

Syllabus Matrix of BA - Criminology

Semester	Paper Code	Paper Title	Number of Units	Number of hours	External Exam	Internal Marks	Total	Number of credits
I	1.1	Introduction to Criminology	5	50	70	30	100	2
		Practical-I		3/Week	35	15	50	1
II	2.1	Introduction to Forensic Science	5	50	70	30	100	2
		Practical-II		3/Week	35	15	50	1
III	3.1	Police Science	5	50	70	30	100	2
		Practical-III		3/Week	35	15	50	1
IV	4.1	Criminal Law and Jurisprudence	5	50	70	30	100	2
		Practical-IV		3/Week	35	15	50	1
V	5.1	Theories of Crime	5	40	70	30	100	2*2=4
	5.2	Forensic Medicine	5	40	70	30	100	
		Field Work			70	30*		2
VI	6.1	Victimology	5	40	70	30	100	2*2=4
	6.2	Correctional Administration	5	40	70	30	100	
		Project Work			70	30*	100	2

*Viva Voce

Semester I
Paper No: 1.1
Introduction to Criminology
Marks: Theory 70+I.A. 30= 100

Unit I: Introduction

10 Hours

- a. Meaning, definitions, scope and objectives of Criminology.
- b. Relationship of Criminology with Correctional Administration, Forensic Science, Criminal law and Jurisprudence, Sociology, Psychology and Economics.
- c. Criminology as a Science: as a Social Science: as a Bio-Socio-Psychological Science.

Unit II: (A) Concept of Crime

10 Hours

- a. Concept of Crime differentiated from Sin, Vice, Anti-social Behavior and Abnormal Behavior;
- b. Legal meaning of crime: major definitions;
- c. Characteristics of crime: Mens rea, Actus reus, Animus nocendi (guilty mind, guilty action, guilty motive) and famous legal cases.

(B) Classification of Crime

Classification: Its Meaning and uses.

(1) Legal Classification:

- a. British and US: Treason, Felony and Misdemeanor;
- b. Indian: (i) Substantive: IPC Classification 17 Types; (ii) Procedural (Cr.P.C.): Cognizable & Non-cognizable; Bailable & Non-bailable; Compoundable & Non-compoundable

(2) Theoretical Classifications and Their Importance:

- a. Conventional/ Traditional crimes;
- b. Political Offences: Role of Ideology
- c. Organized Crimes (Crime Syndicates; Vice Dens; Supari Killers; Smuggling of goods and humans)
- d. Strict Liability Crimes; (e). Corporate Crimes; (f). White Collar Crimes; (g).Cyber Crimes;
- e. Environmental Crimes.

Unit III: Classification of Criminals: Criminal as a person and corporate person;

10 Hours

Classification of Criminals: (1) Ordinary Criminals; (2) Habitual criminals; (3) Professional Criminal; (4)Political Prisoners: Prisoners of War; War Criminals; Ideological criminals; (5) Transnational criminals: terrorists, drug mafia, organized human traffickers; fugitives; some cyber crimes of international origin (role of extradition treaties and Interpol); (6) Corporate Crimes; (7) One-time criminals and recidivists.

Unit IV Source of Crime Data

- Police Statistics (FIR Based: Reported Crimes);
- Criminal Court Statistics (Adjudication Based);
- Prison, Probation and Aftercare Statistics (Punishment Based);
- Crime-Victim Surveys (Self reported crimes);
- Dark Figure of Crime and Crime Pyramid.

Unit V Recent Developments in Criminology

- New Crimes: (i) Strict Liability Offences and Environmental Criminology; (ii) White Collar Crime and Corruption; (iii) Cyber Crimes and Pornography;
- Decriminalization of Conventional Crimes: (i) Homosexuality and Homosexual Marriages; (ii) Drug addiction and alcoholism;
- Redefining Conventional Crimes : (i) Protection of Children from Sexual Offences, 2012 (POCSO); (ii) Rape: Criminal Law (Amendment) Act, 2013; (iii) Adultery;
- Criminalizing Customs: (i) Sati Abolition Act 1985; (ii) Dowry Prevention Act; (iii) Child Marriage Abolition Act; (iv) Child Labor Abolition Act (v) Domestic Violence Act; (v) Prevention of Sexual Harassment at Workplaces Act;
- Race, Gender, and Class: Radical Criminology;
- Restorative Justice and Victim-Centered Criminology.

Suggested Readings

- Ahuja Ram, (2000), *Criminology*, Rawat Publications, New Delhi.
- Barns H.E. and Teeters N. K. – (1966)*New Horizons in Criminology*, Prentice Hall of India Pvt. Ltd., New Delhi,
- Cavan R. S. (1962 - *Criminology* , Thomas Y. Crowell Company, New York
- Clive Coleman & Clive Norris, (2000), *Introducing Criminology*, 1st Indian reprint 2003
- Maguire Mike, Rod Morgan & Robert Reiner, (2012) *The Oxford Handbook of Criminology*; 5th edition
- N Prabha Unnithan (2013) Ed. *Crime and Justice in India*
- Paranjape N. V – (2013) *Criminology and Penology*, Central Law Publications, Allahabad
- Ponnaian M. (1992) – *Criminology and Penology*, Pioneer Books, Delhi
- Reckless Walter C. (1970) – *The Crime Problem*, Vakils, Feffer and Simons Pvt. Ltd., Bombay
- Sethana J. M. J (1989). – *Society and the Criminal*, N. M. Tripathi Pvt. Ltd., Bombay
- Sirohi. J.P.S (2013). *Criminology and Penology* 7th edition
- Siddique Ahmed (1993).– *Criminology Problems and Perspectives*, III Edn., Eastern Book Company, Lucknow
- Srivatsava S. S (2002). – *Criminology and Criminal Administration*, Central Law Agency Allahabad
- Sutherland Edwin H. and Crassey D.R.(1965)– *Principles of Criminology*, Times of India Press. Bombay
- Vadakumchery James (1983) – *Criminology and Penology*, Kairali Book International, Trivandrum,

Semester I
Practical-I
Max. Marks. 35+15=50

1. Analysis of news items of Criminological importance from the daily newspaper
2. Assignment on crime trends based on various sources and statistics

Semester II

Paper No: 2.1

Introduction to Forensic Science

Marks: Theory 70+I.A. 30= 100

Unit I Introduction	10 Hours
<ul style="list-style-type: none">a. Meaning and origin of Forensic Scienceb. Branches of Forensic Sciencec. Pioneers of Forensic Science: (i) Francis Galton (ii) Alphonse Bertillon (iii) Hans Gross (iv) Osborn and others.d. Principles of Forensic Science – Locard and Quetlete. Working of the Central and State Forensic Laboratory and State Finger Print Bureau	
Unit II Physical Clues	10 Hours
<ul style="list-style-type: none">a. Meaning and types of physical cluesb. Evidentiary value of physical cluesc. Scene of Crime – Meaning and Typesd. Methods of searching physical clues	
Unit III Finger Prints	10 Hours
<ul style="list-style-type: none">a. Meaning, importance and two rules of Dactyloscopyb. General idea on 10-digit and single digit classification of fingerprintsc. General idea on chance prints and the development of latent finger printsd. Importance of Footprints in Crime investigation	
Unit IV Medico-legal Importance of Body fluids and other evidences	10 Hours
<ul style="list-style-type: none">a. Blood Medico-legal importance of blood Blood tests – Benzidine, Phenolphthalein, Haemin crystal, Microscopic Blood Groupingb. Hair Medico-legal importance of Hair Study of different parts of Hair Difference between human and animal hairc. DNA Medico-legal importance of DNA, DNA fingerprinting in Criminal investigation	

Unit V Other Forensic Evidences

10 Hours

a. Ballistics

- Brief introduction of Ballistics- Internal, External and Terminal ballistics
- Medico-legal importance of Firearms in criminal investigation
- Classification of Firearms
- Ammunition
- Tool Marks
- Types of tool marks
- Importance of tool marks in criminal investigation

b. Questioned Documents

- Characteristics of Handwriting
- Comparison of Questioned Documents

c. Cyber Forensics

- Cyber Space – Brief introduction to types of cyber crimes
- Detection, Identification and Investigation of Cyber crimes

Suggested Readings:

1. Ashok. M, Naya Vignana Mattu Police Vignana. (Kannada)
2. Brenner, John C, 2000, *Forensic Science, An Illustrated Dictionary*, CRC Press, USA.
3. Aitken and D.A. Stoney; (1991) *The use of statistics in Forensic Science*, Ellis Harwood Limited, England
4. Bengold & Nelson Morgan; (1999) *Speech and Audio Signal Processing*, John Wiley & Sons, USA
5. Dennies, Howitt, (2002), *Forensic & Criminal Psychology*, Pearson Education, London, New York.
6. *Handbook of Forensic Science*, Karnataka Police Academy.
7. James, S.H. and Nordby, J.J.; (2003) *Forensic Science; An Introduction to Scientific and Investigative Techniques*, CRC Press, USA
8. Lee, Honry : *Advances in Forensic Science*.
9. Mordby, J Deed Reckoning – *The Art of Forensic science Detection*, CRC Press LLC, Boca Raton FL, CRC Press (2000)
10. Nabar, B. S. *Forensic Science*
11. Nanda B. B, 2001, *Forensic Science in India*, Select Publishers, New Delhi.
12. O' Hara & Osterberg : *An Introduction to Criminalistics*.
13. Saferstein: *Criminalistics – An Introduction to Forensic Science*, Prentice hall Inc. USA 91995)
14. Sharma B R: *Forensic Science in Criminal Investigation and trials*.
15. Sharma, B. R. (1990), *Forensic Science in Criminal Investigation and Trials*, Central Law Agency, Allahabad.
16. Sharma, J. D., (1988), *Forensic Science and Toxicology*, Lawyers Home, Indore.

Semester II
Practical-II
Max. Marks 35+15=50

1. Microscopic examination of Hair
2. Blood grouping and tests of benzidine, phenolphthalin and haemin crystal test
3. Identification of Finger print patterns, developing fingerprints with powder & chemical methods
4. Developing and Lifting of Sunken Foot prints & Tracing of Surface Footprints
5. Handling, Packing and forwarding of physical clues to concerned expert for his opinion:
6. Cloth with red stains
 - i. Hair
 - ii. Knife with finger prints
 - iii. Dried stain on the floor
 - iv. Cup with finger prints
 - v. Bottle with finger prints

Semester III
Paper No: 3.1
Police Science
Marks: Theory 70+I.A. 30= 100

Unit I Introduction

10 Hours

- a. Origin and development of Police in England;
- b. Origin and Development of Indian Police: Police Act 1860;
- c. Police in Indian Constitution: List II: State Subject;
- d. Karnataka Police Act
- e. State Police Organization: Hierarchy and Organization Chart;
- f. State Auxiliary Police Units: KSRP; DAR/CAR; Wireless, Fingerprint; SSB; Commando Units; K-9 Unit (Dog Squad); Bomb Disposal Squad, CID, Cyber Crime Unit, State Forensic Science Laboratory.
- g. Central Police Forces: CRPF, CBI, CIB, RAW, ITBP, BSF, Coastal Police, Coast Guard.

Unit II Police Powers and Duties

10 Hours

- a. Crime Fighting Powers: Relevant Sections of Cr.P.C. and Karnataka Police Act in respect of (i) Arrest, Search, and Seizure; Bail Power, Police Custody, and Judicial Custody
- b. Police Investigation: Powers of IO; Qualities of Investigating Officers;
- c. Crime Prevention Powers: Relevant Chapter of Karnataka Police Act : Law and Order Duties: (i) Peace Keeping Provisions of Cr.P.C.; (ii) Removal of Public Nuisances; (iii) Police Bandobast in Festivals, Shandies, Executive Security, Elections; (v) Traffic Management; (vi) Regulating Processions, Public Gatherings and Strikes; (vii) Control of Places of Entertainment: Cinema Houses, Night Clubs, Discos and Bars; Vice Control: Brothels, Drug Peddling, Bars, Gambling and gaming houses

Unit III Methods of Police Investigation

10 Hours

- a. Police Interrogation
- b. Methods of Search and Seizure; Handling and Packing Physical clues
- c. Modus Operandi
- d. Canine unit (Police Dogs)
- e. Psychological Testing: Lie-detector, Narco-analysis, Brain Mapping, Projective Techniques
- f. Methods of Identification: Facial Identification and Iris color, Physiognomy, Anthropometry, Spoken picture, Bertillonage, Voice Identification, DNA, Graphology, Fingerprints and Poroscopy; Identification Parade, Exumation, Autopsy and Biopsy,

Unit IV Stages of Investigation

10 Hours

- a. Recording of FIR, Case Diary and ICR and Disposal: A, B,C, Reports; Charge sheet
- b. During Trial: Production of witnesses and material evidence; Experts and Forensic Report; Appearing as Prosecution witness;
- c. Dying Declaration;
- d. Confession and Admission Provisions relevant to police
- e. Scene of Crime – Inspection, sketching, collection and preservation of evidence and transmission to FSL.

Unit V Prevention of Crime

10 Hours

- a. Beats, Police Patrolling types and importance; and Surveillance
- b. Community Policing
- c. Police Public Relations

Suggested Readings:

1. Banerjee,D, (2005), *Central Police Organization, Part I & Part II*, Allied Publishers. Pvt. Ltd.,
2. Doval Ajit and Lal BR, (2010), *Police Security Year Book 2010-2011*, Manas Publications.
3. Earle Howard H. (1970), *Police Community relations*, Charles C. Thomas Publisher.
4. Ghosh Gautam, 2007 *Police Accountability at the Cutting Edge Level*, APH Publishing Corporation.
5. Guharoy J T, (1999), *Policing in the 21st Century* Indian Institute of Public Administration.
6. Gupta, Anandswarup, (2007), *Crime and Police in India*, Sahitya Bhavan, Agra.
7. *Indian Police Journal* published by Bureau of Police Research and Development.
8. James, Vadckumchery, (1998), *Crime, Police and Correction*, APH Publishing C., New Delhi.
9. K. Padmanabaiah (2001) *Committee on Police Reforms*.
10. Misra K.K., (1987), *Police Administration in Ancient India*, K.K. Publications.
11. Lee H, Timothy Palmbach & Marilyn Miller (2001) *Crime Scene Handbook*
12. Mayhill, Parnela D, (1998) *Police – Community relations & administration of justice*. Prentice Hall Englewood Cliffs.
13. Police Manual
14. Ramanjam,T, (1992), *Prevention and Detection of Crime*, Madras Book Agency.
15. Reporter of National Police Commission.
16. Roger Billingsley, Teresa Nemitz & Prof. Philip Bean (Eds.) (2001) *Informers - Policing, Policy, Practice*, reprint 2003
17. Singh Soibam Ibocha, (2007) *Community Polcing*, Akansha Publishing House, New Delhi
18. Srivastava Aparna, (1999), *Role of Police in Changing Society*, APH Publishing House.
19. Williams Katherine S (2012) *Textbook on Criminology*, 7th edition

Semester III
Practical-III
Max. Marks 35+15= 50

1. Recording of F.I.R/ Complaint in the prescribed form
2. Case Diary
3. Charge sheet/Final report
4. Inspection of simulated scene of crimes of Burglary, suicide, homicide, motor vehicle accident.
5. Search Methods, Location and fixing of the clues, sketching and reconstruction of scene of crime
6. Visit to a police station to study its functioning
7. Identification of Ranks & badges of Police Officers

Semester IV
Paper No: 4.1
Criminal Law & Jurisprudence
Marks: Theory 70+L.A. 30= 100

Unit I Introduction to Jurisprudence & Law

10 Hours

- a. Meaning and Definition of Jurisprudence
- b. Elements of Ancient Indian Jurisprudence
- c. Schools of Jurisprudence
- d. Meaning & Definition of Law
- e. Purpose & Classification of Law

Unit II: Indian Penal Code

10 Hours

- a. History & Development of IPC: 155 years old;
- b. General Features of IPC: Single Code for the whole country; Determinate Sentencing: Maximum or Minimum limits of Punishment prescribed; Certain Sections replaced by special Act: Prevention of Corruption Act; Domestic Violence Act; Amended Sections.
- c. Punishments under IPC;
- d. General Explanation: Attempt, Abetment, Conspiracy and Joint Liability
- e. General Exception
- f. Right of Private Defense

Unit III: Crimes against Human Body & Property

10 Hours

- a. **Offences against Human Body:** Assault and Criminal use of force., Hurt and Grievous Hurt, Culpable Homicide, Murder, Causing death by negligence, Suicide, Wrongful restraint, Wrongful confinement, Kidnapping, Abduction, Rape.
- b. **Offences Against Property:** Theft, Extortion, Robbery, Dacoity, Dishonestly receiving stolen property, Cheating, Inducing to deliver the property, Mischief, Criminal trespass, Housebreaking, Forgery, Making false document, counterfeiting of currency notes or bank notes
- c. Defamation, Bigamy.

Unit IV: Code of Criminal Procedure

10 Hours

- a. Constitutional Provisions regarding Cr. P.C: natural justice: opportunity of being heard, right to remain silent, right against torture, right to counsel, right to defend, double jeopardy, protection against arrest: grounds to be told before arrest, women cannot be detained in police custody at night;
- b. **Functionaries under the Code** – A brief introduction to Police, the Prosecutor, the Defense Counsel, the Court, Prison authorities and Correctional services personnel
- c. Provision of bail, police custody and judicial custody
- d. **Summons and Warrants** – Forms of summons, Serving summons, Forms of Warrant of arrest and duration, Execution of Warrant, Power to issue order in urgent cases.

e. Trial Procedure: Charge sheeting, recording plea of the accused: guilty plea and conviction, plea of innocence and commencement of trial: Summary Trial, Summons Trial, and Warrants Trial.

Unit V: Indian Evidence Act

10 Hours

- a. Meaning of Evidence; Types of Evidence; Oral and Documentary; Primary and Secondary; Conclusive evidence and corroborative evidence
- b. Question of Fact and Question of Law; Presumptions, Estoppel, Rebuttal,
- c. Relevancy and Admissibility of Evidence
- d. Admissions;
- e. Confessions;
- f. Opinion of Experts;
- g. Burden of Proof
- h. Examination of Witnesses Sections: Examination in Chief, Cross Examination and Re-examination

Suggested Readings:

1. Acharya N.K., (2007), *Landmark Judgment of Supreme Court 1950-2006*, Asia Law House, Hyderabad.
2. *All India Reporter* Published by All India Reporter Pvt. Ltd, Nagpur.
3. Basu Duraga Das, (2005), *Introduction to Constitution of India*. 19th Edu., Wadhwa and Company Law Publishers.
4. Code of Criminal Procedure, (1973). Cr.PC Act 2001 with *State Amendments Bare Act with short notes*, Universal Law Pub. Co. Pvt. Ltd., 2003
5. *Criminal Law Journal* Published by All India Reporter Pvt. Ltd. Nagpur.
6. *Crimes* published by Vinod Publications Pvt. Ltd.
7. Gaur, KD, (1999), *Criminal Law and Procedure (cases) 3rd Edition*, Butterworth Tripathi Publications.
8. IPC (45 of 1860) with State Amendments and Bare Act with short note, Universal Law Pub. Co. Pvt. Ltd.
9. Indian Evidence Act, 1972 (1 of 1872)

Semester IV
Practical-IV
Max. Marks: 35+15= 50

1. Report on visit to local court and on its functioning and allied observations.
2. To collect form of various summons and warrants.
3. To identify fake notes and counterfeit coins

A Sample Charge Sheet

Semester-V
Paper No: 5.1
Theories of Crime
Marks: Theory70+I.A. 30= 100

- Unit I Pre-classical, Classical, and Neo-classical schools** **08 Hours**
- a. Pre classical ideas –
 - b. Classical theories – Ideas of Bentham and Beccaria.
 - c. Neo - classical theories – Golly Garaud and Rossi
- Unit II: Positivism in Criminology** **08 Hours**
- a. Morphological theories – Cesare Lombroso, Enrico Ferri,Rafael Garafalo.
 - b. Biological theories – Family-Genetics. Chromosomes and Genes, Study of twins and family trees-Kallikas, Jukes.
 - c. Anthropological theories – Kretschmer Constitution Hooton, Sheldon.
 - d. Endocrinological Approaches.
- Unit III: Sociological Theories** **08 Hours**
- a. Cartographic School- Adolf Quetlet, Peter Kropotkin.
 - b. Culture Conflict Theory – Thorsten Sellin.
 - c. Chicago School of Crime – Ecology of Crime – Social Disorganization, Crime, unemployment Poverty, Broken homes.
 - d. Social Structure and Anomie theory – Emile Durkhiem, Robert K Merton.
 - e. Social Learning – Differential Association Theory – EH Sutherland – Differential Opportunity, Differential Identification.
 - f. Containment Theory – Reckless and Denitz.
- Unit IV: Social Process Theories** **08 Hours**
- a. Labeling Theory – Edwin Lemert and Beeker
 - b. Shame and Re-integrative Theory – Braithwite.
 - c. Rational Choice Theory – Cornis & Clarke
 - d. Routine Activity Theory – Cohen & Felson.
- Unit V Radical Approach** **08 Hours**
- a. Development of Radical Criminology: Meaning, Scope and Relevance.
 - b. Left Radical View – Richard Quinney, Erickson
 - c. Critical Criminology – Tailor, Walton and Young.
 - d. Multi-Factor Approach

Suggested Readings:

- a. Ahuja Ram, 2000, Criminology, Rawat Publications.
- b. Akers, Ronald. L and Sellers. Christine S, 2004 Criminological Theories Introduction, Evaluation and application, Roxbury Pub. Com.
- c. Brien, Martin O, 2008, Criminology, Routledge Publishers.
- d. Burke, Roger Hopkins 2—3, Introduction to criminological theory Lawman (India) Pvt. Ltd.
- e. Cullen FT, 2003, Criminological Theories, Roxbury Publications.
- f. E.H. Sutherland, 1968, Principles of Criminology (6th Edition), Times of India Press, Bombay.
- g. Hagan, Frank E, 2008, Introduction Criminology, Sage Publications, Inc.
- h. Livingston J, 1996, Crime and Criminology, Prentice Hall, New Jersey.
- i. Mamoria, C.B. 1961, Social Problems and Social Disorganization in India, Kitab Mahal Allahabad.
- j. Paranjape N.V., 2009, Criminology and Penology, Central Law Publications.
- k. Qadri, S.M.A. 2005, Criminology, Eastern Book Company.
- l. Reid, Sue Titus, 2006, Crime and Criminology, Mc Graw Hill.
- m. Schmallegger. Frank, 1999, Criminal Justice today, Prentice Hall, New Jersey.
- n. Siegal Larry, J. 2000, Criminology, Wadsworth Thomson Learning.
- o. Williams Katherine S, 2001, Text Book of Criminology, Universal Law Publishing Co. Pvt. Ltd.

Semester-V
Paper No: 5.2
Forensic Medicine
Marks: Theory 70+ I.A. 30= 100

Unit I Introduction	08 Hours
<ul style="list-style-type: none">a. Definitions, meaning and historical development.b. Inquest: Police, Magistrates and Medical Examiners System.c. Personal identification of the living.	
Unit II Wounds & Injuries	08 Hours
<ul style="list-style-type: none">a. Meaning & types of wounds and injuries;b. Characteristics and Medico-legal importance of wounds and injuries;c. Examination of Human Skeleton; determination of age & sex.	
Unit III Death	08 Hours
<ul style="list-style-type: none">a. Meaning and modes of deathb. Changes after death.c. Asphyxial death: Meaning, types & Medico-legal importance of hanging, strangulation and drowning.	
Unit IV Body Fluids and DNA.	08 Hours
<ul style="list-style-type: none">a. Blood.b. Semen.c. D N A Profiling.	
Unit V Toxicology	08 Hours
<ul style="list-style-type: none">a. Poisons-Meaning and Definition.b. Classification of poisons – Origin based.c. Signs, symptoms and Medico legal importance of Arsenic, Alcohol, Barbiturates, Cyanide, Datura, Opium and Organo -Phosphorus poisons.	

Suggested Readings:

- a. Subrahmanyam B.V; Modi's Medical jurisprudence, Lexis Nexis butterworth, (1988)
- b. Byrd J H& Castner JL; Forensic Entomology, The utility of Anthropods in legal Investigation, CRC Press USA(2000)
- c. Catts E.P & Haskell NH; Entomology & death- A procedural guide, Joyce's print shop (1990)
- d. Dubey R. C.& D.K. Maheshwari, ; A text book of microbiology, S.Chand & company ltd, (2006)
- e. Gordon I & Shapiro H.A.; Forensic medicine, Longman group ltd., (1982)
- f. Guharaj P.V. & R. Chandran; Forensic medicine, Orient Longman Pvt ltd., (1982)
- g. Lahiri S.K.; Elements of medical jurisprudence , Prabasi press, (1973)
- h. Mant A.K.; Taylor's principles & practice of medical jurisprudence, Wingking Tong co. ltd., (2003)
- i. Nandy; Principals of forensic medicine, New central book agency, (1995)
- j. Rama Rao P.V.;Essentials of microbiology, CBS Publications, (2004)

FIELD WORK

Marks: Theory 70+L.A. 30= 100

Visit the following institutions to study the functioning:

- a. Police Station
- b. Police Control Room
- c. City Armed Reserved Police/DAR
- d. Police Dog Squad
- e. District Crime Record Bureau
- f. District Fingerprint Bureau
- g. Portrait Building System/ Portrait Parle
- h. Prison(Central/Open)
- i. Observation Home
- j. Juvenile Home/Special home

Semester VI

Paper No: 6.1

Victimology

Marks: Theory 70+I.A. 30= 100

- Unit I Introduction to Victimology** **08 Hours**
- a. Victim and Victimization : Concept, Nature & Theories
 - b. Historical Development of Victimology
 - c. Key Concepts in Victimology: Victim Precipitation, Victimization Proneness, Victim Responsiveness, Victim Psychology
 - d. Psycho-dynamics of Victimization
 - e. Primary Victimization, Secondary Victimization, Tertiary Victimization, Victim Vulnerability
 - f. Victimless Crimes
- Unit II National and International Concern for Victims of Crime** **08 Hours**
- U.N. Declaration on Basic Principles of Justice for Victims of Crime and Abuse of Power (1985)
- a. World Society of Victimology
 - b. National Policy Concerns for Victims of Crime- Communal Strife, Caste Violence etc
 - c. State Initiatives and Crime Victims
 - d. Judicial Response
- Unit III Patterns of Victimization** **08 Hours**
- Victims of Crime
- a. Victims of Abuse of Power
 - b. Women Victims – Dowry, Battered women, Rape and other kind of sexual harassment
 - c. Child Victims
 - d. Victims of group violence.
- Unit IV Victim Compensation** **08 Hours**
- a. Restitution
 - b. Ex-Gratia Grant
 - c. Compensation by Insurance Companies
 - d. Compensation for Victims of Crime and abuse of power
 - e. Victim Compensation- An International Perspective
- Unit V Victim Assistance** **08 Hours**
- Role of citizens and voluntary organizations
- a. Preventing Victimization

- b. Assisting victims during crime investigation and trial
- c. Legal aid to victims of crime – Counseling, guidance and rehabilitation of special kinds of victims of crime and child abuse
- d. National Organization for Victim Assistance (NOVA), USA & Victim Witness Assistance Programs (V W A)
- e. Introduction to Restorative Justice System

Suggested readings

- a. Devasia, V.V, 192, Criminology, Victimology and Corrections, Ashish Publishing House, New Delhi
- b. Drapkin Israel and Viano, Emilio, 1973, Victimology: A new focus Lexington Books.
- c. Geiser, Robert. L, 1979, Hidden Victims, Beacon Press, Boston.
- d. Parsonage, William H, 1979, Perspectives on Victimology, Sage Publications
- e. Rajan, V.N, 1981, Victimology in India: An Introductory Study, Allied Publishers, New Delhi.
- f. Schur, Edwin, M, 1965, Crimes without victims, Prentice Hall. Inc.
- g. Shapland, Joanna, Willmore Jon, Duff Peter, 1985, Gower Publishing Company Ltd.
- h. Singh Makkar, S.P, 1993, Global perspectives in Victimology, ABC Publications, Jalandar.
- i. Sparks, Richard F, Genn, Hezel G, Dodd, David. J, 197, Surveying victims, John Wiley and Sons' Ltd.
- j. Walklate, Sandra, 1989, Victimology: The victim and the criminal justice process, Unwin Hyman Ltd.
- k. William F, 1976, Criminal Justice and the Victim, Sage Publications, London.

Semester VI
Paper No.6.2
Correctional Administration
Marks: Theory70+I.A. 30= 100

Unit I Introduction

08 Hours

- a. Historical Development of Penology and Definitions of Punishment.
- b. Concepts of correctional administration
- c. Theories of punishments: Retributive, Prevention, Deterrence and Reformative.

Unit II Punishments

08 Hours

Corporal

- a. Imprisonment.
- b. Fine and forfeiture of property
- c. Capital punishment.

Unit III Prison System

08 Hours

- a. Meaning & Definition of prison
- b. Prisons in ancient, medieval and modern times
- c. Types of prisoners
- d. Prison Reforms : Role of inquiry committees and commissions
- e. Prison administration

Unit IV Unusual problems in Correctional Institutions

08 Hours

- a. Homosexuality.
- b. Custodial relations
- c. Prison Violence – Human Rights Violation.
- d. Psychotherapy - Client- Centered therapy and Free Association.
- e. Treatment of Prisoners

Unit V Institutionalized and Non Institutional Form of Treatment

08 Hours

- a. Meaning and purpose and types of Institutional form of treatment
- b. Correctional Institutions of Juveniles
- c. Correctional programmes, counseling and psychological services

- d. Meaning, purpose and importance and types of non-institutional treatment
- e. Probation, meaning, scope and legal provisions under Probation of Offenders Act and other laws.
- f. Parole, meaning scope and legal provisions

Suggested Readings:

- a. Barns H.E. and Teeters N. K. – New Horizons in Criminology, Prentice Hall of India Pvt. Ltd., New Delhi, 1966
- b. Government of Karnataka Publications and Government of India Reports-Prison Manual, Prison Act, Probation of Offenders Act, Juvenile Justice Act and Mulla Committee report on Prison Reform
- c. Paranjape N. V - Criminology and Penology, Central Law Publications, Allahabad, 2005
- d. Reckless C. Walter – The Crime Problem, Vakils, Feffer and Simons Pvt. Ltd., Bombay, 1970
- e. Siddique Ahmed – Criminology Problems and Perspectives, III Edn., Eastern Book Company, Lucknow, 1993.
- f. Srivatsava S. S. – Criminology and Criminal Administration, Central Law Agency Allahabad, 2002
- g. Sutherland E.H. and Crassey D.R.– Principles of Criminology, Times of India Press, Bombay, 1965
- h. Vadakumchery James – Criminology and Penology, Kairali Book International, Trivandrum, 1983

Semester VI
PROJECT WORK
Report 70 + Viva 30= 100 Marks

OBJECTIVES

- 1) Knowledge from the program is applied to the development of Research Skills.
 - 2) Applying Particular theoretical perspectives to specific area of crime and the institutions of crime control.
 - 3) Developing an in-depth Dissertation on a specific area of theory or research.
 - 4) Designing Research Strategies into the understanding of Crime.
 - 5) All the Students shall take this Paper compulsorily and work under a Faculty Guide.
- * For project work each student shall select one research topic compulsorily with the consultation of concerned faculty.



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BE SOUNDLESS

BENGALURU CENTRAL UNIVERSITY

SYLLABUS FOR BA / BSC PSYCHOLOGY

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2019-2020 onwards

BANAGALORE CENTRAL UNIVERSITY

DR. Ashok H.S.
25.10.18
Chairman BOS
Department of Psychology

PROCEEDINGS OF BOS MEETING HELD ON 25TH OCTOBER 2018.

A meeting of board of studies in psychology was held at the department of Psychology to discuss and approve UG and PG psychology syllabus to be effective from the Academic Year 2019 onwards. Members who attended the meeting deliberated on the proposed syllabus and approved the syllabus for both UG and PG Psychology.

Members present:

1. Dr. Romate John ,
Professor of Psychology,
Central University Gulbarga



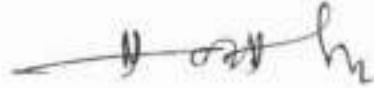
2. Dr. Hamsa^N Santhosh,
Professor, Mount Carmel College



3. Dr. Marina George ,
Acharya Pathashala



4. Dr. Hosamani Marilingappa,
Maharani's College ,Bengaluru



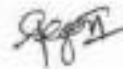
5. Dr. Elizabeth Jasmine,
IIPR ,Bengaluru.



6. Dr. Vijayashree Ravi ,
Bishop Cottons college ,Bengaluru.



7. Mr George. V T
Acharya Institutes



8. Dr Geetha A
Maharani's College ,Bengaluru



9. Dr. Ashok H.S.
Professor, Dept. of Psychology, BUB.



Matrix of Papers Offered in CBCS for B.A/B.Sc with Credits				
Semester	PAPER TITLE	No. of UNITS	Total Hours	No. of credits
I	Basic Psychological Process-I	5	50	
	Practicals - I	5 expts	3hrs/week	
II	Basic Psychological Process-II	5	50	
	Practicals - II	5 expts	3hrs/week	
III	Developmental Psychology or Child Psychology	5	50	
	Practical - III	5 expts	3hrs/week	
IV	Basic Social Psychology OR Educational Psychology	5	50	
	Practical - IV	5 expts	3hrs/week	
V	Paper V –Psychological Disorders (Compulsory)	4	40	
	Paper VI - Counseling Psychology OR Research Methodology	4	40	
	Practical - V	5 expts	3hrs/week	
	Practical - VI	5 expts	3hrs/week	
VI	Paper VII - Industrial Psychology (Compulsory)	4	40	
	Paper VIII - Health Psychology Or Psychological Assessment	4	40	
	Practical - VII	5 expts	3hrs/week	
	Practical - VIII	5 expts	3hrs/week	
	TOTAL Credits			

EVALUATION CRITERIA

Theory – 70 marks

Pass Mark – 25 marks

Internal Assessment Marks – 30 marks

- Attendance – 10 marks
- Internal Test – 10 marks
- Assignment/Class Presentation – 10 marks

I B.A/B.Sc. Syllabus for Psychology
I Semester
Title of the Paper: Basic Psychological Processes

Paper code:
Hours/week: 4 Hours
Credits:
Total Hours: 50 Hours

Objectives:

1. *Understand basic concepts, principles and theories of psychology*
2. *Better understanding of human behavior and its need for modification for betterment of society*

Learning outcomes:

By the end of the semester students will-

1. *Discuss and apply the concepts of psychology in day to day life.*
2. *Acquire the foundation for better understanding of applied branches of psychology.*
3. *Be able to understand self and social behavior which in turn improves their interpersonal skills.*

Unit I: The Science of Psychology

10 hours

- a) Definition and Goals of Psychology.
- b) Origin of Psychology: Structuralism, Functionalism and Behaviorism(in brief).
- c) Perspectives of Psychology: Psychodynamic, Behavioral, Humanistic, Cognitive, and Sociocultural perspective.
- d) Psychology in India.
- e) Fields of Psychology.
- f) Research methods in Psychology: Observation, Correlation, and Experimental Research.

Unit II: Learning

12 hours

- a) Definition of learning.
- b) Classical Conditioning: Elements of Classical Conditioning, Pavlov's experiment, Stimulus Generalization and Discrimination, Extinction and Spontaneous Recovery.
- c) Operant Conditioning: Skinner's approach to Operant Conditioning, concept of reinforcement- primary, secondary, positive and negative reinforcement; Shaping, Extinction, Generalization, and Spontaneous Recovery.
- d) Cognitive learning: Insight Learning.
- e) Observational Learning.

Unit III: Memory

10 hours

- a) Nature of memory (Encoding, storage and retrieval).
 - Memory encoding: Attention, levels of Processing, Elaboration, Imagery.
 - Memory storage: Sensory Memory, Short-Term memory, Chunking and Rehearsal, Working Memory, Long-Term Memory, Explicit Memory and Implicit Memory.
 - Memory Retrieval: Retrieval Cues and Retrieval tasks.
- b) Forgetting: Encoding Failure and Retrieval Failure.
- c) Methods for improving memory.

Unit IV: Intelligence 10 hours

- a) Definition of intelligence.
- b) Theories of Intelligence: Gardner's Theory of Multiple Intelligence, Sternberg's Triarchic Intelligence Theory, Cattell's Theory of Fluid and Crystallized Intelligence, PAAS Theory of Intelligence.
- c) Intelligence in the Indian tradition.
- d) Measuring intelligence- Intelligence Quotient, Binet tests, Wechsler scales, Group Tests of Intelligence.

Unit V: Motivation 08 hours

- a) Meaning of Motivation.
- b) Theories of Motivation – Drive Theory, Arousal Theory, Expectancy Theory, Goal Setting Theory, Maslow's Need Hierarchy.
- c) Role of aggression and achievement in motivation.

References

- Sandra K Ciccarelli and Glenn Meyerr. Psychology. South Asian Edition.
- Robert A. Baron and GirishwarMisra. Psychology. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt.Ltd.
- John W.Santrock. Psychology Essentials 2. II Edition (Updated) 2006, McGraw-Hill Publications.
- Morgan and King. Introduction to Psychology. 7th Edition, 1986, McGraw-Hill Publications.
- Sridhara .A.ManovygnanikaSidhantaKaipidi.(Kannada)

I B.A/B.Sc. Syllabus for Psychology
II Semester
Title of the Paper: Basic Psychological Processes -II

Paper code:
Hours /week: 4 Hours
Credits:
Total Hours: 50 Hours

Objectives:

1. *Understand basic concepts, principles and theories of Psychology*
2. *Better understanding of human behavior and its need for modification for betterment of society*

Learning outcomes:

By the end of the semester students will-

1. *Discuss and apply the concepts of psychology in day to day life.*
2. *Acquire the foundation for better understanding of applied branches of psychology.*
3. *Be able to understand self and social behavior which in turn improves their interpersonal skills.*

Unit I: Personality

12 hours

- a) Definitions of Personality.
- b) Theories of Personality:
 - Freud's Psychoanalytic Theory: Structure, Defense Mechanisms, Stages of Personality development)
 - Socio Cognitive Theory: Bandura's Theory
 - Humanistic Theory: Carl Rogers Theory
 - Trait Theories – The Big Five Personality Factor
- c) Measurement of Personality – Projective Tests, Behavioural Assessments, and Inventories.

Unit II: Cognition

08 hours

- a) Meaning of Cognition.
- b) Thinking: Basic Elements of Thoughts (Concepts, Proposition, and Images); Convergent and Divergent thinking.
- c) Reasoning: Inductive and Deductive reasoning.
- d) Problem solving: Steps in Problem Solving, Obstacles in Problem Solving.

Unit–III Biology and Behavior:

12 hours

- a) Neuron: Structure of neuron.
- b) Central Nervous System:
 - The Brain: Structure of the Brain; Brain Stem; Structure of the Cortex; Association Areas of the Cortex (Broca's area and Wernicke's area).
 - The Spinal Cord: The Reflex Arc.
- c) The Peripheral Nervous System – The Somatic Nervous System and the Autonomic Nervous System.
- d) Endocrine glands.

Unit IV: Emotion

08 Hours

- a) Definition of Emotion.
- b) The Three Elements of Emotion: The Physiology of Emotion, The Behavior of Emotion, The Subjective Experience of Emotion.
- c) Theories of Emotion:
 - James-Lange Theory of Emotion
 - Cannon-Bard Theory of Emotion
 - Schachter -Singer Theory of Emotion
 - Lazarus Cognitive Meditational Theory
 - The Rasa and BavaTheory of Emotions (AnIndigenous perspective).

Unit V: Sensation and Perception

10 hours

- a) Meaning of Sensation and Perception.
- b) Basic Concepts of Sensation.
- c) Sensory Threshold: Absolute threshold, Signal Detection Theory, JND.
- d) Perception: The Constancies (Size, Shape and Brightness); Gestalt Principles; Depth Perception.

References

- Saundra K Ciccarelli and Glenn Meyerr. Psychology. South Asian Edition.
- Robert A. Baron and GirishwarMisra. Psychology. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt.Ltd.
- John W.Santrock. Psychology Essentials 2. II Edition (Updated) 2006, McGraw-Hill Publications.
- Morgan and King. Introduction to Psychology. 7th Edition, 1986, McGraw-Hill Publications.
- Sridhara .A.ManovygnanikaSidhantaKaipidi.(Kannada)

Title of the Paper: Developmental Psychology – Paper - III

Course objectives

1. Introduce students to the concepts, theories, and research which define this discipline of Psychology.
2. This course aims at providing conceptual understanding of healthy development and practical understanding of how to help children, adolescents and adults address the challenges they face across the life span
3. Discuss the basic physical, cognitive, and social development during each age period; influences affecting these processes; and the relationships among the various threads of development in each age period.

Learning outcomes:

1. Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.

Unit-1 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY 10 Hours

- a) Human development today, Developmental Processes: Change & Stability; Domains of Development- Physical, Cognitive, Psycho-social development.
- b) Theoretical approaches to human development, Urie Bronfenbrenner, Eric Erickson, and Kohlberg's theory.
- c) Major stages in Life Span Development (8 stages). Principles of Baltes's life span approach (6 principles)
- d) Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.

Unit 2: PRENATAL LIFE 10 Hours

- a) Prenatal Development: Stages of prenatal development- period of germinal, embryonic and fetal stage
- b) 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.
- c) Prenatal Assessment- Amniocentesis, Chorionic villus sampling, Embryoscopy, Ultrasound.
- d) Birth Process- Stages of Child Birth.

Unit 3: INFANCY 10 Hours

- a) Physical growth: Early reflexes- Moro, grasping, tonic neck, Babinsky, rooting, walking and swimming: Early Sensory capacities - Touch, taste, smell, hearing and vision (sight),
- b) Motor development- Milestones of motor development- (gross and fine motor skills- head control, hand control and locomotion).
- c) Cognitive development- Piaget's Sensory Motor Stage, Language Development-early vocalization, recognizing language sounds, gestures, first words, first sentences.
- d) Socio-Emotional development- stranger anxiety, separation anxiety, Socialization and internalization – developing a conscience, developing self –regulation.

Unit 4: CHILDHOOD & ADOLESCENCE**10 Hours**

- a) Physical development - Bodily growth and change in Childhood, Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- b) Cognitive development: (Piaget's preoperational and concrete operational stage) Language development- Vocabulary, grammar, syntax, pragmatics and social speech. Private speech, delayed language development.
- c) Socio-Emotional development- James Marcia: Identity theory, relationships with other children, choosing playmates and friends.
- d) Health concerns in Adolescence- Nutrition and Eating disorders; Substance abuse; STD's – sexually Transmitted diseases;

Unit 5: ADULTHOOD**10 Hours**

- a) Physical Development- physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning
- b) Cognitive development –Emotional Intelligence The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity, Memory.
- c) Psychosocial Development –Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children, Living arrangements and financial adjustments in Late Adulthood.
- d) Facing death & Loss-Psychological Issues-Confronting one's death; Patterns of grieving Death and Bereavement across the Lifespan Finding Meaning & purpose in Life & Death.

REFERENCES

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, 3rd Edition, Tata Mcgraw-Hill Edition
-

II B.A./B.Sc. Syllabus for Psychology
III Semester
Title of the Paper: Child Psychology – Paper 3

Paper code:
Hours /week: 4 Hours
Credits:
Total Hours: 50 Hours

Objectives:

1. *Understand principles and different areas of child development.*
2. *Better understanding of overall development during childhood period*
3. *Learn more about of childhood behaviour and common disorders developed during childhood.*

Learning outcomes:

By the end of the semester students will-

1. *Comprehend and discuss about principles behind development of children across different arenas and appreciate the growth and development of children growing up around them.*
2. *Be able to identify and create awareness to others about sequence of developmental stages and deviation if identified.*
3. *Be able to understand childhood behaviour and signs and symptoms of common disorders that develop during the childhood period, identify the same and guide others to seek referral for rectification of problems in children when need.*

Unit I: Introduction, Theoretical Perspectives and Research:

8 Hour

- a) Historical Views of Childhood.
- b) **Theoretical Perspectives:** Psycho analytic theory, Erikson's psychosocial theory, Behavioural and Social Cognitive Theories, Ethological theory, and Ecological theory.
- c) **Research and Career Options:** Research Designs- Correlational Research, Cross-Sectional Research, Longitudinal Research; Conducting Ethical Research;
- d) **Unit II: Prenatal Development, Chromosome and Gene Linked Abnormalities:** **12 Hours**

- a) **Stages in Prenatal Development:** The Germinal Stage, Embryonic Stage and Fetal Stage.
- b) **Teratology and Hazards in Prenatal Development:** General Principles, Prescription and Non Prescription Drugs, Psychoactive Drugs, Incompatible Blood Types, Maternal Diseases, Maternal Diet and Nutrition, Maternal Emotional States and Stress, Maternal Age, Paternal Factors, Environmental Hazards, and Prenatal Care.
- c) **Child Birth:** Stages of Child Birth.
- d) **Assessing the Newborn:** Apgar Scale, Brazelton Neonatal Behavioural Assessment Scale, Neonatal Intensive Care Unit, and Network Neurobehavioral Scale (NNS).
- e) **Chromosome and Gene Linked Abnormalities:** Chromosomal Abnormality-Down Syndrome, Sex-linked Chromosomal Abnormalities, Gene Linked Abnormalities-Phenylketonuria (PKU) and Sickle cell anaemia.

Unit III: Physical and Cognitive Development: **12 Hours**

- a) **Motor Development:** Sequence of Motor development, reflexes, gross motor skills, fine motor skills, Handedness.
- b) **Sensory Development:** Vision (Visual Acuity and Color Vision), Hearing, Touch-Pain, Smell and Taste.

- c) **Piaget's Theory of Cognitive Development:** Processes of Development-Schemes, Assimilation and Accommodation, Organization; Sensorimotor Stage- Sub stages and attaining of Object Permanence; Preoperational Stage- Symbolic Functional and Intuitive Thought; Concrete Operational Stage- Conservation and Classification; Formal Operational Stage- Abstract, idealistic logical thinking, and Adolescent Egocentrism.
- d) **Vygotsky's Theory of Cognitive Development:** Zone of Proximal development and Scaffolding.

Unit IV: Emotional and Moral Development:

8 Hours

- a) **Emotional Development:** Development of Emotional Expressions- Basic Emotions, Self-Conscious Emotions, Emotional Self-Regulation, Acquiring Emotional Display Rules; Understanding and Responding to Others- Social Referencing, Empathy and Sympathy.
- b) **Moral Development:** Kohlberg's Theory of Moral Development.

Unit V: Childhood Related Disorders:

10 Hours

- a) **Neurodevelopmental Disorders:** Intellectual Developmental Disorder (Mild, Moderate, Severe, Profound); Autism Spectrum Disorder; Attention Deficit Hyperactive Disorder; Specific Learning Disorders (Reading Impairment, Impairment in Written Expression, Impairment in Maths).
- b) **Elimination Disorders:** Enuresis and Encopresis.
- c) **Disruptive, Impulse-Control, and Conduct Disorders:** Oppositional Defiant Disorders, Intermittent Explosive Disorder, and Conduct Disorder.

References:

1. John.W. Santrock, Child Development, 11th Edition
2. Laura E. Berk, Child Development, 9th Edition
3. Elizabeth Hurlock, Child Development, 6th Edition
4. Butcher, J.N.; Hooley, J.M.; Mineka, S.; Dwivedi, C.B. – Abnormal Psychology 16th Edition
5. Butcher, J.N.; Mineka, S.; Hooley, J.M.; – Abnormal Psychology 15th Edition
6. DSM 5; 5th edition; APA
7. Robert Siegler, Judy DeLoache and Nancy Eisenberg (2010), How Children Develop. 3rd Edition. Worth Publishers, New York.

Title of the Paper: Social Psychology - Paper IV (A)

Course Objectives

- 1) Identify and understand the major theories, principles, and research findings in the field of social psychology.
- 2) Apply social psychological theories and principles to real life experiences, both in one's own life and in a broader social context.
- 3) Appreciating interpersonal and group level psychological processes in the cultural context, this paper analyses multimodal influences on human behavior.

Learning outcomes:

- Apply psychological concepts, theories and research findings to solve problems in everyday life and in society

UNIT 1: Introduction to Social Psychology

Social Psychology- Definition and scientific nature, Focus on Behaviour of individuals and causes of social behaviour and thought, advances at the boundaries.

UNIT 2: Social Perception and Social Cognition

- a) Social Perception- Non-Verbal Communication-Recognising deception
- b) Attribution-Definition and Theories (Jones and Davis theory of correspondent inference and Kelly's theory of Causal attribution), Sources of error in attribution and applications of attribution theory.
- c) Social Cognition: Heuristics and Automatic Processing- Schemas- Sources of error in social cognition-optimistic bias, Counterfactual thinking & magical thinking, planning fallacy.

UNIT 3: Social Psychology and Individuals

- a) Attitudes- Definition and types (Implicit & explicit). Attitude Formation. Attitude Change (Congruent and incongruent). Cognitive Dissonance (Attitude change). Alternate strategies for resolving dissonance. When dissonance is a tool for beneficial changes in behaviour.
- b) Social Influence- Definition. Conformity- how groups and norms influence our behaviour.
- c) Compliance- Underlying principles and tactics to induce compliance.
- d) Obedience- Destructive obedience and why it occurs. Resisting the effects of destructive obedience.

UNIT 4: Social Psychology and Groups

- a) Groups- Definition. Behaviour in the presence of others-social facilitation and social loafing.
- b) Stereotypes- Nature and origin- Beliefs about social groups – Gender stereotyping
- c) Prejudice- Definition- origins of prejudice- Discrimination- Prejudice in action. Techniques for countering effects of prejudice.
- d) Aggression- Nature and definition. Causes- social, personal and situational causes. Prevention of aggression. Bullying and cyber bullying- Can bullying be reduced?

UNIT 5: Applications of Social Psychology: Dealing with adversities and achieving a happy life

- a) Social Sources of stress on their effects on personal wellbeing.
- b) Social Tactics for decreasing the harmful effects of stress.
- c) Fostering happiness in our lives.

Reference Books:

1. Social Psychology (14th edition) by Nyla R Bransconme, Robert A baron –Adapted by PreetiKapur. Pearson Publications
2. Social Psycholoy (12th Edition) by Shelly E. Taylor, Letitia Anne Peplau and David O. Sears. Pearson Publications.

Objectives:

1. *To understand the teaching –learning process.*
2. *To help in applying psychological concepts to education.*
3. *To help to gain insight into different aspects of classroom.*
4. *To improve the quality of education by understanding the teacher-student dynamics.*
5. *To prepare for different professions in the field of education.*

Learning outcomes:

- *Describe the importance of educational psychology theory and research for classroom practice.*
- *Apply basic classroom management concepts and approaches to classroom scenarios.*

UNIT - I:

8 hours

PSYCHOLOGY AND ITS BEARING ON EDUCATION:INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

- a) Educational Psychology- Definition, Nature, Scope; Aims and objectives of educational psychology; role of psychology for educational theory and practice.
- b) Research in Educational psychology - Program evaluation research, Action research and the Teacher as a researcher.
- c) Effective teaching skills - professional knowledge and skills, commitment and motivation
- d) Theories of Instruction: Bruner's cognitive development theory, Gagne's hierarchical theory.

UNIT - II:

10 hours

LEARNING AND MOTIVATION IN EDUCATION

- a) Behavioral approaches to learning - Applied behavior analysis in education-Increasing desirable behaviors, decreasing undesirable behaviors.
- b) Social Constructivist approaches to learning – teachers and peers as joint contributors to students' learning – scaffolding, cognitive apprenticeship, tutoring and co-operative learning.
- c) Transfer of learning: meaning and types, importance and educational implications of transfer of training.
- d) Motivation to achieve – extrinsic and intrinsic motivation; cognitive processes in motivation: Attributions, Mastery motivation, Self-efficacy, goal setting, planning and self-monitoring, expectations, values and purpose.
- e) Students with achievement problems.

UNIT - III:

10 hours

COMPLEX COGNITIVE PROCESSES AND LEARNER DIFFERENCES

- a) Attention: meaning, types and developmental changes.
- b) Memory – definition and meaning, encoding (include mnemonics as encoding strategy), storage, retrieval and forgetting.
- c) Metacognition – Developmental changes, the good information processing model, strategies and metacognitive regulation.
- d) Concept formation – understanding concepts, process of concept formation.
- e) Creative thinking – steps and strategies for developing creative thinking.
- f) Cognitive and learning styles - Cognitive styles: 1. Field dependent and field independent, 2. Impulsive and reflective cognitive styles; Learning styles and preferences, Deep and Surface styles.

UNIT - IV:**12hours****EXCEPTIONAL CHILDREN AND INCLUSIVE EDUCATION**

- a) Exceptional children - Definition and Nature
- b) Gifted Children - Meaning, Definition, Needs and Problems, Identification and Education of gifted children.
- c) Mentally Challenged children – Definition, Nature, Detection and Classification, Remedial measures for MR and Planning education according to the level of mental retardation.
- d) Learning disability and difficulties – Definition, Nature, characteristics and identification, Educational provisions and remedial measures for children with learning disability.
- e) Other exceptional children - Sensory (visually impaired and hearing impaired); Physical impairment; Attention Deficit Hyperactivity Disorder; Autism Spectrum Disorders; Speech and language disorders; Emotional and Behavioural disorders
- f) Inclusive education: concept of inclusive education and importance; Merits and demerits of inclusive education.

UNIT V:**10 hours****CLASSROOM MANAGEMENT**

- a) Need for classroom management.
- b) Management issues in Elementary and secondary school classrooms – the crowded, complex and potentially chaotic classroom.
- c) Designing the Physical environment of the classroom - Principles of classroom arrangement Arrangement style and strategies for designing a classroom arrangement.
- d) Creating a positive environment for learning – general strategies, creating, teaching and maintaining rules and procedures and getting students to co-operate.
- e) Management techniques for children with high anxiety and maladjusted behavior.
- f) Dealing with problem behaviors – management strategies and dealing with aggression.

References:

- 1) J.W.Santrock- Educational Psychology, 4th Edition (2011) Tata McGraw –Hill publishing Company Limited, New Delhi.
- 2) Anita Woolfolk- Educational Psychology (2014), 12th Edition, Pearson Education Pvt.Ltd, Indian Branch, Delhi.
- 3) S.K.Mangal – Essentials of Educational Psychology (2013), Prentice Hall of India, New Delhi
- 4) S.K.Mangal – Advanced Educational Psychology, 2nd edition, (2002), Prentice Hall of India, New Delhi.
- 5) S.S.Mathur - Educational Psychology, (2007), Vinod PustakMandir, Agra.
- 6) Bhatia and Bhatia - A Textbook of Educational Psychology (1996), DoabaHouse Booksellers and Publishers, Delhi.

Title of the Paper: Psychological Disorders- Paper V

Paper code:

Hours /week: 3 Hours

Credits:

Total Hours: 40 Hours

Course Objectives:

- *To differentiate between 'normal' and 'abnormal' behaviour.*
- *To understand main classificatory systems of psychological disorders.*
- *To be aware of the different theoretical perspectives in understanding psychological disorders.*
- *To understand signs and symptoms of different psychological disorders*
- *To provide an insight into criteria's for diagnosing of abnormal behaviour of varying severities.*
- *To make the symptom picture more realistic and clear by introducing case studies of various disorders.*

Learning Outcomes:

By the end of the semester students will-

- *Be able to identify behaviours considered to be as abnormal based on intensity, duration and frequency of occurrence of behaviour.*
- *Be able to categorise disorders into different types based on cluster of signs and symptoms.*
- *Be able to identify disorders which require definite referral for diagnosis and treatment purpose.*

Unit 1: Introduction

10 Hours

- a) Definition of Abnormal Psychology; Elements or indicators of abnormality (What do we mean by abnormality);
- b) Need to classify mental disorders; Disadvantages of classification; DSM V and ICD-11
- c) Psychological viewpoints: Newer Psychodynamic perspectives, Behavioural perspective and Cognitive behavioural perspective
- d) Prevalence of mental disorder in India.

Unit2: Anxiety Disorders, Somatic Symptom Disorder and Dissociative Disorders 10 Hours

Part A: Anxiety Disorders:

- a) Fear and anxiety response pattern; Definition of Anxiety Disorders;
- b) Primary Types of anxiety disorders;
- c) Clinical picture of Specific Phobias, Social Phobias and Obsessive Compulsive Disorder.

Part B: Somatic Symptom Disorders:

- a) Definition of somatic symptom disorders;
- b) Clinical picture of Somatization Disorder, Hypochondriasis, Pain Disorder and Conversion Disorder.

Part C: Dissociative Disorder:

- a) Definition of dissociative disorders;
- b) Clinical picture of Fugue, Dissociative Amnesia and Dissociative Identity Disorder.

Unit 3: Personality Disorders and Sexual Variants:

10 Hours

Part A: Personality Disorder:

- a) Definition and Clinical Features of Personality disorders;
- b) Clinical picture of Paranoid (Cluster 'A'), Antisocial (Cluster 'B') and Dependent (Cluster 'C') Personality Disorders.

Part B: Sexual Variants:

- a) Types of Paraphilias;
- b) Clinical picture of Exhibitionism and Transvestic Fetishism.

Unit4: Mood Disorders and Schizophrenia

10 Hours

Part A: Mood Disorders:

- a) Definition; Types of mood disorders;
- b) Unipolar Mood Disorders - Persistent Depressive Disorder, Major Depressive Disorder, Specifiers of Major Depressive Disorder;
- c) Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) - Features of Bipolar Disorders.

Part B: Schizophrenia:

- a) Definition, Clinical picture;
- b) Subtypes of Schizophrenia.

References:

1. Butcher, J.N.; Hooley, J.M.; Mineka, S.; Dwivedi, C.B. – Abnormal Psychology 16 th Edition
2. Butcher, J.N.; Mineka, S.; Hooley, J.M.: – Abnormal Psychology 15 th Edition
3. ICD 11

Title of the Paper: Counselling Psychology - Paper VI (A)

Course Objectives:

- *To develop an understanding of basic concepts, processes, and techniques of Counseling.*
- *To enable the student to explore the different theories of counseling psychology.*
- *To enable the student to acquire sufficient knowledge about the assumptions and issues in the area of counseling.*

Learning outcomes:

- *This paper will provide an overview and understanding of the counselling profession.*
- *Understand and apply important skills and processes from a range of counselling approaches*

UNIT – I INTRODUCTION

10 hours

Definition of Counselling, Guidance and Psychotherapy

Goals of Counselling, Scope of Counselling, Historical background of Counselling,

Special areas in counselling

UNIT – II THEORETICAL APPROACHES TO COUNSELLING

10 hours

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

UNIT III PROCESS OF COUNSELLING

12 hours

Client – Counsellor Relationship establishment, Problem Identification and Exploration, Planning for Problem Solving, Solution Application and Termination.

Building Counseling Relationship – Factors that influence the counselling process: Seriousness of the presenting problem, Structure, initiative, the physical setting, Client qualities, Counselor qualities, Types of initial interviews

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.

Closing Counseling Relationships: Function and Timing of closing a counselling relationship, Issues related to termination – Follow up, Referral and Recycling

UNIT – IV 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.

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. Mitchell, *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, Levis E. Patterson. *The Counselling Process – A multi-theoretical Integrative Approach*

Title of the Paper: Foundations of Research Methodology and Statistics for Psychology - Paper VI (B)

Paper code:

Hours /week: 3 Hours

Credits:

Total Hours: 40 Hours

Course Objectives

- *Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.*

Learning Outcomes:

- *Understanding the different research methods used by psychologists.*
- *Differentiating the phases of research.*
- *Evaluate the appropriateness of conclusions derived from research.*
- *Choose research designs that are appropriate to study questions.*

Unit 1: Introduction

(08 Hours)

- a) Need and Importance of Research, Research and Scientific method, types of research-Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative.
- b) Process of research-steps in the research process.
- c) Ethical issues for research.

Unit 2: Variables, Hypothesis and Sampling

(08 hours)

- a) Variables: Meaning and types of variables - Independent, dependent and confounding. Control of variables.
- b) Hypothesis: Definition, characteristics, types-null hypothesis and research hypothesis.
- c) Sampling Design: Population and Samples, Techniques of Sampling-Random and Non Random.

Unit 3: Research Designs

(12 Hours)

- a) Non Experimental Research designs- Survey Research, Correlational research, Observational, Interview research, case study;Developmental research designs – Longitudinal, Cross-sectional, Sequential and Microgenetic studies.
- b) Experimental Research designs- Experimental and control groups, Single and multi-group designs.
- c) Quasi-experimental research designs.

Unit 4: Measurement and Data analysis

(12 Hours)

- a) Scales of Measurement-Nominal, Ordinal, Interval and ratio Scales.
- b) Meaning and applications of descriptive statistics, Properties of Normal Probability Curve.
- c) Measures of central tendency: Mean, median, mode.
- d) Measures of Variation: Range, Standard deviation and Quartile deviation.
- e) Measures of Relationship: Correlation: Pearson Product Moment and Spearman's rank order method.
- e) Meaning and applications of Inferential Statistics - Chi Square and Median Test, t- test -Independent samples t test and paired samples t-test

References:

- Kothari,C.R., & Garg G.,Research Methodology(3rdEdition), New AgeTechno Press (2014) .
- Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer& Simons Pvt. Ltd. Gregory, R.J. (2006).
- Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education. King, B.M. &Minium, E.W, (2007).
- Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
- Kerlinger, F.N. & Lee, H.B. (1999), Foundations of Behavioural Research. Wadsworth-Thomson Learning

Title of the Paper: Organizational Psychology - (Paper VII)

Course Objectives:

- *To provide insights into the historical development & key concepts of functioning of organizations*
- *To help students to understand the role of human factor in the context of organizations & work Behavior & Management*
- *To help students understand the role of psychology in managing key areas of work like Recruitment, Training & Development*
- *To understand the meaning and theoretical foundations of I/O Psychology*
- *To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings*

Learning Outcomes

- *Students will demonstrate a basic understanding of the major areas of organizational psychology.*
- *Students will learn to apply organizational theory to specific organizational situations*

UNIT-I-INTRODUCTION 10 Hours

- a. Definition, Goals, Forces and Fundamental Concepts -Nature of people and Nature of organization.
- b. History of Organizational Behavior
- c. Areas of Industrial Psychology; I-O Psychology as a career

UNIT-II SELECTION, TRAINING and DEVELOPMENT 10 Hours

- a) Employee Selection Process: Use of Psychological Tests, Interviews
- b) Training- Scope of Organizational Training; Goals of Organizational Training Programs- Needs Assessment- Organizational Analysis
- b. Types of Training Programs-On the job Training-Vestibule Training, Apprenticeship, Computer Assisted Instruction (CAI), Net Based training, Behavior Modification, Job Rotation, Case Studies, Business Games, In basket training, Role Playing, Behavior Modeling, Executive Coaching.
- c. Evaluating Organizational Training Programs

UNIT-III PERFORMANCE APPRAISAL 10 Hours

- a. Definition, Need for Performance Appraisal,
- b. Techniques of Performance Appraisal Methods – (1) Objective Performance Appraisal Methods-Output measures, Computerized Performance Monitoring, Job-Related Personal Data Essay Methods, Critical Incident Method, Checklist Method, (2) Judgmental Performance Appraisal Methods-Written narratives, Merit Rating Techniques-Rating Scales, Ranking Techniques, Paired-Comparison Technique, Forced – Distribution Technique, Forced Choice Technique, Behavior Anchored Rating Scale (BARS), Behavior Observation Scales (BOS) (c) Management by Objectives (MBO). 360* Feedback.
- c. Bias in Performance Appraisal. Methods to Improve Performance Appraisal.

Unit -IV WORK RELATED ATTITUDES, LEADERSHIP, WORK MOTIVATION & REWARDS SYSTEMS

10 Hours

- a. The Nature of employee's attitude and Job satisfaction-job involvement, organizational commitment, work moods, effects of employee attitudes.
- b. Definition of motivation, types of motivation, theories of motivation-Herzberg's-Motivator-Hygiene (Two factors) Theory, Alderfer's- E-R-G Model.
- c. Leadership – The Nature of Leadership, Traits of Effective Leaders, Leadership styles – Autocratic, Democratic and Laissez-faire.
- d. Economic Incentives systems - Purposes & Types -Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay

References:

1. Schultz D.P. and Schultz E.S –Psychology & Work Today 8th Edition, Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
2. John W Newstrom- Organizational Behaviour-Human Behavior at Work. 12th Edition Tata McGraw-Hill Publishing Company Limited. New Delhi.
3. Girishbala Mohanty-Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana
4. Keith and Davis (2000) Human Behaviour at Work, Tata McGraw Hill Publishing Co.

Title of the Paper: Health Psychology - Paper VIII (A)

Course Objectives

- *To deal with the health and well-being of individuals and the ways to sustain them.*
- *To understand the relationship between psychological factors and physical health and learn how to enhance well-being.*
- *To make awareness about of the stress and coping behavior of individuals in various life situations.*

Learning outcomes:

- *This paper will create awareness about the scope of health psychology and its role in achievement and maintenance of health.*

UNIT-I INTRODUCTION

10 hours

- a) Definition of Health Psychology; Goals of Health Psychology
- b) Models of Health Psychology: Biomedical Model Vs Biopsychosocial Model
- c) Illness Cognition: The meaning of being Healthy; Leventhal's Self-regulatory model of illness cognition.

UNIT-II HEALTH AND BEHAVIOUR

10 hours

- a) Health enhancing behaviour: i) psychological factors as resilience, hope, optimism, positive self. ii) Physical factors such as weight control, Diet, Exercise.
- b) Health Compromising Behaviour: i) smoking, Alcoholism and Substance abuse.
- c) Changing health habits: Approaches to health behaviour change: cognitive behavioural, social engineering and Transtheoretical model

UNIT-III STRESS, LIFESTYLE DISORDERS AND ITS MANAGEMENT

10 hours

- a) What is stress; theories of stress(Cannon, Selye, Lazarus), sources of stress
- b) Coping: what is coping, ways of coping; social support.
- c) Psychoneuroimmunology: immune system- Humoral and cell mediated Immunity.
- d) Cardiovascular disease, Cancer, Diabetes, AIDS.
- e) Yoga for specific lifestyle disorders: Asthma, Sleeplessness, diabetes, BP and cardiac heart diseases.

UNIT-IV PAIN AND ITS MANAGEMENT

10 hours

- a) What is pain; Role of Psychosocial factors in pain perception: Subjective-affective- cognitive processes.
- b) The role of Psychology in pain treatment; CBT
- c) Pain management techniques: biofeedback, relaxation techniques, hypnosis, acupuncture, distraction, guided imagery.

References

1. Jane Ogden- Health Psychology, 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., licenses of Pearson Education in South Asia
4. Manika Ghosh- Health Psychology; Pearson publication
5. M. robin Dimatteo & Leslie R. Martin- Health Psychology-2002, Dorling Kindersley (India) Pvt. Ltd., Licences of Pearson Education in South Asia.
6. Alan Carr- Positive Psychology- Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia.
7. Iyengar, B.K.S. (1976). Light on yoga. London: UNWIN Paperbacks.
8. Niranjananda Sarswathi, Swami.(1994): *Prana, pranayama, pranavidya*, Munger, India: Bihar School of Yoga

Title of the Paper: Psychological Assessment - Paper VIII (B)

Course Objectives:

- *To introduce students to the field of Psychological Testing & Assessment & Application in Educational & Organizational Settings*
- *To introduce students to the Nature of Psychological Assessments & uses of Psychological Tests, with specific examples of tests of Cognitive functions, Intelligence & Personality*
- *To develop the ability to understand self and others and to generate interest in working in the community with a psychological outlook.*
- *To develop the skills of testing and scientific reporting in psychology*
- *To generate interest in the analysis of psychological data*

Learning Outcome:

- *Demonstrate competence in the selection, administration, scoring and writing a psychological report of assessment measures.*
- *Apply knowledge and skills in the practice of psychological assessment for a variety of assessment tasks across the lifespan.*
- *Adapt and produce the ethical & professional standards appropriately.*

Unit 1: Introduction to Psychological Measurement and Testing - 10 Hours

- 1.1. Psychological Assessment – definitions, nature, scope, historical background.
- 1.2. Principles of Assessment; Levels of Measurement- Nominal, Ordinal, Interval and ratio;
- 1.3 Functions, uses and limitations of assessment. Errors in measurement.

Unit 2: Classification and characteristics of tests

- 2.1. Classification of Tests.
- 2.2 Characteristics of a good test- Standardization, Reliability-types, Validity-types, Norms
- 2.3. Ethical & professional Issues & Challenges in testing

Unit 3: Applications of Psychological Assessment- 1

10 Hours

- 3.1. Assessment of Attention and Concentration
- 3.2 Assessment of Memory
- 3.3. Assessment of Intelligence
- 3.4. Assessment of Aptitude

Unit 4: Applications of Psychological Assessment - 2 10 Hours

- 4.1 Assessment of Personality – Inventories, Checklists, Rating Scales, Projective Tests
- 4.2 Assessment of Interest and Achievement
- 4.3 Screening and Diagnostic tests

References:

1. **Psychological Testing, 7 Edition (Adaptation) Paperback – 2016** Anne Anastasi & Susan Urbina, Pearson
2. **Psychological Testing, History, Principles & Application, Robert j Gregory, Pearson**
3. **Psychological Testing: A Practical Approach Paperback –4th Edition, 2015**
Leslie A Miller, Robert L . Lovler, Sandra McIntire
4. **Psychological Testing and Assessment, 12 Edition Paperback – 2009**
Lewis R. Aiken, Gary Groth-Marnat, Pearson
5. **Personality Assessment: A Fresh Psychological, 2014, Qamar Hasan**
6. **Tests, Measurements and research Methods in Behavioural Sciences, Singh.A.K., 2013, Bharathi Bhavan Publishers.**

PRACTICAL SYLLABUS FOR 2019 ONWARDS

SEMESTER -I

1. Observation and Suggestion
2. Habit Interference
3. Effect of Chunking on Recall
4. Effect of Cueing on recall
5. Bilateral transfer

Project: Mind Mapping for a particular topic

SEMESTER-II

1. Brain dominance
2. Muller- Lyer illusion
3. Signal detection
4. Stroop effect
5. Eysenck's Personality Inventory

Project: Mind Mapping for a particular unit.

SEMESTER- III

1. Paired associate learning
2. Addiction Scale
3. Maze learning
4. Creativity
5. Knox cube.

Project: Knox cube/ VSMS data to be collected

SEMESTER-IV

1. Self-concept
2. College student problem checklist
3. Processes in Concept formation
4. Size weight illusion
5. Learning Styles Inventory.

Project: Interpretation of the data collected in the third semester.

Semester V

Paper5 - A- Abnormal Psychology

1. Beck Depression Scale
2. FIRO B
3. Assessment of Anxiety
4. Locus of control
5. PVQ

Semester V-

Paper 6-B-Counseling /Research Methodology

- 1.RPM
- 2.Bhatia's
- 3.Sodhi Attitude scale
4. Guidance Need
5. Cohen perceived stress scale.

Project: Beck's Depression scale will be given as a project. Full project will be completed with data collection and analysis of data in the 5th semester.

Semester VI

Paper 7-A-Industrial /Organizational Psychology

- 1.Tweezer Dexterity Scale
- 2.Minnesota Rate of Manipulation Test
- 3.David's Battery of Differential Ability.
- 4.Occupational Self Efficacy/ Emotional maturity scale
- 5.Comprehensive Interest schedule.

Semester VI

Paper 8-B- Health / Psychological Assessment

- 1.Bell's Adjustment Inventory
- 2.General Health Questionnaire
- 3.Oxford Happiness scale
- 4.Type A/Type B behavioural Pattern
- 5.Rathus Assertiveness scale

Project: Occupational self-efficacy will be administered. Full project will be completed with data collection and analysis of data.



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SYLLABUS FOR BA SOCIOLOGY

**CHOICE BASED CREDIT SYSTEM
(SEMESTER SCHEME)**

2019-2020 onwards

Board of Studies in Sociology (UG) Members and Syllabus Committee

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Dr. Shekar, Govt. First Grade College for Women, BH Road, Shivamogga .

BANGALORE CENTRAL UNIVERSITY
SOCIOLOGY SYLLABUS for BA PROGRAMME
CBCS SCHEME: 2019-20 Onwards

Course Content							
Paper Code	Course	Instruction Hrs./Wk	Duration of Exam	Marks for Final Exam.	Internal Assess.	Total Marks	Credit
Semester I							
SOC 101	Fundamentals of Sociology	5	3	100	50	150	3
Semester II							
SOC 151	Social Institutions and Social Change	5	3	100	50	150	3
Semester III							
SOC 201	Study of Indian Society	5	3	100	50	150	3
Semester IV							
SOC 251	Crime and Society	5	3	100	50	150	3
V Semester							
SOC 301	Sociological Thought	4	3	100	50	150	3
SOC 302*	Sociology of media and communication	4	3	100	50	150	3
SOC 303*	Industrial Sociology	4	3	100	50	150	3
VI Semester							
SOC 351	Elements of social Research	4	3	100	50	150	3
SOC 352#	Sociology of Tourism	4	3	100	50	150	3
SOC 353#	Sociology of Marketing	4	3	100	50	150	3

*, # - Optional Courses, Select ONE from the TWO

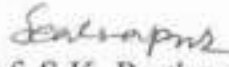

Mrs. Renuka B.


Dr. Mahesh A.R.


Smt. Rajeshwari A



Smt. Sujatha C. N.,


Mrs. Berfin Lukas,


Prof. S.K. Parthapur,


Mrs. Akshatha Paranjyothi KUMAR


Dr. Shekar.


Chairman
Dr. Vinay Rajath, D
Chairman
BOS Sociology
Bangalore Central University

Course Content Pages			
SI No	Course Code	Course Title	Page
1	SOC 101	Fundamentals of Sociology	5
2	SOC 151	Social Institutions and Social Change	7
3	SOC 201	Study of Indian Society	8
4	SOC 251	Crime and Society	11
5	SOC 301	Sociological Thought	13
6	SOC 302	Sociology of Media and Communication	15
7	SOC 303	Industrial Sociology	17
8	SOC 351	Elements of Social Research	19
9	SOC 352	Sociology of Tourism	21
10	SOC 353	Sociology of Marketing	23

I Semester

SOC101 :Fundamentals of Sociology

Objectives: this course will help the students

1. To understand the basic concepts in Sociology
2. To study the relationship between Sociology and other social sciences
3. To study the different branches of Sociology
4. To understand the process of socialization and its importance

Unit –I Introduction

15 Hrs

- a. Meaning, Definitions, and Scope of Sociology
- b. Sociology as a Science; Importance of the Study of Sociology
- c. Perspectives –Structural-Functional, Conflict and Symbolic Interactionism

Unit–II Branches of Sociology

10Hrs

- a. Social Anthropology; Social Psychology
- b. Industrial Sociology; Medical Sociology
- c. Rural Sociology; Urban Sociology

Unit – III Basic Concepts

10Hrs

- a. Social Structure and Social Functions
- b. Role and Status
- c. Social Stratification – Characteristics; Social Mobility and Types

Unit – IV Social Norms and Social Control

10 Hrs

- a. Meaning of Social Norms and Social Values
- b. Social Control, Objectives, Types
- c. Agencies of Social Control - Formal and Informal.

Unit – V Culture and Socialization

15 Hrs

- a. Characteristics, Elements and Types of Culture
- b. Socialization - Agencies and Importance.
- c. Theories of Socialization : C.H. Cooley and G.H. Mead


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References

- Bottomore T.B., 1971. *Sociology - A guide to problems and literature*. Delhi: Blackie and Sons Publishers Pvt. Ltd.,
- Davis, Kingsley. 1981. *Human Society*. Delhi: Surjeet Publications.
- Giddens, A. 2013. *Sociology*. Cambridge: Polity.
- Goode, William J., 1977. *Principles of Sociology*. United States of America: McGraw-Hill, Inc.
- Haralambos, M., 1991. *Sociology - Themes and Perspectives*. Delhi: Oxford University Press.
- Haralambos, M. 2008. *Sociology themes and perspectives, 7th ed*. Collins Educational.
- Inkeles, Alex. 1975. *What is Sociology?* New Delhi: Prentice Hall.
- Johnson, Harry M., 1988. *Sociology - A Systematic Introduction*. New Delhi: Allied Publishers Pvt. Ltd.
- Pais, Richard (Ed.) 2008, *Principles of Sociology*, Mangalore, Mangala Publications.
- Tumin Melvin M. 1994. *Social Stratification - The forms and functions of inequality*, New Delhi: Prentice-Hall of India, Private Ltd.



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II Semester

SOC151: Social Institutions and Social Change

Objectives: this course will help the students

1. To understand the basic social institutions
2. To study the relevance of social institutions
3. To study the concept of social change and its dynamics
4. To understand the process of social change and its factors

Unit –I Social Institutions	12 Hrs
a. Meaning, Definition and Characteristics	
b. Importance and Functions of Social Institutions	
c. Types – Primary and Secondary	
Unit – II Marriage and Family	12 Hrs
a. Marriage – Meaning, Objectives and Types	
b. Family – Meaning, Functions and Types	
c. Recent Changes in Marriage and Family	
Unit – III Religion	12 Hrs
a. Meaning and Elements,	
b. Functions and Dysfunctions of Religion	
c. Prominent Religions in India – Hindu, Muslim, Christian and others	
Unit -IV Education	12 Hrs
a. Meaning and Forms of Education	
b. Functions of Education	
c. Education and Social Mobility	
Unit- V Social Change	12 Hrs
a. Meaning and Characteristics	
b. Factors - Biological, Cultural and Technological	
c. Theories of Social Change – Linear, Cyclical, Structural-Functional, Conflict	



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References

- Davis K. 1981. *Human Society*. Delhi: Surjeet Publications.
- Dube, Leela, 1974. *Sociology of Kinship: An Analytical survey of Literature* Bombay: Popular Prakashan.
- Gisbert P. 1973. *Fundamentals of Sociology*. Bombay: Orient Longman.
- Haralambos M. 1991. *Sociology - Themes and Perspectives*. Delhi: Oxford University Press.
- Harry M. Johnson, 1988. *Sociology - A Systematic Introduction*. New Delhi: Allied Publishers Pvt. Ltd.
- Kuppuswamy B. 1982. *'Social Change in India'*, New Delhi: Vikas Publishing House Private Limited.
- Madan T.N. (ed), 1985. *Religion in India*, New Delhi: Oxford University Press.
- Madan G.R. 1976. *Social Change and Problems of development in India*. New Delhi: Oxford University Press.
- Wach, Joachim, 1944. *Sociology of Religion*. Chicago: The University of Chicago Press.
- Worsley, Peter (ed), 1992. *The New Introduction to Sociology*. London: Penguin Books.
- Young, Kimbal & Mack R.W. 1969. *Systematic Sociology*. New Delhi: Eurasia Publication House.
- Pais, Richard (Ed.) 2008, *Social Institutions and Social Change*, Mangalore, Mangala Publications.



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III Semester

SOC201 : Study of Indian Society

Objectives: this course will help the students

1. To provide sociological understanding of rural and urban society in India
2. To acquaint students with basic concepts in rural and urban studies
3. To analyze rural and urban problems in India
4. To impart skills to reconstruct rural institution evaluate rural development.
5. To understanding the linkages between urban and rural reality

Unit - I :Introduction:

Hrs -10

- a. Distribution of Population - Racial, Religious and Linguistic Groups.
- b. Unity and Diversity
- c. Problems of Integration

Unit - II: Social Organization:

Hrs -13

- a. Caste – Characteristics and Recent Changes.
- b. Scheduled Castes and Scheduled Tribes; OBC and Minorities
- c. Social Classes – Agrarian, Industrial and Emerging Trends in Classes

Unit –III Village Community

Hrs -10

- a. Meaning and Characteristics,
- b. Types of Rural Settlements,
- c. Problems of Rural Community

Unit – IV Urban Community

Hrs -12

- a. Meaning and Characteristics of Urban Community.
- b. Growth of Cities in India; Rural Urban Transition
- c. Urban Problems – Housing, Water Supply, Sanitation and Pollution

Unit – V Marriage and Family in India

Hrs -15

- a. Marriage Among Hindus Muslims and Christians
- b. Joint Family – Meaning and Characteristics,
- c. Changes in Family in India



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References

- Ahuja, Ram. 1994. *Indian Social System*. Rawat Publications, Jaipur.
- Ahuja, Ram. 1997. *Social Problems in India*. Rawat, Jaipur.
- Beteille, Andre, 1971. *Caste, Class and Power*. Berkeley: University of California Press.
- Beteille, Andre, 1984. *Equality and Inequality*. Bombay: Oxford University Press.
- Bhowmik, K.L. 1971. *Tribal India*. World Press Pvt. Ltd.
- Desai A.R. and S.D. Pillai (eds) 1970. *Slums and Urbanization*, Bombay: Popular Prakashan.
- Desai, A. R. 1961. *Rural Sociology in India*. Bombay: Popular Prakashan.
- Dumont, Louis. *Homo Hierarchicus*. Oxford Unit Press.
- Ghurye, G.S. 1969. *Caste and Race in India*. Bombay: Popular Prakashan.
- Ghurye, G.S. 1969. *Caste in Modern India*. Popular Prakashan.
- Hutton, J.H. 1973. *Caste in India*. London: Oxford University Press.
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- Mehata, Sushike. 1980. *A Study of Rural Sociology in India*. New Delhi: M.S. Chand & Co.
- Memoria, C.B. 1981. *Social Problems and Social Disorganization in India*. KitabMahal, Allahabad.
- Oomen, T.K. and P.N. Mukarji (Ed). 1986. *Indian Society - Reflections and Introspections*, Popular Prakashan.
- Ross, Allen D. 1972. *Hindu Family in its Urban Setting*. Oxford.
- Singh, Yogendra. 1986. *Modernization of Indian Tradition*. Rawat.
- Srinivas, M.N. (Ed). 1960. *India's Villages*. Asia Publication House.
- Thapar, Romesh. 1977. *Tribe, Caste and Religion in India*. Delhi: Macmillan India Ltd.
- Verma, M.C. 1990. *Indian Tribes Through the Ages*. A GOI Publications.


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IV Semester

SOC 251: Crime and Society

Objectives

The course is designed to achieve the following objectives:

1. To acquaint the students with the changing profile of crime and criminals
2. To equip with the emerging perspectives of crime causation
3. To sensitize them to the emerging idea of correction, its types and measures.
4. To acquaint with recent advances in correctional measures and programmes;
5. To demonstrate knowledge about theoretical perspectives on crime.
6. To sensitize the students about causes and consequences of crime.

UNIT - I : Introduction

Hrs -14

- a. Meaning and Concept of Crime and Deviance
- b. Characteristics of Crime; Types of Crimes
- c. Causes for Criminal Behaviour.

UNIT - II : Theoretical Perspectives

Hrs - 12

- a. Anomic theory (Durkheim, Merton)
- b. Differential Association Theory (Sutherland)
- c. Labeling Theory

UNIT - III : Changing Profile of Crime

Hrs -12

- a. Organized Crimes; Terrorism
- b. White Collar Crime
- c. Crimes against Women

UNIT – IV : Juvenile Delinquency

Hrs -12

- a. Meaning and Causes
- b. Legislative Measures
- c. Rehabilitation – Remand Home, Certified Schools, Vocational Training.

UNIT - V : Correction Methods

Hrs -14


- a. Meaning and Significance of Correction
- b. Theories of Punishment - Deterrent, Preventive and Reformative
- c. Alternative Imprisonment – Probation and Parole


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Reference Books

- Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
- Clinard, Marshall, B. 1957. *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.
- Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India.
- Frazier, Charles E. 1976. *Theoretical Approaches to Deviance*, Ohio: Charles E. Morrill Publishing Company
- Lemert, Edwin. 1972. *Human Deviance, Social Problems and Social Control*, Englewood Cliffs. N.J. Prentice-hall.
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V Semester

SOC 301: Sociological Thought (Compulsory)

Objectives: this course will help the students

1. To familiarize with the social, political, and intellectual contexts of the emergence of sociology.
2. To gain an understanding of some of the classical contributions in sociology.
3. To know the theoretical foundations of Sociology.
4. To develop critical thinking, analytical ability to interpret the social scenario.

- Unit1. Sociological Thought** 10 Hrs
- a. Historical background of social thought – social context and intellectual traditions.
 - b. Transition from Social Philosophy to Sociology
 - c. Emergence of Sociology – Enlightenment, Industrial Revolution, French Revolution, Growth of other Social Sciences.
- Unit2. Auguste Comte and Herbert Spencer** 10 Hrs
- a. Positivism and Hierarchy of Sciences
 - b. Law of Three Stages of Human Development
 - c. Doctrine of Social Evolution; Organismic Analogy of Society
- Unit3. Emile Durkheim** 10 Hrs
- a. Social Facts
 - b. Social Solidarity and the Division of Labour in Society
 - c. Suicide and its Types
- Unit 4. Max Weber** 10 Hrs
- a. Social Action and Types; Authority and its Types
 - b. Ideal Types, Protestant Ethic and the Spirit of Capitalism
 - c. Problem of Rationality, Bureaucracy
- Unit 5. Karl Marx** 10 Hrs
- a. Materialistic Interpretation of History
 - b. Laws of Dialectics,
 - c. Social Classes & Class Struggle; Alienation.


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BCS Sociology

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SOC 302 : Sociology of Media and Mass Communication (Optional)

Objectives:

1. To learn role of media in society.
2. To prepare youth for journalism and career in media.
3. To learn pros and cons of media projections
4. To understand media as a catalyst of social change.

Unit I : Introduction

12Hrs

- a. Meaning of Sociology of Mass Media and Communication
- b. Nature and scope of Sociology of Mass Media and Communication
- c. Importance of the study of Sociology of Mass Media

Unit II: Mass Communication

12 Hrs

- a. Meaning, Nature and Types of Communication Media
- b. Regional Disparity in Communication Media
- c. Growth of Electronic Media and its Impact

Unit III : Mass Media and Society

12Hrs

- a. Growth of Media in India
- b. Mass media, Audiences and Effects on society
- c. Media Texts, Ideology and Society

Unit IV: Social Media

12 Hrs

- a. Meaning, Nature and Types of Social Media
- b. Youth and Social Media
- c. Role of Social Media in Civil Society

Unit V: Media and Social Change

12 Hrs

- a. Mass Media, Politics and Violence
- b. Media Impact on Culture
- c. Media as a Catalyst of Social Change.


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Reference

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SYH 303: Industrial Sociology (Optional)

Objectives: This course will help the students

1. To understand sociology of industry, labour, and human relations.
2. To get familiarized with actual problem situations in industrial organization.
3. To impart knowledge on management and organization workers in industry.
4. To study industrial society, industrialization process, and work transformation.
5. To understand the bearing of society and industry on each other.

Unit -I Introduction

Hrs -12

- a. Meaning and Scope of Industrial Sociology
- b. The Rise of Industrial Sociology
- c. Importance of Industrial Sociology

Unit -II Evolution of Industry

Hrs -12

- a. Industrial Development in India
- b. Division of Labour: The Manorial and Guild System; Bureaucracy
- c. Multi-National Companies, Corporates

Unit -III Concept of Work

Hrs -12

- a. Meaning and Importance of Work
- b. Work in Industrial Society, White Collar and Blue Collar Workers
- c. Production Relations – Surplus Value, Alienation

Unit -IV Industrial Problems and Trade Union Movement

Hrs -12

- a. Absenteeism, Monotony and Fatigue; Industrial Disputes.
- b. Functions, Problems and Prospects of Trade Unions in India
- c. Industry and Safety Measures

Unit -V : Industry and Social Change in India

Hrs -12

- a. Impact on Social Institutions – Family, Education, Caste and Religion
- b. Obstacles and Limitations of Industrialization
- c. Industry as Agent of Development


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References:

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VI Semester

SOC351 :Elements of Social Research (Compulsory)

Objectives: this course will help the students to

1. Understand the nature of social phenomena and the issues involved in social research.
2. Study of research methods as a means of understanding social reality.
3. Exposure to the fundamentals of various research techniques and methods.
4. Learn the methods of data collection, analysis and report writing.
5. Acquaintance with the quantitative and qualitative strategies of research

Unit –I Social Research

10 Hrs

- a. Meaning, Scope and Importance of Research in Social Sciences
- b. Problems in Social Research
- c. Types of Social Research

Unit-II Research Procedure

10 Hrs

- a. Stages in Social Research
- b. Research Design and Types
- c. Hypothesis and Types

Unit –III Methods of Data Collection

10 Hrs

- a. Survey Method.
- b. Sampling, Types of Probability and Non-probability sampling methods
- c. Case Study Method

Unit –IV Tools of Data Collection

15 Hrs

- a. Primary Data; Observation and Types
- b. Interview method and Questionnaire; Advantages and Limitations
- c. Sources of Secondary Data

Unit – V Research Writing

15 Hrs

- a. Qualities and Types of Report
- b. Tables, Graphs and Diagrams
- c. Use of Statistics in Social Research, Central Tendencies – Mean, Median and Mode


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References

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SOC352: Sociology of Tourism (Optional)

Objectives:

This course aims to provide:

1. Basic knowledge on tourism.
2. Lessons on social aspects of tourism
3. Understanding tourism as a socio-economic force in social development.
4. Understanding cultural differences and respect for others culture.
5. Motivation to choose a career in tourism management
6. The impact of tourism on society

Unit - I : Introduction

Hrs - 12

- a. Meaning and Definition of Sociology of Tourism.
- b. Nature and Scope of Sociology of Tourism
- c. Significance of Sociology of Tourism.

Unit - II: Dimensions of Tourism

Hrs - 12

- a. Education Tourism- Higher Education and Research Activities
- b. Religious Tourism- Pilgrimages and Visits.
- c. Health Tourism; Leisure Activities

Unit - III : Tourism and Social Change

Hrs - 12

- a. Tourism Opportunities in India
- b. Effects of Tourism on Society.
- c. Tourism and Cultural Exchange.

Unit – IV: Policies and Programmes in Tourism Development

Hrs - 12

- a. National Tourism Policy
- b. Strategy and Action Plans for the Development of Tourism
- c. Measures to Improve the Tourist Places

Unit – V: Changing Nature of Tourism

Hrs - 12

- a. Impact of Terrorist Attacks and Natural Disasters
- b. Racism and Homophobia
- c. Consumer Behaviour in Tourism


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Reference Books

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SOC 353 : Sociology of Marketing (Optional)

Objectives:

This course aims to provide

1. Insight on Marketing Social relations and social behaviour.
2. Knowledge on the role of marketing in social welfare.
3. Functioning of marketing systems and their effects.
4. Career opportunities in social marketing.
5. Knowledge on unfair marketing strategies and their effects.

UNIT - I : Introduction to Sociology of Marketing	12 Hrs
a. Meaning and Nature of Sociology of Marketing	
b. Scope and Significance of Sociology of Marketing	
c. Industrialization and Growth of Market.	
UNIT - II: Marketing as a Social System	12 Hrs
a. Social Structure of Marketing	
b. Social Problems in Marketing: Corruption, White Collar Crime, Extortion,	
c. Gender in Marketing network; Sex abuse. Stereotypes on women	
UNIT - III : Marketing and Social Responsibility	12 Hrs
a. Social Implications of Marketing Strategies: Advertisements and campaigns.	
b. Promotion of tobacco, smoking, alcohol and Substance Abuse	
c. Marketing impact on Native communities; Promoting the Corporate Image	
UNIT - IV : Market and Media	12 Hrs
a. Role of Communication Media in Marketing	
b. Types of Marketing - Telemarketing; Virtual Market; Mall Culture and Online Shopping; Advertisement to Children	
c. Need for Better Informed and Educated Consumers, Consumer Rights	
UNIT - V : Social Marketing	12 Hrs
a. Social Marketing for Social Values and Social Welfare.	
b. Social Marketing, Social Media and Community Development	
c. Social Marketing as a Profession.	


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References:

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- Arnould, E.J. and Thompson, C.J. 2005. 'Consumer culture theory (CCT): twenty years of research', *Journal of Consumer Research* 31, March: 868-82.
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Question Paper Pattern

Time: 3 Hrs

Marks - 100

(Title of the Course)

Note:

- a. All sections are compulsory.
- b. All sections carry internal choices

Section A

I. Answer any FIVE in 8 - 10 sentences each

5 X 5 = 25

1. .
2. .
3. .
4. .
5. .
6. .
7. .

Section A

II. Answer any THREE questions in 12 - 15 sentences each

10 X 3 = 30

1. .
2. .
3. .
4. .
5. .

Section A

III. Answer any THREE questions in 20 - 25 sentences each

15 X 3 = 45

1. .
2. .
3. .
4. .
5. .


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Internal Assessment (IA)

Total Marks for each Course	= 150
Continuous Assessment (C1)	= 25
Continuous Assessment (C2)	= 25
Semester End Examination	= 100

Outline for Continuous Assessment activities – C1 and C2

Activity	C1	C2	Total
Session Test	15	15	30
Seminar	10		10
Assignment/project/field work		10	10
Total	25	25	50

1. Assignment topics for Seminar may be selected from the syllabus or topics sociologically relevant.
2. Field visits may be carried out on:
 - a. Current social problems
 - b. Visit to rehabilitation institutions as Old Age Homes, Remand Home, Orphanages, etc.
 - c. Emerging Concerns as Traffic, Environment Pollution, Social Media, etc.

The Procedure includes: Observation, Data collection, Documentation and Reporting.


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