

**JAMIA HAMDARD KANNUR CAMPUS**



**UGC LEARNING OUTCOME BASED EDUCATION (OBE)**

**FOR**

**BACHELOR OF SCIENCE IN PSYCHOLOGY**

**(BSC PSYCHOLOGY)**

**Byelaws for BSc Psychology under LOBC w.e.f 2022 Admission**

## CONTENTS

<b>S.NO.</b>	<b>LIST OF CONTENTS</b>	<b>PAGE NUMBER</b>
1.	Approval date of Board of Studies	3
2.	Vision and Mission Statements	4
3.	Qualification Descriptors (QDs)	5
4.	Program Learning Outcomes (PLO) and Program Specific Outcomes (PSO)	6
5	Programme details	8
6	Rules and regulations of the Programme	13
7	Course Design	21



## **VISION AND MISSION STATEMENTS**

### **Vision of School:**

To be a leading and vibrant institution of excellence in quality education with management, commerce, humanities, scientific and technical development and research for achieving the national goals of a self-reliant, technologically strong and modern India and building an integrated modern system of education, in accordance with the New Education Policy for better future for all.

### **Mission of School:**

- To offer programmes in consonance with National policies for nation building and meeting global challenges.
- To undertake collaborative assignments and projects which offer opportunities for long-term interaction with academia and industry.
- To foster a collaborative academic environment for the promotion of critical and creative thinking.
- To cater to the needs of industry and requirement of competitive examinations for Government Service, PSUs, Private Sector and Abroad Jobs by regular revision of syllabi.
- To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.

### **Vision Statement:**

To attain global recognition in the field of Psychology and equip students to develop professional competence.

### **Mission Statements:**

**MS 1:** To provide a comprehensive knowledge base in Psychology so as to enable them to attain competence and be able to work in various mental health care settings.

**MS 2:** To assist in becoming potential researchers.

**MS 3:** To inculcate basic skills such as empathy, critical thinking, communication skills.

**MS 4:** To work collaboratively with other institutions for enhancing the competence and potential of students.

## QUALIFICATION DESCRIPTORS (QDs)

**Upon completion of BSc Psychology, students will be able to:**

QD- 1: Demonstrate comprehensive knowledge in basics of Psychology and applied areas in particular.

QD 2: Apply disciplinary knowledge and transferable skills in the area of Counseling Psychology relevant in employment opportunities like School Counseling.

QD 3: Use knowledge and skills required for identifying problems and issues, collection of relevant qualitative data, analysis and evaluation using methodologies for formulating evidence- based solutions.

QD 4: Apply disciplinary knowledge and transferable skills in the area of Psychological statistics in order to solve complex problems with well-defined solutions.

QD 5: Demonstrate the competence for higher studies and careers in various mental healthcare settings.

### Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS -1	MS-2	MS-3	MS-4
QD-1	3	3	3	3
QD-2	3	2	3	2
QD-3	3	3	3	3
QD-4	3	3	2	3
QD-5	3	3	3	3

**Note:**

**1- Low level mapping**

**2- Medium level mapping**

**3- High level mapping**

## **PROGRAM LEARNING OUTCOMES (PLOs)**

**After completing this course, students should be able to:**

PLO-1: Demonstrate comprehensive knowledge and skills of Basics of Psychology.

PLO-2: Demonstrate the ability to conduct researches.

PLO-3: Demonstrate responsible behavior and ability to engage in community affairs.

PLO-4: Function effectively as an individual by achieving self-awareness.

PLO-5: Conduct scientific investigations in understanding aspects of human behavior.

PLO-6: Identify and formulate interventions to deal with the psychological issues faced by the society.

PLO-7: Apply strategies learnt in cultivating mental health of individuals.

PLO-8: Apply theoretical knowledge acquired in understanding oneself and others' behavior.

PLO-9: Recognize the functioning of different sectors in the field of Psychology.

PLO-10: Evaluate the impact of psychological services in promoting mental health of individuals.

PLO-11: Commit and conform to professional ethics as informed by concerned authority in order to function effectively.

PLO-12: Express thoughts and ideas effectively in writing and orally, communicate with others confidently and share one's views in a clear and concise manner.

## **PROGRAM SPECIFIC OUTCOMES (PSOs)**

After completing this course, students should be able to:

PSO-1: Understand how human body functions, biological basis of behaviors and various abnormalities.

PSO 2: Demonstrate the ability to apply knowledge in performing statistical analysis.

PSO 3: Design and develop qualitative research on topics related to psychology.

PSO 4: Understand basic psychological processes.

### Mapping of Program Learning Outcomes (PLOs) with Qualification Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5
<b>PLO-1</b>	3	3	3	2	3
<b>PLO-2</b>	3	3	3	3	3
<b>PLO-3</b>	2	2	3	2	3
<b>PLO-4</b>	3	3	2	2	3
<b>PLO-5</b>	3	3	3	3	3
<b>PLO-6</b>	3	3	3	3	3
<b>PLO-7</b>	3	3	2	3	3
<b>PLO-8</b>	3	3	3	3	3
<b>PLO-9</b>	3	3	3	3	3
<b>PLO-10</b>	3	3	3	3	3
<b>PLO-11</b>	3	3	2	2	3
<b>PLO -12</b>	2	3 2	3 2	2	3
<b>PSO- 1</b>	2	3	3	3	3
<b>PSO- 2</b>	3	2	2	2	2
<b>PSO- 3</b>	2	3	3	3	3
<b>PSO- 4</b>	3	3	3	2	2

**Note:**

**1. Low level mapping**

**2. Medium level mapping**

**3- High level mapping**

**TABLE 1 . PROGRAMME DETAILS**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Sessional Marks</b>	<b>End Semester Marks</b>	<b>Total Marks</b>	<b>Allotted Credits</b>
<b>SemesterI</b>	BSPS 101	Communication Skills in English	25	75	100	2
	BSPS 102	Additional Language I	25	75	100	2
	BSPS 103	Introduction to Psychology	25	75	100	6
	BSPS 104	Self-Development Practices- Practical	25	75	100	6
	BSPS DSE	<i>Anyone from elective 2</i>	25	75	100	6
					<b>500</b>	<b>22</b>
<b>SemesterII</b>	BSPS 201	Environmental Science	25	75	100	2
	BSPS 202	Additional Language II	25	75	100	2
	BSPS 203	Cognitive Processes	25	75	100	6
	BSPS 204	Lifespan Development- I	25	75	100	6



	BSPS DSE	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
					500	<b>22</b>
<b>Semester III</b>	BSPS 301	Lifespan Development - II	25	75	100	6
	BSPS 302	Experimental Psychology I	25	75	100	6
	BSPS DSE	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
	BSPS DSE	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
	BSPS SEC	<i>Any one from elective -3</i>	25	75	100	2
					500	26
<b>Semester IV</b>	BSPS 401	Psychology of Individual differences	25	75	100	6
	BSPS 402	Experimental Psychology II	25	75	100	6
	BSPS DSE	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
	BSPS DSE	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
	BSPS SEC	<i>Any one from elective -3 that is not already selected</i>	25	75	100	2
					500	26
<b>Semester V</b>	BSPS 501	Abnormal Psychology	25	75	100	6
	BSPS 502	Psychological Testing I	25	75	100	6

	BSPS SEC-		25	75	100	2
		<i>Any one from elective -3 that is not already selected</i>				
	BSPS SEC-	<i>Any one from elective -3 that is not already selected</i>	25	75	100	2
		<i>Any one from elective -1 (Generic electives offered by UG programs other than BSPS)</i>				6
					500	22
<b>Semester VI</b>	BSPS 601	Project	25	75	100	4
	BSPS 602	Psychological Testing II	25	75	100	6
	BSPS 603	Practicum	25	75	100	2
	BSPS DSE-	<i>Any one from elective -2 that is not already selected</i>	25	75	100	6
	BSPS SEC-	<i>Any one from elective -3 that is not already selected</i>	25	75	100	2
	BSPS SEC-	<i>Any one from elective -3 that is not already selected</i>	25	75	100	2
						22
					3100	
		TOTAL				140

**List of electives offered****Elective – 1 Generic Elective (GE)**

<i>Code</i>	<i>Subject</i>
BSPS-GE1	Introduction to Psychology
BSPS-GE2	Cognitive Processes
BSPS-GE3	Psychology of Individual Differences
BSPS-GE4	Lifespan Development I

**Elective – 2 Discipline Specific Elective (DSE)**

<i>Code</i>	<i>Subject</i>
BSPS-DSE1	Human Physiology
BSPS-DSE2	Physiological Psychology
BSPS-DSE3	Neurological Perspective of Behaviour
BSPS-DSE 4	Psychological Statistics I
BSPS-DSE5	Biopsychology
BSPS-DSE6	Psychological Statistics II
BSPS-DSE 7	Educational Psychology
BSPS-DSE 8	Health Psychology

**Elective – 3 Skill Enhancement Course (SEC)**

<i>Code</i>	<i>Subject</i>
BSPS-SEC1	Social Behaviour
BSPS-SEC2	Psychology of Lifestyle
BSPS-SEC3	Frontiers in Psychology
BSPS-SEC4	Research Methodology
BSPS-SEC5	Counseling Psychology
BSPS-SEC6	Organizational Behavior
BSPS-SEC 7	Personal Effectiveness

**List of Generic Electives Offered by other Disciplines for B.Sc. Psychology****Generic electives offered by B.A. English**

<i>Code</i>	<i>Subject</i>	<i>Credits</i>
BAEN- GE 1	Studies in Prose	6
BAEN- GE 2	Studies in Poetry	6
BAEN- GE 3	Postcolonial Literature	6
BAEN- GE 4	American Literature	6

**Generic electives offered by B.B.A.**

<i>Code</i>	<i>Subject</i>	<i>Credits</i>
BBA-GE1	Human Resource Management	6
BBA-GE2	Legal aspects of Business	6
BBA-GE3	Management Science: Concepts and Applications	6
BBA-GE4	Managerial Economics	6

**Generic electives offered by B.C.A**

<i>Code</i>	<i>Subject</i>	<i>Credits</i>
BCA GE 1	Fundamentals of Computer and HTML	6
BCA GE 2	C Programming & Unix	6
BCA GE 3	Java Programming	6
BCA GE 4	Python Programming	6

**Generic electives offered by B.Com with Finance**

<i>Code</i>	<i>Subject</i>	<i>Credits</i>
BCMF GE 1	Financial Markets and Service	6
BCMF GE 2	Goods and Services Tax	6
BCMFGE 2	Advanced Accounting	6
BCMF GE 4	Investment management	6

**Generic electives offered by B.Com with Computer Applications**

<i>Code</i>	<i>Subject</i>	<i>Credits</i>
BCMC GE 1	Management Concepts	6
BCMC GE 2	Financial Accounting	6
BCMCGE 2	Office Automation Tools	6
BCMCGE 4	Financial Management	6

**RULES AND REGULATIONS OF THE PROGRAMME**  
**DEPARTMENT OF PSYCHOLOGY**

## **ADMISSION AND EXAMINATION BYELAWS FOR BACHELOR OF SCIENCE IN PSYCHOLOGY (BSC PSYCHOLOGY)**

**1. Programme:** Bachelor of Science in Psychology (B.Sc. Psychology)

**2. Duration:** Three years, each year having two semesters. It will be a fulltime programme.

**3. Medium of Instruction and Examinations:** English

**4. Eligibility for Admission:**

Students who have passed +2 examination or equivalent with 55% marks with any subject are eligible to pursue U.G. course in psychology. Their admission will be based on the marks of qualifying examination.

**5. Program structure**

1 <sup>st</sup> Year	Semester-I	July to Mid November
	Semester-II	December to April
2 <sup>nd</sup> Year	Semester-III	June to November
	Semester-IV	December to April
3 <sup>rd</sup> Year	Semester-V	June to November
	Semester-VI	December to April

During an academic year, a candidate shall be enrolled only for one course of study and shall not appear at any other examination of this or any other University.

The semester-wise course outline (with total marks allocated to each paper, internal assessment and semester examinations marks), list of electives and the syllabus are listed as Annexure – I, II and III respectively. Detailed course content of the syllabus shall be prescribed by the School Board and shall be reviewed periodically.

Every candidate shall have to undertake a project work under the supervision of a faculty member.

The School Board, depending on circumstances prevailing in the market, may change any paper and increase or decrease the number of optional papers.

#### **6. Attendance**

a) All students must attend every lecture delivered, however to account for the late joining or other such contingencies, the attendance requirement for appearing in the semester examinations shall be a minimum of 75% of the total classes actually held.

b) In order to maintain the attendance record of a course, a roll call will be taken by the subject teacher in every scheduled lecture.

c) Attendance on account of participation in the prescribed functions of NCC, NSS, Inter University sports, educational tours/field work assigned by the university to students shall be credited to the aggregate, provided the attendance record, duly counter signed by the officer in-charge, is sent to the Course coordinator within two weeks' time after the function/ activity.

d) The subject teacher will consolidate the attendance record for the lectures for each student. The statements of attendance of students shall be displayed on the Department's Notice Board by the teacher concerned at the beginning of the following month and consolidated attendance before the conclusion of each semester as given in the University Calendar. A copy of the same shall be sent to the Course Coordinator for record. Notices displayed on the Notice Board shall be deemed to be a proper notification, and no individual notice shall be sent to students.

e) If a student is found to be continuously absent from the classes without information for a period of 30 days, the teacher in charge shall report it to the Course Coordinator, who will inform the Director. Director will issue a notice to such student, as to why his/ her admission should not be cancelled. The Director will take a decision on cancellation of admission within 30 days of issue of the notice. A copy of the order shall be communicated to the student.

f) A student with less than 75% attendance of the lectures in each course shall be detained from appearing in the semester examination of that course. The Course Coordinator concerned may consider application for the condonation of shortage of attendance up to 5% on account of sickness or any other extra ordinary circumstances, provided the medical certificate duly certified by registered Medical Practitioner, had been submitted within 7 days of the recovery from the illness.

g) A student detained on account of attendance will be re-admitted to the same class in the next academic year on payment of current fees except Enrolment and identity card fees.

## **7. Scheme of Examination**

Each paper shall carry 100 marks. Of these 75 marks shall be for semester examination and 25 marks for internal assessment.

## **8. Internal Assessment**

Internal assessment for 25 marks in respect of theory papers will be based on written tests, case discussion, assignments, quizzes, marks for presentations, viva-voice etc. The breakup is as follows: 10 marks for Sessional (two sessional of 5 marks each), 5 for seminar and/or viva, 5 for assignments and 5 for attendance.

The evaluation shall be done by the subject teacher and marks will be notified within a week of such test.

There shall be two to three written tests in each course in a semester. The test will be conducted as per the academic calendar. Individual faculty member will announce the date for tests or conduct them as per academic calendar.

- Internal assessment for 10 marks shall be done by the subject teacher based on the class room performance of the student including class attendance and class participation.
- The teacher concerned shall maintain records of marks of various components of evaluation for each student and the same will be notified at the end of the semester.
- The internal assessment marks shall be submitted by Course Coordinator to the Chief Superintendent of Examination at the end of the semester.
- A candidate who has to reappear (as an ex-student) in the semester examination of a course will retain the marks of internal assessment.
- A student who will be required to seek re-admission, for whatever reason, will have to appear for internal assessment and tests afresh.
- The faculty shall evaluate the presentation at the end of each session and record of marks shall be maintained by the subject teacher. A consolidated mark list duly signed by the Course Coordinator, shall be sent to the Chief Superintendent of Examination, at the conclusion of presentations.

## **9. Semester Examinations**

The Semester examinations shall be held at the end of each semester as per University guidelines.

### **10. Supplementary/Improvement Examination**

a) There shall be supplementary/improvement examination for theory papers after each semester examination. A student can have a choice to appear in the backlog papers in the supplementary examination or in the subsequent regular semester examination with a prescribed fee per paper unless there is a mandate of the regulatory body concerned.

A student who cleared all the papers of a semester examination of a programme will be eligible for improvement examination on the following conditions:

- i. A student shall be eligible to appear at the improvement examination if she/he



secures 'C' and 'P' grade in any course.

- i. For the purpose of determining the SGPA/CGPA, the better of the two performances (regular and improvement) in the examinations shall be taken into consideration.
  - ii. The supplementary examination will be held within one month of declaration of results.
  - iii. The improvement examination will be allowed only once within one year of the date of the original examination.
  - iv. The improvement examination shall be conducted along with the supplementary examination within one month of declaration of results.
  - v. Appearance in the improvement examination for a course will be allowed only once within one year of the date of original examination.
  - vi. The marks/grades scored by the students in the improvement examination shall not be considered for awards of ranks, medals, prizes etc.
  - vii. The students who take repeat/supplementary examinations will not be entitled to be considered for the award of medals, prizes, ranks etc.
- b) There shall be no supplementary exam for Practical papers. However, the students may appear for the backlog exam along with the subsequent batch.

#### **1. Revaluation of Answer Books**

Students shall be allowed to seek revaluation of her/his answer books by submitting a written application, along with necessary fee, within one week after declaration of results.

#### **2. Promotion Criteria**

A student will be required to clear minimum 40% of his/her papers in a semester examination to be eligible for promotion to the next semester. A student may appear in the supplementary examination after each semester examination and can have a choice to appear in the backlog papers in the supplementary examination. A student detained due to shortage of attendance will repeat his/her paper in the subsequent semester concerned (even/odd).

**\*Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted letters viz, O, A+, A, B+, B, C, P and F

**\*\*Grade Point:** It is numerical weight allotted to each letter grade on a 10-point scale.

## Converting the marks into letter grades

Table for pass marks 40

Letter Grade	Grade Point	Range of Percentage of Marks
O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and less than 90 (80<90)
A (Very Good)	8	70 and above and less than 80 (70<80)
B+ (Good)	7	65 and above and less than 70 (65<70)
B (Above Average)	6	55 and above and less than 65 (55<65)
C (Average)	5	50 and above and less than 55 (50<55)
P (Pass)	4	40 and above and less than 50 (40<50)
F (Fail)	0	00 and above and less than 40 (00<40)
Ab (Absent)	0	--

A student obtaining Grade 'F' shall be considered failed and will be required to reappear in the examinations.

## Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all courses taken by student and the number of credits of all the courses undergone by a student.

$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$  where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the Grade point scored by the student in the  $i$ th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of programme. i.e.  $CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$  where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits that semester.
- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

## Formula for Conversion of CGPA into percentage of Marks.

The Percentage equivalent to the CGPA shall be obtained by using the following formula.  
**Equivalent Percentage of CGPA = CGPA x 10**

## Classification of Results

The following formula may be considered for adoption by the University for the award of class/division

**Table for pass marks 40**

Range of CGPA	Division/Class
CGPA of 7.5 and above and upto 10	I Division with Distinction
CGPA of 6.00 and above and less than 7.50	I Division
CGPA of 5.00 and above and less than 6.00	II Division
CGPA of 4.00 and above and less than 5.00	III Division

**13. Span Period**

A student must complete all the requirements of Bachelor of Science in Psychology degree within a period of five years from her/his admission. In a genuine case, if only dissertation is left to be cleared, permission may be granted to submit it even beyond the period of five years with prior approval of the Director.

**14. Credit System**

Credits are a value allocated course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to total quantity of work required to complete a full semester/ year of academic study at the institution i.e lectures, practical work, seminars and examination or other assessment activities. Among the subjects, core subjects are compulsory. The students are given choice to choose Discipline Specific Elective (DSE) subjects and Skill Enhancement Courses (SEC) subjects; Generic Electives (GE) offered by other disciplines for B.Sc. Psychology and specialization according to her/his preference.

**15. Earned Credit (EC)**

The credit for the course in which a student has obtained 'P' or a higher grade will be counted as credits earned by him/her. Any course in which a student has obtained 'F' grade will not be counted towards his/her earned credits.

**Grading System**

The grade awarded to a student in any particular programme of study will be based on his/her performance in internal and final examinations.

For Example

Course name	Subject Credits	Marks	Grade Awarded	Grade Point	Points secured
Communication Skills In English	2	50	B	6	12
Additional Language - I (Arabic/Hindi/Malayalam)	2	62	B+	7	14
Introduction to Psychology	6	45	C	5	30
Self-Development Practices- Practical	6	53	B	6	36
Human Physiology	6	65	B+	7	42
<b>TOTAL</b>	<b>22</b>			<b>31</b>	<b>134</b>

## Semester I

Total credits = 22

Points secured = 134

SGPA =  $134/22 = 6.09$

## Semester II

Course name	Subject Credits	Marks	Grade Awarded	Grade Point	Points secured
Environmental Science	2	46	C	5	10
Additional Language - II (Arabic/Hindi/Malayalam)	2	50	B	6	12
Cognitive Process	6	45	C	5	30
Lifespan Development I	6	55	B	6	36
Physiological Psychology (Elective -2)	6	60	B+	7	42
TOTAL	22			29	130

Total credits = 22

Points secured = 130

SGPA =  $130/22 = 5.91$

CGPA =  $((6.09 \times 22) + (5.91 \times 22))/44 = 6$

**COURSE DESIGN**

**DEPARTMENT OF PSYCHOLOGY**

## BSPS 101: COMMUNICATION SKILLS IN ENGLISH

**Total Hours: 75**

**Credits: 2**

**After completion of this course, students should be able to:**

CLO-1: Demonstrate a deep understanding of the fundamentals of communication.

CLO-2: Describe foundation of English Language.

CLO-3: Demonstrate familiarity with the basics of English grammar.

CLO-4: Enrich their vocabulary and writing skills.

CLO-5: **Attain learner autonomy through pair and group activities.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	3			1							3			3	1
CLO 2	3	3	2	2	2	3	2	2	2	3	3	3			3	1
CLO 3	2	3	2	2	1	3	2	3	2	3	2	3	2	2	3	3
CLO 4	3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
CLO 5		3	3	3	3	1	3	2	3		2	3				3

### Syllabus:

#### Unit I: Phonetics Basics (20 Hours)

Received Pronunciation – Sounds: Vowels/Diphthongs, Consonants – Syllables – Transcription of Words- Weak Forms

#### Unit II: English Language (20 Hours)

Parts of Speech – Articles – Modals – Sentence Types – Subject-Verb-Concord – Tenses – Voice – Reported Speech – Clauses – Tag Questions – Punctuation – Common Errors - Jumbled Sentences

#### Unit III: Vocabulary & Writing Skills(20 Hours)

Word Formation – Synonyms, Antonyms – Homonyms, Homophones – One Word Substitution

Personal Letters – Official Letters–Covering Letter– Bio-data – Curriculum Vitae.

## **Unit IV:**

### **A) Communication (15 Hours)**

Communication: An Overview – Definition & Process – Features – Importance – Forms – Barriers – Remedies – Non verbal communication – Body Language – Paralinguistic Features – Proxemics/Space Distance – Haptics.

### **B) Group Discussion – Facing Interviews**

#### **References:**

Kumar, Sanjay, and Pushpa Lata. *Communication Skills*. OUP, 2011.

Raman , Meenakshi , and Sangeeta Sharma. *Communication Skills*. OUP, 2011. Wood, F.T.A

*Remedial English Grammar for Foreign Students*. Macmillan, 1965. Choili ,Mark.

*Towards Academic English*. CUP, 2007.

#### **Teaching-learning strategies:**

This paper presents an overview of the basics of communication. Various learning strategies will be used to enhance the understanding of communication skills. The curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and vivavoce will be used to evaluate the students.

## BSPS -102 Additional Language I (Arabic)

Credits:2

Total Hours: 75

After completion of this course, students should be able to:

CLO-1 : understand the distinct features of Arabic prose & poetry literature from classical period to modern period .

CLO-2 : understand the basic characteristics of traditional and modern literature in Arabic  
CLO-3 : realize the beauty of the language & the moral language values in Arabic poems and prose literature maintain the good perspective.

CLO-4 : aware of the literary works of eminent scholars and writers.  
CLO-5 : Understand the stories and accept messages.

Mapping of Course Learning Outcomes (CLOs) with Program Learning

Outcomes(PLOs) and Program Specific Outcomes(PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	3	2		2	2			3	1							3
CLO 2	3			1	2					3						
CLO 3	3			2	1	2	3									
CLO 4	3			1		2							2			3
CLO 5	3	1			3			3		3						3

### SYLLABUS

#### Module I (20 Hours)

الآيات والأحاديث  
تبارك الله الذي خلقنا  
فمنز غيبنا سننتفليسمني  
أوصاند ربي

منال حكمة

#### Module II (20 Hours)

القبول حكاية تمق  
ال تواضع تاجال مروءة  
خطبة حجة الوداع

#### Module III (15 Hours)

ال سيرة وال شعر  
مولاد أب وال كلامآزاد



ترجمة أحمة شوقي  
شعر ال ثعلب بالديك  
الإمامال شافعي  
الرضاء قضاء الله

#### **Module IV (20 Hours)**

ال قصة والمذكرة ردة

إب ليدن تصر  
ان عاجز نال شكر  
ردلة إله مال يزي

#### **Book for Reference**

- 1) A Hand Book of Commercial Arabic - Dr. Aboobacker. K.P.
- 2) Business Communication in Arabic - Abdul Razak.

#### **Teaching-Learning Strategies:**

1. Effective classroom teaching- A teacher shall ensure effectiveness in classroom in applying classroom teaching.
2. Seminars- A seminar on topics can enhance qualitative understanding of the topics.
3. Assignments- Assignments shall be part of evaluation of the students.
4. Encourage group learning- Role plays, group discussions support group learning.
5. Increase questioning ability (ask students to frame all possible questions in a chapter and give answers).

#### **Assessment methods:**

Progress towards achievement of learning outcomes will be assessed using the following:

1. Time constrained test papers will be conducted for the students.
2. Problem based assignments shall be part of evaluation of the students.
3. Oral Presentations (seminar presentation): A seminar on different topics can enhance the qualitative understanding of the topic and communication skill.
4. Viva voce is conducted in order to increase the answering ability of students.

**BSPS -102 Additional Language I (Hindi)**

**Credits:2**

**Total Hours:75**

**After completion of this course, students should be able to:**

**CLO-1:** Understanding the basic grammar of Hindi Language.

**CLO-2:** **Develop communicative skills in Hindi.**

**CLO-3:** Understanding correct usage of Hindi grammar.

**CLO-4:** Understand the link between translation theory and translation practice.

**CLO-5:** Understand the stories and accept messages.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	1	3			1							3			3	1
<b>CLO 2</b>	3	3	2	2	2	3	2	2	2	3	3	3			3	1
<b>CLO 3</b>	2	3	2	2	1	3	2	3	2	3	2	3	2	2	3	3
<b>CLO 4</b>	3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
<b>CLO 5</b>		3	3	3	3	1	3	2	3		2	3				3

**Module I: व्याकरण(20 Hours)**

व्याकरण- संज्ञा- सर्वनाम\_ लिंग\_ वचन\_ पुरुष\_ विशेषण\_ क्रिया\_ काल\_ कारक\_ लोकोक्तियाँ-मुहावरे।

**Module II: पत्रतथावार्तालाप(20 Hours)**

औपचारिक एवं अनौपचारिक पत्रलेखन\_ व्यावसायिक पत्र\_ शिकायती पत्र- आवेदन पत्र  
वार्तालाप-समकालीनविषयोंपरआधारित

**Module III: अनुवाद (15 Hours)**

अनुवाद- आवश्यकता और महत्व-,समाचार पत्रों के लेख का अनुवाद,-किसी परिच्छेद का हिन्दी से अंग्रेजी में तथा अंग्रेजी से हिन्दी अनुवाद ।

**Module IV: कहानी (20 Hours)**

ज्ञानरंजन-पिता

यशपाल – सच बोलने की भूल

उदयप्रकाश -अपराध  
उषाप्रियंवदा-वापसी

**Books Recommended:**

- 1.सामान्य हिन्दी व्याकरण तथा रचना- श्रीकृष्ण पाण्डेय, लोकमंगल प्रकाशन ।
- 2.कथामंजरी- महेंद्र कुलश्रेष्ठ राजपाल प्रकाशन, संस्करण 2016 ।
3. सुबोध हिन्दी व्याकरण तथा रचना, श्रीकृष्णा पाण्डेय, लोकमंगल प्रकाशन।

**Teaching-learning strategies:**

This paper presents an overview of the basics of Hindi Language. Various learning strategies will be used to enhance the understanding of basic grammar and communication skills in Hindi. The curriculum will be delivered through different pedagogical methods such as lectures, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and viva voce will be used to evaluate the students.

**BSPS 102: ADDITIONAL LANGUAGE 1MALAYALAM**

Total Hours – 75

Credits- 2

**After completion of this course, students should be able to:**

- CLO –1 : Understand the story content and structure in depth.
- CLO-2 : Acquaint the students with different thoughts and style of Malayalam Fiction.
- CLO-3 : Understand the Malayalam Poetry.
- CLO-4 : Help students to develop their creative thinking and writing.
- CLO-5 : Analyse and know about Folklore.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	1	3			1							3			3	1
CLO 2	3	3	2	2	2	3	2	2	2	3	3	3			3	1
CLO 3	2	3	2	2	1	3	2	3	2	3	2	3	2	2	3	3
CLO 4	3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
CLO 5		3	3	3	3	1	3	2	3		2	3				3

**SYLLABUS**

**Module – I കവിത (20 Hours)**

- 1. സൂര്യകാന്തി - ജി.ശങ്കരക്കുറുപ്പ്
- 2. പഴഞ്ചൊല്ല് - സച്ചിദാനന്ദൻ
- 3. കുട്ടമ്മാൻ - എം.ആർ.രേണുകുമാർ
- 4. വൈക്കോൽ പ്ലാവ - ലോപ.ആർ

**Module – II കഥ (20 Hours)**

- 1. ചോലമരങ്ങൾ - കെ.സരസ്വതി അമ്മ
- 2. ചാത്തുക്കുട്ടിയുടെ അമ്മ - യു.എ.ഖാദർ
- 3. പറുദീസാഷ്ടം - സുഭാഷ് ചന്ദ്രൻ
- 4. മോഹമഞ്ഞ - കെ.ആർ.മീര

**Module – III ആത്മകഥ (15 Hours)**

കൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം - കല്ലേൻ പൊക്കുടൻ

**Module – IV നോവൽ (20 Hours)**

പ്രേമലേഖനം - ബഷീർ

**References**

- 1. സൂര്യകാന്തി - ജി.ശങ്കരക്കുറുപ്പ്  
(ജിയുടെതെരഞ്ഞെടുത്ത കവിതകൾ)
- 2. പഴഞ്ചൊല്ലി - സച്ചിദാനന്ദൻ
- 3. കുട്ടമ്മാൻ - എം.ആർ.രേണുകുമാർ
- 4. വൈക്കോൽ പാവ - ലോപ.ആർ(വൈക്കോൽ പാവ, ഡി.സി.ബുക്സ്)

- ചോലമരങ്ങൾ - കെ.സരസ്വതി അമ്മ
- ചാത്തുക്കുട്ടിയുടെ അമ്മ - യു.എ.ഖാദറിന്റെ കഥകൾ
- മോഹമഞ്ഞ - കെ.ആർ.മീര (കറന്റ് ബുക്സ്)
- പറുദീസാഷ്ടം - സുഭാഷ് ചന്ദ്രൻ
- പ്രേമലേഖനം - ബഷീർ (ഡി.സി.ബുക്സ്)

**Teaching-learning strategies:**

This paper presents an overview of the basics of Malayalam Language. Various learning strategies will be used to enhance the understanding of basic grammar and communication skills in Malayalam. The curriculum will be delivered through different pedagogical methods such as lectures, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and vivavoce will be used to evaluate the students.

## BSPS 103 INTRODUCTION TO PSYCHOLOGY

**Total hours: 75 hours**

**Credit: 6**

**After completion of this course, the students should be able to:**

CLO 1: Understand the basics and evolution of Psychology.

CLO 2: Categorize various states of consciousness.

CLO 3: Distinguish between different learning theories.

CLO 4: Identify types of memory.

CLO 5: **Apply learning theories in understanding various behaviours.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	3	2		2	2			3	1							3
CLO 2	3			1	2					3						
CLO 3	3			2	1	2	3									
CLO 4	3			1		2							2			3
CLO 5	3	1			3			3		3						3

### Unit I: Basics of Psychology (20 Hours)

Psychology-definition, origins of psychology: philosophical origins; early Indian and Greek thoughts, major ideas of Descartes, Locke. Brief history of modern scientific psychology-structuralism, functionalism, behaviorism, Gestalt psychology. Existentialism. Major perspectives- behavioral, cognitive, biological, evolutionary, developmental, psychodynamic, socio-cultural. Areas- basic and applied. Major applied areas.

### Unit II: Consciousness (15 Hours)

Consciousness: Definition. Continuum of consciousness: Controlled processes, automatic processes, daydreaming, altered states, sleep and dreams, unconsciousness. Dreams: Freud's

interpretation of dreams, Activation-Synthesis hypothesis, Activation-information-mode model. Hypnosis: Definition, behaviors, medical and therapeutic applications. Influence of psychoactive drugs: physical and psychological dependence. Meditation

### **Unit III: Learning(20 Hours)**

Concept and definition of learning, learning curve. Classical conditioning- Basic experiment, basic terms- conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures-delayed, backward, trace conditioning. Applications of classical conditioning. Operant conditioning- Basic experiment, basic terms- reinforcement, punishment, positive and negative reinforcement and punishment, shaping and chaining, schedules of reinforcement- interval and ratio. Applications. Observational learning. Thorndike and law of effect. Cognitive theories- Kohler- Insight learning, Social Learning theory.

### **Unit IV: Memory(20 Hours)**

Memory: Definition and types-sensory memory, short term memory, long term memory, working memory. Types of longterm memory-declarative vs. procedural, Episodic vs. semantic. Encoding, storage and retrieval processes. Atkinson and Shiffrin model, Levels of processing view, neural network model. Forgetting – causes, curve, theories of forgetting. Mnemonics.

### **References:**

- Baron, R. A & Misra, G. (2014). Psychology (5<sup>th</sup> ed.). New Delhi: Pearson Education
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Weiten, W. (2008). Psychology themes and variations (8<sup>th</sup> ed.). USA: Wadsworth
- Plotnik, R., Kouyoumdjian, H. (2011). Introduction to Psychology (9<sup>th</sup> ed.). USA: Wadsworth.

### **Additional reading:**

- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology. USA: Wadsworth
- Domjan, M. (2006). Learning and Behaviour (6<sup>th</sup> ed.). USA: Wadsworth.
- Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

• Morgan, King, Weisz, & Schopler. (1986). Introduction to Psychology (7th ed.). New York: McGraw-Hill companies.

**Teaching-learning strategies:**

Activities will be designed to teach the basic concepts of Psychology. Video presentations will be done. An assignment to prepare psychology dictionary will be assigned so that students have a better knowledge about the concepts.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.



## BSPS 104: SELF-DEVELOPMENT PRACTICES- PRACTICAL

**Total hours: 75**

**Credits: 6**

**After completion of this course, the students should be able to:**

CLO 1: Understand self and its components.

CLO 2: Discover various dimensions of self.

CLO 3: **Develop emotion-focussed coping skills.**

CLO 4: Practice empathy and gratitude.

CLO 5: Employ APA format while writing academic reports.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>			1	3			1	1								
<b>CLO 2</b>			1	3			1	1								
<b>CLO 3</b>			1	3			3	2								
<b>CLO 4</b>			1	3			3	2								
<b>CLO 5</b>		1										3			3	

### **SYLLABUS:**

#### **I)Self (15 Hours)**

- a) Self-awareness
- b) Self-care
- c) Self-growth
- d) Self-esteem

#### **II) Mindfulness (20 Hours)**

- a) Mindfulness exercises
- b) Journaling- types

- c) Affirmation

### **III) Positive traits (20 Hours)**

- a) Empathy
- b) Gratitude
- c) Optimism

### **IV) Academic Writing(20 Hours)**

- a) APA guidelines in writing

### **References**

- Ali, S. (2018). *The Self Love Workbook*. USA: Ulysses Press.
- Moore, C., (2019, Apr 9). What is Positive Psychology. <http://www.positivepsychology.com/what-is-mindfulness>.
- American Psychological Association . (2019). *Publication Manual of the American Psychological Association*. (7<sup>th</sup> Edition). Washington D C: American Psychological Association.

### **Guidelines:**

A practical record should be maintained and should contain:

- Introduction (2 to 3 pages)
- Aim
- Procedure
- Introspective report
- Conclusion
- References

There will be a written examination of Ninety minutes. Three questions has to be attempted, one question carrying ten marks and two questions carrying five marks each.

**Teaching-learning strategies:**

This paper presents an overview about self-growth. Activities to explain each concept will be assigned.

**Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

**Evaluation criteria :**

<b>External Evaluation</b> 75marks	Written exam- 30 Marks Record- 30 Marks Viva - 15Marks
<b>Internal Evaluation</b> 25Marks	Report – 15 Marks Punctuality- 5 Marks Involvement- 5 Marks

## BSPS 201: ENVIRONMENTAL SCIENCE

**Total Hours: 75**

**Credits: 2**

**After completion of this course, the students should be able to:**

CLO-1: Understand complex environmental issues.

CLO-2: Describe the core concepts and methods of ecology and environmental problem solving.

CLO-3: **Connect, appreciate and be sensitized towards the prevailing environmental issues.**

CLO-4: Distinguish between different types of pollutions and different measures to control it.

CLO-5: **Demonstrate basic knowledge about the environment and its allied problems.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1							2				3		2			
CLO 2			3		2				1			1		2		
CLO 3			3			2		3				3				3
CLO 4				3			3			2			1			3
CLO 5					1											2

### Syllabus:

#### Unit I (17 Hours)

Brief discussion on the components of the environment- Effect of environmental degradation with example and effect on population- Brief outline of the Environment (Protection) Act 1986 should be discussed including effect on companies- contravention- penalties and return requirement. Relevance of environment legislation to Business Enterprise- Legislation vs.

Social obligation of business- Role of NGOs like green peace in Environmental protection

### **Unit II (14 Hours)**

Ecology- Brief outline on Elements of Ecology- Brief discussion on Ecological balance and consequences of change- principles of environmental impact assessment- Environmental Impact Assessment report (EIA)- Requirement of Environmental Impact Assessment report for startup manufacturing enterprise.

### **Unit III (16 Hours)**

Air Pollution and Control- Brief Outline of Atmospheric composition- Brief understanding of energy balance- climate- weather- dispersion- Sources and effects of pollutants in the industrial context- primary and secondary pollutants- acid rain- green house effect- depletion of ozone layer- global warming- standards and control measures required by industry in compliance to The Air (Prevention and Control of Pollution) Act 1989

### **Unit IV (15 Hours)**

Water Pollution and Control: Brief Discussion on Hydrosphere- natural water- pollutants: their origin and effects- river/lake/ ground water pollution- The financial implication of water pollution control and steps required to be taken by industry e.g.Sewage treatment plant- water treatment plant- Standards and control in relation to the effect of legislation by Central and State Boards for prevention and control of Water Pollution.

### **Unit V (13 Hours)**

Land Pollution: Brief understanding of lithosphere- Pollutants (municipal- industrial. Commercial- agricultural- hazardous solid waste); their original effects- collection and disposal of solid waste- recovery & conversion methods in relation to an industrial enterprise with discussion about the financial implication in a business enterprise.

### **References:**

1. Cunnigham- TMH : Environmental Science
2. A.K.De&A.K.De : Environmental Studies , New Age International
3. C.S.Rao : Environmental Pollution Control Engineering , New Age International
4. N.K. Oberoi : Environmental Management , EXCEL BOOKS
5. Sithampanathan- Scitech: Ecosystem Principles & Sustainable Agriculture

**Teaching-learning strategies:**

This paper presents an overview of the basics of environmental science. The curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and viva voce will be used to evaluate the students.

## BSPS -202 Additional Language II (ARABIC)

Credits:2

Total Hours :75

After completion of this course, students should be able to:

CLO-1 : Use simple words and phrases to communicate on everyday situations.

CLO-2 : Understand and use key expressions and common phrases in communications.

CLO-3 : Oral and writing skills of communications

CLO-4 : Familiarize with basics of interpersonal interactions in Arabic

CLO-5 : Understanding correct usage of Arabic grammar

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes

(PLOs)andProgram Specific Outcomes(PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1							2				3		2			
CLO 2			3		2				1			1		2		
CLO 3			3			2		3				3				3
CLO 4				3			3			2			1			3
CLO 5					1											2

### SYLLABUS

#### Module I (20 Hours) تحيات وتعارف

كيف تقدم نفسك؟

تقديم الآخرين

من أين أنتم؟

أيمطعم هذا؟

هل تشربون قهوة؟

#### Module II (20 Hours)

## لمحات الترجمة

أهمية الترجمة

أنواع الترجمة

خطوات الترجمة الناجحة

الترجمة إلى اللغة العربية

الترجمة إلى اللغة الإنجليزية

## **Module III (15 Hours)**

### التعبير الأساسية

أسئلة مفيدة

جمل شائعة

الحياة الاجتماعية

## **Module IV (20 Hours)**

### المرسلات

الرسالة : أنواعها وأجزائها

الرسالة والشهادات

السيرة الذاتية

شهادة الخبرة

## **Book for Reference**

- 1) A Hand Book of Commercial Arabic - Dr. Aboobacker. K.P.
- 2) Business Communication in Arabic - Abdul Razak.

## **Teaching-Learning Strategies:**

1. Effective classroom teaching- A teacher shall ensure effectiveness in classroom in applying classroom teaching.
2. Seminars- A seminar on topics can enhance qualitative understanding of the topics.
3. Assignments- Assignments shall be part of evaluation of the students.
4. Encourage group learning- Role plays, group discussions support group learning.
5. Increase questioning ability (ask students to frame all possible questions in a chapter and give answers.)

## **Assessment methods:**

Progress towards achievement of learning outcomes will be assessed using the following:

1. Time constrained test papers will be conducted for the students.



2. Problem based assignments shall be part of evaluation of the students.

3. Oral Presentations (seminar presentation): A seminar on different topics can enhance the qualitative understanding of the topic and communication skill.

4. Viva voce is conducted in order to increase the answering ability of students.

## BSPS -202Additional Language II(Hindi)

Credis:2

Total Hours :75

After completion of this course, students should be

able to:**CLO-1:** Understand the story content and structure in depth

**CLO-2:** Acquaint the students with different thoughts and style of Hindi fiction.

**CLO-3:** Understand the Hindi poetry.

**CLO4:** Help students develop their creative thinking and writing.

**CLO5:** Analyze drama in the modern context.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	1	3			1							3			3	1
CLO 2	3	3	2	2	2	3	2	2	2	3	3	3			3	1
CLO 3	2	3	2	2	1	3	2	3	2	3	2	3	2	2	3	3
CLO 4	3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
CLO 5		3	3	3	3	1	3	2	3		2	3				3

### SYLLABUS

#### Module I :कहानी(20 Hours)

अपना अपना भाग्य-जैनेंद्र

आकाशदीप - जयशंकर प्रसाद

ईदगाह - प्रेमचंद

यही सच है - मन्नु भण्डारी

#### Module II: कविता(20Hours)

गीतफरोश – भवानी प्रसाद मिश्र

मोतीराम - धूमिल

जूही की कली - सूर्यकांत त्रिपाठी निराला

बच्चे काम पर जा रहे हैं- राजेश जोशी

**Module III:व्यंग्य तथा रेखाचित्र(15Hours)**

भोलाराम की जीव-हरिशंकरपरसाई

ठकुरीबाबा - महादेवीवर्मा

**Module IV:नाटक (20Hours)**

आधे अधूरे- मोहनराकेश

**Books Recommended:**

1. कहानी विविधा-राधाकृष्ण प्रकाशन नईदिल्ली 110051 ।
2. समकालीन हिन्दी कविता-सम्पादक डॉ.एन. मोहनन-राजपालएण्डसन्ज-कशमीरीगेट,दिल्ली 110051
3. आधे अधूरे-मोहन राकेश, राधाकृष्ण प्रकाशन दरियागंज नईदिल्ली-110002।
4. स्मृति की रेखाएँ-महादेवी वर्मा-लोकभारती प्रकाशन इलाहाबाद 211001।

**Teaching-learning strategies:**

This paper presents an overview of the basics of Hindi Language. Various learning strategies will be used to enhance the understanding of basic grammar and communication skills in Hindi. The curriculum will be delivered through different pedagogical methods such as lectures, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and viva voce will be used to evaluate the students.

**BSPS 202: ADDITIONAL LANGUAGE II MALAYALAM**

Credits - 2

Total Hour – 75

**Course Learning Objectives**

- CLO – I : Understand the story content and structure in depth.  
 CLO-II : Acquaint the students with different thoughts and style of Malayalam Fiction.  
 CLO-III : Understand the Malayalam Poetry.  
 CLO-IV : Help students to develop their creative thinking and writing.  
 CLO-V : Analyse and know about Folklore.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	1	3			1							3			3	1
CLO 2	3	3	2	2	2	3	2	2	2	3	3	3			3	1
CLO 3	2	3	2	2	1	3	2	3	2	3	2	3	2	2	3	3
CLO 4	3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
CLO 5		3	3	3	3	1	3	2	3		2	3				3

**SYLLABUS**

**Module – I യാത്രാവിവരണം (20 Hours)**

ഭക്തപുരവും പട്ടണം - എസ്.കെ.പൊറ്റക്കാട്

**Module – II ലേഖനം (20 Hours)**

1. ധർമ്മയുദ്ധത്തിന്റെ പര്യവസാനം - കുട്ടികൃഷ്ണമാരാർ
2. കാളിദാസനും കാലത്തിന്റെ ദാസൻ - ജോസഫ് മുശ്ശേരി
3. നമ്മുടെ അടുക്കള തിരിച്ചു പിടിക്കുക - സാരാജോസഫ്
4. ടാഗോറുംഗാന്ധിയും - പ്രൊഫ.എസ്.ഗുപ്തൻ നായർ

**Module – III തിരക്കെ (15Hours)**

ഒരു വടക്കൻ വീരഗാഥ

**Module – IV മാപ്പിളഫോക്ലോർ (20 Hours)**

മാപ്പിളകലകൾ

ബദരൂൽമുനീർ -ഹുസ്സുൽജമാൽ - മോയിൻകുട്ടി വൈദ്യർ

**References**

1. മാപ്പിളഫോക്ലോർ - മുഹമ്മദ് അഹമ്മദ്
2. ഒരു വടക്കൻ വീരഗാഥ - എം.ടി.
3. മലയാള സിനിമ പിന്നിട്ട വഴികൾ - എം.ജയരാജ

**Teaching-learning strategies:**

This paper presents an overview of the basics of Malayalam Language. Various learning strategies will be used to enhance the understanding of basic grammar and communication skills in Malayalam. The curriculum will be delivered through different pedagogical methods such as lectures, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations and vivavoce will be used to evaluate the students.

## BSPS 203 COGNITIVE PROCESSES

Total hours: 75

Credits: 6

After completion of this course, the students should be able to:

CLO 1. Infer factors affecting attention and various models of

attention. CLO 2. Exemplify types of attention.

CLO 3. Indicate methods of measuring absolute threshold.

CLO 4. Summarize different cognitive processes like reasoning, decision making, problem-solving and creative thinking.

CLO 5. Assess theories of language development.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	1			2	2		1	1			2	1			3
CLO 2	1	1			2	2		1	1			2	1			3
CLO 3	2				2	2										3
CLO 4	3	1		1	2	1	2	2		1		1	3			3
CLO 5	3				2			2		2			2			3

### Syllabus:

#### Unit 1: Attention (20 Hours)

Attention-factors affecting attention, span of attention, distraction of attention, division of attention, selective attention, shifting of attention. Models of attention-filter theory, attenuation theory, late selection theory, multimode theory, capacity and mental effort, schema theory.

## **Unit 2: Sensation and Perception(20 Hours)**

Psychophysics- concepts-absolute threshold, difference threshold. Methods- method of limit, method of adjustment, method of constant stimuli. Difference threshold- Weber's law, Fechner's law, signal detection theory, subliminal perception.

Perceptual organization- central laws and peripheral laws. Gestalt principles- gestalt laws of perceptual organization, gestalt approach to figure ground segregation.

Depth perception- monocular cues-relative size, linear perspective, texture gradient, atmospheric perspective, interposition, motion parallax- binocular cues-convergence, retinal disparity

Visual illusion- Muller Lyer, Ponzo illusion, Ames room, the moon illusion and the Hermann grid. Extra sensory perception.

## **Unit 3: Thought(20 Hours)**

Basic elements of thought- concepts, propositions and images. Types of concepts, functions of concepts. Thinking and creativity-stages. Problem solving- stages and methods: trial and error, algorithm, mean end analysis, analogy. Meta cognitive processing. Reasoning- inductive and deductive reasoning. Decision making. Heuristics- availability, representativeness, anchoring and adjustment. Sources of error- role of mood states, mental set, beliefs, confirmation bias, hindsight and functional fixedness.

## **Unit 4: Language (15 Hours)**

Language-definition. Components of language development- phonological, semantic, syntax. How language conveys meaning- definitional theory and prototype theory. Theories of language development- social learning, Chomsky's view, Cognitive theory. Language and thought: Whorfian hypothesis.

## **References:**

- Baron, R.A. (2013). Psychology. 5th ed. India: Pearson Education.
- Goldstein, E.B. (2002). Sensation and Perception. 6th ed. USA: Wardsworth.
- Gleitman, H., Reisberg, D., Gross, J. (2007). Psychology. 7th ed. USA: W.W.

Norton and Company.

- Mishra, B.K. (2008). Psychology: the study of human behavior. New Delhi: PHI

Learning Private Ltd.

- Reigler, B.R., &Reigler, G.R. (2012). Cognitive Psychology: Applying the science of mind. 2nd ed. India: Dorling Kindersely.

**Teaching-learning strategies:**

This paper explains various cognitive processes of humans. Activities for various cognitive processes will be assigned. Video presentations will also be done to have a better understanding of psychophysics and other concepts.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.



## BSPS 204 LIFE SPAN DEVELOPMENT I

**Total hours: 75**

**Credits: 6**

**After completion of this course, the students should be able to:**

CLO 1. Understand various theories of development.

CLO 2: Explain the characteristics of each developmental period.

CLO 3: **Demonstrate familiarity with the stages of prenatal development as well as the influences that can harm a child's physical and intellectual development.**

CLO 4: Describe the determinants of development.

CLO 5: Design interventions and curriculum appropriate to the developmental needs of each individual.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1	2		2	2	1	2		1			2		1	2
CLO 2	3	1	2		2	2	1	2		1			2		1	2
CLO 3	2					2	2			1						2
CLO 4	2															
CLO 5				1	2	3		1		1						

### **UnitI: Introduction(20 Hours)**

Conceptualizing life-span perspective and its importance; characteristics of life-span perspective; nature of development- biological, cognitive, and socio-emotional; periods of development; developmental issues.

Theories of development: Psychoanalytic theories- Freud, Erikson; Cognitive theories- Piaget, Vygotsky, and informational processing theory; Behavioral and social cognitive theories- Skinner, Bandura; Ethological and ecological theories. Research in life-span- data collection method, research designs, time span of research.

### **Unit II: Prenatal development and birth (15 Hours)**

The course of prenatal development- Germinal, embryonic, and fetal period, the brain; prenatal diagnostic tests, Birth- the birth process, assessing the new born, preterm and low birth weight infants, prenatal environmental influences- teratogens, maternal factors.

### **Unit III: Infancy(20 Hours)**

Early sensory capacities- hearing, touch, taste, smell and vision. Physical growth and development- patterns of growth, height and weight, the brain, sleep, nutrition. Motor development- dynamic system view, reflexes, gross and fine motor skills. Cognitive development- Piaget's theory, conditioning, attention, memory, imitation and concept formation and categorization. How language develop.

Emotional development- early emotions, emotional expression and social relationship, temperament. Personality development. Social development- social orientation, attachment and its development, individual differences in attachment.

### **Unit IV: Childhood(20 Hours)**

**Early childhood-** Physical development; motor development; Cognitive development- Piaget, Vygotsky, and information processing; language development; emotional and personality development, Moral development.

**Middle and Late childhood-** Physical development, motor development, cognitive development- Piaget and informational processing; language development; emotional and personality development; moral development. Peer influence.

### **References:**

- Berk, L.E.(2017). Child development. 9<sup>th</sup> ed. Indian edition. Pearson's India education services
- Santrock, J.W.(2011). Life-span development. 13<sup>th</sup> ed. New Delhi: Tata Mc Graw Hill.

### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of Human development. Various learning strategies will be used to enhance the understanding of key developmental milestones and challenges faced in each developmental period. Learning environment fostering experiential learning will also be provided. The curriculum will be delivered through several pedagogical methods such as lectures, reflective learning, power point presentations, film reviews, case studies and classroom discussions.

**Assessment methods:**

Students will be assessed on their understanding of theoretical knowledge and their ability to apply this knowledge in real-life situations. Assessment methods such as formative and summative assessments, observation and / case study reports, seminar presentations will be used to evaluate the students.

## BSPS 301: LIFE-SPAN DEVELOPMENT II

**Total Hours: 75 hour**

**Credit: 6**

**After completion of this course, the students should be able to:**

CLO 1. Describe the complexities of development, including physical, cognitive, social, and emotional growth from puberty to late adulthood.

CLO 2. Explain various changes that occurs during the course of development from puberty to late adulthood

CLO 3. Demonstrate an understanding of various issues faced during puberty to late adulthood.

CLO 4. Design and deliver sessions on problems faced by Adolescents.

CLO 5. Apply the understanding of adolescent issues to design activities and interventions for improving their well-being.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	3	1	2		2	2	1	2		1			2		1	2
<b>CLO 2</b>	3	1	2		2	2	1	2		1			2		1	2
<b>CLO 3</b>	2					2	2			1						2
<b>CLO 4</b>	2															
<b>CLO 5</b>				1	2	3		1		1						

### **Unit I: Puberty(20 Hours)**

Characteristics of puberty, causes, primary and secondary sex characteristics, source of concerns, the puberty growth spurt, body changes at puberty, effects of puberty changes.

## **Unit II : Adolescence (15 Hours)**

Nature, characteristics, Physical development- the brain and adolescent sexuality; Cognitive development- Piaget, Adolescent egocentrism, and information processing; Socio-emotional development- the self, identity, religious development, families, peers, cross-cultural comparison. Adolescent problems

## **Unit III: Early Adulthood(20 Hours)**

Becoming an adult, Physical development- physical performance and development, health, eating and weight, substance abuse; Sexuality; Cognitive development- Piaget, realistic and pragmatic thinking, reflective and relativistic thinking; career and work; socio-emotional development- temperament, attachment, attraction, love and close relationships, marriage and family.

## **Unit IV: Middle and late adulthood(20 Hours)**

**Middle adulthood:** Nature, Physical development- physical changes, health and diseases, mortality rates, sexuality; Cognitive development- intelligence and information processing; Career, work and leisure; Socio-emotional development- personality theories and development, love and marriage.

**Late adulthood:** The young-old, the old-old, and the oldest-old; theories of ageing; physical development- the brain, immune system, physical appearance and movement, sensory development, sexuality, health problems; cognitive functioning- multidimensionality and multidirectional, cognitive neuroscience and ageing; work and retirement; mental health; Socio-emotional development- theories, personality, self and society. Kubler-Ross' stages of dying.

### **References:**

Hurlock, E.B.(2007). Developmental psychology- A life-span approach. 5<sup>th</sup> ed. New Delhi: McGraw hill publishing company

Santrock, J.W.(2011). Life-span development. 13<sup>th</sup> ed. New Delhi: Tata Mc Graw Hill.

### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of Human development. Various learning strategies will be used to enhance the understanding of key developmental milestones and challenges faced in each developmental period. Learning environment

fostering experiential learning will also be provided. The curriculum will be delivered through several pedagogical methods such as lectures, reflective learning, power point presentations, film reviews, case studies and classroom discussions.

**Assessment methods:**

Students will be assessed on their understanding of theoretical knowledge and their ability to apply this knowledge in real-life situations. Assessment methods such as formative and summative assessments, observation and / case study reports, seminar presentations will be used to evaluate the students.

## BSPS 302 EXPERIMENTAL PSYCHOLOGY I

**Total hours: 75**

**Credits :6**

CLO 1: Design and execute psychological experiments with objectivity.

CLO 2 : Develop skills to analyse various Psychological processes.

CLO 3: Interpret the results obtained.

CLO 4: Compare individuals on the basis of scores obtained.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	2	2			3	1	1	3			2				1	2
<b>CLO 2</b>	1	2			2	1		1						2		
<b>CLO 3</b>		2				1				2						
<b>CLO 4</b>		2			2	1		3		1				2		

#### 1. LEARNING (20 Hours)

- a. Massed versus spaced learning
- b. Trial and error learning
- c. Maze learning

#### 2. TRANSFER OF LEARNING (15 hours)

- a. Bilateral transfer
- b. Habit interference

#### 3. SENSATION AND PERCEPTION(20 Hours)

- a. Depth perception
- b. Color blindness
- c. Muller Lyer illusion

#### 4. REACTION TIME(20 Hours)

- a. Simple reaction time
- b. Choice reaction time

**References:**

- Mohsin, S.M. (2005). *Experiments in Psychology*. New Delhi: MotilalBanarasidas
- Shergill, H.K.(2012). *Experimental Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Woodworth, R.S, & Schlosberg, H. (1971). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co.

**Teaching-learning strategies:**

This paper explains how experiments are carried out using various apparatus. Video presentations will be done to demonstrate the procedures of experiments.

**Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

**Guidelines:**

A minimum of eight experiments has to be completed, two from each section.

A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format).

**Evaluation Criteria:**

<b>External Evaluation</b> 75 marks	Introduction - 5 marks Administration- 15 marks Result & discussion- 25 marks Record - 15marks Viva - 15marks
<b>Internal Evaluation</b> 25 Marks	Based on the performance of the student including punctuality, interest, commitment etc



## BSPS 401 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

**Total hours: 75**

**Credits: 6**

CLO 1: Understand the various Psychological phenomena.

CLO 2: Understand the ways in which humans differ.

CLO 3: Identify the determinants of Personality and Intelligence

CLO 4: Understand the key factors that affect human motivation.

CLO 5: Identify the factors influencing gender.

CLO 6: Developing sensitivity towards gender related issues

CLO 7: **Apply knowledge of Intelligence theories for designing curriculum.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	1		2		1										2
CLO 2			1	2	2	2	1	2		1			3		1	2
CLO 3					2	2		2		2			3			3
CLO 4	1	2	2	2	1	2		1			3		1	2		
CLO 5				1	2			2		2			3			
CLO 6																
CLO 7			2			3		3		1	1	2				2

### Unit I: Emotion and Motivation(20 Hours)

Definition of emotions, primary and secondary emotions, biological basis of emotions. Components- theories of emotion- James-Lange, Cannon-Bard, Schachter-Singer. Cognitive Appraisal theory, Facial Feedback hypothesis. Emotional Intelligence- definition and components.

Motivation-definition of motivation, Biological motives: Hunger, thirst, sleep, sex. Types of motive: Social motives- Achievement, affiliation and power motives. Theories of motivation- Drive theory, incentive theory, opponent process theory, optimal level theory, goal setting theory, cognitive dissonance theory, expectancy theory, attribution theory. Maslow's hierarchy of needs.

## **Unit II: Personality(20 Hours)**

Definition of personality, Approaches – Type and Trait: cardinal, central and secondary dispositions, surface and source traits. Five Factor theory, Myers-Briggs theory. Psychoanalytic: Freud's theory of Personality – the structure of the mind- Id, Ego, Superego. Instincts: life and death instincts, Different types of anxiety and defense mechanisms. Psychosexual stages, Contributions of Neo Freudians in brief: Erikson, Jung, Adler, Horney, Erich Fromm. Humanistic: Rogers- the field of experience, the self as a process, self-actualizing tendency, personal power, congruence and incongruence, fully functioning person. Maslow- Hierarchy of Needs, self-actualization.

## **Unit III: Intelligence(20 Hours)**

Definition of intelligence, measuring intelligence- earlier attempts, Binet-Simon scale, IQ, distribution of IQ, Concept of intellectual deficiency and classification. Heredity and environment as determinants of intelligence. Assessment of intelligence and problems of IQ testing. Theories of intelligence: Traditional theories- Spearman, Thurstone, Cattell, Guilford. Recent theories of intelligence- Gardner, Sternberg.

## **Unit IV: Psychology of Gender (15 Hours)**

Understanding gender difference, Physical side of human sexuality: primary and secondary sex characteristics, psychological side of human sexuality: gender, gender roles and gender typing, biological and environmental origin of gender differences. Theories of gender role development: social learning theory and gender schema theory.

**References:**

- Weiten, B. (2011). Psychology: themes and variations. USA: Wardsworth.
- Baron, R.A.(2013) Psychology. India: Dorling Kindersley.
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

**Additional reading:**

- Myers, 2010 Psychology (9th ed.). New York:Worth publishers.
- Plotnik, R.,&Kouyoumdjian, H (2008). Introduction To Psychology(9th ed.). USA: Cengage learning.

**Teacher-learning strategies:**

This paper examines psychology of emotion, motivation, intelligence and personality theories. Video presentations of different theorists and theories will be done. Reflective assignments will be assigned to facilitate better learning of concepts. Debates will be conducted on different topics so that students can have an in-depth knowledge about various aspects.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS 402: EXPERIMENTAL PSYCHOLOGY- II

**Total hours: 75**

**Credit: 6**

CLO 1: Calculate the immediate memory span

CLO 2: Examine how meaningfulness affects retention

CLO 3: Infer span of attention of individuals

CLO 4: Justify the role of mental set in attention

CLO 5: Estimate the level of aspiration

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	2	2			3	1	1	3			2				1	2
CLO 2	1	2			2	1		1						2		
CLO 3		2				1				2						
CLO 4		2			2	1		3		1				2		
CLO 5	2			2	2								1	2		3

#### 1. Memory (20 Hours)

- a. Immediate memory span
- b. Retention as a function of meaning.

#### 2. Attention (20 Hours)

- a. Span of attention
- b. Distraction of attention
- c. Set in attention
- d. Division of attention

### 3. Motivation (20 Hours)

- a. Knowledge of result
- b. Level of Aspiration
- c. Effect of mental fatigue

### 4. Problem solving(15 Hours)

- a. Pyramid puzzles

#### References:

- Mohsin, S.M. (2005). *Experiments in Psychology*. New Delhi: MotilalBanarasidas
- Shergill, H.K.(2012). *Experimenal Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Woodworth, R.S, & Schlosberg, H. (1971). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co.

#### Teaching-learning strategies:

This paper explains how experiments are carried out using various apparatus. Video presentations will be done to demonstrate the procedures of experiments.

#### Assessment methods:

Assessment methods such as formative and summative assessments will be used to evaluate the students.

#### Guidelines:

A minimum of eight experiments has to be completed, two from each section. A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format)

#### Evaluation criteria

<b>External Evaluation</b> 75 marks	Introduction –5marks Administration - 15 marks Result &discussion – 25 marks Record -15 marks Viva - 15 marks
<b>Internal Evaluation</b> 25 Marks	Based on the performance of the student including punctuality, interest, commitment etc.

## BSPS 501: ABNORMAL PSYCHOLOGY

**Total Hours: 75**

**Credits: 6**

CLO 1: Distinguish between the concepts of normality and abnormality.

CLO 2: Explain the historical perspectives of abnormal behavior.

CLO 3: Identify the causal factors of abnormal behavior.

CLO 4: Describe the etiology, symptoms and treatment of various psychological disorders.

CLO 5: Understand the basic diagnostic criteria for various psychological disorders.

CLO 6: Explain the common disorders of childhood and adolescence.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	3			1			2		3				2		2
CLO 2	1				1			2		3			2			1
CLO 3		3			2	1		2			3		2			1
CLO 4	2		3		2			2		1	1		2			2
CLO 5		1			2	1		2		1			1			2
CLO 6	2		3		2			2		1	1		2	3		2

### Syllabus:

#### Unit I: Abnormal psychology- past and present(20 Hours)

4D's of abnormality- deviance, distress, dysfunction, danger; The concept of normality and abnormality; Current classification- DSM and ICD; Historical view of abnormal behavior- supernatural, biological, psychological, and behavioral model; Causes and risk factors for abnormal behavior- biological, psychological, sociocultural.

#### Unit II: Anxiety and affective spectrum disorders(20 Hours)

Anxiety disorders: Specific phobia, social phobia, panic disorder, generalized anxiety disorder, agoraphobia, separation anxiety disorder

Affective spectrum disorders: Depressive disorders- Major depressive disorders, persistent depressive disorder (dysthymia); bipolar disorder- Bipolar I and II, cyclothymia.

Obsessive compulsive and related disorders: obsessive compulsive disorder, hoarding disorder, body dysmorphic disorder, Trichotillomania (Hair-pulling disorder), Excoriation

(Skin-Picking disorder)

### **Unit III: Trauma and stress related disorders and Dissociative disorder (15 Hours)**

Trauma and stress related disorders: posttraumatic stress disorder, and acute stress disorder; Dissociative disorder- dissociative amnesia and dissociative identity disorder; somatic symptom and related disorder- somatic symptom disorder, illness anxiety disorder, and conversion disorder.

### **Unit IV: Personality disorders, Schizophrenia and other spectrum disorder, childhood disorders (20 Hours)**

Personality disorder- Cluster A, B, C disorders; Schizophrenia and other spectrum disorder; childhood disorder- oppositional deficit disorders, conduct disorders, and learning disabilities; neurodevelopmental disorder- autism spectrum disorder, attention deficit/hyperactivity disorder.

### **References:**

- American psychiatric association. (2013). Diagnostic and statistical manual of mental disorders. 5<sup>th</sup> ed. Washington DC: Author.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). Abnormal psychology. 16<sup>th</sup> ed. USA- Pearson education.
- Comer, R.J. (2005). Fundamentals of abnormal psychology. 4<sup>th</sup> ed. New York: worth publication
- World health organization. (1992). ICD 11- international classification of disorders, clinical descriptions and diagnostic guidelines.

### **Teacher-learning strategies:**

This paper explains abnormal behaviour and different mental disorders. Students will be encouraged to prepare doodle notes of each disorder. A field visit to any mental hospital/rehabilitation centre will be done to facilitate experiential learning.

### **Assessment methods:**

Assessment methods such as formative and summative assessments, field reports, seminar presentations will be used to evaluate the students.

## BSPS 502:PSYCHOLOGICAL TESTING 1

**Total Hours: 75**

**Credits: 6**

CLO 1: Assess various Psychological attributes of the individuals.

CLO 2: Administer and interpret Psychological test results.

CLO 3: Use simple statistical techniques for interpreting the results.

CLO 4: Understand the Psychometric properties of a Psychological test.

CLO 5: Compare and contrast scores obtained by each individual.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO ).

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	2	2			3	1	1	3			2				1	2
<b>CLO 2</b>	1	2			2	1		1						2		
<b>CLO 3</b>		2				1				2						
<b>CLO 4</b>		2			2	1		3		1				2		
<b>CLO 5</b>	2			2	2								1	2		3

### 1.PERSONALITY (25 Hours)

- a. Eysenck's Personality Questionnaire
- b. Locus of control
- c. 16 PF

### 2. INTELLIGENCE (25 Hours)

- a. Seguin Form Board
- b. Standard Progressive Matrices
- c. Colored Progressive Matrices
- d. Bhatia's Battery of Performance Intelligence
- e. Multiple Intelligence Inventory

### 3. ADJUSTMENT(25 Hours)

- a. Bell's Adjustment Inventory
- b. Sinha Adjustment Inventory for college students



c. Adjustment Inventory for School Students

d. Mathew Maladjustment Inventory

**References:**

- Alken, L.R&Groth-Mamet ,G.( 2009).Psychological testing &Assessment (12<sup>th</sup>Edition). New Delhi, Pearson Inc.
- Anastasi, A &Urbina, S.(1997) Psychological Testing(7<sup>th</sup>Ed).New Delhi, Prentice Hall of India.
- Gregory, R.J (2006). Psychological testing -History, Principles &Applications (4<sup>th</sup>Ed).NewDelhi, Pearson Inc.

**Teaching-learning strategies:**

This paper explains how paper and pencil tests are done. Lectures will be provided explaining how each test will be done.

**Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

**Guidelines:**

A minimum of eight experiments has to be completed, two from each section.

A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format)

## EVALUATION CRITERIA

<b>External Evaluation</b> 75 marks	Introduction –5marks Administration - 15 marks Result &discussion – 25 marks Record -15 marks Viva - 15 marks
<b>Internal Evaluation</b> 25 Marks	Based on the performance of the student including punctuality, interest, commitment etc

## BSPS 601 PROJECT

**Total Hours: 75**

**Credits: 4**

CLO 1 : Demonstrate familiarity with the research process.

CLO 2: Describe qualitative method of data collection.

CLO 3: Design and execute qualitative research study.

CLO 4: Analyze and interpret data

CLO 5: Understand the ethical principles in Psychological research

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>		3	3							1				2	2	1
<b>CLO 2</b>		3			2	1		1						1	3	
<b>CLO 3</b>		3			2	1		1				3		2		
<b>CLO 4</b>		3			2	1		2		1		1		2	3	
<b>CLO 5</b>			2				1				3	1				

The project work should be based on qualitative research and the report should be submitted at the end of the semester. Observation, interview, case study, survey, and content analysis are the methods recommended to carry out the project work. Students should be advised to take up socially relevant topics for carrying out the project. Importance should be given to qualitative aspects. Percentage or frequency distribution could also be used as and when required and higher statistical techniques are not recommended.

#### **Guidelines for the project work:**

- Students are to do the project individually / group and submit the report in printed/ Typed form(A4size).
- Project work should be carried out with the supervision of faculty member in the Department.
- The report should not exceed 40 pages.

- The project report should strictly follow APA format.
- The report should be submitted with five chapters: Introduction, review, method, result and discussion, summary and conclusion, references.
- An abstract of the study should be attached with the project report.

### **Guidelines for the evaluation of projects:**

Evaluation of project shall be done at two stages. Marks secured for the project will be awarded to the students, combining the internal and external marks.

- i. Internal assessment (supervising teachers will assess the project and award internal marks)
- ii. External evaluation

1. The internal to external components is to be taken in the ratio 1:4.

<b>External evaluation</b> 75 marks	Relevance of the topic Statement of objectives Methodology References	25 marks
	Presentation Quality of analysis/ use of statistical tools Findings and recommendation	25 marks
	Viva-voce	25 marks
<b>Internal evaluation</b> 25 marks	Punctuality	5 marks
	Organization of report	5 marks
	Synopsis presentation	10 marks
	Viva-voce	5 marks

2. Chairman board of Examination may at his/her discretion, on urgent requirements, make certain exceptions in the guidelines for the smooth conduct of the evaluation project.

#### **Pass Conditions**

1. Submission of the project report and the presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if he/she fails to submit the project report for external evaluation.
2. The student shall be declared to have passed in the project report course if he/she secures minimum 40% of marks for External evaluation and 40% of the aggregate.
3. There shall be no improvement chance for the marks obtained in the project report.
4. In an instance of inability of obtaining a minimum of 40% of marks, the project work may be redone and the report may be resubmitted along with the subsequent batch.

#### **Teaching-learning strategies:**

This paper provides an opportunity for students to enhance their research skills and conduct

quality researches. A series of sessions will be provided explaining basics of research, steps involved and analysis.

**Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

**BSPS – 602: PSYCHOLOGICAL TESTING II**

**Total Hours: 75**

**Credits: 6**

**After completion of this course, the students should be able to:**

- CLO 1: Assess anxiety level
- CLO 2: Indicate the concept of emotional intelligence
- CLO 3: Compute social maturity of children
- CLO 4: Discover dimensions of self-esteem
- CLO 5: Examine emotional maturity of individuals

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL O 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	2	2			3	1	1	3			2				1	2
<b>CLO 2</b>	1	2			2	1		1						2		
<b>CLO 3</b>		2				1				2						
<b>CLO 4</b>		2			2	1		3		1				2		
<b>CLO 5</b>	2			2	2								1	2		3

**1. Abnormality (20 Hours)**

- a. Beck Depression Inventory
- b. State Trait Anxiety Inventory
- c. Psycho-physiological state Inventory

**2. Self(20 Hours)**

- a. Self Esteem Inventory
- b. Self Profile
- c. Self concept

### **3. Social Intelligence (15 Hours)**

- a. Vineland Social Maturity Scale
- b. Rao's Social Maturity Scale

### **4. Emotion (20 Hours)**

- a. Emotional Maturity Scale
- b. Emotional Intelligence Scale

### **References:**

- Alken, L.R & Groth-Mamet, G. (2009). *Psychological testing & Assessment*, 12th Edition., Pearson Inc. : New Delhi
- Anastasi, A & Urbina, S. (1997) *Psychological Testing*, 7th Ed, Prentice Hall of India : New Delhi,
- Gregory, R.J (2006). *Psychological testing- History, Principles & Applications*, 4th Ed., Pearson Inc. : New Delhi

### **Teaching-learning strategies:**

This paper explains how paper and pencil tests are done. Lectures will be provided explaining how each test will be done.

### **Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

### **Guidelines:**

A minimum of eight experiments has to be completed, two from each section. A record should be maintained and should contain introduction, aim, method, result, discussion, conclusion and references (APA Format)

**Evaluation criteria:**

<b>External Evaluation</b>  75 marks	Introduction            -5marks  Administration            - 15 marks Result & discussion   - 25 marks Record                      -15 marks Viva - 15 marks
<b>Internal Evaluation</b>  25 Marks	Based on the performance of the student including punctuality, interest, commitment etc.



## BSPS 603: PRACTICUM

**Total hours: 75**

**Credits:2**

**After completion of this course, the students should be able to:**

CLO 1: Explain the role and responsibilities of Psychologists in various settings

CLO 2: Prepare and plan strategies to deal with various mental health issues.

CLO 3: Develop skills in handling training sessions.

CLO 4: Distinguish between the services offered by Psychologists in various settings

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	1		2	2	3				3		3				1	
<b>CLO 2</b>			1		2	3	2	2		2		2				2
<b>CLO 3</b>			3	2	2	2						3				1
<b>CLO 4</b>					1				3	2	3					2

- 1. Community visit:** Visit a community/ neighbourhood /locality, identify the problems faced by them and plan a community-based intervention.
- 2. School visit:** Organize an awareness class/ workshop/campaign for school students on topics related to mental health, skill training and behavioural problems.
- 3. Hospital visit:** Visit any hospital that has a Psychiatry/Psychology Department. Learn about the functioning of the Department (IPD & OPD); the role of Psychologist and Psychiatrist, Psychological assessments, and interventions provided by the Department.
- 4. Field trip:** Visit any Rehabilitation centre/ NGO/ Institution offering psychological services to promote the mental health of individuals. Learn the organigram, facilities available and services provided.

#### **Guidelines:**

A report should be maintained and should contain introduction including background and objectives (2 to 3 pages), method (procedure and introspective report), knowledge acquired, conclusion, references.

#### **Teaching-learning strategies:**

This paper provides an opportunity for students to explore various settings in the field of Psychology. Discussions and debates will be conducted to facilitate learning.

**Assessment methods:**

Assessment methods such as formative and summative assessments will be used to evaluate the students.

**Evaluation criteria:**

<b>External Evaluation</b> 75 marks	Introduction- 10 Marks Method- 20 Marks Knowledge acquired-15 Marks References- 5 marks Viva -25 Marks
<b>Internal Evaluation</b> 25Marks	Report – 15 Marks Punctuality- 5 Marks Involvement- 5 Marks

**ELECTIVE 1: GENERIC ELECTIVE (GE)**

**BSPS- GE 1 INTRODUCTION TO PSYCHOLOGY**

**Total hours: 75 hours**

**Credit: 6**

**After completion of this course, the students should be able to:**

CLO 1. Understand the basics and evolution of Psychology.

CLO 2. Categorize various states of consciousness.

CLO 3. Distinguish between different learning theories.

CLO 4. Identify types of memory.

CLO 5. Apply learning theories in understanding various behaviours.

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	3	2		2	2			3	1							3
CLO 2	3			1	2											
CLO 3	3			2	1	2	3									
CLO 4	3			1		2							2			3
CLO 5	3	1			3			3								3

**Syllabus:**

**Unit I: Basics of Psychology(20 Hours)**

Psychology-definition, origins of psychology: philosophical origins; early Indian and Greek thoughts, major ideas of Descartes, Locke. Brief history of modern scientific psychology- structuralism, functionalism, behaviorism, Gestalt psychology.Existentialism. Major perspectives- behavioral, cognitive, biological, evolutionary, developmental, psychodynamic, socio-cultural. Areas- basic and applied. Major applied areas.

## **Unit II: Consciousness (15 Hours)**

Consciousness: Definition. Continuum of consciousness: Controlled processes, automatic processes, daydreaming, altered states, sleep and dreams, unconsciousness. Dreams: Freud's interpretation of dreams, Activation-Synthesis hypothesis, Activation-information-mode model. Hypnosis: Definition, behaviors, medical and therapeutic applications. Influence of psychoactive drugs: physical and psychological dependence. Meditation

## **Unit III: Learning(20 Hours)**

Concept and definition of learning, learning curve. Classical conditioning- Basic experiment, basic terms- conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures-delayed, backward, trace conditioning. Applications of classical conditioning. Operant conditioning- Basic experiment, basic terms- reinforcement, punishment, positive and negative reinforcement and punishment, shaping and chaining, schedules of reinforcement- interval and ratio. Applications. Observational learning. Thorndike and law of effect. Cognitive theories- Kohler-Insight learning, Social Learning theory.

## **Unit IV: Memory(20 Hours)**

Memory: Definition and types-sensory memory, short term memory, long term memory, working memory. Types of long term memory-declarative vs. procedural, Episodic vs. semantic. Encoding, storage and retrieval processes. Atkinson and Shiffrin model, Levels of processing view, neural network model. Forgetting – causes, curve, theories of forgetting. Mnemonics.

### **References:**

- Baron, R. A & Misra, G. (2014). Psychology (5th ed.). New Delhi: Pearson Education
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
- Weiten, W. (2008). Psychology themes and variations (8th ed.). USA: Wadsworth
- Plotnik, R., Kouyoumdjian, H. (2011). Introduction to Psychology (9<sup>th</sup> ed.). USA: Wadsworth.

**Additional reading:**

- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology. USA: Wadsworth
- Domjan, M. (2006). Learning and Behaviour (6th ed.). USA: Wadsworth.
- Meyer, G. E. (2008). Psychology. New Delhi: Pearson Education
- Morgan, King, Weisz, & Schopler. (1986). Introduction to Psychology (7th ed.). New York: McGrawHill companies.

**Teaching-learning strategies:**

Activities will be designed to teach the basic concepts of Psychology. Video presentations will be done. An assignment to prepare psychology dictionary will be assigned so that students have a better knowledge about the concepts.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS- GE 2: COGNITIVE PROCESSES

**Total hours: 75**

**Credits: 6**

**After completion of this course, the students should be able to:**

CLO 1. Infer factors affecting attention and various models of attention.

CLO 2. Exemplify types of attention.

CLO 3. Indicate methods of measuring absolute threshold.

CLO 4. Summarize different cognitive processes like reasoning, decision making, problem-solving and creative thinking.

CLO 5. Assess theories of language development.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	1	1			2	2		1	1			2	1			3
<b>CLO 2</b>	1	1			2	2		1	1			2	1			3
<b>CLO 3</b>	2				2	2										3
<b>CLO 4</b>	3	1		1	2	1	2	2		1		1	3			3
<b>CLO 5</b>	3				2			2		2			2			3

#### **Unit 1: Attention (20 Hours)**

Attention-factors affecting attention, span of attention, distraction of attention, division of attention, selective attention, shifting of attention. Models of attention- filter theory, attenuation theory, late selection theory, multimode theory, capacity and mental effort, schema theory.

#### **Unit 2: Sensation and Perception(20 Hours)**

Psychophysics- concepts-absolute threshold, difference threshold. Methods- method of limit, method of adjustment, method of constant stimuli. Difference threshold- Weber's law, Fechner's law, signal detection theory, subliminal perception.

Perceptual organization- central laws and peripheral laws. Gestalt principles- gestalt laws of perceptual organization, gestalt approach to figure ground segregation.

Depth perception- monocular cues-relative size, linear perspective, texture gradient, atmospheric perspective, interposition, motion parallax- binocular cues-convergence, retinal disparity

Visual illusion- Muller Lyer, Ponzo illusion, Ames room, the moon illusion and the Hermann grid. Extra sensory perception.

### **Unit 3: Thought(20 Hours)**

Basic elements of thought- concepts, propositions and images. Types of concepts, functions of concepts. Thinking and creativity-stages. Problem solving- stages and methods: trial and error, algorithm, mean end analysis, analogy. Meta cognitive processing. Reasoning- inductive and deductive reasoning. Decision making. Heuristics- availability, representativeness, anchoring and adjustment. Sources of error- role of mood states, mental set, beliefs, confirmation bias, hindsight and functional fixedness.

### **Unit 4: Language (15 Hours)**

Language-definition. Components of language development- phonological, semantic, syntax. How language conveys meaning- definitional theory and prototype theory. Theories of language development- social learning, Chomsky's view, Cognitive theory. Language and thought: Whorfian hypothesis.

### **References:**

- Baron, R.A. (2013). Psychology. 5th ed. India: Pearson Education.
- Goldstein, E.B. (2002). Sensation and Perception. 6th ed. USA: Wardsworth.
- Gleitman, H., Reisberg,D., Gross,J. (2007). Psychology. 7th ed. USA: W.W. Norton and Company.
- Mishra, B.K. (2008). Psychology: the study of human behavior. New Delhi: PHI Learning Private Ltd.
- Reigler, B.R., &Reigler, G.R. (2012). Cognitive Psychology: Applying the science of mind. 2nd ed. India: Dorling Kindersely.

### **Teaching-learning strategies:**

This paper explains various cognitive processes of humans. Activities for various cognitive processes will be assigned. Video presentations will also be done to have a better understanding of psychophysics and other concepts.

### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS-GE 3 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

**Total hours: 75**

**Credits: 6**

CLO 1: Understand the various Psychological phenomena.

CLO 2: Understand the ways in which humans differ.

CLO 3: Identify the determinants of Personality and Intelligence

CLO 4: Understand the key factors that affect human motivation.

CLO 5: Identify the factors influencing gender.

CLO 6: Developing sensitivity towards gender related issues

CLO 7: Apply knowledge of Intelligence theories for designing curriculum.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	1	1			2	2		1	1			2	1			3
<b>CLO 2</b>	1	1			2	2		1	1			2	1			3
<b>CLO 3</b>	2				2	2										3
<b>CLO 4</b>	3	1		1	2	1	2	2		1		1	3			3
<b>CLO 5</b>	3				2			2		2			2			3

### Syllabus:

#### Unit I: Emotion and Motivation (20 Hours)

Definition of emotions, primary and secondary emotions, biological basis of emotions. Components- theories of emotion- James-Lange, Cannon-Bard, Schachter-Singer. Cognitive Appraisal theory, Facial Feedback hypothesis. Emotional Intelligence- definition and components.



Motivation-definition of motivation, Biological motives: Hunger, thirst, sleep, sex. Types of motive: Social motives- Achievement, affiliation and power motives. Theories of motivation- Drive theory, incentive theory, opponent process theory, optimal level theory, goal setting theory, cognitive dissonance theory, expectancy theory, attribution theory. Maslow's hierarchy of needs.

### **Unit II: Personality(20 Hours)**

Definition of personality, Approaches – Type and Trait: cardinal, central and secondary dispositions, surface and source traits. Five Factor theory, Myers-Briggs theory. Psychoanalytic: Freud's theory of Personality – the structure of the mind- Id, Ego, Superego. Instincts: life and death instincts, Different types of anxiety and defense mechanisms. Psychosexual stages, Contributions of Neo Freudians in brief: Erikson, Jung, Adler, Horney, Erich Fromm. Humanistic: Rogers- the field of experience, the self as a process, self-actualizing tendency, personal power, congruence and incongruence, fully functioning person. Maslow- Hierarchy of Needs, self-actualization.

### **Unit III: Intelligence(20 Hours)**

Definition of intelligence, measuring intelligence- earlier attempts, Binet-Simon scale, IQ, distribution of IQ, Concept of intellectual deficiency and classification. Heredity and environment as determinants of intelligence. Assessment of intelligence and problems of IQ testing. Theories of intelligence: Traditional theories- Spearman, Thurstone, Cattell, Guilford. Recent theories of intelligence- Gardner, Sternberg.

### **Unit IV: Psychology of Gender (15 Hours)**

Understanding gender difference, Physical side of human sexuality: primary and secondary sex characteristics, psychological side of human sexuality: gender, gender roles and gender typing, biological and environmental origin of gender differences. Theories of gender role development: social learning theory and gender schema theory.

### **References:**

- Weiten, B. (2011). Psychology: themes and variations. USA: Wardsworth.
- Baron, R.A.(2013) Psychology. India: Dorling Kindersley.
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

**Additional reading:**

- Myers , 2010 Psychology (9th ed.). New York:Worth publishers.
- Plotnik, R.,&Kouyoumdjian, H (2008). Introduction To Psychology(9th ed.). USA: Cengage learning .

**Teacher-learning strategies:**

This paper examines psychology of emotion, motivation, intelligence and personality theories. Video presentations of different theorists and theories will be done. Reflective assignments will be assigned to facilitate better learning of concepts. Debates will be conducted on different topics so that students can have an in-depth knowledge about various aspects.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS GE-4 LIFESPAN DEVELOPMENT I

**Total hours: 75**

**Credits: 6**

**After completion of this course, the students should be able to:**

CLO 1. Understand various theories of development.

CLO 2: Explain the characteristics of each developmental period.

CLO 3: Demonstrate familiarity with the stages of prenatal development as well as the influences that can harm a child's physical and intellectual development.

CLO 4: Describe the determinants of development.

CLO 5: Design interventions and curriculum appropriate to the developmental needs of each individual.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>	3	1	2		2	2	1	2		1			2		1	2
<b>CLO 2</b>	3	1	2		2	2	1	2		1			2		1	2
<b>CLO 3</b>	2					2	2			1						2
<b>CLO 4</b>	2															
<b>CLO 5</b>				1	2	3		1		1						

#### **Syllabus:**

#### **Unit I: Introduction(20 Hours)**

Conceptualizing life-span perspective and its importance; characteristics of life-span perspective; nature of development- biological, cognitive, and socio-emotional; periods of development; developmental issues.

Theories of development: Psychoanalytic theories- Freud, Erikson; Cognitive theories- Piaget, Vygotsky, and informational processing theory; Behavioral and social cognitive theories- Skinner, Bandura; Ethological and ecological theories. Research in life-span- data collection method, research designs, time span of research.

## **Unit II: Prenatal development and birth (15 Hours)**

The course of prenatal development- Germinal, embryonic, and fetal period, the brain; prenatal diagnostic tests, Birth- the birth process, assessing the new born, preterm and low birth weight infants, prenatal environmental influences- teratogens, maternal factors.

## **Unit III: Infancy(20 Hours)**

Early sensory capacities- hearing, touch, taste, smell and vision. Physical growth and development- patterns of growth, height and weight, the brain, sleep, nutrition. Motor development- dynamic system view, reflexes, gross and fine motor skills. Cognitive development- Piaget's theory, conditioning, attention, memory, imitation and concept formation and categorization. How language develop.

Emotional development- early emotions, emotional expression and social relationship, temperament. Personality development. Social development- social orientation, attachment and its development, individual differences in attachment.

## **Unit IV: Childhood(20 Hours)**

**Early childhood-** Physical development; motor development; Cognitive development- Piaget, Vygotsky, and information processing; language development; emotional and personality development, Moral development.

**Middle and Late childhood-** Physical development, motor development, cognitive development- Piaget and informational processing; language development; emotional and personality development; moral development. Peer influence.

### **References:**

- Berk, L.E.(2017). Child development. 9<sup>th</sup> ed. Indian edition. Pearson's India education services
- Santrock, J.W.(2011). Life-span development. 13<sup>th</sup> ed. New Delhi: Tata Mc Graw Hill.

### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of Human development. Various learning strategies will be used to enhance the understanding of key developmental milestones and challenges faced in each developmental period. Learning environment fostering experiential learning will also be provided. The curriculum will be delivered through several pedagogical methods such as lectures, reflective learning, power point presentations, film reviews, case studies and classroom discussions.

**Assessment methods:**

Students will be assessed on their understanding of theoretical knowledge and their ability to apply this knowledge in real-life situations. Assessment methods such as formative and summative assessments, observation and / case study reports, seminar presentations will be used to evaluate the students.

## ELECTIVE 2: DISCIPLINE SPECIFIC ELECTIVE (DSE)

### BSPS-DSE1 HUMAN PHYSIOLOGY

**Total Hours: 75**

**Credits: 6**

**After completion of this course, the student should be able to :**

CLO1: Understand Cell Structure, Functions and Different Types of Muscles

CLO2: Understand the Composition and Functions of Blood

CLO3: Understand the Structure and Working of Human Heart

CLO4: Be Familiar with Respiratory System

CLO5: Be Familiar with Digestive System and its Working

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1			1	2	1		2		2				3			1
CLO 2	1		3		2		3		2			2				1
CLO 3			2		1		3				1		2			2
CLO 4		2			3			1			3		2			2
CLO 5	2			3			2			1				3		1

#### **Syllabus:**

#### **Unit I: Cell Physiology (15 Hours)**

The cell-structure and function, types-muscle cells, epithelial cells, connective tissue, muscle-skeletal, cardiac muscle, smooth muscle.

#### **Unit II : The Blood and Cardiovascular system and Respiratory system (20 Hours)**

Functions of Blood, composition of blood, blood cells-RBC (erythrocytes), WBC (leucocytes), Thrombocytes or platelets, heart- structure and function, the cardiac cycle, blood pressure and pulse-determinants of arterial blood pressure, methods of recording blood pressure.

The respiratory organ- nose, pharynx, larynx, trachea, bronchi, bronchioles, pulmonary alveoli, subdivision of lung air- lung volume, lung capacities and dead space air, Gaseous exchange & transport of Oxygen & Carbon dioxide.

### **Unit III :Digestive& excretory system(20 Hours)**

Digestive system: - Structure and function of alimentary canal –mouth, salivary glands, pharynx, esophagus, stomach, small and large intestine, rectum, pancreas, liver, digestion and intestinal absorption.

Excretory system:- The kidney- renal sinus, medulla, cortex, uriniferous tubules, nephron,renal capsule, proximal convoluted tubule, loop of Henle, distal convoluted tubule, Juxtaglomerular, collecting tubule, blood supply of the kidney, urine formation- glomerular filtration, tubular absorption, tubular secretion ,tubular synthesis.

### **Unit IV: Protection and Survival(20 Hours)**

Skin– anatomy of the skin, skin color-melanin, carotene, hemoglobin, abnormal colour- cyanosis, jaundice, hemochromatosis. Skin Appendages- glands, sweat gland, eccrine sweat glands, apocrine sweat glands, ceruminous sweat glands, mammary glands,sebaceous glands, hair, nail.Immune system–natural or innate, acquired or adaptive.

Reproductive system -structure and function of male and female reproductive system, menstrual cycle, testicular function.

#### **References:**

- Muthayya. N.M. (2010).Human physiology (4<sup>th</sup>ed.).New Delhi: Jaypee brothers medical publishers Pvt Ltd.
- Kumar.B.(2001).Humanphysiology(7<sup>th</sup>ed.).NewDelhi:Campusbooks International.

#### **AdditionalReading**

- Guyton,A.C.,Hall,J.E.(1996).Textbook Of Medical Physiology(9<sup>th</sup>ed.). Bangalore:PrismBooksPvtLtd.

**Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of human organ systems. Various learning strategies will be used to enhance the understanding of different organ systems and their functioning. The curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.



## BSPS – DSE2: PHYSIOLOGICAL PSYCHOLOGY

**Total Hours: 75**

**Credits: 6**

**After completion of this course, the student should be able to :**

CLO1: Understand Basic Principles of Genetics and Evolution

CLO2: Understand Chromosome Structure, Anomalies and Genes CLO3: Understand Visual system and Auditory System

CLO4: **Be Familiar with Olfactory System and Somatosensory System**

**CLO5: Be Familiar with Pain Physiology**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>			1	2	1		2		2				3			1
<b>CLO 2</b>	1		3		2		3		2			2				1
<b>CLO 3</b>			2		1		3				1		2			2
<b>CLO 4</b>		2			3			1			3		2			2
<b>CLO 5</b>	2			3			2			1				3		1

### Syllabus:

#### Unit I: Evolutionary & Genetic Perspectives of Behavior(20 Hours)

Physiological Psychology in brief, Evolution of behaviour– Darwin’s evolutionary theory ,commonmisconcepts about evolution. Mendalian genetics–Gene, genotype & phenotype, dominant & recessive gene, chromosomes & crossing over, structure of chromosomes, autosomes and sex –linked gene, mutation, gene and behaviour.

#### Unit II: Chromosomal Anomalies & Disorders (15 Hours)

Autosomal anomalies - Down syndrome, Edward Syndrome, Cri du chat Syndrome. Sex chromosomal anomalies- Klinefilters and Turner ssyndrome.

#### Unit III : Visual System , Auditory & Vestibular System (20 Hours)

Stimulus for vision – physical & psychological dimension, structure of eye, receptors in

retina, structure and processing on the retina, receptive field, colour perception, theories of colour perception, coding of colour, colour blindness, disorders of visual system, visual attention. Auditory system:— nature of auditory stimuli—physical & psychological dimension, anatomy & function of auditory system, pitch perception, disorders of auditory system. Vestibular system:—anatomy and function, disorders of vestibular system.

#### **Unit IV: Somato-Sensory, Olfactory & Gustatory System (20 Hours)**

Olfactory system:— nature of odour, anatomy and function of olfactory system, disorders of olfactory system, accessory olfactory system, vomeronasal sensation & pheromones. Somatosensory system— somatosensory receptors, neural coding for touch; pressure; temperature, kinesthetic— coding position & movement. Pain Stimuli, gate theory of pain, ways to relieving pain, sensitization of pain, disorders of somatosensory system. Gustatory system:—nature of taste stimuli, taste receptor— mechanism of taste receptor, taste coding in the brain, individual differences, disorders of taste system.

#### **References:**

- Levinthal, C. F. (1990). Introduction to physiological psychology (3<sup>rd</sup> ed.). USA: Pearson Education, Inc.
- Wagner, H., Silber, K. (2004). Physiological psychology. New York: BIOS Scientific Publishers.
- Wilson, J. F. (2003). Biological Foundation of human behaviour. U S A: Wadsworth Thomson learning, Inc
- Plomin, R., DeFries, J. C., McClearn, G. E., McGuffin, P. (2001). Behavioural genetics (4<sup>th</sup> ed). New York: Worth Publishers

#### **Additional Reading**

- Muhammed, J. (2005). Physiological psychology. New Delhi: APH Publishing corporation.
- Pinel, J. P. J. (2007). Basics Of Psychology. USA: Pearson Education, Inc.

#### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of sense organs. It also focus on basics of genetics, evolution and chromosomes. Various learning strategies will be used to enhance the understanding of structure and working of sense organs. Practising genetic crosses, both monohybrid and dihybrid will enhance better understanding of genetics. The

curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

### BSPS-DSE 3: NEUROLOGICAL PERSPECTIVES OF BEHAVIOUR

**Total Hours: 75**

**Credits: 6**

**After completion of this course, the student should be able to :**

CLO1: Understand Neuron Structure, Types, Nerve Conduction and Neurotransmitters

CLO2: Understand Organization of Central and Peripheral Nervous System

CLO3: Understand Structure and Functions of Spinal Cord

CLO4: Understand the Lobes of the Brain and Their Functions

CLO5: **Be Familiar with Endocrine system , Endocrine Glands and Hormones.**

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1			1	2	1		2		2				3			1
CLO 2	1		3		2		3		2			2				1
CLO 3			2		1		3				1		2			2
CLO 4		2			3			1			3		2			2
CLO 5	2			3			2			1				3		1

#### **Syllabus:**

#### **Unit I: Neuron and nerve impulse (20 Hours)**

Structure of a neuron, types: sensory, motor and inter neuron. Variation among neurons, glial cells and its function, the neuron at rest, action potential and its molecular basis. All or none law. The refractory period. Propagation of action potential, saltatory conduction, chemical events at synapse, excitatory post synaptic potential (EPSP), Inhibitory post synaptic potential (IPSP), neurotransmitters- types and function.

## **Unit II: organization of nervous system- CNS and PNS (20 Hours)**

Central nervous system- brain and spinal cord, forebrain- mid brain and hindbrain, spinal cord. Non-neural material in the CNS- Meninges, blood supply, blood-brain barrier, cerebrospinal fluid. Brain and reflex action

Peripheral nervous system- somatic and autonomic nervous system. Somatic nervous system- cranial and spinal nerves. Autonomic nervous system- sympathetic and parasympathetic nervous system.

## **Unit III: Neural basis of behavior(20 Hours)**

Cortical function- frontal lobe, parietal lobe, occipital lobe, temporal lobe. Concept of cortical dominance. Primary somatosensory cortex, motor cortex, visual cortex, auditory cortex, association area. Broca's and Wernick's area, language area, area of planning and thinking.

## **Unit IV: Hormones and behavior (15 Hours)**

Major endocrine glands and hormones, influence of hormones on behavior: growth, sexual behavior and stress.

### **References:**

- Garrett, B. (2011). *Brain and behavior- an Introduction to Biological Psychology*. 3<sup>rd</sup> ed. Canada: SAGE publications.
- Kolb, B., Whimsaw, I.Q. (2006). *An Introduction to Brain and behavior*. 3<sup>rd</sup> ed. USA: Worth Palgrave Macmillian.
- Pinel, J. P. J. (2006). *Biopsychology*. 6<sup>th</sup> ed. USA: Pearson Education.
- Levinthal, C.F. (1990). *Introduction to physiological psychology*. 3<sup>rd</sup> ed. USA: Pearson Education , Inc.

### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of nervous system and endocrine system. Teaching will enhance the understanding of the entire nervous system with detailed functions of lobes of the brain. Various learning strategies will be used to enhance the understanding of structure and working of central, peripheral nervous system and endocrine system. The curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS DSE 4 PSYCHOLOGICAL STATISTICS I

**Total hours: 75 hours**

**Credit: 6**

CLO 1: Understand the basic concepts in Psychological Statistics

CLO 2: **Compute various measures of Central tendency**

CLO 3: **Illustrate graphical representation of data.**

CLO 4: Identify the nature of Normal Probability curve and its relevance in Psychology.

CLO 5: Understand the application of Statistical methods in Psychology.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	2	3			2	2	2		2	3		2	3	2
CLO 2	3		2	2		3	2		2	3		3	2	2	3	2
CLO 3	2	3		2	3	3	2	3		3	2		2	2	3	3
CLO 4	3		3		3		2	2	2	3	3	3	3	2	3	3
CLO 5	3		3		3	2	3		3	3		3			2	3

### Syllabus:

#### Unit I: Introduction (20 Hours)

Nature of psychological data and psychological measurement. Descriptive and inferential statistics. Variables- discrete and continuous, quantitative and qualitative. Levels of measurement- nominal, ordinal, interval and ratio. Frequency distribution- frequency table: raw and grouped data, diagrams and graphs: pie diagram, histograms, frequency polygon, frequency curves, ogives.

#### Unit II: Measures of central tendency and variability (20 Hours)

Measures of central tendency-arithmetic Mean, weighted arithmetic , median, mode, geometric mean, harmonic mean.

Measures of variability- fractiles-quartiles, deciles, percentiles. Range, Quartile deviation, mean deviation, standard deviation and variance.

### **Unit III: Normal distribution (15 Hours)**

Characteristics, properties and assumptions. Measures of Skewness and Kurtosis.

### **Unit IV: Correlation and regression (20 Hours)**

Bivariate data. Concept of correlation- linear correlation, Pearson product moment correlation, Spearman's rank order correlation, scatter diagram.

Regression- meaning, purpose, applications in Psychology. Multiple regressions - forward, backward, stepwise: interpretation of values. Psychological implications.

### **References:**

- Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. 4th ed. New Delhi: Pearson Education .
- Gravetter, F. J., & Wallnau, L. B (2000). *Statistics for Behavioral Sciences*. Singapore: Wadsworth-Thomson

### **Teaching-learning strategies:**

Flipped classroom method will be followed where students will attend theory classes prior and problems will be solved during the class hours with the help of instructor.

### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS-DSE 5: BIOPSYCHOLOGY

**Total Hours: 75 Hours**

**Credit: 6**

**After completion of this course, the student should be able to**

: CLO1: Understand Homeostasis of Temperature ,Thirst and Hunger

CLO2: Understand Physiology of Sleep

CLO3: Demonstrate familiarity with Neuropsychological Disorders and Brain Imaging Techniques

CLO4: Understand Sexual Differentiation, Regulation and Sex Differences in

Brain CLO5: Describe the role of Limbic System in managing emotions.

CLO6: Explain Biological basis of Learning and Memory

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1			1	2	1		2		2				3			1
CLO 2	1		3		2		3		2			2				1
CLO 3			2		1		3				1		2			2
CLO 4		2			3			1			3		2			2
CLO 5	2			3			2			1				3		1
CLO 6	3			3				2			2		3			2

### Syllabus

#### Unit I: Motivation and regulation of internal states (20 Hours)

Homeostasis and allostasis, Thirst: osmotic and hypovolemic. Thirst and hypothalamic control.

Non-homeostatic drinking, temperature regulation : endotherm and ectotherm, poikilotherms and homeotherms, brain and temperature regulation.

Hunger: brain mechanisms- hypothalamus, set point, onset and offset of eating- central and peripheral mechanism, Insulin and Glucagon feedback system. Theories- glucostatic, thermostatic, lipostatic.



## **Unit II: Sleep and consciousness (20 Hours)**

Physiological measures of alertness and arousal, stages of sleep and brain mechanism, REM. Circadian rhythms and biological clock.

Neuropsychology- introduction, types. Neuropsychological disorders- epilepsy(grand mal epilepsy, petit mal epilepsy, focal epilepsy) Parkinson's disease, Huntington's disease, Multiple sclerosis, Alzheimer's disease. Brain imaging-CT, MRI, PET, CBF, EEG, lesioning and electrical stimulation of brain(ESB)

## **Unit III: Biological basis of sexual behavior and emotion (20 Hours)**

Sexual differentiation, sex hormones, sex differences in the brain, sexual response cycle. Regulation of sexual behavior.

Emotions- Role of Hypothalamus and limbic system in emotionality. Brain areas associated with emotion. Role of amygdala in emotion.

## **Unit IV: Biological basis of Learning and Memory (15 Hours)**

Learning and the nervous system, Hippocampus, Lashley's work, classical consolidation theory- hebbian synapse, habituation, long-term potentiation. Synaptic basis if learning. Amnesia.

### **References:**

- Corr, P.J. (2006). *Understanding Biological Psychology*. USA: Blackwell publishing.
- Kalat, J.W. (2009). *Biological Psychology*. 9<sup>th</sup> ed. USA: Pearson education, Inc.
- Wilson, J.F. (2003). *Biological foundation of human behavior*. USA: Wadsworth Thomson Learning, Inc.
- Pinel, J. P. J. (2006). *Biopsychology*. 6th ed. USA: Pearson Education.

### **Teaching-learning strategies:**

This paper presents an overview of the theoretical perspectives of homeostasis mechanisms in the body. Teaching will enhance the understanding of physiology of sleep, memory, emotions, learning and sexual behaviour in humans. Various learning strategies will be used to enhance the better understanding of neuropsychology and brain imaging techniques. The curriculum will be delivered through different pedagogical methods such as lectures, power point presentations, classroom discussions, and videos.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS - DSE 6: PSYCHOLOGICAL STATISTICS – I I

**Total hours: 75 hours**

**Credit: 6**

CLO 1: Demonstrate familiarity with hypothesis testing.

CLO 2: Apply and evaluate the use of Statistical tests in interpreting data.

CLO 3: Distinguish between parametric and non-parametric tests

CLO 4: Prepare and present statistical tables

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	2	2		3		2		2	3		3		2	3	2
CLO 2	3		2	2		3	2	2			3		2	2		2
CLO 3			2				2	3		3		3			3	3
CLO 4		3			3	3		2	2	3		3	3		3	3
CLO 5	3	3		3	3	2		2	3		2		3			3

### Syllabus:

#### Unit I: Hypothesis testing (15 Hours)

Introduction to hypothesis testing. The logic of hypothesis testing.

#### Unit II: Analysis Of Variance (20 Hours)

Basic assumptions. One way ANOVA. Partitioning of sum of squares. Applications in Psychology.

Two and three way ANOVA, Partitioning of sum of squares. Two way interaction, three way interaction. Different types of sum of squares.

ANCOVA. Basic assumptions. Basic conditions. Concept of covariate.

### **Unit III: Parametric and nonparametric tests (20 Hours)**

Importance of parametric and nonparametric tests. Chi-square, contingency coefficient: basic assumptions. Median test, Mann Whitney U test, Sign test, Wilcoxon matched pairs signed ranks test. SPSS.

### **Unit IV: Statistical tables(20 Hours)**

Presentation of statistical tables: Frequency table, t-table, ANOVA, ANCOVA, Regression etc.

#### **References:**

- Aron, A., Aron. R., & Coups, E. J. (2006). *Statistics for Psychology*. 4th ed. New Delhi: Pearson Education .
- Gravetter, F. J., & Wallnau, L. B (2000). *Statistics for Behavioral Sciences*. Singapore: Wadsworth-Thomson.

#### **Teaching-learning strategies:**

Flipped classroom method will be followed where students will attend theory classes via online mode and problems will be solved during the class hours with the help of instructor.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS DSE 7 EDUCATIONAL PSYCHOLOGY

**Total hours: 75 hours**

**Credit: 6**

CLO 1: **Demonstrate an understanding of the theoretical perspectives on Education.**

CLO 2: Identify the characteristics of pre-school to higher secondary students.

CLO 3: Describe student motivation and techniques for enhancing student motivation.

CLO 4: Understand the Concept of educating exceptional children.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>			1	2	1		2		2				3			1
<b>CLO 2</b>	1		3		2		3		2			2				1
<b>CLO 3</b>			2		1		3				1		2			2
<b>CLO 4</b>		2			3			1			3		2			2

### Syllabus:

#### Unit I: Introduction(20 Hours)

Nature and scope of Educational Psychology. Historical background. Contributions of Piaget, Vygotsky, Skinner, Rogers and Maslow, Dewey and Gardner on Education.

#### Unit II: Child development and learning(20 Hours)

Age-level characteristics and education- physical, social, emotional and cognitive characteristics of Pre-school to Higher secondary students. Role of teacher in each stages of education.

Learning: behavioral approach and social cognitive approach to learning. Objectives of instruction. Mastery learning. Behavior modification techniques.

#### Unit III : Motivation(20 Hours)

Behavioral, cognitive and humanistic approaches of motivation. Implication of achievement motivation and attribution theories. Techniques for enhancing student motivation. Classroom communication-verbal, non-verbal and unintended communication.

#### **Unit IV: Educating exceptional children (15 Hours)**

Education of gifted children, juvenile delinquent, learning disabled, mentally retarded, physically disabled, emotional and behavioral disordered. Role of special educator in dealing with exceptional children.

##### **References:**

- Bichler, R.F. & Snowman, J. (1990). *Psychology applied to teaching*. 6<sup>th</sup> ed. Boston: Houghton Mifflin company.
- Santrock, J.W., (2011). *Educational Psychology*. 4<sup>th</sup> ed. New Delhi: Tata Mc Graw Hill
- Woolfolk, A. (2004). *Educational Psychology*. 9<sup>th</sup> ed. New Delhi: Pearson.
- Seifert, K. & Sutton, R. (2009). *Educational Psychology*. 2<sup>nd</sup> ed. Zurich: Global Text.

##### **Teaching-learning strategies:**

This paper presents an overview about child development and learning. Case illustrations will be provided in order to facilitate experiential learning.

##### **Assessment methods:**

Assessment methods such as formative and summative assessments, case studies/observations, seminar presentations will be used to evaluate the students.

## BSPS -DSE 8: HEALTH PSYCHOLOGY

**Total hours: 75**

**Credits: 6**

CLO 1: Understand the theoretical models of health-behavior change.

CLO 2: Describe ways to change health habits

CLO 3: Understand stress and different ways of coping

CLO 4: **Apply the stress management techniques in real-life situations.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL O 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1			1	2	1		2		2				3			1
CLO 2	1		3		2		3		2			2				1
CLO 3			2		1		3				1		2			2
CLO 4		2			3			1			3		2			2
CLO 5	2			3			2			1				3		1

### Syllabus:

#### Unit I: Introduction to health Psychology (15 Hours)

Definition of health psychology, mind body relationship, need and significance of health psychology, biopsychosocial model v/s biomedical model.

#### Unit II: Health behavior and primary prevention (20 Hours)

Health behaviors, changing health habits- attitude change, cognitive- behavioral approach- health belief model, theory of planned behavior, transtheoretical model, protection motivation theory, social cognitive theory and attribution theory.

#### Unit III: Stress and Coping (20 Hours)

Stress, theoretical contributions to stress-flight-flight, selye's general adaptation syndrome, tend-befriend, psychological appraisal & stress, coping, stress management programmes.

#### **Unit IV: Psychosocial issues and management of advancing and terminal illness (20 Hours)**

Emotional response to chronic illness, psychosocial issues- continued treatment, issues of non traditional treatment, stages to adjustment to dying.

#### **References:**

- Taylor,E.S. (2006). Health Psychology (6<sup>th</sup> edition). Mc Graw Hill Companies, California.

#### **Teaching-learning strategies:**

This paper presents an overview about health Psychology. Panel discussion/debates/role plays will be assigned to students to teach the importance of learning healthy behaviors.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.



## ELECTIVE 3: SKILL ENHANCEMENT COURSE (SEC)

### BSPS- SEC1: SOCIAL BEHAVIOR

**Total Hours: 75 hours**

**Credits: 2**

CLO 1: Examine the concept of attitude formation

CLO 2: Apply principles of compliance in everyday life

#### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	3	2		2	2			3	1							3
CLO 2	3			1	2					3	2		3			3

#### Syllabus

##### Unit I: Social psychology and self (15 Hours)

What is social psychology. Historical perspectives. Self- what is self, self-esteem, self-awareness, self-presentation- making a good impression, ineffective self-presentation, self-handicapping.

##### Unit II: Attitude and attitude change(20 Hours)

Defining attitudes. Attitude formation. Attitude and behavior. Attitude change, persuasion. Resisting persuasion.

##### Unit III: Social influence and group influence(20 Hours)

Social influence- conformity: Asch's experiment, factors affecting conformity. Compliance- principles and tactics. Obedience- Milgram's experiment.

Group influence- groups: definitions, basic aspects of groups- roles, status, norms, cohesiveness. Characteristics of group. Types of groups.

#### **Unit IV: Pleasant social behaviors and unpleasant social behavior(10 Hours)**

Social relations: interpersonal attraction-Internal, external and interactive determinants of attraction.

Prosocial behavior: factors affecting prosocial behavior-Theories and steps-Ways to increase prosocial behavior.

Aggression-theories of aggression. Influences on aggression-Determinants of aggression-Prevention and control of aggression.

#### **UNIT 5: Applied Social Psychology (10 Hours)**

Social psychology of consumer behavior: social psychology and economic behavior:, applying social psychology to classroom, social psychology of health and illness, social psychology and political behavior, social sport and exercise psychology, social psychology and driving behavior,

#### **References:**

- Baron, R.A., Byrne,D., Branscombe, N.R. &Bharadwaj, G. (2010). *Social Psychology*. 12<sup>th</sup>ed. New Delhi: Pearson Education, Inc.
- Myers, D.G.(1990). *Social Psychology*. 3<sup>rd</sup>ed. New York: McGraw Hill, Inc.
- Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). *Social Psychology*. 12<sup>th</sup>ed. New Delhi: Pearson Education, Inc.
- Crisp,R.J&Turner,R.N. (2012). *Essential social psychology*. 2<sup>nd</sup>ed. New Delhi: SAGE South Asia Edition.

#### **Teaching-learning strategies:**

This paper examines group behaviour and various aspects of social behaviour. Group activities will be assigned. Students will be encouraged to conduct a social experiment to learn about group behaviour. Persuasion campaigns will be assigned. Role play will be done to demonstrate classic experiments in social psychology.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments,seminar presentations will be used to evaluate the students.

## BSPS SEC 2 PSYCHOLOGY OF LIFE STYLE

**Total hours: 75 hours**

**Credit: 2**

CLO 1: Demonstrate familiarity with the concept of Lifestyle Psychology

CLO 2 : Differentiate between health-compromising and health- enhancing behaviors

CLO 3: Identify the applied areas of Health Psychology.

CLO 4: Explain various interventions for smoking, alcoholism and problem drinking.

CLO 5: **Apply the understanding of theories of change for making healthy lifestyle choices.**

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>			1	2	1		2		2				3			1
<b>CLO 2</b>	1		3		2		3		2			2				1
<b>CLO 3</b>			2		1		3				1		2			2
<b>CLO 4</b>		2			3			1			3		2			2
<b>CLO 5</b>	2			3			2			1				3		1

### Unit I: Health(15 Hours)

Definition of health, health behaviors, changing health habits. Theories of change. Social-cognitive approaches to health and behavior change. Health-belief model.

### Unit II: Conceptualizing Lifestyle Psychology(20 Hours)

Lifestyle-diseases and behaviors. The rise of lifestyle models of disease. Measuring lifestyle behaviors. Socio-demographic influences on health and lifestyle. Modern lifestyles.

Lifestyles in daily life.

Lifestyle patterns, psychological principles of lifestyle behaviors-perception of risk, self-efficacy, implementation intentions, social norms, The Transactional Model and Motivational Interviewing, enjoyment. Establishing healthy habits and breaking bad habits- persuasion,

social marketing, socio-environmental factors and life course issues. . Ecological models of lifestyle change.

### **Unit III: Health behaviors(20 Hours)**

What are health behaviors?. An overview of practicing and changing health behaviors. Specific health-related behavior: Exercise; types and effects. Promoting exercise behavior. Interdisciplinary perspectives on Prevention. Exercise interventions.

Health- compromising behaviors- Alcoholism and Problem drinking. Psychological treatments for Problematic drinking behaviors. Preventive approaches to Alcohol abuse, nicotine addiction and smoking. Interventions to reduce smoking. Smoking prevention program.

### **Unit IV: Applied topics in Health Psychology(20 Hours)**

Pediatric health Psychology-definition. Prenatal and neonatal health care. Components of healthy lifestyle for children. Psychological approaches to assisting individuals diagnosed with Cancer- assessment and treatment. Overweight and obesity management- definitions and measurement. Behavioral and Cognitive-behavioral intervention components.

### **References:**

- Davey,G. (2011). *Applied Psychology*.UK: The British Psychological Society and Blackwell Publishing Ltd.
- Taylor,S.E. (2012). *Health Psychology*. 7<sup>th</sup> Ed. Delhi: Tata McGraw Hill Publishers.
- Thirlaway, K & Upton, D. (2009). *The Psychology of Lifestyle*.NewYork: Routledge.
- Khatoon, N. *Health Psychology*. (2012). Delhi: Dorling Kindersly

### **Teaching-learning strategies:**

This paper conceptualizes health psychology and explains health behaviours. Discussions will be conducted to help students understand the concept of healthy life. Video presentations will be done to demonstrate applied areas in health psychology.

### **Assessment methods:**

Assessment methods such as formative and summative assessments,seminar presentations will be used to evaluate the students. Assignments that facilitate reflective thinking will be assigned.

## BSPS SEC 3 FRONTIERS IN PSYCHOLOGY

**Total hours: 75**

**Credits:2**

**After completion of this course, the students should be able to:**

CLO 1: Classify applied areas of Psychology

CLO 2: Relate role and activities carried out in each applied areas of Psychology.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	3	2		2	2			3	1							3
<b>CLO 2</b>	3			1	2					3	2		3			3

### Syllabus :

#### Unit I: Psychology for empowerment(20 Hours)

Educational Psychology: - Definition. Meaning and definition of Learning disabilities.

Identification of learning disabled children, Remedial measures for some specific learning deficiencies.

Sports Psychology: Defining Sports Psychology. Outline the difference between sport psychology and exercise psychology, sport psychology as an academic field and as an applied profession.

Positive Psychology: Definition. Components of Positive Psychology, Western and Eastern perspectives in Positive Psychology. Positive traits, VIA classification of character strengths and virtues.

#### Unit II: Psychology for enhancing harmony(20 Hours)

Community Psychology: Definition, fundamental principles, seven core values in Community Psychology. Ecological level of analysis.

Environmental Psychology: Definition, scope of Environmental Psychology, environmental influences on human behavior and wellbeing.

### **Unit III: Evidence based practices in psychology(20 Hours)**

Military Psychology: Definition, intelligence and aptitude testing, psychological interventions in military contexts.

Forensic Psychology: Definition, research and practice careers in Forensic Psychology: Police and public safety Psychology, Legal Psychology, Family Forensic Psychology, Psychology of Crime and Delinquency, Forensic School Psychology, Victimology and victim services, Correctional Psychology.

Cyber Psychology: Definition, internet and trolling, seeking love online, studying in a multitasking environment, strategies for improving focus and handling distraction, persuasion and compliance online, Psychology of video gaming, Psychological applications of Virtual Reality, applied Cyber Psychology. The psychology of artificial intelligence.

Criminal psychology: Definition, offender profiling or criminal investigative analysis, interviewing, detecting deception & eye witness research. Assessment and treatment of offenders.

### **Unit IV: Applications in health related areas (15 Hours)**

Neuropsychology: Definition, branches, techniques in Neuropsychology, Neuropsychological assessment.

Psycho-oncology: Definition, evidence-based interventions.

Rehabilitation psychology: Definition, work environments of rehabilitation Psychologist.

Clinical Psychology: Definitions, Clinical Psychologist's roles, controversies, pros and cons of selecting clinical psychology as a career.

### **References:**

- Mangal, S.K. (2011), *Advanced educational Psychology*, Second ed., PHI learning: New Delhi, 11, 473-474,483-486
- Moran, A.P. (2012), *Sport and Exercise Psychology: A critical introduction*, Psychology Press: New York,3.
- Tod,D. (2014),*Sport Psychology: The basics*, Second ed., Routledge: New York,
- Baumgardner,S.R., Crothers, M.K., (2009),*Positive Psychology*, Dorling Kindersly: India,8-10

- Snyder,C.R., Lopez, S.J. (2007),*Positive Psychology*, SAGE publications: USA, 23,37
- Duffy,K.R., Wong,F.Y. (2003),*Community Psychology*, Third ed., Pearson education: USA, 27-40,
- Kloos,B.,Hill,J.,Thomas,E., et.al (2012),*Community Psychology*, Third ed., Cengage Learning:USA,18-32
- Steg,L., Groot,J.I.M.D., (2019), *Environmental Psychology: An introduction*, Second ed., Wiley: Hoboken,NJ,2,4,13-144
- Maheshwari,N., Kumar,V.V., (2016),*Military Psychology: Concepts, trends and interventions*, SAGE: Los Angeles, 33,183
- Bartol,C.R. , Bartol,A.M. (2019),*Introduction to Forensic Psychology*, Fifth ed., SAGE, UK, 73-82.
- Connolly,I.,Barton, M.P., Kirwan,G, (2016), *An introduction to Cyber Psychology*, First ed., Routledge: New York
- Bull,R., Cooke,C.,Hatcher,R. (2009),*Criminal Psychology*, Oneworld publications: England
- Breitbart,S.W., Buttow,N.P., Jacobsen, P.B. (2021),*Psychooncology*, Fourth ed., Oxford University Press: USA,385-561.
- Elias,L.J., Saucier,D.M. (2006),*Neuropsychology: Clinical and experimental foundations.*, First ed., Pearson: USA, 2-3, 71-93,457-459
- Golden, C.J. (1984),*Current topics in Rehabilitation Psychology*, Grune& Stratton: USA, 5-9.
- Carr, A., (2012),*Clinical Psychology: An introduction*, Florence: Taylor and Francis

### **Teaching-learning strategies:**

This paper presents an overview of different applied areas in Psychology. Various pedagogical methods can be used such as discussions, debates, video presentations and activities.

### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS-SEC 4: RESEARCH METHODOLOGY

**Total Hours: 75**

**Credits: 2**

CLO 1: Describe the research process.

CLO 2: Understand quantitative and qualitative method of data collection.

CLO 3: **Distinguish between reliability and validity.**

CLO 4: Develop theoretical knowledge about Psychological testing.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO1</b>			1	2	1		2		2				3			1
<b>CLO 2</b>	1		3		2		3		2			2				1
<b>CLO 3</b>			2		1		3				1		2			2
<b>CLO 4</b>		2			3		1				3		2			2

### Unit I: Introducing Research Methodology (15 Hours)

Psychology as a science -objectives of science, Steps in scientific research, Data collection methods in Psychology -Observation, interview ,case study , survey, content analysis.

### Unit II: Research Process(20 Hours)

Research process- formulating a research problem, variables- dependent, independent, extraneous, Hypothesis- types of hypothesis, Sampling- need for sampling, fundamentals of sampling, factors influencing decision to sampling, sampling strategies in qualitative and qualitative research, sampling error. Reporting research. Ethics in Psychological research.

### Unit III: Qualitative research methods(20 Hours)

Nature of qualitative research-main steps, theory and research, reliability and validity for qualitative research. Sampling in qualitative research. Data collection methods in qualitative research. Qualitative data analysis.



#### **Unit IV: Introduction to Psychological testing(20 Hours)**

Definition of psychological test, characteristics, difference between psychological test and assessment, difference between psychological test and measurement, classification, uses and administration of psychological test; Concepts of reliability and validity.

#### **References:**

- Flick, U. (2011). *Introducing Research Methodology*. New Delhi: Sage Publications.
- Singh, A.K. (2010). *Tests, measurements and Research Methods in behavioral sciences*. New Delhi: Bharathibhawan.
- Jones, S&Forshaw, M.(2014). *Psychology Express: Research Methods in Psychology*. New Delhi: Pearson Edition.
- Hussain, A.(2012). *Psychological Testing*. New Delhi: Pearson Edition

#### **Additional reading:**

- Kothari, C.R.(2009). *Research Methodology- Methods & Techniques*. (2<sup>nd</sup> ed.). India : reproto India Limited.
- Evans, A.N&Rooney, B.F.(2008). *Methods in Psychological Research*. USA: Sage Publications
- Chawla, D&Sondhi, N.(2011). *Research Methodology- Concepts & cases*. New Delhi: Vikas Publishers.

#### **Teaching-learning strategies:**

This paper familiarizes research methodology. A series of sessions by experts will be provided explaining basics of research, steps involved and analysis.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.

## BSPS SEC 5: COUNSELLING PSYCHOLOGY

**Total Hours: 75**

**Credits: 2**

**After completion of this course, the students should be able to:**

CLO 1. **Paraphrase the process of counselling**

CLO 2: **Compare theoretical approaches to counselling**

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSO s)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	3	2		2	2			3	1			3			3	3
<b>CLO 2</b>	3		3	1	2		3		3	3	2		3		3	3

### **Unit I: Counselling and Guidance(20 Hours)**

Counseling- definition, scope, history and current trends. Ethical principles: Autonomy, Beneficence, Non-maleficence, Justice and fidelity. Fundamental precepts of counseling; goals of counseling. Basic counseling skills.

Guidance- Definition, characteristics and goals of guidance, difference between guidance and counseling.

### **Unit II: Content and process in Counselling(15 Hours)**

Stages of counseling: Initial Disclosure; In-depth exploration; commitment to action.

Termination and follow – up. Variables affecting the counselling process: Seriousness of the presenting problem, structure, initiative, physical setting, Client qualities, personal and professional qualities of an efficient counsellor; Tactics used in counselling - immediacy, self-disclosure, confrontation, affirmation, paraphrasing, reassurance, humor.

### **Unit III: Approaches to Counselling and important areas in counselling (20 Hours)**

Psychoanalytic approach- Freud’s theory, Behavioristic approach- Skinner and Pavlov’s theory and Humanistic approach- Rogers and Maslow’s theory, Brief Counseling approaches.

Important areas in counselling: Group Counselling, Counselling Families, School Counselling, Career Counselling, Premarital counselling, Marriage and couple Counselling, Abuse and disability counselling. Peercounseling

#### **Unit IV: Counseling with diverse population(20 Hours)**

Counselling the aged population: old age and their needs, counselling the aged. Gender based counselling: Counselling men and women. Counselling and sexual orientation: Counselling with gays, lesbians, bisexuals and transgenders.

#### **References:**

- Ethical Principles of Psychologists and Code of Conduct (2017). USA: American Psychological Association.
- Gladding, G. T. (2011). Counselling- A Comprehensive Profession.(6th ed.)  
Dorling Kindersley India Pvt. Ltd: New Delhi, 3,71,92,192,202,288,314,383
- Patterson, Lewis, E. (1999). Counselling Process. (5th ed). USA: Thomson Asia Pvt.Ltd
- Rao, N. S., &Shajpal, P.(2013). Counselling &Guidance .(3rd ed). New Delhi: Tata Mc Grow Hill Publishers
- Reeves, A. (2013). An Introduction to Counselling and Psychotherapy. New Delhi: Sage Publishers
- Corey, G. (2009). Theory and Practice of Counselling and Psychotherapy (8th ed.),  
United Sates: Thomson books

#### **Additional Reading:**

- Jones, R. N. (2008). Counselling Skills - A Helper's Manual. (2nd ed). London: Sage Publications
- Gibson, R. L & Mitchell, M. H.(2003). Introduction to Counselling and Guidance (6th ed.). USA: Pearson Education.Inc.
- Kottler, J. A., & Shepard, D.S (2009) Counseling- Theories and Practices. New Delhi: Cengage Learning India Private Limited.

**Teaching-learning strategies:**

This paper explains the counselling process. To help students understand counselling process, a role play will be incorporated into the curriculum where each student can play the role of a therapist and client. Techniques in each theoretical perspective will be taught through activities or giving worksheets. Lecture series on different theoretical perspectives of counselling will be scheduled with experts.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students. Assignments that facilitate reflective thinking will be assigned

## BSPS-SEC 6 ORGANIZATIONAL BEHAVIOR

**Total hours: 75**

**Credits: 2**

**After completion of this course, the students should be able to:**

CLO 1: Examine the concept of work motivation

CLO 2: Apply stress management techniques in workplace

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
<b>CLO 1</b>	3	2	3	2	2		2	3	1	2		3		3		3
<b>CLO 2</b>	3	3		1	2		3	2		3	2		3	3		3

### Syllabus:

#### Unit I: Introduction (15 Hours)

Definition, relation to other fields, Nature- organizations as social systems, fundamental assumptions. Brief history of organizational behavior. The organizational context- organizations as systems, formal and informal organization.

#### Unit II: Organizational Processes, structure and culture(20 Hours)

Basic dimensions of organization: Hierarchy of authority, span of control, division of labor, line versus staff position, decentralization. Departmentalization- functional, product and matrix organization. Organizational design- Mintzberg's framework, vertically integrated and team based organizations. Inter organizational design- boundaryless organizations, conglomerates, strategic alliances. Definition of organizational culture, role of culture in organization, forms of organizations, how employees learn culture, creating a positive organizational culture, performance feedback

#### Unit III: Work Motivation(20 Hours)

Meaning and definition. Components of motivation. Motivation and work behavior- internal needs and external incentives. Theories of work motivation: content theories- Manifest need theory, learned theory, hierarchy of needs, ERG theory, two factor theory, self-determination theory. Process theories- Operant conditioning theory, Vroom expectancy theory, Potter-

Lawler expectancy theory. Contemporary theories of work motivation: Equity theory, attribution theory, goal setting theory, reinforcement theory, self-determination theory, self-efficacy theory.

#### **Unit IV: Wellbeing at work(20 Hours)**

Stress- definition, sources of stress at work, consequences of stress- performance and health benefits, individual distress, organizational distress, Psychological Capital (PSYCAP), Preventive stress management.

#### **References:**

- Greenberg, J.(2011). *Behavior in Organizations* (10<sup>th</sup> ed). Pearson education: USA
- Nelson, D.L., & Quick, J.C,(2000). *Organizational behavior- foundations and challenges*. 3<sup>rd</sup> ed. Thomson learning: Chennai,7,96,104
- Luthans, F.(2011). *Organizational behavior- an evidence based approach*. 12<sup>th</sup>ed. , McGraw Hill Book Co. :USA
- Robbins, S.P. &Judge,T.A (2013) . *Organizational behavior* . 15<sup>th</sup> ed., Prentice Hall: India

#### **Teaching-learning strategies:**

This paper presents an overview of human behaviour in organizations. To develop a deeper knowledge about various concepts in organizational behaviour, a field trip to any organization can be planned. An interview with organization head will help students understand the basic components and organogram of an organization and its organizational culture. Video presentation will also assist students in gaining information about how different organizations function. Team building activities can be assigned to teach the concept of group dynamics. Students will be encouraged to engage in role play to teach them how different employees work in an organization, types of conflict that might arise and how to resolve such conflicts.

#### **Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students. Assignments that facilitate reflective thinking will be assigned.

## BSPS SEC 7: PERSONAL EFFECTIVENESS

**Total hours: 75**

**Credit: 2**

CLO 1: Understand the various perceptual processes.

CLO 2: Describe various Personality theories

CLO 3: Explain the concept of intelligence.

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO 1	1	3			1			2		3				2		2
CLO 2	1				1			2		3			2			1
CLO 3		3			2	1		2			3		2			1

### Syllabus

#### Unit I: Basics of Psychology (15 Hours)

Introduction to Psychology, perception, attention, intelligence, personality, motivation, group dynamics.

#### Unit II: Perception(20 Hours)

Perception: perceptual organization, figure ground perception. Applications in various professional fields. Attention: concentration, span of attention, division of attention, memory. Application of various techniques in professional fields.

#### Unit III: Intelligence(20 Hours)

Intelligence: concept, intelligence quotient (IQ), emotional quotient (EQ), Spiritual quotient (SQ), social maturity, multiple intelligence. Assessment and interpretation.

#### Unit IV: Personality(20 Hours)

Personality: concepts: different schools- Psychodynamic, behavioristic, humanistic and existential. Assessment and interpretation.

#### References:

- Wallace, H.R. Masters, A.N. (2001). Development for work and life. Australia: Thomson.
- Haris, T.A. (1986). I'm OK, You are OK. London: Penguin.
- Pareek, U. (1996). Training instruments for HRD and OD, Jaipur.
- Baron, R.A. (2010). *Psychology*. 5<sup>th</sup> Edition. India: Pearson.

**Teaching-learning strategies:**

This paper presents an overview of different applied areas in Psychology. Various pedagogical methods can be used such as discussions, debates, video presentations and activities.

**Assessment methods:**

Assessment methods such as formative and summative assessments, seminar presentations will be used to evaluate the students.



