, and neuroscience to enrich their understanding of psychological phenomena and to adopt a holistic approach in their professional practice.

B.A Semester I

Discipline Specific Course (DSC)-

Course Title: Foundation of Psychology-I

Course Code: A 1 PSY 1 T 1

| Type of Course | Theory / Practical | Credits | Instruction hour per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|--------------------|---------|---------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-1 | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

CO2: To enable the students to understand the applications of psychology to different fields

CO3: Describe different types of learning, including Trial and Error, Insightful Learning, and Cognitive Learning.

CO4: Discuss key theories of memory, including Atkinson and Shiffrin's model and Tulving's model, and apply techniques to improve memory, such as chunking, mnemonics, and the SQRRR method.

CO5: Understand the nature and causes of forgetting, differentiate between types of forgetting, and explain theories such as decay, interference, and repression.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|--|--------|
| Unit I | INTRODUCTION A) Origin, Definition & Goals of Psychology B) Key perspectives of Psychology: Biological, Psychodynamic, Behavioral, Cognitive, Socio-cultural, Humanistic Developmental and Evolutionary perspective. C) Branches of Psychology: Basic and Applied; General, Bio-physiological, Child, Developmental, Abnormal, Cognitive, Comparative, Educational, clinical, counseling, experimental, Forensic, health, Sports and Military D) Methods of Psychology: Observation, Experimental, Correlational, clinical, Interview, and Case study. E) Physiological Basis of Behavior: Neurons - Structure and functions, Nervous System, Central and Peripheral Nervous system. Endocrine system: functions and effects. Glands and its effects: Pituitary, Thyroid, Parathyroid, Adrenal and Gonads. F) Methods of studying brain and its functions: Invasive, lesion, ablation, chemical and stimulation methods. Brain imaging: MRI, FMRI, PET etc. | 15 hrs |
| Unit II | SENSATION, ATTENTION AND PERCEPTION A) Sensation: Meaning, characteristics and Types of Senses and receptors involved in each sensation. B) Attention: Meaning and definitions, Types of attention - Voluntary, non-voluntary and habitual, phenomenon, span, division, fluctuation and distraction. Determinants - objective & subjective effects. use of attention. C) Perception: meaning, and characteristics, Gestalt laws of perceptual organization. D) Depth perception - meaning process of perceptual selection organization and interpretation, perceptual constancies monocular and binocular cues. E) Errors in perception - Illusion: Muller Lyre and illusion of movement, horizontal and vertical illusion. Hallucination: Visual, Auditory and tactile. | 15 hrs |
| Unit III | LEARNING A) Introduction: Definition, Factors influence learning. Motivation, reinforcement and association, Biological Basis of Learning B) Types of learning - Trial and Error- Experiment and laws of Thorndike, Kohlberg's insightful learning. Cognitive learning. C) Operant conditioning - Reinforcement, punishment, process - generalization, Discrimination, Shaping and Chaining. | 15 hrs |

| | | |
|-------------|--|-------|
| | D) Pavlov's Classical conditioning learning, Bandura's observational learning. | |
| Unit I V | MEMORY AND FORGETTING A) Stages of Memory–Encoding, Storage, Retrieval B) Types of memory - Immediate or sensory memory, short term memory, long term memory. C) Factors involved in memory: Learning/ registration, retention, Recall, and recognition. Factors influence memory - Intrinsic and extrinsic memory. D) Atkinson and Shiffrin's theory of Memory, Tulving's Model. Techniques to improve memory. Chunking, Mnemonic, SQRRR (Survey, Question, Read, Recite and Revive) E) Forgetting: Nature causes and types, theories of forgetting - Decay, Interference, repression F) Physiology of Memory and Forgetting | 15hrs |

Recommended books:

1. Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson. Ciccarelli, S.K. & White, J. N. (2017). *Psychology*, 5th Ed. Pearson.
2. Coon, D. & Mitterer, J.O. (2013). *Introduction to Psychology: Gateway to Mind and Behavior*, 13th Ed. Cengage Learning
3. Feldman, R.S. (2017). *Understanding Psychology*. 12th Ed. McGraw Hill, New Delhi
4. Kosslyn, S.M. & Robin Rosenberg, R. (2008). *Psychology in Context*, 3rd Ed. Pearson.
5. *Psychology* by A. A. Aswathi, A. A. Aswathi & A. A. Aswathi, 1st Ed. gAd
6. *Psychology* by A. A. Aswathi - 1, 2nd Ed. A. A. Aswathi & A. A. Aswathi, P. A. Aswathi & A. A. Aswathi, J. A. Aswathi & A. A. Aswathi
7. *Psychology* by K. L. Ramalingu, Hb Publication house

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A. Semester–I

Discipline Specific Course (DSC)

Course Title: Foundations of Psychology-I (Practical)

Course Code: A 1 PSY 1 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-2 | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Conduct and analyze directed observations to assess the accuracy of reporting in psychological experiments.

CO2: Understand the principles of color vision and perform tests to identify color blindness, interpreting the results accurately.

CO3: Investigate and explain the processes involved in sound localization, including conducting experiments to determine factors affecting auditory perception.

CO4: Conduct experiments to understand and explain the Muller-Lyer illusion, exploring its implications for perception and cognitive biases.

CO5: Calculate and interpret measures of central tendency, such as mean and median, for both grouped and ungrouped data, and apply these measures in practical contexts to draw meaningful conclusions.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments)

(Conduct any Six Practical's):

1. Directed Observation on the Accuracy of Report
2. Colour Blindness
3. Localization of Sound
4. Seton Attention
5. Simple Reaction time
6. Muller-Lyer Illusion
7. Finger Dexterity
8. Bilateral Transfer of Training
9. Repetition and Recall
10. Span of Attention
11. Pro-active Inhibition
12. Study Habits

STATISTICS: Grouping of data: Tabulation and Frequency Distribution, Measures of Central Tendency: Mean and Median for grouped and un-grouped data and application of Measures of Central Tendency.

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |

B.Sc. Semester– II

Discipline Specific Course (DSC)-

Course Title: Foundation of Psychology-II

Course Code: A2 PSY 1 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-3 | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To Lay basic foundation of various psychological concepts

CO2: To comprehend and analyse provide broader foundation by exposing students to various topics such as Emotion, Motivation, Intelligence, Thinking and Personality

CO3: Comprehend and apply major psychological theories and concepts related to sensation, perception, learning, memory, and forgetting, demonstrating the ability to critically analyze and synthesize these concepts within practical and theoretical contexts.

CO4: Design and conduct psychological experiments using appropriate methodologies, accurately interpret data, and apply statistical techniques such as measures of central tendency to analyze results, enhancing research skills and scientific reasoning.

CO5: Evaluate various psychological phenomena, including attention, perception errors, conditioning, memory processes, and learning types, and develop strategies to address cognitive and behavioral issues based on empirical evidence and theoretical understanding.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|---|--------|
| Unit I | EMOTION AND MOTIVATION a) Definition and characteristics positive and negative emotions. Physiological basis of emotions b) Changes accompanying emotions: physical, biological and psychological, measurement of emotions c) Theories of emotions: James - Lange, Canon-Bard, Schacter- Singer, Lazarus' theory, emotional intelligence and components of emotional intelligence d) Motivation: Definition, nature and motivation cycle, primary motives - Hunger, thirst, sex and maternal Secondary Motives - Affiliation, Achievement, power and aggression. Physiological basis of Motivation. e) Maslow's hierarchy of needs, theories - instinct, Drive - reduction, incentive and arousal | 15 hrs |
| Unit II | THINKING AND REASONING a) Thinking: Nature and definitions, Types of thinking-concrete or perceptual, Perceptual or abstract, reflective or logical, creative and critical, Physiological basis of Thinking. b) Concept formation: Meaning process & measurement of concept formation, Piaget and Freud's theory of thinking c) Reasoning: Meaning and definitions, inductive and deductive reasoning, scientific methods of problem solving and decision making. Physiological basis of reasoning. d) Language Production; Physiological basis of Language. | 15 hrs |
| Unit III | INTELLIGENCE a) Meaning and Definition, Factors influencing intelligence, Nature and Nurture. Physiological basis of Intelligence. b) Theories of Intelligence-Spearman, Thurstone, Sternberg, Gardner and Guilford c) Concept of IQ, Mentally gifted (Genius) and mentally challenged (APA Classification) d) Measurement of intelligence - Verbal and nonverbal (Individual and group) Performance, culture fair & culture free tests, power and speed test, Projective tests (merits and demerits of intelligence tests) | 15 hrs |

| | | |
|--------|--|-------|
| UnitIV | PERSONALITY a) Meaning, Definition and characteristics, b) Theories of personality – Sheldon, Kretchmer, Jung Allport and the big five personality factors. c) Approaches of personality: Freud’s psychoanalytic, Raymond Cattell’s analytic, Bandura’s Social learning theory & Carl Roger’s theory. d) Measurement of personality - objective methods: rating scales, interview and behavioural tests, self-report inventories, - Big Five, EPI, Projective Tests - Rorschach’s, TAT, CAT, Sentence completion (Nature, Merits & demerits of each method) | 15hrs |
|--------|--|-------|

Recommended books:

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

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A. Semester–II

Discipline Specific Course (DSC)

Course Title: Foundations of Psychology-II (Practical)

Course Code: A2 PSY 1 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|-----------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-4 | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Design and execute experiments to investigate psychological phenomena such as reaction time, attention span, perception, and learning, demonstrating proficiency in scientific methodology and experimental control.

CO2: Collect, tabulate, and analyze experimental data using statistical methods, including measures of central tendency, to draw accurate and meaningful conclusions about psychological processes.

CO3: Conduct experiments to assess sensory abilities (e.g., color blindness) and perceptual processes (e.g., Muller-Lyer illusion), interpreting findings in the context of existing psychological theories.

CO4: Investigate and explain cognitive functions such as memory recall, proactive inhibition, and study habits, as well as motor functions like finger dexterity and bilateral transfer of training, applying experimental results to real-world scenarios.

CO5: Enhance practical research skills by employing various psychological tests and experimental techniques, critically evaluating the reliability and validity of methods used, and effectively communicating findings through written reports and presentations.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Judgment of Emotions
2. Differential reaction Time
3. Achievement Motivation
4. Assessment of Aggression
5. Otis' Test of Intelligence
6. Ravens Progressive Matrices
7. Word Building Test
8. Concept Formation
9. Eysenck Personality Inventory
10. Bell's Adjustment Inventory
11. Emotional Intelligence
12. Friendship Scale

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

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A . Semester–III

Discipline Specific Course (DSC)-

Course Title: Life Span Development-I

Course Code: A3 PSY 1 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-5 | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To enable the students to understand the basic concepts of human development and its significance.

CO2: To enable the students to gain insights into the development of human being from conception to end of life and to understand human behavior.

CO3: To understand the relationship between theory and applications within each domain.

CO4: Comprehend and critically evaluate major theories and stages of child development, including cognitive, social, emotional, and physical growth, and apply these theories to understand and address developmental milestones and challenges in children.

CO5: Identify and analyze the various factors that influence child development, such as family, culture, environment, and education, and assess their impact on the psychological well-being and behavioral outcomes of children.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|--|--------|
| Unit I | Introduction to Developmental Psychology a) Meaning and characteristics of lifespan perspective, career opportunities in human development, conceptions of age. b) Methods- Biographical, Longitudinal and Cross-sectional, sequential, correlational, Laboratory c) Domains of human development – physical, cognitive, psycho-social d) Theories of Development- Psychoanalytic, psycho-social, cognitive (Piaget), ethological and ecological. | 15 hrs |
| Unit II | Prenatal Development a) Conceiving of a new life (sex cells, maturation, ovulation, fertilization), b) Genetic Foundations of Development: Genes and Chromosomes Dominant and Recessive Gene Principle, Sex linked Genes, Genetic Imprinting, Polygenic inheritance, c) Chromosomal Abnormalities - Down Syndrome, abnormalities of Sex chromosomes, Gene linked abnormalities d) Prenatal environmental influences- teratogens, prescription and nonprescription drugs, tobacco, alcohol, Radiation, environmental pollution, maternal diseases and maternal factors e) Characteristics of Prenatal period, f) Periods and hazards of prenatal development, Types of birth. Birth Complications g) New born assessment -APGAR, Brazilton, Neonatal, Behavioral assessment scale. | 15 hrs |
| Unit III | Infancy and Babyhood a) Infancy - Stages, characteristics, major adjustments in infancy, Reflexes and hazards of infancy b) Principles of Development- Cephalo-caudal, Proximo-distal, Prematurity- causes and its effects. c) Babyhood - characteristics, speech and emotional development and hazards in babyhood. d) Breast feeding vs bottle feeding and its outcome for baby & mother e) Piaget's Sensorimotor Stage and Vygotsky's theory of cognitive development | 15 hrs |

| | | |
|--------|--|-------|
| UnitIV | EarlyandLateChildhood a) Early Childhood: Characteristics, physical, emotional, and psycho-social development b) Cognitive development - Piaget's pre-operational, Concrete Operational stage, Vygotsky's theory and information processing approach. c) Early childhood play types and functions. d) Late childhood - characteristics, development of self- understanding, self concept, self-esteem, four ways to increase self-esteem. Developmental changes in emotions. Kohlberg's theory of moral development. Childhood friendship and its functions. Problems of childhood: learning disabilities, ADHD, Autism spectrum disorder, Eating disorders: Pica, Rumination, Restrictive food intake. Childhood Depression, conduct disorders & juvenile delinquency. | 15hrs |
|--------|--|-------|

Recommended books:

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

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.Sc. Semester– III

Discipline Specific Course (DSC)

Course Title: Life Span Development-I Practical

Course Code: A3 PSY 1 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-6 | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Design and implement assessments to evaluate various aspects of child development, including cognitive, social, emotional, and physical domains, using standardized tools and observational methods.

CO2: Systematically observe and document children's behavior in naturalistic and controlled settings, analyzing patterns and drawing insights about developmental processes and individual differences.

CO3: Utilize knowledge of developmental theories to interpret assessment results and behavioral observations, applying theoretical frameworks to understand and support children's developmental needs.

CO4: Create and evaluate intervention strategies to address developmental delays or behavioral issues, using evidence-based practices to promote healthy development and well-being in children.

CO5: Strengthen research skills through the design, implementation, and analysis of child psychology experiments, and effectively communicate findings through comprehensive reports and presentations, demonstrating an ability to convey complex information clearly and accurately.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Children's self-concept scale
2. Study Habit inventory
3. Parent-child relationship
4. Emotional Maturity
5. Word building test
6. Concept formation
7. Intelligence test (CPM)
8. Measuring Depression
9. Division of Attention
10. Learning styles inventory (VARK)
11. Verbal Reasoning test
12. Children Moral Value Scale

STATISTICS: Standard Deviation

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A. Semester-IV

Discipline Specific Course (DSC)-

Course Title: Life Span Development-II

Course Code: A4 PSY 1 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-7 | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: Understand and critically evaluate major theories of human development, including those proposed by Piaget, Erikson, Vygotsky, and Kohlberg, and apply these theories to analyze developmental changes across the lifespan.

CO2: Identify and describe key developmental milestones in physical, cognitive, social, and emotional domains from infancy through adulthood, and understand the typical progression and variation in these milestones.

CO3: Assess the influence of genetic, environmental, and socio-cultural factors on development, examining how these factors interact to shape individual developmental trajectories.

CO4: Explore various developmental challenges and disorders, such as autism spectrum disorders, ADHD, and learning disabilities, understanding their characteristics, causes, and implications for individuals and families.

CO5: Apply principles of developmental psychology to real-world contexts, such as education, parenting, healthcare, and policy-making, developing strategies to support healthy development.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|---|--------|
| Unit I | Puberty and Adolescence a) Puberty: Stages, Characteristics, Criteria b) Timing and variations in puberty, early & late maturation, Primary and secondary sex characteristics. Hazards and unhappiness during puberty c) Adolescence: divisions and characteristics Adolescent problems- eating disorders, teenage pregnancy, Drug addiction, Smoking and suicide, Juvenile delinquency, d) Psycho-social development: Search for identity, Theories of Erickson and Marcia. Emotional and moral development, interests and career preparation, Parent-adolescents conflict. | 15 hrs |
| Unit II | Early Adulthood a) Characteristics of early adulthood, vocational adjustment b) Family adjustment: Marital harmony and Adjustment to parenthood, parenting styles c) Marital and non-marital life styles: single life, marriage, cohabitation, LGBT issues d) Dual earner couples, Work-family Balance, diversity in workplace | 15 hrs |
| Unit III | Middle Adulthood a) Definitions, Characteristics of Middle adulthood b) Physical changes: sensory and psycho-motor functioning, sexuality and reproductive functioning, occupational stress, burnout c) Cognitive Development - information processing, problem solving d) Psycho-social development, social adjustment, empty nest, midlife crisis e) Changes in interests, preparation for retirement. | 15 hrs |
| Unit IV | Late Adulthood a) Characteristics of late adulthood, physical appearance b) Physical changes - vision, hearing, Taste & smell, touch and pain, strength, endurance, balance and reaction time c) Psycho-social adjustment: relations with grandchildren, single-hood, widowhood, institutionalized and social contact, Adjustment to retirement, Dementia, and Alzheimer disease d) Theories of aging: programmed theories and damaged theories, decision regarding life, death & health care, Kubler - Ross's stages of dying. e) Finding meaning and purpose in life & death. | 15 hrs |

Recommended books:

1. Hurlock E B (2001). *Developmental Psychology- A Life Span approach* McGraw- Hill Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development* (10th ed.). McGraw-Hill.
2. Santrok J. W. (2019). *Life-Span Development*: McGraw Hill, New York.
3. Nataraj P, *Developmental Psychology*, Srinivas Prakashan, Mysuru.
4. ~~ಉಗ್ರಾದಿ, «PA, 197A & 19A CE, 2AaA, 1A1 CE, 19A~~
5. Hoffman L., S, Hall E & Shell R. (1988) *Developmental Psychology* McGraw Hill Inc.2
6. S.V.Kale-Child Psychology and Guidance

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

BA. Semester–IV

Discipline Specific Course (DSC)

Course Title: Life Span Development-II (Practical)

Course Code: A4 PSY 1 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-8 | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Design and administer assessments to measure various aspects of development, such as cognitive, social, emotional, and physical development, using standardized tools and observational techniques.

CO2: Collect, analyze, and interpret data from developmental assessments and observations, utilizing statistical methods to understand patterns and draw evidence-based conclusions about developmental processes.

CO3: Use developmental theories to interpret assessment results and observations, linking theoretical knowledge with practical findings to better understand developmental stages and individual differences.

CO4: Develop and evaluate intervention strategies tailored to address specific developmental issues or challenges, applying evidence-based practices to support optimal growth and development.

CO5: Strengthen research skills by designing, conducting, and analyzing developmental psychology experiments, and improve communication skills by effectively presenting findings through written reports and oral presentations, demonstrating the ability to convey complex information clearly and accurately.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Anger Measurement Scale
2. Well-being Scale
3. Social network addiction scale
4. Job Satisfaction scale
5. Marital adjustment/ Marriage Attitude Scale
6. Modernity Inventory
7. Personal Value questionnaire
8. Rathu's Assertiveness Scale
9. Family environment scale
10. Screening mental health status (MINI MSE)
11. Old age adjustment Inventory
12. Security - Insecurity Inventory

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

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A . Semester–V

Discipline Specific Course (DSC)-

Student shall select DSC 9A & 10 A or 9B & 10 B for 06 credits only

Course Title: Social Psychology

Course Code: A 5 PSY 2 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|---------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-9A | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To enable the students to understand the basic concepts of social psychology

CO2: To develop an understanding of oneself and others in the social context

CO3: To understand the concepts of social perception, attitudes and prejudices

CO4: To understand the group dynamics and application

CO5: Students will be able to critically analyze and explain how social influences, group dynamics, and interpersonal relationships shape individual behavior and attitudes. They will develop the ability to apply theoretical concepts of social psychology to real-world situations, fostering an understanding of how social contexts impact personal and societal well-being.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|--|--------|
| Unit I | INTRODUCTION a) Definition, Nature and Scope of Social Psychology b) Methods: Correlation method, Survey method, Interview method, Field investigation method, Experimental method c) Self-Perception: Self-concept, Self-Esteem and Self-efficacy d) Social Perception: Meaning, Definition; Factors influencing social perception; impression formation and management. e) Social Cognition: Schemas, Heuristics and Automatic processing and errors. | 15 hrs |
| Unit II | ATTITUDES AND PREJUDICES a) Attribution: Meaning, Kelly's theory, Jones and Davis' theory, Errors of attribution. b) Attitudes: Definition, Nature and Functions of Attitudes, attitude- behaviour link, Formation and Change of Attitudes, Measurement of Attitudes (Thurstone, Likert and Bogardus Scales) c) Prejudices: Nature and origin of Prejudices; Acquisition and Reduction of Prejudices d) Stereotype: Meaning, gender stereotype, glass ceiling and discrimination. | 15 hrs |
| Unit III | SOCIAL INTERACTION AND SOCIAL INFLUENCE a) Meaning and Formation of Groups; Structure and Functions of Group b) Group Conformity, Compliance and Obedience, social facilitation, social loafing, Group Decision Making, c) Leadership; Characteristics and Formation of leaders, Types of Leaders, Theories of Leadership: Trait, Situational, Interactional and Contingency approaches to Leadership. Pro-Social Behaviour: Meaning and Definition of Pro-social Behaviour, Five steps of Bystander intervention, Determinants of Pro-social Behaviour, Theories of Pro-social Behaviour (Empathy-altruism, Negative-state relief, Empathetic joy, competitive altruism and Genetic determinism), Enhancing Pro-social Behaviour | 15 hrs |

| | | |
|--------|---|-------|
| UnitIV | SOCIAL DISORGANIZATION ISSUES a) Aggression: Definition, Causes (Personal, Socio-cultural and Situational) theories of aggression-drive theory, modern theory, Prevention and control of aggression-punishment, cognitive interventions and forgiveness b) Violence: Nature and categories of violence, violence in families, collective violence for social change c) Anti-social behavior- Forms of anti-social behaviour; corruption and bribery. d)Applying social psychology at work, health and legal system. | 15hrs |
|--------|---|-------|

Recommended books:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson.
2. Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
3. Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
4. Kool V.K. & Agrwal Rita (2006). *Applied Social Psychology: A Global Perspective* Atlantic Publishers and Distributions, New Delhi
5. Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
6. Sharma R K & Sharma R (2013). *Social Psychology*, Atlantic Publisher.
7. Singh A K (2015). *Social Psychology*. PHI Learning Private Limited
8. Myers David- *Social Psychology* (2006) 8th Edition, Tata McGraw Hill.

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A . Semester–V

Discipline Specific Course (DSC)

Course Title: Social Psychology Practical

Course Code: A 5 PSY 2 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-10A | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Students will be able to apply core theories of social psychology to design and conduct empirical research, demonstrating an understanding of how social factors influence human behavior.

CO2: Students will develop and enhance their research skills, including hypothesis formulation, data collection, statistical analysis, and interpretation of results within the context of social psychological phenomena.

CO3: Students will critically evaluate existing research in social psychology, identify limitations, and propose innovative solutions or alternative methodologies for studying social behaviors.

CO4: Students will gain practical experience in observing and analyzing group dynamics and interpersonal interactions, understanding the influence of social norms, roles, and communication patterns.

CO5: Students will learn to recognize and address ethical issues in social psychological research, ensuring that their practical work adheres to ethical guidelines and respects the rights and dignity of participants.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

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

Statistics: t-test

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A . Semester–V

Discipline Specific Course (DSC)-

Student shall select DSC 9A & 10 A or 9B & 10 B for 06 credits only

Course Title: HEALTH BEHAVIOR

Course Code: A 5 PSY 2 T 2

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-9A | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To understand the relationship between psychological factors and physical health and learn how to enhance well-being

CO2: To understand the impact of stress on health

CO3: To maintain one's health, learn how to enhance well-being

CO4: Comprehend and critically evaluate the biopsychosocial model of health, understanding how biological, psychological, and social factors interact to influence health and illness, and apply this knowledge to analyze health behaviors and outcomes.

CO5: Examine various health behaviors, such as smoking, diet, and exercise, and evaluate the effectiveness of different psychological interventions and strategies for promoting healthy behaviors, preventing illness, and managing chronic diseases.

| Unit | Chapter Names & Contents | 60 hrs |
|-----------|--|--------|
| Unit I | INTRODUCTION a) Health Psychology- definition, nature, scope and goals b) Components of health: physical, social, emotional and cognitive aspects; Health continuum and Quality of Life c) Mind-body relationship, Biomedical, Psycho-somatic and Bio-psycho-social models of health d) Methods - Experiments, Correlational studies, prospective and retrospective study e) The Placebo in Treatment and Research | 15 hrs |
| Unit II | HEALTH BEHAVIOR a) Characteristics of health behavior, Factors influencing health behaviors; barriers to health behavior, Theories of Health behaviors: Theories of planned behaviour, health belief model and implications. b) Health enhancing behaviors: Exercise - types and benefits, effects on psychological health, Nutrition, sleep, hygiene and safety. c) Health Compromising behavior: Smoking, Alcoholism, Drug, Overeating and Obesity d) Adherence: Meaning, Factors predicting adherence. e) Cognitive-behavioural approaches to health behaviour change – self-monitoring, stimulus control, the self-control of behaviour, classical and operant conditioning, modelling, social skills and relaxation training; | 15 hrs |
| Unit II I | STRESS AND HEALTH a) Stress: Nature and source of stress; Theories of stress- Selye's General adaptation Syndrome and Lazarus's Appraisal, Flight or fight response, Tending and Befriending view b) Effects of stress on health: Stress and immune system, role of stress in CHD, Hypertension and Diabetes. c) Coping strategies: Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance d) Positive psychological interventions- gratitude, forgiveness, patience. | 15 hrs |

| | | |
|-------------|---|-------|
| Unit I V | MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS 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. c) Alternatives to hospital care —Hospice or home care; Psychological management of terminally ill. | 15hrs |
|-------------|---|-------|

Recommended books:

1. Taylor, S.E. (2010). Health psychology. 6th Ed, New Delhi: Tata McGraw Hill
2. Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.
3. Brannon, L., Feist, J., & Updegraff, J. A., (2014). *Health Psychology: An Introduction to Behavior and Health*, 8th Cengage Learning.
4. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling
5. Sarafino, E. P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A. Semester–V

Discipline Specific Course (DSC)

Course Title: Health Behavior Practical

Course Code: A 5 PSY 2 P 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-10A | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Design and administer assessments to evaluate various health behaviors and psychological factors related to health, using standardized tools and self-report measures.

CO2: Collect, analyze, and interpret data related to health psychology, utilizing statistical methods to understand the relationships between psychological factors and health outcomes.

CO3: Design and implement evidence-based psychological interventions aimed at promoting healthy behaviors, preventing illness, and managing chronic conditions, and evaluate their effectiveness.

CO4: Assess stress levels and coping strategies in individuals, and apply psychological techniques and interventions to manage stress and improve overall well-being.

CO5: Develop practical skills in health communication and counseling, effectively delivering health education and behavior change strategies to diverse populations, and tailoring interventions to meet individual needs.

List of the Experiments, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Psychological Well-Being
2. WHO Quality of Life Scale
3. Multidimensional Health Locus of Control (Form A)
4. Students Stress Rating Scale
5. Type A and Type B- ABBPS
6. Resilience Scale
7. Gratitude questionnaire
8. Reactions to Frustration
9. Lifestyle questionnaire
10. CMI Health Questionnaire
11. P.G.I. Well-Being Measure
12. Optimum Health Scale

Statistics: t- test

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A . Semester–VI

Discipline Specific Course (DSC)-

Student shall select DSC 11B & 12 B or DSC 11A & 12A for 06 credits only

Course Title: ABNORMAL PSYCHOLOGY

Course Code: A 6 PSY 2 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-11A | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To acquaint students with the recent understand and classification of abnormality

CO2: To help students acquire knowledge about the clinical pictures of various types of psychological disorders

CO3: Students will be able to identify and describe major psychological disorders, including their symptoms, etiology, and diagnostic criteria, using the DSM-5 as a framework.

CO4: Students will critically evaluate various theoretical perspectives on abnormal behavior, including biological, psychological, and sociocultural models, and apply these perspectives to case studies and real-life scenarios.

CO5: Students will gain knowledge of evidence-based treatment approaches and interventions for different psychological disorders, understanding the principles behind therapeutic techniques and their application in clinical settings.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|--|--------|
| Unit I | UNDERSTANDING ABNORMALITY Meaning and Definition of Abnormality, Criteria of abnormality, psychological models of abnormality- Biological, Psychoanalytic, Behavioristic, Cognitive, Humanistic, Classification of Abnormal Behavior- DSM 5 and ICD 11, Mental Status Examination and Mental Health Care Act 2017. | 15 hrs |
| Unit II | ANXIETY BASED DISORDERS a) Anxiety based disorders: Phobic disorders; Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder (GAD); Somatoform Disorders: Hypochondriasis, conversion disorders – Clinical picture, etiology and treatment b) Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder: – Clinical picture, etiology and treatment c) Trauma and Stressors-Related Disorders: PTSD and acute stress disorder – Clinical picture, etiology and treatment | 15 hrs |
| Unit III | MOOD DISORDERS, SCHIZOPHRENIA & DELUSIONAL DISORDER a) Schizophrenia: Criteria, Types, Clinical Picture, Causes and treatment. b) Delusional disorder: Criteria, Clinical Picture, Causes and treatment. c) Mood Disorders: Unipolar mood disorders and Bipolar disorders - Clinical Picture, Causes and treatment d) Personality Disorders: Cluster A, Cluster B, and Cluster C - Clinical picture, etiology and treatment | 15 hrs |
| Unit IV | THERAPY a) Psycho social Approaches to Treatment: Psycho-dynamic Therapies, Behaviour Therapy, Cognitive and Cognitive-Behavioral Therapy, Humanistic-Existential Therapies, Current Trends and issues in treatment b) Biological Approaches to Treatment: Psycho-pharmacological treatment, Electro-convulsive Therapy and Neurosurgery. | 15hrs |

Recommended books:

1. Black, D, W., & Grant, J, E., (2017). DSM-5 Guidebook, The Essential Companion to the Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. American Psychiatric Publishing.
2. American Psychiatric Association. (2013). Diagnostic And Statistical Manual Of Mental Disorders 5thEd. DSM-5. American Psychiatric Publishing.
3. Barlow, D, H., & Durand V, M. (2012). Abnormal Psychology: An Integrative Approach, 6th Ed. Wadsworth, Cengage Learning.
4. Butcher, J, N., Hooley, J, M., Mineka, S, M. & Nock, M, K., (2018). Abnormal Psychology, 17th Edition. Pearson.
5. Kaplan H, Sadock B J, Grebb J A (2015) *Synopsis of Psychiatry* (11th edn). New Delhi: Wolters Kluwer (India) Pvt.Ltd.
6. Sarason.I.G & Sarason R.B (2005) *Abnormal Psychology The Problems of Maladaptive Behaviour*

| FormativeAssessmentforTheory | |
|--|----------------|
| AssessmentOccasion/type | Marks |
| InternalAssessmentTest1 | 05 |
| InternalAssessmentTest2 | 05 |
| Assignment | 10 |
| Total | 20Marks |
| <i>FormativeAssessmentasperguidelines.</i> | |

B.A . Semester– VI

Discipline Specific Course (DSC)

Course Title: ABNORMAL PSYCHOLOGY Practical

Course Code: A 6 PSY 2 P1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-12A | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Students will develop practical skills in diagnosing psychological disorders using standardized assessment tools and diagnostic interviews, demonstrating proficiency in applying DSM-5 criteria.

CO2: Students will be able to formulate comprehensive case studies, integrating clinical data to create detailed psychological profiles and treatment plans for individuals with various psychological disorders.

CO3: Students will gain hands-on experience with therapeutic techniques and interventions, practicing skills such as cognitive-behavioral therapy, psychodynamic therapy, and other evidence-based approaches in simulated clinical settings.

CO4: Students will learn to apply ethical principles and standards in clinical practice, ensuring the confidentiality, respect, and well-being of clients during assessment and intervention processes.

CO5: Students will conduct small-scale research projects related to abnormal psychology, including designing studies, collecting and analyzing data, and interpreting findings to inform clinical practice.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Multiphasic Questionnaire
 2. Family Pathology Scale
 3. Bell's Adjustment Inventory
 4. IPAT Anxiety Scale
 5. Obsessional Compulsive Inventory Revised
 6. Perceived Stress Scale
 7. Defence Mechanism Inventory
 8. Behavioural Deviance Scale
 9. Alcohol and Drug Attitude Scale
 10. Beck Depression Scale
 11. Personal Stress Source Inventory
 12. Narcissism Scale
- Statistics: Chi-Square

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A . Semester– VI

Discipline Specific Course (DSC)-

Student shall select DSC 11B & 12 B or DSC 11A & 12A for 06 credits only

Course Title: ORGANIZATIONAL BEHAVIOR

Course Code: A 6 PSY 2 T 2

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-11B | Theory | 04 | 04 | 60hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To enable students understand both the individual and organizational factors contributing to satisfaction and efficiency at workplace

CO2: Students will be able to explain key concepts and theories of organizational behavior, including motivation, leadership, team dynamics, and organizational culture, and how these elements influence workplace effectiveness and employee performance.

CO3: Students will develop the ability to critically analyze and interpret individual and group behaviors within organizational settings, using various theoretical frameworks to understand and address complex organizational issues.

CO4: Students will demonstrate the ability to apply principles of organizational behavior to real-world situations, developing strategies to improve organizational performance, enhance employee satisfaction, and foster a positive work environment.

CO5: Students will gain an understanding of the ethical and cultural considerations in organizational behavior, learning to recognize and address ethical dilemmas and cultural differences in the workplace to promote diversity and inclusion.

| Unit | Chapter Names & Contents | 60 hrs |
|----------|--|--------|
| Unit I | INTRODUCTION a) Meaning, definition and fundamental assumptions of Organizational Behavior b) Historical context of Organizational behavior (Scientific Management, Human Relations Movement) c) Scope and Opportunities for organizational behavior. d) Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive and Moral Development, Situational Determinants of Unethical Behaviour. e) Corporate ethics programmes. Beyond Ethics: Corporate Social Responsibility. | 15 hrs |
| Unit II | THE INDIVIDUAL IN THE ORGANIZATION a) Personality: Nature and measurement of personality, Work related aspects of personality b) Job attitudes- Job satisfaction- Factors, Impact of Job satisfaction in the work place, Organizational commitment, Importance of Attitudes in work place diversity c) Employee Motivation: Maslow and Herzberg's theory of Motivation, Process theories of motivation: Vroom's Expectancy theory. d) Work Stress-Definition, Sources of Stress, Stress Management Strategies. | 15 hrs |
| Unit III | LEADERSHIP IN ORGANIZATION a) Nature and Types of leadership, b) Approaches to leadership: Behavioral theories, Contingency theories, c) Understanding work teams: Nature of teams, potential team problems, process and skills used in team building, characteristics of mature teams, d) Type of Team: self managing teams and virtual teams. | 15 hrs |
| Unit IV | ORGANIZATIONAL STRUCTURE AND CULTURE a) Organizational Structure: Definition; Basic Dimensions of Organizational Structures, Types of organizational structures: Classical- Bureaucracy and Matrix; | 15hrs |

| | | |
|--|--|--|
| | <p>Modern - Virtual and Boundaryless; Structural differences - i) Strategy ii) Organization size iii) Technology iv) Environment</p> <p>b) Organizational Culture: Meaning and definition, Characteristics and functions of culture in organizations, Forms of organizational culture</p> <p>Creating, Transmitting and changing organizational culture: Creation of organizational culture, Ways of transmitting culture and factors contributing to the change in organizational culture</p> | |
|--|--|--|

Recommended books:

1. Jason A. Colquitt, Jeffrey A. LePine, Michael J. Wesson (2020) Organizational Behavior: Improving Performance and Commitment in the Workplace 6th Edition, McGraw-Hill Education, ISBN: 978-1260143418

| FormativeAssessmentforTheory | |
|--|----------------|
| AssessmentOccasion/type | Marks |
| InternalAssessmentTest1 | 05 |
| InternalAssessmentTest2 | 05 |
| Assignment | 10 |
| Total | 20Marks |
| <i>FormativeAssessmentasperguidelines.</i> | |

B.A . Semester–VI

Discipline Specific Course (DSC)

Course Title: ORGANIZATIONAL BEHAVIOR **Practical** **Course Code:** A 6 PSY 2 P2

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| DSC-12B | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Students will be able to apply organizational behavior theories to real-world scenarios through case studies, role-plays, and simulations, demonstrating how theoretical concepts can solve practical organizational problems.

CO2: Students will develop and enhance their leadership and teamwork skills by participating in group projects and collaborative exercises, learning to lead effectively, work cohesively in teams, and manage group dynamics.

CO3: Students will gain hands-on experience in identifying, analyzing, and resolving workplace conflicts using evidence-based conflict resolution strategies, improving their ability to manage and mediate disputes in organizational settings.

CO4: Students will conduct organizational assessments, including climate surveys and performance evaluations, to diagnose organizational issues, identify areas for improvement, and recommend actionable solutions.

CO5: Students will enhance their communication and interpersonal skills through practical exercises that focus on effective communication strategies, active listening, and the development of strong professional relationships in the workplace.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct Any Six)

1. Level of Aspiration
2. Risk taking questionnaire
3. Tweezer dexterity / Finger dexterity
4. Work Motivation
5. Muscular fatigue
6. Mental fatigue
7. Vocational Interest / Vocational Maturity Test
8. Occupational Stress
9. Environmental Orientation value scale
10. Big Five Personality Inventory
11. Emotional Intelligence
12. Clerical Aptitude Test
13. Mechanical Aptitude Test

Statistics: Chi-Square

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| Formative Assessment | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 5 |
| Viva | 5 |
| Statistics | 10 |
| Total | 40 Marks |

B.A. Semester– V

Elective Course(EC)-It is for other combination students

Course Title: General Psychology

Course Code: A 5 PSY 5 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| EC-1 | Theory | 03 | 04 | 45hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: Developing knowledge of the basic concepts in psychology.

CO2: Developing skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.

CO3: Demonstrate a foundational understanding of key concepts in psychology, including cognition, perception, learning, motivation, and social behavior, and articulate their relevance across different psychological perspectives.

CO4: Critically evaluate major theories and perspectives in psychology, such as behaviorism, cognitive psychology, psychodynamic theory, and humanistic psychology, and analyze their implications for understanding human behavior and mental processes.

CO5: Apply knowledge of psychological principles to analyze and interpret human behavior and mental processes in everyday contexts, such as education, work, relationships, and health, demonstrating an understanding of how psychological theories inform practical applications and interventions.

| Unit | Chapter Names & Contents | 45 hrs |
|----------|---|--------|
| Unit I | Unit 1: Orientation to Psychology: life adjustment Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion | 15 hrs |
| Unit II | Unit 2: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality | 15 hrs |
| Unit III | Unit 3: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson ; Applications of Psychology: Work; Health | 15 hrs |

Recommended books:

1. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
2. Feldman.S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.
3. Michael ,W., Passer, Smith,R.E. (2007). Psychology The science of mind and Behavior. New Delhi:Tata McGraw-Hill.

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A. Semester– VI

Elective Course(EC)

Course Title: Psychology and Mental Health

Course Code: A6 PSY 5 T 1

| Type of Course | Theory / Practical | Credits | Instruction hours per week | Total No. of Lectures / Hours / Semester | Duration of Exam | Formative Assessment Marks | Summative Assessment Marks | Total Marks |
|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| EC-2 | Theory | 03 | 04 | 45hrs. | 3hrs. | 20 | 80 | 100 |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: Understanding the status of mental health problem in India and the world.

CO2: Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.

CO3. Being able to identify people suffering from common mental health problems like anxiety and depression.

CO4. Learning to provide psychological first aid to people

CO5. Understanding and enhancing positive mental health and wellbeing

| Unit | Chapter Names & Contents | 45 hrs |
|----------|--|--------|
| Unit I | Mental health 1.1 Concept of mental health 1.2 Issues of mental health in India and the globe: Some common conditions and their epidemiology 1.3 Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness 1.4 Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation | 15 hrs |
| Unit II | The invisible monsters: Anxiety, Depression and Suicide 2.1 Anxiety: Signs and Symptoms 2.2 Depression: Signs and Symptoms, Causes 2.3 Suicide: Preventative treatment measures, becoming gatekeepers of suicide | 15 hrs |
| Unit III | Reaching out and providing initial help 3.1 Recognizing the signs that someone may need support 3.2 Knowing what to do and what not to do when a person reaches out for help 3.3 Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help | 15 hrs |

Recommended books:

- Butcher, J.N., Hooley, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
- Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition).
- Elsevier Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf WHO (2003). Investing in Mental Health. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

| Formative Assessment for Theory | |
|--|-----------------|
| Assessment Occasion/type | Marks |
| Internal Assessment Test 1 | 05 |
| Internal Assessment Test 2 | 05 |
| Assignment | 10 |
| Total | 20 Marks |
| <i>Formative Assessment as per guidelines.</i> | |

B.A. Semester–IV/ V/VI

Skill Enhancement Course(SEC)

Student shall study SEC in any one of the Semesters either in IV or V or VI semester

College shall decide to allot the students

Course Title: Assessing Childhood Problems (Practical)

Course Code: A0 PSY 6 T

| Type of Course | Theory /Practical | Credits | Instruction hours per week | Total No. of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|----------------------|---------|-------------------------------|--|------------------|----------------------------|----------------------------|-------------|
| SEC | Practical | 02 | 04 | 56hrs. | 3hrs. | 10 | 40 | 50 |

Course Outcome (CO):

After completion of Course (Practical) students will be able to:

CO 1: Conduct experiments

CO 2: Learn and apply the statistics

CO 3: Do individual and group discussion

CO 4: Measure various psychological phenomena

Practical Content

(Minimum 6 Practical to be conducted)

1. Academic anxiety scale
2. Problem Behaviour Survey Schedule (Dr.S.Venkatesan)
3. Academic stress inventory for school students
4. Diagnostic Spelling test (Dr.RajK.Gupta and Mrs.Susheela Narang)
5. Measuring Aggression Scale
6. Student school adjustment scale
7. Prolonged deprivation scale (Mishra & Tripathi)
8. General Well-Being
9. Health Questionnaire
10. Personal Stress Source Inventory
11. Emotional Intelligence
12. Spirituality.

| Formative Assessment for Theory | |
|---|-----------------|
| Assessment Occasion/type | Marks |
| Journal Records as an Internal Assessment | 10 |
| Total | 10 Marks |
| <i>Formative Assessment</i> | |
| Plan and Procedure | 10 |
| Conducting One Experiment | 10 |
| Results and Discussion | 10 |
| Viva | 10 |
| Total | 40 Marks |

B.A. programme(DSC / EC) : 2024-25

GENERAL PATTERN OF **THEORY** QUESTION COURSE FOR **DSC/ EC /AECC**

(80 marks for semester end Examination with 3 hrs duration)

Part-A

1. Question number 1-05 carries 2 marks each. : 10 marks

Part-B

2. Question number 06- 15 carries 05Marks each. Answer any 08 questions : 40 marks

Part-C

3. Question number 16-19 carries 10 Marks each. Answer any 03 questions : 30 marks

(Minimum 1 question from each unit and 10 marks question may have
sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 80 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours

Prescribed