

BANGALORE UNIVERSITY
Jnana Bharathi, Bangalore-560 0 56

No. Aca. II/CBCS/2014

Date: 29/11/2014

- To
1. The Deans of Faculties, Bangalore University
 2. The Chairpersons/Directors/Coordinators of Departments of Studies/Boards of Studies, Bangalore University,
 3. The Principals of Colleges affiliated to Bangalore University.

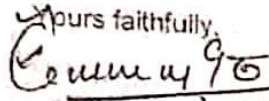
Madam/Sir,

Sub: UGC Guidelines on adoption of Choice Based Credit System.
Ref: Letter D.O. No. F 1-1/2014 (Secy), dated 12th November, 2014
from the Secretary, UGC, New Delhi.

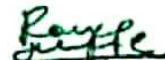
This is to inform that the UGC has embarked on numerous measures to enhance efficiency and excellence in the higher education system in the country. The reforms undertaken in this regard have led to noticeable improvement in the standards of education. However, because of the diversity in the evaluation system followed by different Universities in India, students have suffered acceptance of their credentials, at times, across the University system, as well as the employment agencies.

In order to mitigate this procedure, the UGC has formulated Guidelines on adoption of Choice-Based Credit System (CBCS) by all the Universities. This would ensure seamless mobility of students across the higher education institutions in the country as well as abroad. The credits earned by the student may be transferred and would be of great value to the students in the event of their seeking migration from one institution to the other. You are requested to access the Guidelines from the UGC website www.ugc.ac.in.

It may be kindly be noted that Bangalore University has already introduced Choice Based Credit System in the Undergraduate and Postgraduate Courses from the academic year 2014-15 and the draft Regulations in this regard have already been circulated to all the Principals. Necessary modifications to the draft Regulations will be made as per the present UGC Guidelines and will be sent to the State Government for approval and the same will be circulated to all the concerned.

Yours faithfully,

REGISTRAR 29/11/14




PRINCIPAL
St. Francis de Sales College
Electronics City Post, Bangalore - 560 100

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BANGALORE



UNIVERSITY

PROCEEDINGS OF THE EXTRA-ORDINARY MEETING OF THE ACADEMIC COUNCIL HELD ON 13-08-2014 AT 2.30 P.M. IN THE SENATE HALL, BUB.

Members Present:

1.	Prof. B. Thimmegowda, Vice-Chancellor	Ex-Officio- Chairman
2.	Mr. Ramachandra Gowda, MLC	Member
3.	Dr. Rajesh. E.B.	Member
4.	Dr. N. Ramachandraswamy	Member
5.	Mrs. Prabhavathi Bai	Member
6.	Prof. K. Ramesh	Member
7.	Mr. K.B. Vishwanatha Reddy	Member
8.	Dr. Rajashekar. N.	Member
9.	Prof. Govindaiah	Member
10.	Prof. M.S. Talwar	Member
11.	Prof. D. Jeevan Kumar	Member
12.	Dr. Suresh V Nadagoudar	Member
13.	Prof. M.K. Sridhar	Member
14.	Prof. B.K. Muralidhara	Member
15.	Mrs. Lydia Samuel	Member
16.	Prof. Nathalia D' Souza	Member
17.	Mrs. Aruna Kumar. N.	Member
18.	Prof. M. Ramachandra Mohan	Member
19.	Prof. B.C. Prabhakar	Member
20.	Prof. D. Anusuya	Member
21.	Prof. A.S. Rayamane	Member
22.	Dr. Anjanappa. M.	Member
23.	Dr. Ramakrishnaiah	Member
24.	Prof. H.N. Ramesh	Member
25.	Prof. S.R. Ananthanarayana	Member
26.	Dr. K. Muni Reddy	Member
27.	Mr. Nagaraj Sherigar, Finance Officer	Member
28.	Prof. K.N. Ninge Gowda, Registrar (Eval.)	Member
29.	Prof. K.K. Seethamma, Registrar	Member - Secretary

At the outset, the Chairman welcomed all the members for the meeting and informed the members about the sad demise of Dr. N.H. Manjunath, Dean, Faculty of Science, BUB. The House observed two minutes silence as a mark of respect to the departed member. Then, the Chairman requested to take up the Agenda.

Item No.1: To consider the report submitted by the Local Inquiry Committee under the Chairpersonship of Prof. L. Gomathi Devi, Dept. of Chemistry, BUB.

Prof. L. Gomathi Devi, Chairperson of the LIC presented the report of the Local Inquiry Committee in respect of Bangalore City College of Education, Bangalore and Sri Venkateshwara College of Education, Bangalore. She informed the House that the Local Inquiry Committee visited the above two colleges on 02-08-2014 and checked all the infrastructure and requirements necessary as per NCTE norms. The Principal of Bangalore City College of Education, Bangalore produced all the records and list of staff approved by the University and registers viz., admission, attendance, acquittance, stock, scholarship disbursement registers before the Committee. She informed that the staff are not qualified with NET/SLET and the staff quarters have not been provided by the college. Further, the college has made 28 admissions during the year 2013-14 and 15 during 2012-13. The college has to equip the Library with required nos. of books as per NCTE norms. The College has got 49.2% weightage as per new tool.

In respect of Sri Venkateshwara College of Education, Bangalore the Principal had shown the 3rd floor of the building meant for B.Ed. course which is of 11,644 sq.ft. floor area. The college has appointed a Librarian. 100 students were admitted for 2013-14. However, none of the students were present during the visit of the Committee. We were told that students had gone for teaching practice classes. The Library needs to be upgraded with adequate no. of books as per NCTE norms.

The Committee has recommended for renewal of affiliation to the above two colleges and she requested the House to consider the report.

Dr. Rajesh E.B., informed the House that, his college (Cauvery College of Education) was made as centre for examination for the year 2012-13 for the students of Bangalore City College and the admission register of the said college which was produced at the time of examination is still in their custody and the college has not taken back the register. The Chairperson of the Local Inquiry Committee opined that admission register of 2012-13 shown to the Committee might be the other one. Dr. Ramesh. K, said that the floor area of Bangalore City College of Education is 4,868 sq.ft. x 3 floors and it is short of NCTE requirements. Hence, the affiliation cannot be given to Bangalore City College of Education. Prof. Jeevan Kumar and Prof. B.C. Prabhakar felt that the affiliation can be given as the College has secured 49.2%

weightage. However, the observations recorded by the Local Inquiry Committee and comments made in the Academic Council meeting may be communicated to the colleges.

Prof. M.K. Sridhar expressed that the Local Inquiry Committee tool was prepared after discussion in the Academic Council as well as Syndicate. Hence, we should respect the new tool and the recommendation of the Local Inquiry Committee may be accepted.

Resolution: *After detailed discussion the House resolved to accept the recommendations of the Local Inquiry Committee.*

Item No.2: *To consider the re-inspection reports submitted by the Local Inquiry Committee under the Chairmanship of Prof. Govindaiah, Professor, Department of Sericulture, Bangalore University, Bangalore.*

Prof. Govindaiah, Chairperson of the Local Inquiry Committee informed the House that the Committee under his Chairmanship re-inspected four colleges for enhancement of intake and renewal of affiliation. The Committee has recommended for enhancement of intake from 30 to 40 for BCA course at Global Institute of Management Science, Bangalore and for enhancement of intake to B.A.S.L.P. course from 20 to 30 at Samvaad College of Speech and Hearing, Bangalore. Further, the Committee has recommended for renewal of affiliation to Mother Theresa College of Management and Science, Nelamangala as the college has good infrastructure and the college is situated in rural area. However, in respect of DBA Degree College, Bangalore the Committee visited the address given and there was a name board of the college but nobody was present there and it was told that the college does not exist in the said address. He further informed that, the Committee had made repeated efforts to call the college office land line numbers and Cell Phone numbers but in vain. The Committee had to return without visiting the Institution.

Resolution: *After detailed discussion, the House resolved to approve the recommendations of the Committee in respect of the following Colleges.*

Sl. No.	Name of the College	Recommendations of the Committee
1.	Global Institute of Management Science, Rajarajeshwari Nagar, Bangalore-560 098	Recommended for enhancement of intake for B.C.A. course from 30 to 40 for the year 2014-15.
2.	Mother Theresa College of Management and Science, 94/1, Arasanakunte Danojipalya, Nelamangala, Bangalore-24	Recommended for renewal of affiliation for the year 2014-15 to B.B.M. and B.Com courses with existing sanctioned intake.

3.	Samvaad College of Speech and Hearing, # 18, 1 st cross, 5 th Main, Anandagiri Extension, Hebbal, Bangalore-24.	Recommended for enhancement of intake to B.A.S.L.P. course from 20 to 30 for the year 2014-15.
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Further, the House resolved to recommend for disaffiliation of DBA Degree College, Rupena Agrahara Village, Begur Hobli, Hosur Road, Madiwala, Bangalore-68 as the same findings were made by the earlier Committee.

Item No.3: To consider the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

The Chairman requested the Dean, Faculty of Commerce, to present the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

The Dean presented the recommendations of the Faculty of Commerce Meeting held on 7-8-2014, with regard to introduction of Choice Based Credit System for P.G. courses in M.Com., M.F.A., M.I.B., M.T.A. and 5 years Integrated Course in M.T.A.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

Item No.4: To consider the recommendations of the Faculty of Science Meeting held on 5-08-2014.

The Chairman requested the Dean, Faculty of Science, to present the recommendations of the Faculty of Science Meeting held on 5-08-2014.

The Dean, Faculty of Science informed the House that the Syllabus and Scheme of Examination were framed under Choice Based Credit System and requested to deliberate on the subject.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Science Meeting held on 5-08-2014 and authorized the Dean, to incorporate the corrections if any, in the Syllabus and Scheme of Examinations.

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Item No.5: To consider the recommendations of the Faculty of Arts Meeting held on 4-8-2014.

The Chairman requested the Dean, Faculty of Arts to present the recommendations of the Faculty of Arts Meeting held on 4-8-2014.

The Dean, Faculty of Arts informed the House that the Syllabus and Scheme of Examination were framed under Choice Based Credit System and requested to deliberate on the subject.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Arts Meeting held on 4-8-2014 and authorized the Dean, to incorporate the corrections if any, in the Syllabus and Scheme of Examinations.

Item No.6: To consider the recommendations of the Faculty of Education Meeting held on 7-8-2014.

The Chairman requested the Dean, Faculty of Education, to present the recommendations of the Faculty of Education Meeting held on 7-8-2014.

The Dean, Faculty of Education informed the House that the Syllabus and Scheme of Examination were framed under the Choice Based Credit System and requested to deliberate on the subject.

Resolution; The Academic Council resolved to approve recommendations of the Faculty of Education Meeting held on 7-8-2014.

Item No.7: To consider modification to the existing regulation of B.Com. Degree Course from the academic year 2014-15.

The Dean, Faculty of Commerce informed the House that as per the request of the Chairman, Department of Commerce, has recommended the following modification to the

Regulation for admission to the B.Com Degree Course from the academic year 2014-15 and requested the House to approve the same.

Existing	Modification sought
Candidates who have completed Two year Pre-University course of Karnataka State or its equivalent with Business Studies and Accountancy as two major subjects of study in both first and second year Pre-University are eligible for admission to this course.	Candidates who have completed Two years Pre-University course of Karnataka State or its equivalent with Business Studies and Accountancy as two major subjects of study at Pre-University level are eligible for admission to this course.

Resolution: *The Academic Council resolved to approve the above mentioned modification to the Regulations with regard to eligibility for admission for B.Com. degree course to be effective from the academic year 2014-15.*

Item No.: 8 & 9: *To consider promotion as Professor under UGC-Career Advancement Scheme for the Telugu/Kannada Language Teachers -reg.*

The Vice-Chancellor informed the House that under UGC-Career Advancement Scheme with regard to promotion of Teachers under 19.4, the revised Regulations relating to Direct Recruitment and Career Advancement are as follows:

Statute :19.4: Besides the indexed publications documented by various discipline-specific databases, the University concerned shall draw through Committee(s) of subject experts and ISBN/ISSN experts (a) a comprehensive list of National/Regional level journals of quality in the concerned subject(s) and (b) a comprehensive list of vernacular language journals/ periodicals/ official publication volumes of language bodies and upload them on the University website which are to be updated periodically. At the time of assessing the quality of publications of the candidates during their appointments/promotions, the selection committees shall have to be provided with the above two lists which could be considered by the selection committees along with the other discipline-specific databases.

Accordingly, the Chairperson, Dept. of Telugu, had placed the matter before the Special Board of Studies and has submitted the proceedings of the Special Board of Studies in Telugu with regard to CAS promotions.

The Special Board of Studies has unanimously resolved to recommend to the University to consider the following as equivalent to books/journals without ISBN/ISSN Numbers for promotion of teachers to the post of Professors.

- a) Registered Journals/books with Editorial Board.
- b) Journals published by renowned researchers/academicians/philanthropists.
- c) Journals published by reputed publishers over a period of ten years or prior to 2012.
- d) Conference proceedings which are financially supported by the Universities/National bodies/Govt./UGC., etc.,
- e) Articles published in Institutions like Sahitya Academi/ Folklore Society/DSERT/ Basavasmithi/CIL/Misimi/Shaitya Prathanam/Telugtejam/Kannada Sahitya Parishath/ University publications/ Telugu Vijnanasamithi/ Cultural Academics etc.,
- f) Article published in journals which are cited in research thesis and referred journals etc.,
- g) Journals/books recommend for UG/PG courses at University level.

JOURNALS: Papers published in Journals:

1. Misimi-samputi-19, sanchika-122, dec-2008
2. Telugu Tejam-samputi-1, sanchika-3, 4 Feb, March – 2009
3. Sahitya prasthanam, samputi-8, sankchika-43, June-2009

- BOOKS:**
1. Suvama Karnataka male – 2007
 2. Boji bheemanna sahityam jaatiya drukpatham – 2008
 3. Acharya kolakaluri Enoch Sahityam paivimarsanam – 2009

Proceedings: 1. Telugu vani – Aidava akhila Bharata Telugu maha sabhala pratyeka sanchika – June - 2007

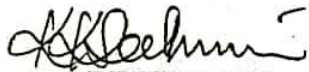
Resolution: After deliberation, the Academic Council resolved to approve proceedings of the Board of Studies in Telugu (PG) with regard to promotion as Professor under UGC – Career Advancement Scheme for Telugu Language Teachers.

Under Any other Item:

The Dean, Faculty of Engineering informed the House about UVCE completing one hundred years of its existence in 2017. He requested the Hon'ble Vice-Chancellor to announce a suitable Developmental Model for this unique Institution.

The Vice-Chancellor in response to this, informed the House the details of his discussion with the Higher Education Minister and some distinguished Aluminies. He said that a Committee of Experts will have to be constituted to look into the Pros and Cons and suggest a suitable developmental Model suitable to a constituent College of the University, like U.V.C.E. This Committee will take into cognizance the views of all the stakeholders and the existing developmental proposals and will submit a comprehensive report to the University. Based on the recommendations of the report and the decision of this House, action will be taken for the developmental works of U.V.C.E.

The meeting concluded with thanks to the Chair.


REGISTRAR



VICE-CHANCELLOR


UG SYLLABUS

Sem/ Code	Paper Title	Week/ hour	Duration of Examination	IA Marks	Exam Marks	Total	Credits
I SEMESTER							
CS:1.1	INDRODUCTION TO COMMUNICATION AND MEDIA	04	3hrs	50	100	150	03
II SEMESTR							
CS:2.1	PRINT MEDIA	04	3hrs	50	100	150	03
III SEMESTER							
CS:3.1	AUDIO VISUAL MEDIA	04	3hrs	50	100	150	03
IV SEMESTER							
CS:4.1	MEDIA LAWS	04	3hrs	50	100	150	03
V SEMESTER							
CS:5.1	REPORTING	04	3hrs	50	100	150	03
CS:5.2	EDITING	04	3hrs	50	100	150	03
VI SEMESTER							
CS:6.1	MEDIA MANAGEMENT	04	3hrs	50	100	150	03
CS:6.2	ADVERTISEING AND PUBLIC RELATION	04	3hrs	50	100	150	03
VII SEMESTER							
CS:7.1	MEDIA ISSUES AND DEVELOPMENT	04	3hrs	50	100	150	03
VIII SEMESTER							
CS:8.1	COMMUNICATION THEORIES	04	3hrs	50	100	150	03

JOURNALISM (UG) SYLLABUS

Semester: 1 Paper: 1 (1.1)

INTRODUCTION TO COMMUNICATION AND MEDIA

Total Hours/ semester: 80

16 hrs.

16 hrs.

16 hrs.

16 hrs.

16 hrs.

1. David Berlo: The Process of Communication – Holt, Rinehart & Winston, Newyork,1960
2. Wilbur Schramm: Mass Communication – University of Illinois press:urbana,IL,1960
3. Denis McQuail: McQuali's Mass Communication Theory (6th Edition), SAGE publication Ltd., 2010
4. Keval. J. Kumar: Mass Communication in India- (4th Revised Edition), Jaico Publishing house, Mumbai,2014
5. Uma Narula: Mass Communication: theory & Practice- Haranand Publications Pvt. Ltd, New Delhi,2008
6. Chandrakant P Singh: Dictionary of Media & Journalism – IK International Pvt Ltd., Delhi,2004
7. Subhir Ghose: Mass Communication : An Indian Prespective: Shishu Sahitya Samasad,2009
8. "gAAAdfÀ ªÁ£Ä½î : J®èjUÀÆ "ÉÃPÄÄ „AAªÀ°Å£Ä PË±À®â, «„ÄäAiÄÄ ¥ÄæPÄ±À£Ä , ªÉÄÊ„ÄÆgÄÄ, 2012
9. J.J.ĭ."Á®,ÄÄ§æªÄtä: „ÄªÄÄÆªÄ ªÄiÁzsÄªªÄÄ ¥ÄzÄ «ªÄgÄuÄ PÉÆÄ±Ä, PÄ£ÄßqÄ C©üªÄÈçþ ¥ÄçüPÄgÄ, "ÉAUÄ¼ÄÆgÄÄ
10. n.¹.¥ÄEtÄðªÄiÁ: CzSÄÄªPÄ „AAªÀ°Å£Ä ªÄiÁzsÄªªÄÄAUÄ¼ÄÄ ªÄÄvÄÄÜ PÄ£ÄßqÄZÄ C©üªÄÈçþ: ¥Äæ„ÄgÄAUÄ, PÄ£ÄßqÄ «±Äé«zÄâ®AiÄÄ,ªÄi, 2003
11. ªÄiÁzsÄªªÄÄ ¥ÄzÄ PÉÆÄ±Ä, PÄ£ÄóIPÄ ªÄiÁzsÄªªÄÄ DPÄqÉ«Ä. "ÉAUÄ¼ÄÆgÄÄ

12. ©.J.İ.ZÄAzÄæ±ÉÄRgï: „ÄªÄÄÆ°Ä „ÄA¶ÄPÄðªÄiÄzsÄäªÄÄUÄ¼ÄÄ, ¶Äæ,ÄgÄAUÄ,ªÉÄÊ,ÄÆgÄÄ «±Äé«zÄâ®AiÄÄ,ªÉÄÊ,ÄÆgÄÄ,1987

JOURNALISM (UG) SYLLABUS

Semester: 2 Paper: 2 (2.2)

PRINT MEDIA

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

Introduction to Printing: Origin of Printing – Types of Printing – Typography

16 hrs.

Unit- 2

Definition of journalism: Nature & Scope - Functions of Journalism – Kinds of journalism

16 hrs.

Unit- 3

Brief History of Indian Journalism – With special reference to J.A.Hickey – Raja Ram Mohan Roy – James silk Buckingham – Annie Besant – S.Sadananda – B.G.Hornieman

16 hrs.

Unit- 4

Kannada journalism: Origin and Growth of Kannada Journalism in Karnataka – Major Newspapers in Karnataka – Recent Trends

16 hrs.

Unit- 5

Review of Newspapers and periodical contents – Photo Journalism – News agencies

16 hrs.

BOOKS FOR REFERENCE

1. Rivers W.L. : Mass Media
2. Fraser Bond: Introduction to Journalism
3. Mehta.D.S.: Mass Communication & Journalism in India
4. Nadig Krishna Murthy: Indian journalism
5. Parthasarathy. R.: Journalism in India
6. Chalapathy Rau. M: The Press
7. Ahuja B.N.: The theory & Practice of Journalism
8. Gundappa.D.V.: Vrutta Patrikegalu

JOURNALISM (UG) SYLLABUS
Semester: 3 Paper: 3 (3.3)
AUDIO VISUAL MEDIA

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

Brief History of Radio: Evolution of Radio in India – Present status of Radio in India – Growth of FM Radio – Commercial Radio Broadcasting in India

16 hrs.

Unit-2

Types of Radio programs – Yuva Vahini – News – Farm News – Agricultural News – Special Audience programs – Principles of writing for Radio

16 hrs.

Unit- 3

A Brief History of Television – Development of television in India – Private channels in India – DTH – SITE

16 hrs.

Unit- 4

Types of Television programs – Production Techniques – Recent trends in Television Broadcasting in India

16 hrs.

Unit- 5

History & Development of Cinema - A brief history of Indian cinema – New Trends in Indian Cinema – Status of Kannada C – Film censorship in India

16 hrs.

BOOKS FOR REFERENCE

1. Mehra Masani: *Broadcasting and the people*
2. Srinivasa K.M.: *Radio and TV Journalism*
3. Bliss and Patterson: *Writing News for Broadcast*
4. Kaushik S: *Introduction to TV Journalism*
5. Gerald Millerson: *Techniques of Film Production*
6. Mullick K.R.: *Tangled tapes*
7. Barnou & Krishna Swamy: *Indian Film*
8. Garga B.D.: *So Many Cinemas: The Motion Picture in India*

JOURNALISM (UG) SYLLABUS

Semester: 4 Paper: 4 (4.4)

MEDIA LAWS

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

Concept of Freedom of Press: Press as a Fourth Estate: Press during Emergency-1975: Role of Press in democracy

16 hrs.

Unit- 2

Freedom of Speech and expression: Article 19(1) (a) and Article 19(2) – Case studies

16 hrs.

Unit- 3

Media Laws – Defamation and Slander – Libel – Sedition- Obscenity – censorship – Contempt of Court – Cyber Law

16 hrs.

Unit- 4

Media Laws: Official Secret Act – Working Journalists Act of 1955 – Parliamentary Proceedings and Privileges – The Press and Registration of Book Act – Copy right Act – RTI – Prasara Bharathi Act

16 hrs.

Unit- 5

Press Council of India – Press commission of India

16 hrs.

BOOKS FOR REFERENCE

1. Durgadas Basu: *Laws of the Press in India*
2. Rayudu C.S.: *Communication Laws*
3. Umrigar D.M.: *Journalist and the Law*
4. Pil : The Law and the Press
5. Durgadas Basu: *Indian Constitution*
6. Someswara Rao: *Journalism: Ethics, codes and the Law*
7. Radhakrishnamurthy B: *Indian Press Laws*
8. Reports:
 1. First Press Commission
 2. Second Press Commission
 3. Press Council Act

JOURNALISM (UG) SYLLABUS

Semester: 5 Paper: 5 (5.5)

Reporting

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

News: Definitions – News values – Sources of News – Principles of News writing

16 hrs.

Unit- 2

News structure – types – Leads: types of Leads – types of News stories

16 hrs.

Unit- 3

Qualifications of Reporter – Beat Reporter – Correspondents _ foreign Correspondence – Stringers – Free lance journalist – Mofussial

16 hrs.

Unit- 4

Interviews _ Meaning – types and techniques of Interviews – Methods of writing Interview stories

16 hrs.

Unit- 5

Reporting – Parliament – Crime – Sports – Press Conferences – Speech

16 hrs.

BOOKS FOR REFERENCE

1. Kamath M.V.: Handbook of journalism
2. Srivastava. K.M.: News writing and reporting
3. McDougal C.D.: Interpretative Reporting
4. Sheean P.V.: Reportorial Writing
5. Sherwood H.C. : Journalistic Writing
6. Kamath.M.V.: Professional Journalism
7. Carl Warren: Modren News Reporting
8. Ramachandra Iyer: Quest for News

1. B.N. Ahuja and S.S. Chabra: editing, Surjeet Publications, Delhi,2009
2. Bruce Westley: News Editing(3rd edition) IBH Publications, New delhi,1980
3. Baskette, Sissors & Brooks: The Art of Editing(5th edition) McMillan Publications co.,Newyork,1992
4. Harold Evans: Newspaper Design, Holt,Rinehart & Winston,1976
5. Wolesley & Campbell: newsmen at Work, Houghton and Mifflin, 1949
6. TJS George: Editing-A handbook for the Journalist,IIMC, New Delhi,1989
7. Spencer L.M. Editorial Writing
8. Robert C McGiffert: The Art of Editing News Chilton Book Co.,1972
9. "sÁµÁAvÁgÀ PÀÉ, ÁéÁß §ÄPì °Ë, "ÉAUÀ¼ÄÆgÄÄ, 2007
10. f.JËi.gÁAUÄ£Áxì gÁªi: ¥ÁwæPÉÆÄzÀªªÄÄ, PÁªÄÄzsÀðK£ÄÄ ¥ÁæPÁ±Ä£Ä, "ÉAUÀ¼ÄÆgÄÄ, 2006
11. «±ÉéÄ±ÀégÀ "sÀmiÖ; vÀÉ §gÀªÄÄ: ¥ÁwæPÉ °AuÉ§gÀªÄ: CAQvÀ ¥ÄÄ,ÀÛPÀ, "ÉAUÀ¼ÄÆgÄÄ.2009
12. PÄ£ÄðIPÀ ªAiÄzsÀªªÄÄ CPÁqÉ«Ä: ¥ÁwæPÉÆÄzÀªªÄÄ ¥ÄÄ,ÀÛPÀ ªAiÄÉAiÄÄ PÄÈwUÄ¼ÄÄ

JOURNALISM (UG) SYLLABUS

Semester: 6 Paper: 7 (6.7)

MEDIA MANAGEMENT

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

Starting of a Newspaper: Structure of a News Paper organization and its operations. Principles of newspaper business: planning ,staffing, organization, directing, types of newspaper organization.

Unit- 2

News papers ownership: types of newspaper ownership in India. Role of circulation and promotion. Public relations for newspaper organization.

Unit- 3

Problems and prospects of newspaper industry in india, small news papers and their problems, global competition on India media.

Unit-4

Starting of a TV channel and radio station. Organizational structure of radio and tv studios.

Unit-5

Compulsory: study tour

BOOKS FOR REFFERENCE

1. Achal Mehra: Newspaper Management in the new multimedia age, Asian mass communication research and information centre(AMIC), Singapore, 1988
2. Rucker & Williams: newspaper organization and management, 5th edition, Iowa state pr; 1955
3. Trilok N. Sindhwani: newspaper economics and management, Ankur publishing house,1979
4. Rayudu C.S: Media and communication management, Himalaya publishing House,2011
5. Mocavatt & pringle: Electronic Media Management, stoneham, MA:Focal Press, 1986
6. Arun Bhattacharjee. Indian press- profession to industry, vikas publications, 1972
7. Barngart T.F: Weekly Newspapers Management, Appleton-century-crofts, 1952
8. ©.PÉ.gÀ« ªÄvÄÄÜ ,ÄvÄÄ¥ÄæPÁ±ï JA.Dgï., ªÄiÄzsÄªªÄÄ – GzÄªªÄÄ, PÄ£ÄßqÄ ¥ÄÄ,ÄÜPÄ ¥ÄæçüPÄgÄ, "ÉAUÄ¼ÄÆgÄÄ,2008

JOURNALISM (UG) SYLLABUS
Semester: 8 Paper: 6(6.8)
ADVERTISING AND PUBLIC RELATION

Theory: 5 Hours/week

Total Hours/ semester: 80

Unit- 1

Advertising: meaning, nature, scope, types of advertisement. Role of advertising in society advertisements and ethics. ASCI.

Unit- 1

Advertising agencies, Functions of advertising agencies. Copy writing, slogan writing, and visualization.

Unit- 1

Nature and scope of public relation. Qualification and responsibilities of a public relations officer. Differences between publicity, public opinion, propaganda and public relations.

Unit- 1

Pr Tools: house journals, press conferences, press releases, exhibitions, advertising, media tour.

BOOKS FOR REFFERENCE

1. Keval J Kumar: advertising in India
2. Sandage and others: Advertising – theory and practice
3. Sethia & Chunawala: Advertising – principles and practice
4. Otto kleppner: Advertising procedure
5. Cutlip & center: Effective Public Relations
6. Ravindran: Handbook of Public Relation
7. Ahuja & Chandra: Public Relations
8. Sam black: Practical Public Relations
9. K. R. Balan: Applied Public Relations & Communication, Sultan Chand & sons, new delhi,2008

JOURNALISM (UG) SYLLABUS
Semester: 9 Paper: 7(6.8)
MEDIA ISSUES AND DEVELOPMENT

Theory: 5 Hours/week

Total Hours/ semester: 80

UNIT-I

MEDIA AND SOCIETY: importance of the media, the raise of mass media after 1947, print, radio, TV, cinema and internet, sociology of the media.

UNIT-II

MASS MEDIA AND DEMOCRACY: Habermas and the public sphere, media as a watch dog, government and media relationship, adversaries or friends? Informational role.

UNIT-III

IDEOLOGY OF THE MEDIA: who owns the media? Definition, characteristics of ideology, ideology of the Indian mass media. Influence of ideology on content; corporatisation of media, entry of multinational companies; sociology of news production.

UNIT-IV

MASS MEDIA AND THE PUBLIC INTEREST: consumers of the mass media what is public interest? A critical study of the media and its role in serving public interest and marginalized groups; role of the media in Indian social movements, media and civil society in India.

UNIT-V

MASS MEDIA A CHANGING GLOBAL CULTURE: what is globalization? The global media industry, commodification of news; infotainment; the debate over cultural imperialism; the Indian media after 1990; socio, political, economic and technological impact on Indian media. Media convergence and fragmentation.

JOURNALISM (UG) SYLLABUS
Semester: 10 Paper: 6(6.8)
NEWS WRITING AND REPORTING

Theory: 5 Hours/week

Total Hours/ semester: 80

UNIT-I:

NEWS PERSPECTIVES:

PRINCIPLES OF NEWS: changing value of news. News as purposive behaviour; news as propaganda. Are the five W's and 1 H still relevant? Writing for changing time- brief, crisp and to the point; does news have mere informational value or is it a form of knowledge?

UNIT-II:

ROUTINE REPORTING: A typology of events, accidents, scandals, speeches and covering celebrities; page 3 reporting sunshine stories, court and legislative reporting, press conferences, planted stories and superficial events. Crime and sports stories, interviews.

UNIT-III:

SPECIALISED REPORTING: in-depth analysis of events and individuals; interpretation of political, scientific, economics, sociological events, covering various movements; investigative reporting, reporting war and conflicts, communal riots and ethical issues (with relevant examples); special reporting; agriculture, drought, floods and other national disasters; covering foreign affairs.

UNIT-IV:

SOURCES OF NEWS: Traditional sources, media sources, cross media sources including – radio, T.V., and internet. News is what newspaper men make it- gate keeping and news making process; validation of news sources.

UNIT-V:

NEWS REPORTING PROFESSIONALISM: some constraints defining objectivity, pressures- political, economic and sociological and PR professionals, and spin doctors, intra organizational controls; owner and editor's relationship; professional norms and ethics. Present status of Indian news reporting (with recent examples) as case studies.



BANGALORE UNIVERSITY

BA/BSC SYLLABUS 2014

**BANGALORE UNIVESITY
DEPARTMENT OF PSYCHOLOGY
Jnanabharathi Campus, Bangalore-560 056.**

DEPARTMENT OF PSYCHOLOGY

The BOS meeting held on 16th June 2014 at the department of psychology approved the UG Syllabus. Following is the framework of the syllabus for the six semesters for BA/BSc with psychology as one of the optional subjects.

Semester	Paper Title	Number of units	Number of hours	Number of credits
I	Basic psychological processes I	5	50	2
I	Practicals I		3/week	1
II	Basic psychological processes II	5	50	2
II	Practicals II		3/week	1
III	Child Psychology I Or Developmental Psychology I	5	50	2
III	Practicals III		3/week	1
IV	Child Psychology II Or Developmental Psychology II	5	50	2
IV	Practicals IV		3/week	1
V *	Counseling Psychology I Or Health psychology I Or Social Psychology I Or Industrial & Organizational psychology I Or Educational Psychology I Or Abnormal Psychology I	4	40	2 X 2 = 4
Practical V & Practical VI			3 X 2/week	2
	Counseling Psychology II Or Health psychology II Or Social Psychology II Or Industrial & Organizational psychology II Or Educational Psychology I I Or Abnormal Psychology I I	4	40	2 X 2 = 4
Practical VII & Practical VIII			3 X 2/week	2

*V & VI sem any two papers out of the six electives are to be offered.

3BASIC PSYCHOLOGICAL PROCESSES

I SEMESTER - BA/BSC.

UNIT - I- THE SCIENCE OF PSYCHOLOGY:

12 hours.

A) Definition and goals of Psychology.

b) Modern perspectives – Psychodynamic, Behavioral, Cognitive, Evolutionary, Sociocultural, Humanistic Movement and Positive Psychology, Indian Perspective.

c) Fields of Psychology.

c) Types of Psychological Research: Descriptive research (Observation, Survey and Interviews, Standardized Tests, Case studies).

Correlational Research (Positive and Negative)

Experimental Research (independent and Dependent variables, Experimental and Control groups, Double – Blind Experiments).

UNIT –II INTELLIGENCE:

12 hours.

A) Definition;Measuring intelligence; criteria of good intelligence tests, types of intelligence tests (Binet tests, Wechsler scales, Group Tests of Intelligence)

b) Theories of intelligence: Multiple intelligences, Gardner's Eight Intelligences, Sternberg's Triarchic Intelligence.

c) Influences on intelligence - Genetic and Environmental only

d) Extremes in intelligence - Mental Retardation, giftedness.

E) Emotional Intelligence.

UNIT-III LEARNING:

10 hours.

A) Definition, types of learning;

b) Biological factors in learning.

c) Classical Conditioning: (Pavlov's studies, acquisition, generalization and discrimination, extinction and spontaneous recovery) Applications of classical conditioning.

D) Operant conditioning: Thorndike's Law of Effect; Skinner's approach to operant Conditioning, shaping, principles of reinforcement (positive and negative reinforcement, Primary and secondary Reinforcement).

e)Observational learning.

F) Insight learning.

UNIT – IV- MEMORY:

10 hours.

a)Nature of memory (Encoding, storage and retrieval)

a.1) Memory encoding- Attention, levels of Processing, Elaboration, Imagery.

a.2) Memory storage – Sensory Memory, short –Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory.

a.3) Memory Retrieval – Retrieval Cues and retrieval tasks.

b) Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval

UNIT – V MOTIVATION:

8 hours.

a) Nature;

b) Approaches – Instinct Approaches, Drive Reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-Determination Theory.

References – for both I and II Semester

1. John.W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
2. Saundra K Ciccarelli and Glenn E Meyer, Psychology, South Asian Edition, Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia.
3. Feldman. R.S Understanding Psychology, IV Edition, 2006, Tata McGraw Hill Publication.
4. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.
5. Sridhara.A. Manovygnanika Sidhantagala Kaipidi.(Kannada)
6. Srivasthava, Indian Psychology
7. Anand Paranjpay, Indian Psycholo

PRACTICALS

1st Semester

1. Observation & Suggestion
2. Habit Interference
3. Effect of Chunking on Recall
4. Bilateral Transfer
5. Effect of Cueing on Recall

Statistics

- Measures of Central Tendency Mean, Median & Mode for Ungrouped Data & Grouped Data with only Frequency(No class Intervals) Long Method.

Project-

BASIC PSYCHOLOGICAL PROCESSES

II SEMESTER - BA/BSC.

UNIT – I –

BIOLOGY AND BEHAVIOR:

12 hours.

a) An overview of the Nervous System; neurons and nerves (structure of the neuron, neural impulse, synapse, neurotransmitters)

b)Central Nervous System:

b.1) The Brain – structure of the brain; brain stem; structure of the cortex; association areas of the cortex (Broca's area and Wernicke's area)

b.2)The Spinal Cord – The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.

c) Techniques to study the brain.

d)Endocrine glands.

UNIT – II

SENSATION AND PERCEPTION:

10 hours.

a)Sensation - Purposes of sensation and perception; sensory receptors and the brain; ABCs of sensation.

b) Vision – Colour Vision, After Image and Colour Blindness.

c) Perception – ABCs of perception; The Constancies (Size, Shape and Brightness).Gestalt Principles; Depth perception; Perceptual Illusions.

UNIT – III

10 hours

THINKING:

Cognition; Concept formation (Importance); Problem solving (Steps in Problem Solving; obstacles in Problem Solving) Critical Thinking; Reasoning (Inductive and Deductive reasoning) Decision making; Creativity (Divergent and Convergent thinking).

UNIT – IV

EMOTIONS

8 hours

a) The Three Elements of Emotion – The Physiology of Emotion; The Behavior of Emotion; The Subjective Experience of Emotion.

b)Theories of Emotion – James – Lange Theory of Emotion, Cannon – Bard Theory of Emotion, Schachter – Singer Theory of Emotion; Lazarus and the Cognitive – Mediation Theory. Positive psychology Movement.

UNIT – V-

PERSONALITY:

10 hours.

A)Definitions of Personality, including Allport's definition.

b)Approaches to the study of Personality– Freud's Psychoanalytic theory (Personality's structures, Defense Mechanisms, Personality development) Roger's Approach; Trait Theories – The Big Five Personality Factors; Bandura's Social Cognitive Theory (Self - Efficacy) Skinner's Behaviorism.

c) Measurement of Personality – Questionnaires, Rating Scales, Projective Tests.

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PRACTICALS II Semester

1. Signal Detection
2. Stroop Effect
3. Muller Lyer Illusion
4. Mapping of Retinal Color Zones
5. Maze Learning

Statistics Measures of Central Tendency-Mean, Median (short method) & Mode with Class Intervals and frequency.

Project :Analysis of data on Motiquiz - Gender Differences for sample collected by Individual.

CHILD PSYCHOLOGY -I

III SEMESTER- BA/BSC.

UNIT I

(6 hours)

INTRODUCTION TO CHILD PSYCHOLOGY

- A) The field of child psychology** - Definition; careers in child development
- B) Theories of child development**– Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner, Ethological model/perspective.
- C) Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation.

Unit – II

(15 hours)

BIOLOGICAL FOUNDATION

- A) GENETIC FOUNDATION** - genetic code, sex cells, boy or girl (sex determination), multiple offspring, patterns of genetic inheritance.
- B) Inheritance** - dominant and recessive relationship, dominance and recessive genes.
- C) Diseases - Chromosomal abnormalities** – Down syndrome; **Abnormalities of the sex chromosomes** - Klinefelters, Fragile x , Turner's, XXX, XYY; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

PRENATAL DEVELOPMENT

- A) Conception** - period of zygote, period of embryo, period of fetus .
Influences on prenatal development; Genetic counseling;
Prenatal diagnostic methods;
- B) Child birth** – types of child birth - natural, prepared, home deliveries, medication; Birth complications – oxygen deprivation, pre-term and low birth weight ; sudden infant death syndrome (SIDS); Stages of child birth ; publications ; Assessment – Apgar scale and Brazelton scale;

UNIT III

(10 hours)

MOTOR AND SENSORY DEVELOPMENT

- A) MOTOR DEVELOPMENT** - Reflexes – new born reflexes; reflexes and development of motor skills; infant states of arousal – sleep and crying

Motor development in infancy – meaning; sequence of motor development – cephalocaudal and proximodistal; gross motor development; fine motor development – reaching and; handedness.

B) SENSORY DEVELOPMENT

Vision, hearing, touch, taste, smell and balance

UNIT - IV

(10 hours)

COGNITIVE DEVELOPMENT AND DEVELOPMENT OF LANGUAGE

A)COGNITIVE DEVELOPMENT - Piaget's theory of cognitive development

–Memory - strategies of storing memory

B) LANGUAGE DEVELOPMENT – components of language development;

Pre-linguistic development – receptivity to language, first speech sounds,

Phonological development; semantic development; Pragmatic development; Bilingualism.

UNIT V

(9 hours)

Emotional and social development-

A) EMOTIONAL DEVELOPMENT.

Development of emotional expression, emotional self regulation, acquiring emotional display rules, understanding and responding to emotions of others, individual differences

B) SOCIAL DEVELOPMENT -

Functions of the family, growing up with siblings ; Media, TV, Academic and Pro-social learning, Imagination, Computers .

References: for III & IV Semester

1. Laura E. Berk- Child Development- 7th Edition, Eastern economy edition, PHI publication
2. John.W.Santrok Child Development - 11th edition, Tata McGraw hill edition
3. Carson, Butcher and Mineka ,Abnormal Psychology- 11th edition, Pearson education

PRACTICALS

1. Learning Styles -VARK
2. Student Problem Checklist
3. Free Association
4. Paired Association Learning
5. Creativity

Statistics

- SD Grouped & Ungrouped Data

- Significance of Difference between Means –SEM

Project: Child Psychology- Any one of three projects on ADHD, LD and Separation Anxiety in children.

CHILD PSYCHOLOGY - II

SEMESTER IV- BA/BSC.

Unit I

MORAL DEVELOPMENT

(8 HOURS)

What is moral development? Piaget's theory, Kohlberg's theory, Influences on moral reasoning; Pro-social and antisocial behavior.

UNIT II

EMERGENCE OF SELF

(10 HOURS)

- A) **Self** - Emergence of self and self awareness ; self concept – middle childhood, cognitive & cultural influence on self concept; self esteem ; structure of self esteem , changes in the level of self esteem , influences on self esteem .
- B) **Play** - Functions of play, partners, classic study of play, types of play.

Unit III:

PEERS AND SCHOOLING:

(10 Hours)

- A) **Peers:** Importance of peer relations, Dev of peer sociability, influences on peer sociability, friendships, peer acceptance, peer groups, peer pressure and conformity .
- B) **Schooling:** School transition, teacher-student interaction, teaching students with special needs.

UNIT IV:

DISORDERS OF CHILDHOOD:

(12 Hours)

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

UNIT V:

TREATMENT & OUTCOMES

(10 HOURS)

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

Other therapeutic techniques – family therapy and play therapy.

PRACTICALS FOR IV SEMESTER

1. Self Concept Rating Scale (R.K.Saraswat)
2. Concept Formation for height and size
3. Two Point Threshold
4. Size Weight Illusion
5. Emotional Intelligence Inventory (MEII)

Statistics:

- Correlation-Rank Difference
- Pearson's Product Moment methods.

Project

Analyses of Data and discussion for the project worked on, in III Semester.

DEVELOPMENTAL PSYCHOLOGY - I

III SEMESTER BA/ B.Sc

UNIT I

(08 hours)

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

a)Human development today.

b)Theoretical approaches to human development – Eric Erickson and Urie Bronfenbrenner
Domains of human development- Physical, cognitive, psycho-social development.

c)Influences on Human Development-- Heredity, environment, maturation, family, socio-economic status and neighbors, culture, race or ethnicity .

d)Major stages in Life Span Development (8 stages).

e)Principles of Baltes's life span approach (6 principles)

g) Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.

UNIT II

BIOLOGICAL BEGINNINGS

(08 hours)

a)Conceiving a new life-Fertilization; Multiple Births

b)Mechanisms of Heredity- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance:
Genotypes, phenotypes, Multifactorial Transmission

c)Mutation- Causes and types- Chromosomal and Gene linked abnormalities. – Chromosomal Abnormality-Down syndrome; **Sex-linked chromosomal abnormalities** - Klinefelters, fragile X, Turner's, XYY, triple X; **Gene linked abnormalities** - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

Unit III

PRENATAL LIFE

(10 hours)

a)Prenatal Development

a.1)Stages of prenatal development- period of germinal, embryonic and foetal stage

a.2)Environmental influences on prenatal development- i) Maternal factors- Nutrition, physical activity, drug intake, sexually transmitted diseases, maternal illness, maternal age, outside environmental hazards.

ii) Paternal factors.

b)Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, pre-implantation diagnosis, maternal blood test, umbilical cord blood sampling, ultrasound.

c)Birth Process- Stages of Child Birth .

d)Methods of delivery: Medicated, natural, prepared and caesarean.

Unit IV INFANCY

(12 hours)

a)Neonatal period- medical and behavioral assessment: Medical- Apgar scale, Behavioral- Brazelton scale ;Physical development in infancy - principles - cephalocaudal, proximodistal;

b)Physical growth

b.1) Early reflexes- Moro, grasping, tonic neck, babinsky, rooting, walking and swimming

b.2) Early Sensory capacities - Touch, taste, smell, hearing and vision (sight) **Motor development-** milestones of motor development- (gross and fine motor skills-head control, hand control and locomotion).

c) Cognitive development- Piagetian approach - sensory motor stage

d) Emotional development- stranger anxiety, separation anxiety, social referencing **e)Language development-** sequence of language development, early vocalization, recognizing language sounds, gestures, first words, first sentences.

f)Social development- Socialization and internalization – developing a conscience, developing self –regulation.

Unit V CHILDHOOD (Early and Late childhood)

(12 hours)

a)Physical development-

Bodily growth and change.

b)Motor development/skills- gross motor skills, fine motor skills and handedness .

c)Cognitive development- Piagetian approach preoperational stage and concrete operational stage .

d)Emotional development- Understanding emotions; Emotional growth .

e)Language development- Vocabulary , grammar, syntax, pragmatics and social speech. Private speech, delayed language development.

f)Social development- relationships with other children, choosing playmates and friends.

REFERENCES Common for III & IV Semester

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9th edition, Tata McGraw Hill Publication
2. John W Santrock A topical Approach to Life Span Development , 3rdEdition, Tata Macgraw-Hill Edition

PRACTICALS

III SEM B.A/B.Sc

1. Learning Styles -VARK
2. Student Problem Checklist
3. Free Association
4. Paired Association Learning
5. Creativity

Statistics

- SD Grouped & Ungrouped Data
- Significance of Difference between Means –SEM

Project : Developmental Psychology-Learning Styles Sample-Age Group-16-20 years, Boys & Girls, (Eg: 5Boys+5 Girls from B.A compared with 5Boys+5 Girls from B.com)Compare learning styles of students from any two Faculties

DEVELOPMENTAL PSYCHOLOGY - II

IV SEMESTER B.A/ B.Sc

UNIT I PUBERTY & ADOLESCENCE

(12 hours)

a) Puberty – the end of childhood,

b) Physical Development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity .

c) Physical and Mental Health -

c.1) Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco; **STD's** – sexually Transmitted diseases; **Search for identity** – theories by Erikson , Marcia; **Moral reasoning** – Kohlberg's theory; **Psychosocial Development:** Relationship with family, peers and adult society (in brief)

.UNIT II: EARLY ADULthood

(10 hours)

a) Physical Development : Sensory & Psychomotor Functioning .

b) Cognitive development- Piaget's shift to post formal thought, Schaie's Life span model of Cognitive development. Emotional Intelligence.

c) Psycho social development -Erikson's Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation ,Marriage.

UNIT III: MIDDLE ADULthOOD

(12 hours)

a) Physical Development- physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.

b) Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity .

c) PsychoSocial Development –

Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

UNIT IV:

LATE ADULTHOOD - PART - I

(10 hours)

a)Physical development: Sensory & Psychomotor Functioning-Vision, Hearing, Taste& Smell, Strength, Endurance, Balance &Reaction time, Sexual Functioning

b)Cognitive Development: Intelligence &Processing Abilities ; Competence in everyday tasks & problem solving .

c) Psychosocial Development- Personal Relationships in Late life- Social contact, Relationships & Health ; Multigenerational Family; **Non-marital kinship ties**-Relationships with Adult children or their absence; Relationship with siblings; **Becoming Grandparents.**

UNIT V

LATE ADULTHOOD - PART - II

(06 hours)

a) The many faces of death; Care of the dying.

b) Facing death & Loss-Psychological Issues-Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan.

c)Finding Meaning & purpose in Life &Death

PRACTICALS

IV SEMESTER

1. Self Concept Rating Scale (R.K.Saraswat)
2. Concept Formation for height and size
3. Two Point Threshold
4. Size Weight Illusion
5. Emotional Intelligence Inventory (MEII)

Statistics:

- Correlation-Rank Difference
- Pearson's Product Moment methods.

Project

Analysis of Data and discussion for the project worked on, in III Semester.

COUNSELLING PSYCHOLOGY - I

V SEMESTER – BA / BSC

UNIT – I 10 hours

INTRODUCTION

Definition of Counselling, Goals of Counselling, Scope of Counselling, Difference between Counselling, Guidance and Psychotherapy. Historical background of Counselling. Current trends.

UNIT – II 10 hours

THEORETICAL APPROACHES TO COUNSELLING

Psycho –Analytical, Behavioural, Cognitive, Humanistic and Gestalt Therapy.

UNIT III 12hours

PROCESS OF COUNSELLING

Client – Counsellor Relationship establishment, Problem Identification and Exploration. Working in a counselling relationship: Counsellor Skills in the understanding and action phases – Changing perceptions, leading, Multi focused responding, Accurate empathy, Self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and Counter Transference. Planning for problem – Solving, Solution Application and Termination. Issues related to termination – Follow up, Referral and Recycling.

UNIT – IV 08 hours

PERSONAL ASPECTS OF COUNSELLING SKILLS

Counselling Skills: Communication Skills: Non –verbal and Verbal Communication Skills. Variables affecting the Counselling processes: Counsellor Variables - Age, Experience, Sex, Interest, Perceptual Sensitivity, Personal Adjustment, Personal Security, Genuineness, Counsellor's Attitude and Beliefs, Rapport, Empathy. Portrait of an Effective Counsellor. Counsellee factors.

REFERENCES: common for V & VI Semester

1. Samuel T. Gladding,(6th Edition), Counselling, A Comprehensive Profession. Dorling Kindersley India Limited,pearson.

2. Robert.L Gibson, Marianne H, Mitichell, Introduction to Counselling and Guidance. 7th Edition, Prentice Hall India Private Limited.
3. S Narayana Rao, Counselling and Guidance. Tata McGraw Hill Publication Co. Ltd. New Delhi.
4. E.R. Welfel, Lewis E. Patterson. The Counselling Process – A multi-theoretical Integrative Approach

EDUCATIONAL PSYCHOLOGY - I

V SEMESTER- BA/BSC.

UNIT I : 8 hours

PSYCHOLOGY AND ITS BEARING ON EDUCATION

- a) Educational Psychology-Definition, Nature, Scope; Role of psychology for educational theory and practice; Aims and objectives of educational psychology .
- b.) Research Methods-Program evaluation research, Action research and the Teacher as a researcher

UNIT II: 12 hours

APPLICATION OF LEARNING THEORIES TO EDUCATION.

- a) Behavioral approaches to learning-Classical conditioning, Operant conditioning {in brief}; applied behavior analysis in education-Increasing desirable behaviors, Decreasing undesirable behaviors.
 - b) Social Cognitive approaches to learning –Bandura’s Social Cognitive theory,
 - c) Observational learning {in brief};
- Theories of instruction- 1) Bruner’s Cognitive development theory; Gagne’s Hierarchical theory; Atkinson’s Decision-Theoretic Analysis for Optimizing Learning;

UNIT III: 10 hours

MOTIVATION IN LEARNING.

- a. Motivation to achieve –extrinsic and intrinsic motivation; other cognitive processes-Attributions, Mastery motivation, Self-efficacy; Anxiety and Achievement;

UNIT IV: MEMORY AND FORGETTING 10 hours

- a. Meaning, Nature, Types of memory; Improving STM-Chunking; Improving LTM-development of declarative knowledge, development of procedural and conditional knowledge.
- b. Forgetting- Nature, Causes.

TEXT BOOKS – common for V & VI Semester

- 1)Bhatia and Bhatia.- A Textbook of Educational Psychology (1996), Doaba House Booksellers and Publishers, Delhi.
- 2)S.K.Mangal – Advanced Educational Psychology, 2nd edition, (2002), Prentice Hall of India, New Delhi.
- 3)J.W.Santrock- Educational Psychology, 2nd Edition (2006) Tata Mc Graw – Hill publishing Company Limited, New Delhi.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY - I

SYLLABUS for V SEMESTER

UNIT-I

12 Hours

INTRODUCTION

Definition, Goals, Forces and Fundamental concepts -Nature of people and nature of organization.**History** of industrial Psychology and Organizational Behavior, Areas of Industrial psychology.

Two classical studies-A).Time and motion study -Nature and characteristics, Use of Therbligs. Principles, psychological implications and shortcomings-
Objections to change- Intrusion of an outsider, Increased feeling of insecurity.

Hawthorne studies –Nature,Implications and criticisms.

Importance of Time and Motion studies and Hawthorne studies.

I-O Psychology as a career: Training & Employment.

UNIT II

10 hours

JOB ANALYSIS AND SELECTION

Job Analysis: Definition and methods – Questionnaire method, Checklist method, Individual interview method, Observation, Group interview method, Technical conference method, Diary method, Work participation method and Critical incident method.

Selection: Application blanks.Psychological tests used in selection – intelligence tests, personality tests, interest tests and aptitude tests.(mention two in each area).

Interview – guided interview, unguided interview, stress interview and group interview.

UNIT III

10 hours

EMPLOYEE ATTITUDES AND THEIR EFFECTS

The Nature of Employees Attitudes -Job satisfaction, Job Involvement, Organizational Commitment, Work Moods. Effects of Employee Attitudes- Employee Performance, Turnover, Absence & Tardiness, Theft, Violence, Other Effects.

Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Changing Employee Attitudes

UNIT IV

08 hours

MOTIVATION AND REWARD SYSTEMS

Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg’s-Motivator-Hygiene (Two factors) Theory, Alderfer’s- E-R-G Model.

Reward system- Financial and Non-financial incentives.

Economic Incentive Systems: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

References: common for V & VI Semester

1. **Schultz D.P. and Schultz E.S** –Psychology & Work Today Eighth Edition ,Pearson Education,Inc.and Dorling Kinderssley Publishing Inc.

2. **John W Newstrom**- OrganizationalBehaviour-Human Behaviour at Work. Twelfth Edition Tata McGraw-Hill Publishing Company Limited.New Delhi.

3.**GirishbalaMohanty**-Industrial Psychology and OrganisationalBehaviour, Kalyani Publishers, Ludhiana

SOCIAL PSYCHOLOGY-I

SEMESTER – V

UNIT – 1

10 Hours.

SOCIAL PSYCHOLOGY – DEFINITION AND SCOPE:

Nature and scope of Social Psychology – Definitions(by Baron and Taylor) social psychology as scientific in nature, focus on the behavior of individuals, understanding causes of social behavior and thought, actions and characteristics of others, cognitive processes, environmental variables, cultural context.

Methods in Social psychology – Systematic Observation, Correlation, Experimental.

UNIT 2

10 Hours.

PERCEPTION AND ATTRIBUTION: Self – perception and Person – perception; meaning and principles of social perception; Information used in Social Perception (non-verbal communication – facial expressions, gazes, stares, body language, touching).

Attribution – meaning and theories – Jones and Davis’ theory of correspondent interference – non common effects, social desirability. Kelley’s theory of Causal Attribution – consensus, consistency, distinctiveness.

Some basic sources of error in attribution – correspondence bias, actor – observer effect, self serving bias.

Applications of attribution theory – attribution and depression, attribution and prejudice.

Impression formation and impression management – central and peripheral traits, cognitive explanations and other aspects of impression formation – nature of first impressions and motives for forming them.

UNIT-III

10 Hours.

SELF AND SELF – CONCEPT

Self – concept – nature and correlates of self esteem, attitude about self, evaluating one's self, social comparisons ,downward social comparisons, effects of high v/s low self esteem, paradoxical self esteem, changes in self esteem.

Other aspects of self functioning – focusing, monitoring, and efficacy – focusing attention on self or external world, monitoring behavior using external and internal cues.

Self efficacy – nature and correlates, confidence in self.

Gender Stereotyping – nature and correlates, gender identity and gender stereotypes; basis of gender identity; gender – role behavior and reactions to gender role behavior, gender role at home and on the job; why gender roles are still powerful; why men and women differ – biology, acquired gender roles or both.

UNIT-IV–

10 Hrs.

ATTITUDE AND PREJUDICE **Attitude** – definition, nature, formation and change – formation of attitudes – social learning, want satisfaction, information exposure, group affiliation, personality factors.

Types of attitude change

Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.

References common for V & VI Semester

1. Robert A Baron and Donn Byrne Social Psychology –, 10th edition, Pearson Education Publication.

2.Shelley A Taylor, Letitia Anne peplau, David O. Sears, Social Psychology –, 2006, Pearson Education.

3.B.Kuppuswamy,Social Psychology

PAPER - V - HEALTH PSYCHOLOGY –I

SEMESTER V - BA/B.Sc.

UNIT I - Introduction

10 hours

- a) Definition of Healthy Psychology
(History of Health Psychology; The Bio-Medical model)
- b) Methods - Experiments, Correlational studies, prospective and retrospective study
- c) Illness cognition; the meaning of being healthy; Levinthal's self-regulatory model of illness cognition till stage 3.

UNIT II - Stress

10 hours

- a) Stress: What is stress? Theories of Stress – (Cannon, Selye, Lazarus); Subjective correlates of stress.
- b) Coping with stress; nature of coping; coping strategies; measuring coping; Social support.

Unit III – Addictive Behaviour – A Perspective:

10 hours

- a) Addiction.
- b) Factors involved in learning addictive behaviour; Stages of substance abuse;
- c) Interventions to promote cessation.

Unit IV – Modification and Enhancement of Health Behaviour

10 Hours

- a) Modification – Changing Health Habits; Cognitive-Behavioural Approaches to Health Behaviour Changes.
- b) Health Enhancing Behaviour – Exercise, Maintaining a Healthy Diet, Food Habits, Weight Control.

Textbooks:

1. Jane Ogden – Health Psychology – a text book, 4th edition 2010, Tata McGraw Hill Education Private Limited, New Delhi.

2. Shelley E. Taylor – Health Psychology – 6th Edition 2006, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers – Positive Psychology, 2009, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.

Books for Reference –

1. M. Robin Dimatteo & Leslie R. Martin – Health Psychology – 2002, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.
2. Alan Carr – Positive Psychology - Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

Abnormal Psychology -I

V semester - BA/BSC.

Unit: 1 Introduction- 6 Hours

Defining abnormality, criteria of abnormality- statistical, social, personal-discomfort, maladaptive. Myths and Misconceptions of abnormal behavior, classification of abnormal behavior

Unit:-2 Psychological models of abnormality 14 Hours.

Psychodynamic- Levels of consciousness, structure and dynamics of personality, psycho sexual stages, ego defense mechanisms, impact and criticisms

Behaviorism- Assumptions of behavioral psychology, mechanisms of learning-extinction, generalization, discrimination, shaping, Learning to follow rules, reinforcement, punishment, abnormal behavior as a product of learning

Cognitive behavioral perspective- Attribution theory cognitive appraisal-conceptual frame work for cognitive vulnerability, self efficacy, information processing

Humanistic theory- Roger's theory (relate to Abnormality)

Community and Interpersonal Mental Health model – Roots of Interpersonal perspective, Sullivan's Interpersonal theory; community and interpersonal personal relationships, impact of Interpersonal Model.

Unit-3 Stressand Mental Health 06 Hours.

Definition of stress, causes of stress-frustration, pressure and conflict. Stress Management and coping – biofeedback, exercise, stress management intervention, catarsis

Unit:-4 Anxiety, Somatoform and Dissociative Disorders 14 Hours Phobia- Agoraphobia, Social phobia, Specific phobia, General anxiety disorders, Panic attack- with agoraphobia, without agoraphobia, Obsessive Compulsive disorder

Somatoform disorder-Somatization disorder, hypochondriasis, pain disorder, convulsion disorder.

Dissociative disorder- Fugue, Amnesia, Dissociative identity disorder, Depersonalization disorder, general causes and symptoms.

References: for V & VI Semester

1. Lauren B Alloy, John.H.Riskind, Margaret J Manah, **Abnormal Psychology** Current perspective-9th edition
- 2.Robert C Carson, James N Butcher, Susan Mineka, Jill M Hooley,**Abnormal Psychology** 13th edition,
- 3.Rosen and Gregory,**Abnormal Psychology**,

PRACTICALS FOR SEMESTER V (Practicals V)

- 1.Eysenck Personality Inventory
 2. FIRO – B
 3. Type A/B Behavioral Pattern Scale
 4. Internal – External Locus of Control Scale
 5. Personal Values Questionnaire
- Statistics:** Critical Ratio

PRACTICALS FOR SEMESTER V- (Practicals VI)

1. DBDA- 1 to 4
 2. DBDA – 5 to 8
 3. MRMT
 4. Interest Inventory
 5. Tweezer Dexterity
- Statistics** – ‘t’ test.

Project – Interest inventory – college students – 18 – 21 years, 10 boys, 10 girls(should be related to the specialization taken).

SOCIAL PSYCHOLOGY-II

SEMESTER – VI

UNIT 1

10 Hours

INTER- PERSONAL ATTRACTION & GROUP DYNAMICS

Meaning; variables determining interpersonal attraction – proximity, positive and negative emotions, need to affiliate and observable characteristics (physical attractiveness), similarity.

Mutual liking, close relationships – family.

GROUP DYNAMICS – Group – definition and types of groups; stages of group formation; effects of groups on performance – social facilitation; coordination in groups.

Leadership – meaning, characteristics of a leader; leadership styles; initiating structure (production oriented) consideration (person oriented)

UNIT-2

10 Hours.

SOCIAL INFLUENCE:

Social influence – meaning, conformity, factors affecting conformity, cohesiveness, group size, descriptive and injunctive social norms; bases of conformity – normative social influence, desire to be right.

Compliance – underlying principles (Cialdini); tactics – ingratiation, foot – in – the – door, hone ball, door – in – the – face, that’s – not – all, playing hard – to – get, pique.

Obedience – meaning, destructive obedience, intense indoctrination. Factors affecting and underlying principles of obedience.

UNIT-3

10 Hours.

PROSOCIAL BEHAVIOR: Prosocial behavior – meaning; bystander effect; diffusion of responsibility; decision to help; situational factors that enhance/inhibit helping – attraction, attribution, prosocial models, self interest, moral integrity, moral hypocrisy.

Helpers and those who receive help – bystanders additional state; dispositional differences – empathy. Additional factors – sense of wellbeing, achievement motivation, sociability, need for approval, altruistic personality.

Characteristics of those being helped – aspiring for help, how it feels to receive help.

Theories of prosocial behavior – Empathy – Altruism; Negative state relief model; Empathy – Joy; Genetic determinism.

UNIT-4

10 Hrs.

SOCIAL PROBLEMS AND SOCIAL HARMONY :

Application of Social psychology in dealing with social problems.

Aggression, unemployment, poverty, discrimination (gender, caste, socio – economic status, disease related issues)

Role of media in social discord and harmon

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY -II **VI SEMESTER**

UNIT-I

10 hours

PERFORMANCE APPRAISAL

Definition, Need for Performance Appraisal, Techniques of Performance Appraisal Methods – (a) **Objective Performance Appraisal methods**-Output measures, Computerised Performance Monitoring, Job-Related Personal Data Essay Methods, Critical Incident Method, CheckList Method, **Judgmental Performance Appraisal Methods**-Written narratives, Merit Rating Techniques-Rating Scales, Ranking Techniques, Paired-Comparison Technique, Forced – Distribution Technique, Forced Choice Technique, Behaviour Anchored Rating Scale(BARS), Behavior Observation Scales(BOS) (c) Management by Objectives(MBO). 360* Feedback. **Bias in Performance Appraisal**. How to Improve Performance Appraisals

UNIT-2

12 hours

TRAINING and MANAGING COMMUNICATIONS

Nature of Training; Goals of organizational 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.

MANAGING COMMUNICATIONS

Communication Fundamentals, Two-way Communication Process-

Potential Problems; Communication Barriers – Impact of Barriers on Communication Process.

Types of Communication: (a) Downward Communication (b) Upward Communication. c) Other

Forms of Communication: Lateral Communication and Electronic Communication. d) Informal Communication – Grapevine Communication, Rumour

UNIT-3

08 hours

LEADERSHIP, TEAM WORK AND TEAM BUILDING

Leadership – definition and nature, styles of leadership-authoritarian & democratic leaders, Transactional & Transformational leaders.

Team work - Life cycle of a team. Team building- need, process & skills.

UNIT-4

10 hours

STRESS AND COUNSELING

Definition, Employee Stress, Extreme Products of Stress- Burn-out, Trauma, Workplace Trauma, Workplace Violence, Post-Traumatic Stress Disorder. Causes of Stress- Job Related Causes of stress, Stress& Job Performance, Individual differences in Stress Response. Approaches to Stress Management

Employee Counseling –Nature of counseling, Functions of Counseling, Types of Counseling

VI SEMESTER- BA/BSC.

EDUCATIONAL PSYCHOLOGY -II

UNIT I :

12 hours

LEARNER DIFFERENCES AND LEARNING NEEDS.

Individual differences in intelligence-meaning, Multiple Intelligences, Intelligence as a process; Ability differences and Teaching- between class ability grouping, within class ability grouping; Cognitive and learning styles-Cognitive styles: Field dependent and field independent, Impulsive and reflective cognitive styles; Learning styles and Preferences: what are learning preferences and cautions.

UNIT II :

10 hours

EDUCATING EXCEPTIONAL CHILDREN.(COGNITIVE)

a)Definition and Nature;

b)Gifted Children- Meaning, Definition, Needs and Problems, Identification, Education of gifted children;

c)Mentally Challenged children –Definition , Nature, Detection, Identification, Classification on the basis of adaptive behavior, Planning education according to the level of mental retardation; d)Disadvantaged Children –Definition, meaning, and education ; e)Learning disability –Definition , Nature and characteristics, Educational provisions for children with learning disability.

UNIT III :

10 hours

EDUCATING EXCEPTIONAL CHILDREN (PHYSICAL AND EMOTIONAL)

a)Types of disabilities: Sensory; Physical; Speech and language ;Emotional and Behavioral .

b) Suggested remedial measures.

a)Behavioral problems – (BRIEFLY)

)Life Skills training; Use of behavioral strategies.

UNIT IV :

8 hours

MANAGEMENT OF CLASSROOM

a)Why classrooms need to be managed effectively;

b) Management issues in Elementary and secondary school classrooms–the crowded, complex and potentially chaotic classroom;

c) Emphasizing instruction and a positive Classroom climate;

d) Management goals and strategies; Designing the Physical environment of the classroom-principles of classroom arrangement, Arrangement style.

1) Anita Woolfolk- Educational Psychology (2004), 9th Edition, Pearson Education (Singapore) Pvt.Ltd, Indian Branch, Delhi.

2) S.S.Mathur - Educational Psychology, (2007), Vinod Pustak Mandir, Agra.

COUNSELLING PSYCHOLOGY-II

VI SEMESTER – BA / BSC

UNIT I TESTING, ASSESSMENT AND DIAGNOSIS IN COUNSELLING 12 hours

Tests and Test Scores, Problems and Potential of using tests, Qualities of Good tests – Validity, Reliability, Standardization and Norms. Classification of tests – Intelligence and Aptitude Tests, Interest and Career Tests, Personality tests, Achievement tests. Administration and Interpretation of Tests. Assessment, Diagnosis.

UNIT II GROUP COUNSELLING 08 hours

Definitions and Explanations. Group Counselling. Theoretical considerations, Values of Group Counselling, Selection of Group Members. Group Processes: Establishment of the Group, Identification, productivity, Realization, Termination. Similarities and Differences between Individual and Group Counselling.

UNIT – III SPECIAL AREAS IN COUNSELLING 12 hours

Marriage, Couple, Family and Career Counselling: The changing forms of family life, Marriage and Couple Counselling, Family Counselling. The changing nature of the world of work. Abuse and Disability: Abuse - Interpersonal Abuse (only definition), Intra – Personal Abuse – Substance Abuse – Nature, Prevention, Treatment. Counselling people with disabilities: Nature of disabilities. Clients with Specific disabilities – Physical, Mental disabilities, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), HIV / AIDS

ETHICS IN COUNSELLING

08 hours

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

Health Psychology –II Semester VI – BA/B.Sc.

Unit I – Psycho Neuro Immunology and Disorders of Immune System

10 Hours

- a) Immune system – Physical and Psychological correlation of the Immune System. Disorders – HIV and transmission of HIV, approaches to intervention in HIV, role of the Psychologist; Cancer, coping with HIV status and Cancer, Role of Psychologist.

UNIT II: PAIN

10 hours

- a) Nature of pain; Early pain theories; including psychology in theories of pain; the gate control theory of pain;
- b) The role of psychosocial factors in pain perception; subjective –affective – cognitive processes.
- c) The role of psychology in pain treatment; CBT.
- d) Psychological intervention to manage pain
- e) Pain control techniques – pharmacological, surgical and sensory.
- f) Managing pain – biofeedback, relaxation technique, hypnosis, acupuncture, distraction, guided imagery.

Unit II – Life Style Disorders

10 Hours

CHD – Nature of CHD; Women and CHD; Cardiovascular reactivity, hostility and CHD, Depression and CHD, Type A behaviour.

- a) Hypertension – An overview – Stress and Hypertension; Personality and Hypertension;
- b) Stroke and its consequences.
- c) Diabetes – Types; Implications; Problems in Self Management of Diabetes.
- d)

Unit – III Resilience

10 Hours

Nature of resilience, Developmental perspectives, Clinical perspectives, Sources of resilience, the dangers of blaming the victim, Sources of resilience in children, sources of resilience in adulthood and later life, successful aging, Trauma, positive and negative effects of trauma.

Unit- IV Intervention

10 Hours

Psychological, Psychiatric and Psychopharmacological interventions.

- a) Health practitioners as effective agents of behaviour change.
- b) Compliance, Predicting, Patient satisfaction, Patient understanding.
- c) Patient reaction, role of knowledge in health professionals, problems with traditional approach, problem of doctor viability, explaining variability – the role of health professionals' health beliefs.

Textbooks:

1. Jane Ogden – Health Psychology – a text book, 4th edition 2010, Tata McGraw Hill Education Private Limited, New Delhi.
2. Shelley E. Taylor – Health Psychology – 6th Edition 2006, Tata McGraw Hill Education Private Limited, New Delhi.
3. Steve R. Baumgardner & Marie K. Crothers – Positive Psychology, 2009, Dorling Kindersley (India) Pvt. Ltd., licensees of Pearson Education in South Asia.

Books for Reference:

1. M. Robin Dimatteo & Leslie R. Martin – Health Psychology – 2002, Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.
2. Alan Carr – Positive Psychology - Dorling Kindersley (India) Pvt. Ltd, licensees of Pearson Education in South Asia.

ABNORMAL PSYCHOLOGY-II

VI Semester- BA/BSC.

Unit:-1 Personality disorders

8 Hours

Classification-General characteristics and causes. Examples of 3 clusters- Paranoid, Narcissistic and Avoidant personality.

Unit:-2 Schizophrenia and Paranoia

10 Hours

Symptoms, types and general causes

Unit:-3 Mood disorders

10 Hours.

Depressions that are not mood disorder (Normal depression) Unipolar disorder- Dysthymia and Major depressive disorder. Bipolar disorder- Bipolar I and Bipolar II general causes and symptoms; Suicide- factors associated with suicide.

Unit:-4

12 Hours.

Brain disorders and other cognitive impairments- Dementia, Delusion, Delirium& Mental retardation-Microcephaly Hydrocephaly, Macrocephaly, Downsyndrome, PKU, Cretinism; AMD Classification. Developmental disorders- Dyslexia and Autism.

PRACTICALS FOR Semester VI (Practicals VII)

- 1.Assessment of Guidance needs
- 2.Bell's Adjustment Inventory (200 questionnaire)
3. GHQ
4. IPAT Anxiety Scale
5. Team effectiveness scale – Dhar & Dhar.

Statistics: Median Test

Project: Norms & Validation of Stress Inventory

PRACTICALS FOR Semester VI (Practicals VIII)

- 1.Study of attitudes
- 2.RPM

3.Bhatia's Battery

4.GMA/ Test of General Intelligence of college students by Pall and Misra,

5.Emotional Maturity scale

Statistics – Chi-square.

Project – Team effectiveness scale – college students –sample size – 10 boys and 10 girls.

OPTIONAL ENGLISH

Paper – I (Semester – I)

British Literature: From Chaucer to Johnson & Facets of Language

Teaching Hours: 5 hours/week

Textbooks: 1. *Literary Vistas* (Volume I)
2. William Shakespeare - *Macbeth*

- 1. Poetry – 35 marks (1 hr/week)**
- 2. Prose – 20 marks (1 hr/week)**
- 3. Drama – 25 marks (2 hrs/week)**
 - William Shakespeare – *Macbeth*
- 4. Facets of Language – 20 marks (1 hr/week)**

Paper – II (Semester – II)

British Literature: The Romantic Age & Facets of Language

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume I)
2. Jane Austen - *Emma*

- 1. Poetry – 35 marks (1 hr/week)**
- 2. Prose – 20 marks (1 hr/week)**
- 3. Novel – 25 marks (2 hrs/week)**
 - Jane Austen – *Emma*
- 4. Facets of Language – 20 marks (1 hr/week)**

Paper – III (Semester – III)

British Literature: Victorian and Modern & Facets of Language

Teaching Hours: 5 hours/week

Textbooks: 1. *Literary Vistas* (Volume II)
2. Charles Dickens - *Hard Times*

- 1. Poetry – 35 marks (1 hr/week)**
- 2. Essays and Short Stories – 20 marks (1 hr/week)**
- 3. Novel – 25 marks (2 hrs/week)**
 - Charles Dickens – *Hard Times*
- 4. Facets of Language – 20 marks (1 hr/week)**

Paper – IV (Semester – IV)

American Literature & Facets of Language

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume – II)

2. Tennessee Williams – *The Glass Menagerie*

1. Poetry – 35 marks (1 hr/week)
2. Essays and Short Stories – 20 marks (1 hr/week)
3. Drama – 25 marks (2 hrs/week)
 - Tennessee Williams – *The Glass Menagerie*
4. Facets of Language – 20 marks (1 hr/week)

Paper – V
(Semester – V)

Literatures of India: An Introduction (Part I)

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume III)
2. Girish Karnad – *Tughlaq*
3. Mulk Raj Anand - *Untouchable*

1. Poetry – 20 marks (1 hr/week)
2. Short Fiction – 20 marks (1 hr/week)
3. Essays – 20 marks (1 hr/week)
4. Drama – 20 marks (1 hr/week)
 - Girish Karnad - *Tughlaq*
5. Novel – 20 marks (1 hr/week)
 - Mulk Raj Anand - *The Untouchable*

Paper VI
(Semester – V)

European and Non-European Writing (Part I)

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume – III)
2. Sophocles - *Antigone*
3. Anton Chekov - *The Cherry Orchard*

1. Poetry – 20 marks (1 hr/week)
2. Short Fiction – 20 marks (1 hr/week)
3. Essays – 20 marks (1 hr/week)
4. Drama – 40 marks (20+20) (2 hrs/week)
 - Sophocles - *Antigone*
 - Anton Chekov - *The Cherry Orchard*

Paper – VII
(Semester – VI)

Literatures of Indian: An Introduction (Part II)

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume IV)
2. Mahesh Dattani – *Dance Like a Man*
3. Mahasweta Devi – *Mother of 1084*

1. Poetry – 20 marks (1 hr/week)
2. Short Fiction – 20 marks (1 hr/week)
3. Essays – 20 marks (1 hr/week)

4. Drama – 20 marks (1 hr/week)

- Mahesh Dattani - *Dance Like a Man*

5. Novel – 20 marks (1 hr/week)

- Mahasweta Devi - *Mother of 1084*

**Paper - VIII
(Semester – VI)**

European and Non-European Writing (Part II)

Teaching Hours: 5 Hours/week

Textbooks: 1. *Literary Vistas* (Volume – IV)
2. Chinua Achebe - *No Longer at Ease*
3. Jean Rhys - *Wide Sargasso Sea*

1. Poetry – 20 marks (1 hr/week)

2. Short Fiction – 20 marks (1 hr/week)

3. Essays – 20 marks (1 hr/week)

- Chinua Achebe - *No Longer at Ease*
- Jean Rhys - *Wide Sargasso Sea*

Examination pattern

Semester Examination : 70 Internal Assessment marks : 50 Total marks : 150

Question paper pattern

Semester I

Paper I

Section A : Annotation	3x5	15
Section B : Poetry 1 essay type question (15 marks)+ I short note(5 marks)		20
Section C : Drama 1 essay type question (15 marks)+ 2 short notes(10 marks)		25
Section D : Prose 1 essay type question (15 marks)+ I short note(5 marks)		20
Section E : Facets of Language		20

Semester II

Paper II

Section A : Annotation	3x5	15
Section B : Poetry 1 essay type question (15 marks)+ I short note(5 marks)		20
Section C : Novel 1 essay type question (15 marks)+ 2 short notes(10 marks)		25
Section D : Prose 1 essay type question (15 marks)+ I short note(5 marks)		20
Section E : Facets of Language		20

Semester III

Paper III

Section A : Annotation	3x5	15
Section B : Poetry 1 essay type question (15 marks)+ 1 short note(5 marks)		20
Section C : Novel 1 essay type question (15 marks)+ 2 short notes(10 marks)		25
Section D : Prose 1 essay type question (15 marks)+ 1 short note(5 marks)		20
Section E : Facets of Language		20

Semester IV

Paper IV

Section A : Annotation	3x5	15
Section B : Poetry 1 essay type question (15 marks)+ 1 short note(5 marks)		20
Section C : Novel 1 essay type question (15 marks)+ 2 short notes(10 marks)		25
Section D : Prose 1 essay type question (15 marks)+ 1 short note(5 marks)		20
Section E : Facets of Language		20

Semester V

Paper V

Section A : Poetry 1 essay type question (15 marks)+1 short note(5 marks)	20
Section B : Short Fiction 1 essay type question (15 marks)+ I short note(5 marks)	20
Section C : Essays 1 essay type question (15 marks)+1 short note(5 marks)	20
Section D: Drama 1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section E : Novel 1 essay type question (15 marks)+ 1 short note(5 marks)	20

Paper VI

Section A : Poetry 1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section B Short Fiction 1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section C Essays 1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section D: Drama 1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section E : Drama 1 essay type question (15 marks)+ 1 short note(5 marks)	20

Semester VI

Paper VII

Section A : Poetry 1 essay type question (15 marks)+ I short note(5 marks)	20
Section B : Short Fiction 1 essay type question (15 marks)+ I short note(5 marks)	20
Section C : Essays 1 essay type question (15 marks)+ I short note(5 marks)	20

Section D: Drama	1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section E :Novel	1 essay type question (15 marks)+ 1 short note(5 marks)	20

Paper VIII

Section A : Poetry	1 essay type question (15 marks) + 1 short note (5 marks)	20
Section B: Short Fiction	1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section C : Essays	1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section D: Drama	1 essay type question (15 marks)+ 1 short note(5 marks)	20
Section E : Novel	1 essay type question (15 marks)+ 1 short note(5 marks)	20

Guidelines for IA marking = 50 marks (all semesters, i.e. 50 in each papers)

2 tests= 10+10= 20

Attendance =10

Assignments= 10

Seminars/Presentations=10