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UNIVERSITY OF MYSORE
Estd.1916

Vishwavidyalaya Karyasoudha
Crawford Hall, Mysuru- 570 005

(Re-accredited by NAAC at 'A')
(NIRF-2023 Ranked 44 in University Category & 71 in Overall Category)

No.: PMEB-1/02/Spl./2024-25

Date: 04-11-2024

NOTIFICATION

Sub.: Syllabus and Examination pattern of BA (Applied Psychology) course under Specialized Programmes from the academic year 2024-25-reg.

Ref.: 1. Decision of the BOS Meeting held on 01-10-2024.
2. Decision of the Academic Council meeting held on 22-10-2024.

The Board of Studies in **BA (Applied Psychology) (UG)** at its meeting held on 01-10-2024 has recommended approve the 1st year Syllabus of **BA (Applied Psychology)** course in University of Mysore under specialized/specified programs from the academic year 2024-25.

The Academic Council has also approved the above said proposals at its meeting held on 22-10-2024 and the same is hereby notified.

The 1st year syllabus of **BA (Applied Psychology)** course may be downloaded from the University website <https://uni-mysore.ac.in/PMEB/>.

To,

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Dean, Faculty of Arts, PG Centre, Hemagangotri, Hassan.
3. Prof. Sampathkumar, DoS in Psychology, Manasagangothri, Mysuru.
4. The Centre Head, Universal Institute For Private Training, Moghera Bin Shoba Street, P.O. Box 6938, Salmiya, Kuwait.
5. The Deputy Registrar/ Asst. Registrar/ Superintendent, Examination Branch, UOM, Mysuru.
6. The PA to Vice-Chancellor/Registrar/Registrar (Evaluation), University of Mysore, Mysuru.
7. Office Copy.


REGISTRAR
REGISTRAR
University of Mysore
MYSURU - 570 005


Proceedings of the Meetings of the Board of Studies in BA(Applied Psychology) (UG) Universal Institute For Private Training, Kuwait, held on 01-10-2024 at 11:00 a.m. through Virtual Mode.

Ref.: UA-5/ BoS /21/Spl./2022-23, Dated: 05-08-2024.

Members Present:

- | | |
|------------------------|---------------------------------|
| 1. Prof. Sampath Kumar | - Chairperson, BOS. |
| 2. Ms. Sabha Sheikh | - Member <i>Sabha</i> |
| 3. Ms. Nehla P.A | - Member <i>Nehla</i> |
| 4. Mr. Riaz Mohideen | - Member <i>Riaz Mr</i> |
| 5. Mrs. Syeda Fathima | - Member <i>M.P. Syeda fath</i> |

The meeting was initiated with a welcome speech by Chairman of the board through Virtual Mode. The importance of the meeting was presented along with the agenda of framing the syllabus and regulation for BA (Applied Psychology) programme as per SEP.

After detailed discussion among the members, the following were resolved to be recommended through Virtual Mode.

The proposed BA(Applied Psychology) program offered under the SEP regulations being followed by the university from time to time.

The Eligibility criteria, 1st year Syllabus and methodology of assessment and evaluation for BA(Applied Psychology) program- Prepared & approved.

Finally, the chairman of BoS thanked all the members for their valuable time, support and valuable suggestions.

[Signature] 01/10/2024
(Prof. Sampathkumar)
Chairperson, BOS

UNIVERSAL INSTITUTE FOR PRIVATE TRAINING, KUWAIT

B.A. (APPLIED PSYCHOLOGY)

(With effect from the academic year 2024-2025)

Proposed Regulations for 3-Year Semester Course Leading to B.A (APPLIED PSYCHOLOGY)

Regulations

1. These regulations are applicable to students taking admission to I semester B.A (APPLIED PSYCHOLOGY) from the academic year 2024-25
2. The duration of the course shall be 3 years consisting of 06 semesters.
3. Each semester shall extend over a minimum period of SIXTEEN weeks teaching duration.

1.0 NAME OF THE COURSE AND DURATION OF THE COURSE.

BACHELOR OF ARTS (APPLIED PSYCHOLOGY)

The duration of the B.AAPPLIED PSYCHOLOGY course shall be of 03 years of 6 semesters. A candidate shall complete his/her degree within 06 academic years from the date of admission to the course

2.0 ELIGIBILITY FOR ADMISSION

Students who have passed Pre-University Examination (10+2) or equivalent examination in any discipline are eligible for admission.

3.0 SCHEME OF INSTRUCTIONS:

In the first four semesters, there shall be 19 subjects from Discipline Specific Courses and 10 subjects from Ability Enhancement Compulsory Courses. In the last two semesters, there shall be 6 subjects each Discipline Specific Elective. For each subject, there shall be lecture classes, tutorials/practicals. The credits for each subject vary between 3 and 5 per subject per week as prescribed in the curriculum.

Credits Matrix :

Course		Total credits
Discipline Specific Course	19 Papers	84
Discipline Specific Elective	06 Papers X 5 Credits	30
Ability Enhancement Compulsory Courses	10 Papers X 3 Credits	30
TOTAL (36 Papers)		144

4.0 SCHEME OF EXAMINATION AND EVALUATION:

There shall be university examination at the end of each semester for maximum marks of 70 for Theory examination and the Internal Assessment will be for 30 marks.

All papers of this course except papers that are common to all other graduate courses of the University of Mysore, shall be set/valued/reviewed by BOE for a maximum of 70 marks. The pattern of question paper will be as follows:

Part- A: Answer any three out of five questions.	$3 \times 15 = 45$
Part- B : Answer any two out of four questions.	$2 \times 10 = 20$
Part- C : Answer any three out of five questions.	$3 \times 05 = 15$
TOTAL	<u>80</u>

Evaluation of each subject is divided into internal assessment (IA) and end term examination with marks allocated as shown in the table. Internal assessment will be carried out in two stages: One, after the eight weeks of instructions designated as C1, the second, after sixteen weeks of instruction designated as C2. The end of term examination designated as C3 will be held between eighteenth and twentieth week of the semester. IA marks will be awarded on the basis of continuous assessment that include announced and surprise tests, term papers / seminars / quizzes / case discussions, viva, and practical's.

The breakup of marks will be as follows:

- a. C1 (Covering the first half of the syllabus) – 10 Marks
 - b. C2 (Covering the second half of the syllabus) - 10 Marks
 - c. C3 (Covering entire syllabus) – 80 Marks
- Total – 100 Marks**

Term end examination (C3) will be of 3 hours duration for each subject.

Scheme of Assessment

Course Type	C1	C2	C3		Total
	Marks	Marks	Marks	Duration (Hrs)	
AECC	10	10	80	3	100
DSE	10	10	80	3	100
DSC	10	10	80	3	100

Courses in the programme are of three types: Ability Enhancement Compulsory Courses, Discipline Specific Elective and Discipline Specific Course

5.0 ATTENDANCE:

- ◆ Each semester shall be taken as a unit for the purpose of calculating attendance and a student shall be considered to have put in the required attendance for that semester if the candidate has attended not less than 75% of the number of working days (lectures during each semester)
- ◆ A candidate who does not satisfy the requirement of attendance shall not be eligible to take the examination of the concerned semester.
- ◆ A candidate who fails to satisfy the requirement of attendance in a semester shall re-join the same semester by obtaining prior permission from the University.

6.0 MEDIUM OF INSTRUCTION:

The medium of instruction shall be English.

7.0 APPEARANCE FOR THE EXAMINATION:

A candidate shall apply for all the papers of a semester when he appears for examination of each semester for the first time.

8.0 BOARD OF EXAMINERS, VALUATION:

- ◆ There shall be a Board of Examiners for scrutinizing and approving the question papers and scheme of valuation constituted by the University.
- ◆ There will be single valuation for all the papers.

9.0 DECLARATION OF RESULT:

- ◆ Minimum for a pass in each paper shall be 35%, and for all the papers in the semester average shall be 40%. However, a candidate has to score minimum of 35% of theory component of semester end examination i.e. 28(rounded off) marks out of 80 marks.
- ◆ There shall be no minimum marks for C1 and C2.
- ◆ Classification of successful candidates and Gradation of results shall be as per the University regulations as shown below;

Letter grade	Grade point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

10.0 PROVISION FOR REPEATERS:

- ◆ A candidate is allowed to carry all the previous un-cleared paper/s to the subsequent semester/s.
- ◆ The candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearances.
- ◆ **PROVISION FOR RE-ADMISSION:**
- ◆ Such of those candidates who have discontinued the course/failed to take admission to the next semester, shall get admitted to the concerned semester in the immediate next academic year only. This provision is available to a student only two times in the entire duration of the course.
- ◆ **Any other issue not envisaged above** shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University which shall be final and binding.
- ◆ Wherever the regulation is silent, the provisions of University regulations shall be applicable.

I - Semester				
Sl No.	Subject	COURSES	Credits	L:T:P Pattern
1.1	Kannada-1/Sanskrit/Urdu/Tamil/Telugu//Marathi/Hindi	AECC	3	2:1:0
1.2	English – 1	AECC	3	2:1:0
1.3	Introduction to Psychology – 1	DSC-1	5	4:1:0
1.4	Health Psychology	DSC-2	4	3:1:0
1.5	Biological Psychology	DSC-3	4	3:1:0
1.6	Environmental Studies	AECC	2	2:0:0
Total			21	
II - Semester				
2.1	Kannada-2/Sanskrit/Urdu/Tamil/Telugu/Marathi/Hindi	AECC	3	2:1:0
2.2	English – 2	AECC	3	2:1:0
2.3	Introduction to Psychology – 2	DSC-4	4	3:1:0
2.4	Developmental Psychology	DSC-5	4	3:1:0
2.5	Personality	DSC-6	5	4:1:0
2.6	Constitution Of India	AECC	2	2:0:0
Total			21	
III - Semester				
3.1	Kannada-3/Sanskrit/Urdu/Tamil/Telugu/ /Marathi/Hindi	AECC	3	2:1:0
3.2	Communication-I(English – 3)	AECC	3	2:1:0
3.3	Understanding Psychological Disorders – 1	DSC-7	3	2:1:0
3.4	Applied Social Psychology - 1	DSC-8	5	4:1:0
3.5	Organizational Behaviour	DSC-9	4	3:1:0
3.6	Stress Management	AECC	4	3:1:0
Total			22	

IV - Semester				
4.1	Kannad-4/Sanskrit/Urdu/Tamil/ Telugu//Marathi/Hindi	AECC	3	2:1:0
4.2	Communication-II (English – 4)	AECC	3	2:1:0
4.3	Understanding Psychological disorders – 2	DSC-10	4	3:1:0
4.4	Counselling Psychology	DSC-11	5	4:1:0
4.5	Applied Social Psychology – 2	DSC-12	5	4:1:0
4.6	Psychological Statistics	DSC-13	4	3:1:0
Total			24	
V - Semester				
5.1	Educational Psychology	DSC-14	5	4:1:0
5.2	Rehabilitation Psychology	DSC-15	5	4:1:0
5.3	Experimental Psychology	DSC-16	4	3:1:0
5.4	Positive Psychology	DSC-17	4	3:1:0
5.5	Child Counselling Psychology	DSE-1	5	4:1:0
5.6	Pre-marital Counselling	DSE-2	5	4:1:0
Total			28	
VI - Semester				
6.1	Sports Psychology	DSC-18	4	3:1:0
6.2	School Counseling	DSC-19	4	3:1:0
6.3	Adolescent Psychology	DSE-3	5	4:1:0
6.4	Family Counselling	DSE-4	5	4:1:0
6.5	Crisis Intervention and Trauma Counselling	DSE-5	5	4:1:0
6.6	Workplace Counselling	DSE-6	5	4:1:0
Total			28	

Total: 144 credits

DSC = Discipline Specific Course

DSE = Discipline Specific Elective

AECC = Ability Enhancement Compulsory Courses

* Any one of the languages from

Kannada/Sanskrit/Urdu/Tamil/Telugu//Marathi//Hindi/French/German/Persian/Arabic

SEMESTER- 1

1. LANGUAGE

2. English-1

3. INTRODUCTION TO PSYCHOLOGY – 1

COURSE LEARNING OUTCOMES

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to identify various approaches, fields and sub-fields of Psychology.

UNIT 1:

What is Psychology?, Evolution of Psychology, Development of psychology in India, Branches of psychology, Psychology in everyday life.

UNIT 2

Attention & Perception - Nature, Selective and sustained Attention, Perceptual processes: Principles of perceptual organisations, perception of depth, space and distance depth perception, constancies, Illusions.

UNIT 3

Learning: Conditioning, Cognitive Learning, Observation learning; applications of learning principles, learning disabilities.

UNIT 4

Nature of memory, Memory as Information Processing approach; Memory systems ; Forgetting; Improving Memory.

PRACTICALS

Three reports to be written ONE on Experimental Method and TWO reports on the experiments conducted. Understanding and Conduction of TWO Experiments. Experiments to be done from the following: Attention, Perception; Learning, Memory.

REFERENCES

Baron, R.A. & Misra, G. (2014). Psychology. New Delhi: Pearson Education. (Ch.1, pg 1-42; Ch. 3, pg 88-126; Ch. 6, pg 215-255; Ch. 7, pg 236-269) Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education. (UNIT 1 :Ch. 3, pg 88-126; Ch. 6, pg 212-251) Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill. (Ch. 7, pg 210-249) Sternberg, R. (2000). Psychology: In Search of the Human Mind. Wadsworth Publishing. ADDITIONAL RESOURCES Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). Introduction to Psychology (7th Edition). New York, NY: McGraw Hill. (UNIT 1: Ch. 1 & Ch. 2, UNIT 2: Ch. 3, UNIT 3: Ch. 4, UNIT 4: Ch. 5) Susan Nolen-Hoeksema (2014) Atkinson & Hilgard's. Introduction to Psychology. 16th Edition ISBN:9788131528990 India, Cengage New Edition.

TEACHING LEARNING PROCESS: The purpose of the teaching learning process is to focus on student-centered learning and endeavours to create a learning environment where the students interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods have been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. The practical component of this paper allows students the opportunity to design research studies using various kinds of tools and techniques and also to carry out quantitative analysis of the findings. Students will be trained in skills to conduct a psychological experiment ensuring controlled

conditions, keeping in mind ethics of experimentation. These experiments will be done in small groups of 10-12 students under the supervision of teachers. Students will be supervised closely and taught the necessary methods of conducting experiments using human participants. The concerns of Applied Psychology, given the requirement of the students for interaction with human participants, make it extremely difficult to work with a group size of more than 10-12 students.

ASSESSMENT METHODS: Students will be assessed on their understanding of the knowledge of Psychology their ability to express their knowledge accurately and ethically, their capability to review, design, conduct research and write reports. Hence Home assignments, class test, paper presentations, viva voce, reports will be used to assess the students. **KEYWORDS** Fields of Psychology, Nervous System, Attention, Memory, Learning, Perception. Meaning of Accounting, Accounting Principles – Concepts & Conventions. Systems of Book-keeping– rules of double entry – Preparation of Journal and Ledger (Personal Accounts only). Subsidiary books – Purchases, purchase Returns, Sales, Sales returns, Cash Book, Petty Cash Book, Journal Proper, Bills Receivable and Bills Payable book (Format & Theory only). Problems on three column cash book.

2. HEALTH PSYCHOLOGY

COURSE LEARNING OUTCOMES

- Understand the health issues from the standpoint of biological, psychological and social factors acting together.
- Learn about the role of beliefs and attitudes in the health problems of our times
- Understanding the importance of modifying the problematic health behaviours
- Learning how people appraise and cope with their health problems.
- Knowing the importance of positive emotions such as happiness, hope and optimism in developing satisfaction, resilience and well-being.

Unit – 1

An introduction to health psychology, The background of health psychology, what is the biomedical model, what are the aims of health psychology, future of health psychology.

Unit – 2

Illness Cognition, model of illness cognition, illness representation Of Coping, positive representation of illness

Unit – 3

Stress and illness, stress and changes in behaviour, stress and changes in physiology, Social support and control in stress.

Unit – 4

Psychology through out the course of illness, Role of psychology in the study of HIV and AIDS., cancer symptoms, coronary heart disease.

PRACTICALS:

Any two practicum (one in lab and one in field) on any of the two topics from the syllabus: using scales on hope, optimism, life satisfaction, or subjective well-being.

Field study on lifestyle and illnesses in Indian sample.

References:

Jane Ogden Health Psychology: Theory, Research and Practice. 2nd edition. New Delhi: Sage Publications, 2008. Shelley E. Taylor, Health Psychology. 6th edition. Tata McGraw Hill edition, 1995. Edward P. Sarafino. Health Psychology. John Wiley and Sons, 1994.

TEACHING LEARNING PROCESS: The curriculum is to be implemented using multiple teaching methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Indian research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive. Tutorial activities constitute an essential component of the teaching-learning process in psychology. They provide the students much needed time and space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations, review research papers, and design small research studies in the area of health and its applications.

ASSESSMENT METHODS:

This will be done through short answer questions covering a wide range of topics. Home and class assignments. Semester end long answer questions to be used to assess in-depth knowledge. The focus of assessment will be on students' understanding of their knowledge and their ability to express their knowledge accurately. **KEYWORDS** Health, Behaviour, Interventions, Exercise Happiness, subjective well-being, life satisfaction, resilience, optimism.

3. BIOLOGICAL PSYCHOLOGY

Course Objectives: This course helps the student understand important concepts in biological psychology and the role of the nervous system in behavior. It acquaints them with the knowledge about the connections between biological systems and psychological processes.

Unit – 1

The Bases of human behavior, the endocrine system.

Unit – 2

Heredity: genes and behaviour, socio cultural shaping of behaviour, enculturation, Acculturation, socialisation.

Unit – 3

Development of the brain

Unit 4

Hunger, thirst and temperature regulation

Unit 5

Biology of emotion. Emotions, autonomic arousal and the James-Lange theory. Brain areas associated with emotion. The functions of emotions. Attack behaviors. Fear and anxiety.

REFERENCES:

Kalat, J.W. (2013). Biological Psychology. 11th edition. Cengage Learning. Kalat, J.W. (2007). Biological Psychology. 9th edition. Wadsworth – Thomson Learning. Carlson, N.R. (1999). Foundations of Physiological Psychology. 4th edition. Allyn and Bacon. Pinel J.P.J (2010). Biopsychology. 8th edition. Pearson.

4. ENVIRONMENTAL STUDIES

Unit 1

Definition of Environmental studies, Relationship to other branches (Multidisciplinary nature), scope and importance. Need for public awareness.

Unit 2

Renewable and Non-renewable Resources.

Forest Resources: Use and over exploitation, deforestation, timber logging, Mining, Dams and their effects on forest and tribal.

Water Resources: use and over utilization of surface and ground water, floods, droughts, dams, benefits and problems

Food Resources: Definition, use, changes caused by agriculture and overgrazing effects of modern agriculture, fertilizer-pesticide, water logging, salinity.

Energy Resources: Growing energy needs renewable and nonrenewable energy sources, use of alternate energy sources.

Land Resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Unit 3

Concept of an ecosystem.

- Structure and function of an ecosystem
- Energy flow in ecosystem
- Introduction, types, characteristic features, structure and function of the following
 - a. forest ecosystem
 - b. Aquatic ecosystem: ponds, streams, lakes, rivers, oceans, estuaries

Unit 4:

- Introduction – Definition, genetic species and ecosystem diversity
- Biogeographically classification of India
- Value of Biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man- wildlife conflicts.
- Endangered and endemic species of India

Unit 5

Definition

- Causes, effects and control measures of
 - Air pollution
 - Water pollution
 - Soil pollution
 - Marine pollution
 - Noise pollution
 - Thermal pollution
 - Nuclear hazards
- Solid waste management and control measures of urban and industrial waste.
- Pollution case studies
- Disaster Management: Flood, earthquake, cyclone and landslides.

SEMESTER II

1.LANGUAGE

2.ENGLISH

3. INTRODUCTION TOPSYCHOLOGY - 2

COURSE LEARNING OUTCOMES

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to identify the various approaches ,fields and subfields of Psychology

UNIT 1:

Thinking and language, thinking process, concepts, problem solving, decision making, creative thinking. Language communication.

UNIT 2:

Intelligence – Nature of intelligence, nature-nurture, theories; culture and intelligence; emotional intelligence; Assessment of intelligence.

UNIT 3:

Motivation(nature, types), Maslows hierarchy of needs, frustration and conflict, theory of motivation, social motives.

UNIT 4:

Social perception, influences and relationships

PRACTICAL :

Tests/ Battery on any 2 topics from the following: Intelligence, Personality, Thinking, Problem solving, Reasoning, Aptitude.

References

Introduction to Psychology. New York: H. B. J. Inc. (UNIT 2, Ch. 12, UNIT 3: Ch. 13, UNIT 4: Ch. 9) C. Morgan Baron, R.A. & Misra, G. (2014). Psychology. New Delhi: Pearson Education. (UNIT 1: Ch. 7, UNIT 2, Ch. 11, UNIT 3: Ch. 12,). Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education. (Ch. 8, pg 312-348) Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw- Hill (Ch. 9, pg 312-340; Ch. 12 pg 440-478) ADDITIONAL RESOURCES Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. (UNIT 2, Ch. 9, UNIT 3: Ch. 11, UNIT 4: Ch. 8) Sternberg, R. (2000). Psychology: In Search of the Human Mind. Wadsworth Publishing. (UNIT 1: Ch. 1, UNIT 2, Ch. 11, UNIT 3: Ch. 17, UNIT 4: Ch. 9) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to psychology. Andover: Cengage learning

TEACHING LEARNING PROCESS : The purpose of the teaching learning process is to focus on student-centered learning and endeavors to create a learning environment where the students interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has being adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. Tutorials periods give students the personal space to clarify their doubts and have one to one interaction with the teacher.

ASSESSMENT METHOD: Home assignments, class test, term papers, paper presentations, viva voce, practical files **KEYWORDS** cognition, intelligence, personality, language.1. Objectives of business, business, as an organ of society, the internal and external environment of business; business, society and government-interface.

4. DEVELOPMENTAL PSYCHOLOGY

COURSE LEARNING OUTCOMES

- Assess critically theories of life span development.
- Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- Discuss methodological approaches used to study development.
- Examine developmental issues of adolescents and adults in the Indian context.
- Assess critically issues of disability and aging in the Indian context

Unit - 1

Principles of Growth and Development– Some significant facts about development. Conception– Beginnings of life. Fertilization. New born Baby: Size and Appearance, Body Systems, States of Arousal, Survival and Health, Medical and Behavioural Assessment.

Unit – 2

First Three Years: Physical Development – Principles of development, Physical growth, influences on growth, Nutrition, Early sensory capacities, Touch and Pain, Smell and Taste, Hearing, Sight. Motor Development, Milestones of motor development, The occurrence of motor development: Maturation, motor development and perception, Cultural Influences on motor development.

Unit – 3

First three years: Cognitive development - Piagetian Approach: The Sensorimotor stage. Language Development: Sequence of early language Development. Characteristics of early speech. Influences on early language development: Maturation of the brain, social interaction- the role of parents and caregivers. Psychosocial Development: Emotions- First signs of emotion, Appearance of emotions, Brain growth and emotional development, Temperament, studying temperament patterns, stability of temperament, biological basis of temperament, cultural differences. Earliest Social Experiences: The infant in the family. Development of trust, attachment, anxiety and autonomy.

Unit – 4

Early Childhood: Physical development - Bodily growth and change, Nutrition, Sleep patterns and problems, Motor skills, Artistic development, Handedness.

Unit – 5

Early Childhood: Cognitive development Piagetian Approach. Language Development: Vocabulary, Grammar and Syntax, Pragmatics and Social speech, Private speech. Psychosocial development: Self-concept and Cognitive development. Understanding emotions, emotions directed toward the self. Erikson: Initiative Vs Guilt.

Self-esteem developmental changes of self-esteem. Play- Types of play, social dimension of play. Parenting- forms of discipline, parenting styles, Baumrind's model.

PRACTICALS:

Any two practicums from the following list are to be done

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
3. Field report: The interaction between individuals and contexts (family, school, peers, culture).
4. Case study of an atypical individual.
5. Field work: some illustrative topics: Examining the issues of old age by interviewing an elderly individual. Evaluating quality of service in old-age homes. Identifying the challenges faced by people with disabilities through secondary data analysis. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

REFERENCES : References Hurlock, E. (2000) Child Development. (6th ed.) New Delhi: Tata Mcgraw Hill

TEACHING LEARNING PROCESS: Readings will be provided as per syllabus. Students will be encouraged to engage with current published research in the field. PowerPoint slide presentations, will be used as relevant to highlight any topics suitable to this mode of teaching. Class Discussions will deepen understanding on subtopics that may require greater interaction, would be used to encourage student learning. When appropriate, Audio/Video Clips would be shown to illustrate certain topics.

ASSESSMENT METHODS: Topic based interaction: Participation in class discussions. Regularity with assigned readings and corresponding discussions. Bringing insights and current concerns into discussions. Home assignment: To explore a concept in depth, a question based on any topic from the syllabus . would be assigned and assessed. Class assignment: Presentations (individual/group) and/or a time-bound test on any topic from syllabus would be assigned and assessed **KEYWORDS** Life span development, domains, perspectives, methods, issues.

5. PERSONALITY

UNIT I

Introduction to personality

UNIT – 2

Biology and personality

UNIT –3

Cognitive perspective on personality development.

UNIT - 4

Personality Disorders, DSM V, treating personality disorders.

Reference

Personality theory in a cultural context, Mark. D.kelland

TEACHING LEARNING PROCESS: The purpose of the teaching learning process is to focus on student-centric learning and endeavors to create a learning environment where the students' interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, classroom activity, presentations etc. Tutorials classes give students the personal space to clarify their doubts and have one to one interaction with the teacher.

ASSESSMENT METHODS

Home assignments, class test, term papers.

6. CONSTITUTION OF INDIA

Unit 1

Constitution – Structure and Principles 3 hours - Meaning and importance of Constitution - Making of Indian Constitution – Sources - Salient features of Indian Constitution

Unit 2:

Fundamental Rights and Directive Principles - Fundamental Rights - Fundamental Duties - Directive Principles

Unit 3:

Government of the Union - President of India – Election and Powers - Prime Minister and Council of Ministers - Lok Sabha – Composition and Powers: Rajya Sabha – Composition and Powers

Unit 4: Government of the States-Governor – Powers -Chief Minister and Council of Ministers -Legislative Assembly – Composition and powers-Legislative Council – Composition and powers

Unit 5:

The Judiciary - Features of judicial system in India -Supreme Court –Structure and jurisdiction -: High Court – Structure and jurisdiction

Unit 6:

Administrative organisation and constitution - Federalism in India – Features Local Government - Panchayats –Powers and functions; 73rd and 74th amendments Election Commission – Organisation and functions -Citizen oriented measures – RTI and PIL – Provisions and significance .

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