Government of Karnataka

Curriculum Framework for Undergraduate Programme in Colleges and Universities of Karnataka.

5th and 6th Semester Model Syllabus for BA/BSc in Psychology

Submitted to

Vice Chairman

Karnataka State Higher Education Council
30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

Model Curriculum

of

BA/BSc

in

Psychology

5th Semester

Karnataka State Higher Education Council

Government of Karnataka

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

Course Pre-requisite(s):

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

CO1. Understand the nuances of Corporate psychology

CO2. Apply the principles of leadership, training and teams in industrial and corporate sectors

CO3. Integrate principles of social Psychology and general psychology for enhancing efficiency in corporates

CO4. Formalise L & D and Training modules for corporates

Theory Contents	**60 Hrs**
Chapter 1: INTRODUCTION TO CORPORATE PSYCHOLOGY	**15 Hrs**

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

Chapter 2: LEADERSHIP AND CHANGE	**15 Hrs**

- Meaning, definition, personal characteristics of a leader, approaches, styles, functions, problems of leadership, women in management, cultural differences.
- Emerging approaches to leadership – substitutes and enhancers for leadership, self – leadership and super leadership; coaching and the other approaches.
- Nature of empowerment and participation – what is empowerment, what is participation, why is

participation popular, benefits of participation, how participation works, programs for participation, important consideration in participation.

Chapter 3: ORGANISATIONAL DYNAMICS	**15 Hrs**

- Organizational communication – Introduction, types, interpersonal communication, improving employeecommunication skills.
- Social Perception and Attribution. Managerial implications of social perception, impression formation and its management. Values- organizational values and work values.
- Learning and motivation in corporates
- Job Satisfaction- influences, outcomes and consequences.
- Organizational Commitment - Outcomes. OCBs.

Chapter 4: ORGANIZATIONAL CHANGE AND DEVELOPMENT	**15 Hrs**

- Organizational change - need and benefits, strategies for change. Theories for planned change - Lewin, action research, general mode of planned change.
- Defining organizational development (OD), characteristics of OD, evolution of OD.
- The OD practitioner, client-consultant relationship. Ethics in OD, recent trends in OD.
- Case studies. Issues faced in OD - power politics and organization development.
- Work change, the nature of work change, responses to change, costs and benefits; resistance to change, nature and its effects, reasons for resistance, types of resistance, possible benefits of resistance; implementing change successfully.

References

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

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

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

Practical Content

(Minimum 08 Practical to be conducted)

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

STATISTICS: Median Test

Government of Karnataka

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

Course Pre-requisite(s):

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

CO1. Understand the subject matter of health psychology.

CO2. Understand the correlates of pain, illness and its management.

CO3. Understand the impact of stress on health.

CO4. Have awareness about health enhancing and compromising life styles.

CO5. Attain and maintain one's health through coping strategies and interventions.

Theory Contents	**60 Hrs**
Chapter I INTRODUCTION TO HEALTH PSYCHOLOGY AND HEALTH BEHAVIOUR	**15Hrs**

a) Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive and physical aspects**.** Health and Quality of life.

b) Health Psychology: Introduction; Need for the field of health psychology; History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.

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

Chapter II HEALTH ENHANCING AND COMPROMISING BEHAVIOUR	**15 Hrs**

a) **Theories of Health behaviors:** Theories of planned behaviour, The health belief model and their implications.

b) **Health compromising behaviors:** Substance abuse, over eating and obesity

c) **Health enhancing behaviors:** Physical Exercise, Maintaining healthy diet, sleep and hygiene.

d) **Adherence:** Meaning and factors predicting adherence.

Chapter III STRESS AND HEALTH	**15 Hrs**

a) Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.

b) Effects of stress on health: Stress and immune system, Role of stress in CHD, Hyper tension and Diabetes.

c) Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive

therapy-music, art and dance **d) Positive psychological interventions** - gratitude, forgiveness, savoring, patience, creativity.

Chapter IV MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS	**15 Hrs**
a) Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain, individual differences and socio-cultural differences in reaction to pain. **b) Management of chronic and terminal Illness** - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying – the issue of non-traditional treatment. **c) Alternatives to hospital care** – Hospice or home care; Psychological management of terminally ill.	

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

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

Practical Content

(Minimum 8 Practical to be conducted)

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

10. CMI Health Questionnaire (N.N. Wig,Parshad and S.K. Verma)

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

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

STATISTICS: One way ANOVA - Independent or Uncorrelated Score

Government of Karnataka

Program Name	**BA/BSc in Psychology**	Semester	**Fifth Semester**
Course Title	**Social Psychology (Theory)**		
Course Code:	**PSY C13-T**	No. of Credits	**4**
Contact hours	**60 Hours**	Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**	Summative Assessment Marks	**60**

Course Pre-requisite(s):

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

CO1. Develop an understanding of the individual in relation to the social world.

CO2. Introduce students to realm of social influences on behaviour.

CO3. Understand the various social issues prevalent.

CO4. Know the significance of Interpersonal Relationship.

CO5. Sensitize the students about Social issues.

Theory Contents	**60 Hrs**
Chapter I SOCIAL PSYCHOLOGY, SOCIAL PERCEPTION AND SOCIAL COGNITION	**15 Hrs**

Introduction:

a) Social Psychology: definition, nature and scope of social psychology.

b) Social perception: non-verbal communication; impression formation and management.

c) Social Cognition: schemas, heuristics and automatic processing and errors.

d) Interdependent Relationship: family, friendship and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Chapter II UNDERSTANDING AND EVALUATING THE SOCIAL WORLD	**15 Hrs**

a) Attribution: theories of attribution - Fritz-Heider's theory, Jones and Davis theory, Kelly's theory;

b) Attitudes: definition and components, attitude-behaviour link; attitude formation and strategies for attitude change, measurement of attitudes.

c) Prejudice: meaning, definition, growth, techniques for counteracting its effects.

d) Stereotype meaning, gender stereotype, glass ceiling and discrimination.

Chapter III SOCIAL INTERACTION AND INFLUENCE	**15 Hrs**

a) Formation and influence of groups: conformity- Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, co-operation, conflict, techniques to resolve conflicts.

b) Pro-Social Behaviour- Latane and Darley's 5 crucial steps of n to an emergency, situational factors

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

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

Government of Karnataka

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

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

CO1. understand the fundamental concepts of positive psychology and happiness.

CO2. understand health related branches and different perspectives with reasons and measurements.

CO3. know about the bouncing back means in life when confronted with adversity in life.

CO4. understand the importance of relationship to lead a happy life.

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

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

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

Government of Karnataka

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

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

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

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

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

Theory Contents	**45 Hrs**
Chapter I INTRODUCTION TO EDUCATIONAL PSYCHOLOGY:	**15 Hrs**
a) Meaning and definition: nature, scope and functions of educational psychology. **b) Effective teaching skills:** professional knowledge and skills, commitment and motivation. **c) Research in Educational Psychology:** programme evaluation research, action research and teacher as a researcher. Strategies for becoming an effective teacher researcher. **d) Indian Psychology and its contribution to education:** introduction: fundamentals of Indian psychology-sources (8 points). Psychology of sankhya and yoga-spontaneous activities of mind stuff. Impairments or yoga sutra klesha - 5 types, trigunas.	
Chapter II MANAGING THE CLASSROOM AND SPECIAL EDUCATION	**15 Hrs**
1. MANAGING THE CLASSROOM **a)** Need for effective management of classroom. **b) Creating a positive environment for learning -** general strategies, creating, teaching and maintaining rules and procedures. Getting students to co-operate. **c) Dealing with problem behaviour** - Management strategies and dealing with aggression. **2. SPECIAL EDUCATION** **a) Introduction:** meaning and definition, nature and characteristics of special education. **b) What is special about special education: Considerations-** subject, curriculum, methodology, placement, human resource. Objectives of special education.	
Chapter III ICT AND E-LEARNING	**15 Hrs**
a) Information and Communication Technology - meaning, origin and growth of ICT. Traditional	

and modern ICTs. Adviantages and limitations. **b) E-Learning and Virtual Classroom: e-learning -** meaning, nature and characteristics of e-learning. Modes and styles of e-learning. Advantages, limitations, drawbacks of e-learning. **c) Virtual Classroom: Modus operandi -** Advantages, drawbacks and limitations.	

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

Government of Karnataka

Program Name	**BA/BSc in Psychology**	Semester	**Fifth Semester**
Course Title	**Assessing Childhood Problems (Theory + Practical)**		
Course Code:	**PSY V1.1-T**	No. of Credits	**3 (2+1)**
Contact hours	**30 Hours**	Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**	Summative Assessment Marks	**60**

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

CO1. understand the different levels of intellectual disabilities.

CO2. understand eating and behavioural disorders in childhood.

CO3. know the assessment of disorders in childhood.

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

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

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

Practical Content

(Minimum 4 Practical to be conducted)

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

Government of Karnataka

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

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

CO1. Understand the approaches and interventions of psychotherapy.

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

Theory Contents	**30 Hrs**
Chapter I INTRODUCTION AND PSYCHOTHERAPY	**15 Hrs**

a) Introduction: meaning, nature, characteristics, scope of psychotherapy. Ethics in child therapy. Laws related to childhood: juvenile justice, child labour act, POCSO

b) Psycho-Analytic Approach: parent-infant psychotherapy, Mentaliseren, Bevorderende Kinder Therapy (MBKT).

c) Attachment based interventions: dyadic developmental psychotherapy, circle of security, attachment and behavioural catchup

Chapter II PLAY AND OTHER THERAPEUTIC INTERVENTIONS	**15 Hrs**

a) Plays as medium - Toys as tools. Sand and water play. Benefits of play therapy

b) Therapeutic Activities - art, music, bibliotherapy.

c) Interventions - cognitive therapy, cognitive behavioural therapy, REBT, stress inoculation therapy, problem solving therapy, psycho education therapy, social skills training.

References	
1	e Source

Course Title	**Child Therapeutic Techniques (Practical)**	Practical Credits	**1**
Course Code	**PSY V2.1-P**	Contact Hours	**30 Hours**

Practical Content

(Minimum 4 Practical to be conducted
Checklist and activity based)

1. Anger Rating Stop Signs
2. Cyber Bullying
3. Why I am Grateful
4. My Fears.
5. Coping with Holidays
6. Anger Coping Steps

References

1	**e-source : activity based on worksheets**

Model Curriculum

of

BA/BSc

in

Psychology

6th Semester

Karnataka State Higher Education Council

Government of Karnataka

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

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

CO1. Impart knowledge about the difference between the concepts of normality and abnormality to dispel myths regarding abnormality.

CO2. Familiarize students with criteria and classification of psychological disorders.

CO3. Provide an overview of the symptoms and etiology of various psychological disorders.

CO4. Introduce students to different perspectives regarding the causation of mental illnesses.

CO5. Familiarize students with a conceptual overview of abnormal behaviour.

Theory Contents	**60 Hrs**
Chapter I UNDERSTANDING ABNORMALITY	**15 Hrs**
Introduction: Meaning and definitions of abnormality, criteria of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive -behavioural and Humanistic models. Classification of mental disorders –DSM and ICD. Mental status examination, Mental health care act 2017.	
Chapter II CLINICAL PICTURE AND ETIOLOGY OF ANXIETY DISORDERS	**15 Hrs**
a) Anxiety based disorders: The anxiety based response patterns; Phobic disorders; Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder(GAD); Somatoform disorders; Hypochondriasis; conversion disorders. **b) Dissociative disorder** - psychogenic amnesia, fugue; dissociative identity disorder: causes Biological, Psychological and Socio-cultural factors. (Diagnostic criteria/ Clinical features and causes & treatment). **c) Trauma and Stressors - Related Disorders:** PTSD and acute stress disorder.	
Chapter III SCHIZOPHRENIA AND DELUSIONAL DISORDER	**15 Hrs**

a) Schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio-cultural factors. **b) Delusional disorder**: diagnosis, clinical picture and its causal factors. **c) Bipolar and related disorders**: biploar disorder i disorder, biploar disorder ii disorder and cyclothymic disorder.	
Chapter IV PERSONALITY DISORDERS AND PARAPHILIAS	**15 Hrs**
Personality disorders: cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant and dependent personality disorder). Obsessive-Compulsive Personality Disorder. **Paraphilic disorders**: as per DSM -5 (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.	

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

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

(Minimum 8 Practical to be conducted)

1. Multiphasic Questionnaire (H.N.Murthy)
2. Family Pathology Scale (V. Veeraraghavan and A. Dogra)
3. Bell's Adjustment Inventory
4. IPAT Anxiety Scale
5. Obsessional Compulsive Inventory Revised (OCI-R) Foa, E.B, Huppert, J.D.,Leiberg, S et. al
6. Cohen'S Perceived Stress Scale
7. Defence Mechanism Inventory (N R Mrinal & Uam Singhal)
8. Behavioural Deviance Scale (N. S. Chauhan and Saroj Aurora)
9. Alcohol and Drug Attitude Scale (Sunil Saini & Sandeep Singh)
10. Beck Depression Scale
11. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
12. Narcissism Scale (Sagar Helode, Basir Hassan and R. D. Helode)

STATISTICS: Chi Square

Government of Karnataka

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

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

CO1. Understand the nature, objectives and functions of HRM.

CO2. Understand the processes of selection and tools of training.

CO3. Know the tools of performance appraisal in work setting.

CO4. Know the application of electronic in HR and management of international HR.

Theory Contents	**60 Hrs**
Chapter I	**14 Hrs**

INTRODUCTION:

Human Resource: meaning. management: definitions. nature and meaning of human resource management. definitions and importance. difference between personal management and hrm. characteristics, objectives, importance and scope of HRM. Functions of HRM – A) Managerial B) Objective C) Advisory and supportive functions.

Chapter II	**16 Hrs**

SELECTION AND TRAINING:

i) SELECTION: Meaning and Nature. Definitions, Characteristics, Objectives and importance of Selection. Process and Tests used in Selection. Interview: Meaning and Types. Limitations of Interview.

ii) TRAINING: Meaning, Definitions, Nature and Characteristics of Training. Purposes and Benefits of Training. Methods /approaches to training- classroom/lectures , conferences, films, Vestibule training, apprenticeship, Computer Assisted Instruction(CAI)Net Based training, In basket training, Role Playing, Executive Coaching.

Chapter III	**15 Hrs**

PERFORMANCE APPRAISAL:

Meaning and Definition of Performance Appraisal**.** METHODS – A) Traditional method – Ranking, Paired Comparisons, Grading, Forced Choice, Checklist methods, Critical Incident method, Essay method. B) Modern Methods – Behaviour Anchored Rating Scale (BARS), Management by Objectives(MBO). 360*

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

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

Course Title	**Human Resource Management (Practical)**		Practical Credits	**2**
Course Code	**PSY C17-P**	Contact Hours	**60 Hours**	
Formative Assessment	**25 Marks**	Summative Assessment	**25 Marks**	

Practical Content

(Minimum 8 Practical to be conducted)

1. Long Employee Attitude Scale (H. C. Ganguly)
2. Occupational Self Efficacy Scale (OSES- UpindharDhar, Sanjyot Pethe, Sushma Chaudhury)
3. Organizational Climate Inventory (Som Nath Chattopadhyaya and K.G. Agarwal)
4. Organizational Culture Scale (Santhosh Dhar and Upinder Dhar
5. Vocational Interest Record (VIR Kulshrestha)
6. Work Motivation Questionnaire (Dr K G Agarwal)
7. Occupational Stress Index (Srivastava, A. K., & Singh, A. P)
8. Employee Mental Health Inventory (Jagadish)
9. Maslach Burnout Inventory
10. Quality of Work Life Scale (Santhosh Dhar, Upinder Dhar and Rishu Roy)
11. FIRO – B (William Schultz)
12. Team Effectiveness Scale (Upinder Dhar and Santhosh Dhar)

STATISTICS: One Way ANOVA - Correlated Scores

Government of Karnataka

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

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

CO1. Understand the nature of individual organizational behaviour towards oneself, organization and the contribution to society.

CO2. Understand differences in skills, stress and management of the skills.

CO3. Know the tools of training and performance appraisal in work setting.

CO4. Understand structure and design of organization.

Theory Contents	**60 Hrs**
Chapter I INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY	**15 Hrs**

Nature of organizational psychology, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.

Chapter II INDIVIDUAL DIFFERENCES: PERSONALITY, SKILLS AND ABILITIES, STRESS	**15 Hrs**

a) PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality-Achievement motivation.

b) ABILITIES AND SKILLS: Intelligence, physical abilities, social skills.

c) STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

Chapter III PERCEPTION AND LEARNING	**15 Hrs**

a) Social Perception and Social Identity: Attribution Process. Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal.

b) Learning: Operational Conditioning- Learning through Rewards and Punishments. Training-varieties of

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

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

Government of Karnataka

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

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

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

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

CO3. Understand coping and intervention strategies to manage stress.

Theory Contents	**45 Hrs**
Chapter I INTRODUCTION	**15 Hrs**

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

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

Chapter II ANXIETY, STRESS AND MOOD RELATIONSHIPS	**15 Hrs**

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

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

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

Chapter III COPING AND INTERVENTION STRATEGIES IN SPORT	**15 Hrs**

a) Coping strategies in Sport - Conceptual framework for Coping Strategies and Styles. Measurement of

coping skills. Dynamic Nature of coping styles and strategies. Factors enhancing coping styles (Smith 1999- includes 5 different factors) and Coping effectiveness.

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

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

Government of Karnataka

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

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

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

CO2. Understand the skills of rehabilitation psychologist.

CO3. Understand different types of disabilities and reasons.

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

Theory Contents	**45 Hrs**
Chapter I INTRODUCTION	**15 Hrs**

a) Rehabilitation psychology

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

b) Competencies of rehabilitation psychologist

- Types: core competencies, professional competencies.

c) Scope of rehabilitation psychologist.

d) Services of training programme for rehabilitation psychologist.

Chapter II DISABILITY	**15 Hrs**

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

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

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

Chapter III INTERVENTIONS	**15 Hrs**

a) Concepts and need for early intervention.

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

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

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

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

Government of Karnataka

Program Name	**BA/BSc in Psychology**	Semester	**Sixth Semester**
Course Title	**School Guidance and Counselling (Theory + Practical)**		
Course Code:	**PSY V2.1-T**	No. of Credits	**3 (2+1)**
Contact hours	**30 Hours**	Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**	Summative Assessment Marks	**60**

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

CO1. The meaning and nature of school guidance program

CO2. The meaning, importance, and process of counselling.

CO3. How different tools and techniques can be used as a part of school guidance program.

CO4. The meaning & nature of career guidance & appreciate different modes of dissemination of career information.

Theory Contents	**30 Hrs**
Chapter I Meaning and nature of School Guidance Program	**15 Hrs**

i) Guidance:

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

b) Guidance Services: Orientation service, Individual Inventory Service, Academic & Career Guidance Service, Counselling service, Research and Evaluation service, Follow Up service and Referral service.

c) Guidance Activities: Class talk, Career Talk, Group Discussion and Workshop.

d) School Guidance Committee, functionaries and Functions: Meaning, functions, composition, different functionaries; School Counsellor, Career master, School Psychologist, School Doctor, Social worker, Headmaster/ Mistress and School Teacher.

ii) Counselling:

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

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

directive and eclectic counselling. **c) Stages and process of counselling:** Relationship building, Assessment of the client's needs and problems, Goal setting and prioritization of the goal, Interventions and Termination & follow up. **d) Counselling skills**: (micron and macro skills). Active listening, Empathy, Paraphrasing and reflecting, Questioning, Assessment, Responding and Communicating, and Healthy termination.	
Chapter II Tools and Techniques of Educational and Career Guidance:	**15 Hrs**
i) Tools and Techniques: **a)** Meaning and importance of Testing and non-testing techniques: Meaning, importance, identification of appropriate tests. **b) Testing and Non testing techniques**: - Testing techniques: Intelligence, Aptitude, Attitude, Personality Tests, Checklists. Non testing techniques: Interview, Observation, case study, Anecdotal record, Cumulative record cards. **ii) Educational and Career Guidance:** **a)** Meaning, importance. World-of-work orientation. Collection and dissemination of educational and Career information: Preparation of charts, posters. Career monograph. **b)** Career Corners: Meaning, planning, and organizing career corners. **c)** Career Exhibitions: Meaning, planning, and organizing career exhibition. **d)** Career development: Meaning and development.	

References	
1	Aggarwal, J.C. (2004). *Educational vocational guidance and counselling*. Delhi: Doaba House.
2	Bhatnagar, Asha and Gupta, Nirmala. (1999). *Guidance and counseling: Vol1 and II* . New Delhi: Vikas Publishing House.
3	ChauhanS.S. (2008). *Principles and techniques of guidance*. UP: Vikas Publishing House Pvt Ltd.
4	Gibson, R.L. and Mitchell, Marianne. (2008). *Introduction to counselling and guidance*. New Delhi: PHI Learning Pvt Ltd.
5	Kocher, S.K. (2007). *Educational guidance and counselling*. New Delhi: Sterling.
6	Murthy, Venkatesha, C.G.; Kumar, Anil. K. and Nandini, P. (2008). *Career guidance: A handbook. (First Edition).* Bengaluru: Aviratha Trust.

Course Title	**School Guidance and Counselling (Practical)**	Practical Credits	**1**
Course Code	**PSY V2.1-P**	Contact Hours	**30 Hours**

Practical Content

(Minimum 4 Practical to be conducted)

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

Government of Karnataka

Program Name	**BA/BSc in Psychology**	Semester	**Sixth Semester**
Course Title	**Inclusive Education (Theory + Practical)**		
Course Code:	**PSY V2.2-T**	No. of Credits	**3 (2+1)**
Contact hours	**30 Hours**	Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**	Summative Assessment Marks	**60**

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

CO1. Understand the meaning of inclusion of all learners.

CO2. Appreciate different factors facilitating and impeding inclusion in educational settings.

CO3. Understand the bandwidth of diversity in educational settings.

CO4. Understand the importance of identifying and celebrating diversity by providing equitable opportunities.

Theory Contents	**30 Hrs**
Chapter I INTRODUCTION TO INCLUSIVE EDUCATION	**15 Hrs**
a) Understanding the diversity in educational settings: Socially disadvantage group, Disabled group (average/ normal group), above average group (creative, talented and the gifted). b) Understanding impairment, Disability and Handicaps. c) Factors affecting and promoting inclusion in society.	
Chapter II CELEBRATING DIVERSITY	**15 Hrs**
a) Understanding the needs of diverse learners in educational settings and addressing them. Needs of socially marginalized learners, disabled learners, normal learners, gifted learners, talented learners and creative learners. b) Extending equitable opportunities to all the above groups.	

References

1	Hallahan, D.P. and Kauffman, J.K. (1988). *Exceptional children: Introduction to special education.* NJ: Englewood Cliffs.
2	Kapoor,S. (2015). *Index of inclusive school quality*. Delhi: Brotherhood.
3	Mithu,A. and Michael,B. (2005). *Inclusive education: From rhetoric to reality*. New Delhi: Viva

References	
	Books Pvt Ltd.
4	NCERT. (2006). *Position Paper: National focus group on education of children with special needs.* New Delhi: NCERT.
5	Reed, M. (1984). *Educating hearing impaired children*. Milton Keynes: Open University Press.

Course Title	**Inclusive Education (Practical)**	Practical Credits	**1**
Course Code	**PSY V2.2-P**	Contact Hours	**30 Hours**

Practical Content

All are Compulsory - A Battery of Tests

1. **Visual Functions**
2. **Auditory Function**
3. **Tactile Function**
4. **Memory Tests**