

Deccan Education Society's

**Kirti M. Doongursee College of  
Arts, Science and Commerce  
(AUTONOMOUS)**



Affiliated to

**UNIVERSITY OF MUMBAI**

Syllabus for  
Program: Bachelor of Arts  
Course: F.Y.B.A  
Subject: **PSYCHOLOGY**

Choice Based Credit System (CBCS)  
with effect from  
Academic Year 2023-2024

## **PROGRAM OUTCOMES**

<b>PO</b>	<b>Description</b>
A student completing Bachelor's Degree in <b>Arts</b> Program will be able to	
PO1	<b>Disciplinary Knowledge:</b> Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	<b>Critical Thinking and Problem solving:</b> Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	<b>Social competence:</b> Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	<b>Research-Related Skills:</b> Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of a research project be it in field or otherwise under supervision.
PO5	<b>Personal and professional competence:</b> Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	<b>Effective Citizenship and Ethics:</b> Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	<b>Environment and Sustainability:</b> Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
PO8	<b>Self-directed and Life-long learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

**Deccan Education Society's**

**Kirti M. Doongursee College**

**(autonomous) Proposed Curriculum as per**

**NEP 2020 Year of implementation- 2023-**

**24**

**Name of the Department: PSYCHOLOGY**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Vertical</b>	<b>Credit</b>
<b>I</b>	K23UAPSYMJ111	FUNDAMENTALS OF PSYCHOLOGY - I	Major	4
	K23UAPSYMJ112	PSYCHOLOGICAL EVOLUTION OF SURVIVAL	Major	2
	K23UAPSYVC141	BASIC COMMUNICATION SKILLS	VSC	2
<b>II</b>	K23UAPSYMJ211	FUNDAMENTALS OF PSYCHOLOGY II	Major	4
	K23UAPSYMJ212	EVOLUTION OF GROUP LIVING	Major	2
	K23UAPSYMR221	HEALTH AND PSYCHOLOGY (Addiction)	Minor	2
	K23UAPSYVC241	BEHAVIORAL THERAPY FOR DAY TO DAY CONCERNS	VSC	2

<b>Course Code</b>	<b>MAJOR SEM – I</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYMJ111</b>	<b>FUNDAMENTALS OF PSYCHOLOGY - I</b>	<b>4</b>	<b>4</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>• Incorporate different perspectives of psychology</li> <li>• Critically evaluate the function of brain and nervous system</li> <li>• Apply the principles of learning in day to day life</li> <li>• Critically analyze the cognitive functioning of mind</li> </ul>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) THE SCIENCE OF PSYCHOLOGY</b> 1.1 What is Psychology? 1.2 Psychology then: History of Psychology, Psychology now: Modern Perspectives 1.3 Types of Psychological professionals, Psychology: The Science, Ethics of Psychological Research 1.4 Critical thinking, Applying Psychology to everyday life - using Critical thinking	<b>15</b>	
<b>II</b>	<b>2) THE BIOLOGICAL PERSPECTIVE</b> 2.1 Neurons and nerves: Building the Network 2.2 The Nervous System 2.3 Inside the brain and structures of the brain 2.4 The chemical connection: the Endocrine glands, Applying Psychology – Differences between male and female brains	<b>15</b>	
<b>III</b>	<b>3) LEARNING</b> 3.1 Definition of Learning 3.2 Classical Conditioning - Biological and cognitive factors of Classical Conditioning 3.3 Operant Conditioning - Biological and cognitive factors of Operant Conditioning 3.4 Cognitive Learning Theory 3.5 Observational Learning	<b>15</b>	

	3.6 Applying Psychology – Behaviour modification of a developmentally challenged child	
<b>IV</b>	<p><b>4) MEMORY</b></p> <p>4.1 Memory: Encoding, Storage, Retrieval, Models of memory – LOP and PDP, the information-processing model – sensory, short-term and long-term memory</p> <p>4.2 Retrieval of Long-Term Memories, The reconstructive nature of Long-Term Memory Retrieval</p> <p>4.3 Forgetting</p> <p>4.4 Memory and the brain – the physical aspects of memory</p>	<b>15</b>

**References:**

- Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Educationinc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200
- Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York
- Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.
- Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw-Hill Publications, New York
- Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of MindandBehaviour. (3rd ed.) McGraw- Hill Publications, International edition, NewYork
- Wade, C. & Tavis, C. (2006). Psychology. (8th ed.). Pearson Educationinc., Indian reprint by Dorling Kindersley, New Delhi
- Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6thed.). Pearson Education inc., Allyn and Bacon
- Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: CoreConcepts. (5th ed.). Pearson Education inc., Allyn and Bacon

**Additional References:**

- तडसरे, तंम्बाके उपयोजित मानसशास्त्र - फडके प्रकाशन
- ओक, अभ्यंकर, गोळवीकर वर्तनाचें शास्त्र - पिअरसन प्रकाशन

<b>Course Code</b>	<b>MAJOR SEM – I</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYMJ112</b>	<b>Paper II - PSYCHOLOGICAL EVOLUTION OF SURVIVAL</b>	<b>2</b>	<b>2</b>
<p><b>Course Outcomes:</b> After successful completion of this course, students would be able to</p> <p><b>Course Outcomes:</b> After successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> <li>● Incorporate the perspective of evolution in understanding human behaviour</li> <li>● Critically evaluate the origin of human nature</li> <li>● Apply the principles of evolution to understand the food and shelter preferences</li> <li>● Critically analyze the process and concept of aging and death</li> </ul>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) EVOLUTIONARY PSYCHOLOGY</b> 1.1 Landmarks in the history of evolutionary thinking 1.2 Common misunderstandings about evolutionary theory 1.3 Milestones in the origin of modern humans 1.4 Origin of human nature	<b>15</b>	
<b>II</b>	<b>2) EVOLUTION AND THE PROBLEM OF SURVIVAL</b> 2.1 Food acquisition and selection 2.2 Finding place to live: Shelter and landscape preferences 2.3 Combating predators and other environmental dangers 2.4 Why do people die? 2.5 Senescence, Suicide, Homicide	<b>15</b>	
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>● Buss, David M.. (2015). Evolutionary Psychology: The New Science of the Mind. (th ed.) The University of Texas at Austin</li> </ul> <p><b>Additional References:</b></p>			

- Campbell, A. (2013). *A mind of her own: The evolutionary psychology of women*. Oxford: Oxford University Press.
- Gelman, S. A. (2003). *The essential child: Origins of essentialism in everyday thought*. New York: Oxford University Press.
- Hill, K., Hurtado, K., & Walker, R. S. (2007). High adult mortality among Hiwi hunter-gatherers: Implications for human evolution. *Journal of Human Evolution*, 52, 443–454.
- Jackson, R. E., & Cormack, J. K. (2007). Evolved navigation theory and the descent illusion. *Perception and Psychophysics*, 69, 353–362.
- Krasnow, M. M., Truxaw, D., Gaulin, S. J. C., New, J., Ozono, H., Uono, S., Ueno, T., & Minemoto, K. (2011). Cognitive adaptations for gathering-related navigation in humans. *Evolution and Human Behavior*, 32, 1–12.
- Kruger, D. J., & Nesse, R. M. (2006). An evolutionary life-history framework for understanding sex differences in human mortality rates. *Human Nature*, 17, 74–97.
- Marlowe, F. W. (2005). Hunter-gatherers and human evolution. *Evolutionary Anthropology*, 14, 54–67.
- Oaten, M., Stevenson, R. J., & Case, T. I. (2009). Disgust as a disease-avoiding mechanism. *Psychological Bulletin*, 135, 303–321.
- Öhman, A., & Mineka, S. (2003). The malicious serpent: Snakes as a prototypical stimulus for an evolved module of fear. *Current Directions in Psychological Science*, 12, 5–9.
- **Tybur, J. M., Lieberman, D., Kurzban, R., & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological Review*, 120, 65–84.**

<b>Course Code</b>	<b>VOCATIONAL SKILL COURSE SEM – I</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYVC141</b>	<b>Paper I – BASIC COMMUNICATION SKILLS</b>	<b>2</b>	<b>2</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● Remember the essential skills required for effective communication</li> <li>● Understand the importance of non-verbal communication for effective communication</li> <li>● Apply the learnt skills outside the classroom</li> <li>● Enhance the skills required as a professional</li> </ul>			
<b>Unit</b>			
<b>Unit</b>	<b>Topics</b>		<b>No of Lectures</b>
<b>I</b>	<b>1) FUNCTION FOCUSED COMMUNICATION SKILLS</b> 1.1 Non-verbal communication 1.2 Information and explaining skills 1.3 Arguing skills 1.4 Managing interpersonal conflicts		<b>15</b>
<b>II</b>	<b>2) SKILLS IN PUBLIC AND PROFESSIONAL CONTEXTS</b> 2.1 Negotiation skills 2.2 Communication skills for group decision making 2.3 Communication skills in health care context 2.4 Intercultural communication		<b>15</b>
<b>References:</b>			
<ul style="list-style-type: none"> <li>● John O. Greene and Brant Handbook of communication and social interaction skills R. Burleson.</li> <li>● Andrews, P. H., &amp; Herchel, R. T. (1996). Organizational communication: Empowerment in a technological society. Boston: Houghton Mifflin.</li> <li>● Allen, M., &amp; Preiss, R. W. (1998). Persuasion: Advances through meta-analysis. Cresskill, NJ: Hampton Press.</li> </ul>			
<b>Additional References:</b>			
<ul style="list-style-type: none"> <li>● <b>Baron, R. A. (1988). Negative effects of destructive criticism: Impact on conflict, self-efficacy, and task performance. Journal of Applied Psychology, 73, 199–207.</b></li> <li>● <b>Benoit, P. J. (1982, November). The naive social actor’s concept of argument. Paper presented at the annual meeting of the Speech Communication Association, Louisville, KY.</b></li> </ul>			



- **Allen, M. (1998). Comparing the persuasive effectiveness of one- and two-sided messages. In M. Allen &**
- **R. W. Preiss (Eds.), Persuasion: Advances through meta-analysis (pp. 87-98). Cresskill, NJ: Hampton Press.**
- **Assmus, G., Farley, J. U., & Lehmann, D. R. (1984). How advertising affects sales: Meta-analysis of econometric results. Journal of Marketing Research, 21, 65-74.**
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<b>Course Code</b>	<b>MAJOR SEM – II</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYMJ211</b>	<b>Paper I - FUNDAMENTALS OF PSYCHOLOGY II</b>	<b>4</b>	<b>4</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● Critically evaluate the higher cognitive processes</li> <li>● Apply various motivation and emotion theories for individual wellbeing</li> <li>● Contribute in the research area of personality</li> <li>● Apply statistical methods to gain understanding about human behavior and research</li> </ul>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) COGNITION: THINKING, INTELLIGENCE</b> 1.1 How people think 1.2 Intelligence 1.3 Language  Applying Psychology – Mental exercises for better cognitive health	<b>15</b>	
<b>II</b>	<b>2) MOTIVATION AND EMOTION</b> 2.1. Approaches to understanding Motivation 2.2. Hunger 2.3. Emotion Applying Psychology – The how-to of happiness	<b>15</b>	
<b>III</b>	<b>3) AN OVERVIEW OF THEORIES OF PERSONALITY</b> 3.1. Sigmund Freud and Psychoanalysis, The Behaviorist view of Personality  3.2. The Social Cognitive view of Personality,	<b>15</b>	

	<p>Humanism and Personality, trait Theories</p> <p>3.3. The biology of Personality: Behavioral Genetics, Assessment of Personality</p> <p>Applying Psychology – Personality testing on the internet</p>	
<b>IV</b>	<p><b>4) STATISTICS IN PSYCHOLOGY</b></p> <p>4.1. Why do psychologists use statistics? Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions</p> <p>4.2. Measures of central tendency – mean, median, mode,</p> <p>4.3. Measures of variability – range and SD; z scores</p> <p>Inferential Statistics – statistical significance, the correlation coefficient</p>	<b>15</b>
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>● Ciccarelli, S. K. &amp; Meyer, G. E. (2008). Psychology. (Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.</li> <li>● Baron, R. A., &amp; Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon</li> <li>● Ciccarelli, S. K. &amp; Meyer, G. E. (2006). Psychology. Pearson Educationinc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007</li> <li>● Coon, D., &amp; Mitterer, J. O. (2007). Introduction to Psychology: Gateways toMind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200</li> <li>● Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York</li> <li>● Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.</li> <li>● Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw-Hill Publications, New York</li> <li>● Passer, M. W., &amp; Smith, R. E. (2007). Psychology: The Science of Mindand Behaviour. (3rd ed.) McGraw- Hill Publications, International edition, NewYork</li> </ul> <p><b>Additional References:</b></p> <ul style="list-style-type: none"> <li>● <b>Wade, C. &amp; Tavris, C. (2006). Psychology. (8th ed.). Pearson</b></li> </ul>		

**Educationinc., Indian reprint by Dorling Kindersley, New Delhi**

- **Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6thed.). Pearson Education inc., Allyn and Bacon**
- **Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon**

<b>Course Code</b>	<b>MAJOR SEM – II</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYMJ212</b>	<b>Paper II - EVOLUTION OF GROUP LIVING</b>	<b>2</b>	<b>2</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● Critically evaluate the cooperative behaviour from evolutionary perspective</li> <li>● Analyze Human as well as Nonhuman behaviour</li> <li>● Apply evolutionary theory to understand social dominance in humans</li> <li>● Analyze the complexity of hierarchy negotiation</li> </ul>			
<b>Unit</b>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) COOPERATIVE ALLIANCES</b> 1.1 Evolution of cooperation 1.2 Theory of Reciprocal Altruism 1.3 Cooperation among Nonhumans  Cooperation and altruism among Humans	<b>15</b>	
<b>II</b>	<b>2) STATUS, PRESTIGE, AND SOCIAL DOMINANCE</b> 2.1. The emergence of dominance hierarchies 2.2. Dominance and status in Nonhumans 2.3. Evolutionary theories of Dominance, Prestige and Status 2.4. Tactics of Hierarchy Negotiation Facial Dominance	<b>15</b>	
<b>References:</b>			
<ul style="list-style-type: none"> <li>● Buss, David M.. (2015). Evolutionary Psychology: The New Science of the Mind. (th ed.) The University of Texas at Austin</li> </ul>			
Additional References:			
<ul style="list-style-type: none"> <li>● Anderson, C., &amp; Kilduff, G. J. (2009). The pursuit of status in social groups. Current Directions in Psychological Science, 18, 295–289.</li> <li>● de Waal, F. (1982). Chimpanzee politics: Sex and power among apes. Baltimore, MD: Johns Hopkins University Press.</li> </ul>			

- Frank, R. H. (1985). *Choosing the right pond: Human behavior and the quest for status*. New York: Oxford University Press.
- Henrich, J., & Gil-White, F. (2001). The evolution of prestige: Freely conferred deference as a mechanism for enhancing the benefits of cultural transmission. *Evolution and Human Behavior*, 22, 165–196.
- King, A. J., Johnson, D. D. P., & Van Vugt, M. (2009). The origins and evolution of leadership. *Current Biology*, 19, R911–R916.
- Lund, O. C. H., Tamnes, C. K., Moestue, C., Buss, D. M., & Vollrath, M. (2007). Tactics of hierarchy negotiation. *Journal of Research in Personality*, 41(1), 25–44.
- Maner, J. K., & Mead, N. L. (2010). The essential tension between leadership and power: when leaders sacrifice group goals for the sake of self-interest. *Journal of Personality and Social Psychology*, 99(3), 482.
- Mazur, A. (2005). *Biosociology of dominance and deference*. Lanham, MD: Bowman & Littlefield Publishers, Inc.
- Price, M.E., & Van Vugt, M. (in press). The service-for-prestige theory of leader-follower relations: A review of the evolutionary psychology and anthropology literatures. In R. D. Arvey & S. Colarelli (Eds.), *Biological foundations of organizational behavior*. Chicago: University of Chicago Press.
- Sloman, L., & Gilbert, P. (Eds.). (2000). *Subordination and defeat: An evolutionary approach to mood disorders and their therapy*. Mahwah, NJ: Erlbaum.

<b>Course Code</b>	<b>MINOR SEM – II</b>	<b>Credits</b>	<b>Lectures /Week</b>
<b>K23UAPSYMR221</b>	<b>Paper I - HEALTH AND PSYCHOLOGY (Addiction)</b>	<b>2</b>	<b>2</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● Incorporate different perspectives of addiction</li> <li>● Critically evaluate the factors associated with drinking and smoking</li> <li>● Apply the principles of learning in the intervention program</li> <li>● Deal with the clients and their relapse stage</li> </ul>			
<b>Unit</b>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) ALCOHOLISM AND SMOKING</b> 1.1 What is Health Psychology? 1.2 What is addiction? 1.3 Social Learning Perspective 1.4 The stages of substance use <b>1.5 Initiating and maintaining an addictive behaviour</b>	<b>15</b>	
<b>II</b>	<b>2) INTERVENTION</b> 2.1 Disease perspectives on cessation 2.2 Social learning perspectives on cessation 2.3 Self Help 2.4 Public Health intervention 2.5 Relapse Prevention	<b>15</b>	
<b>References:</b>			
<ul style="list-style-type: none"> <li>● Jane Ogden. (2007). Health Psychology. (4th ed.) Open University Press</li> </ul>			
<b>Additional References:</b>			
<ul style="list-style-type: none"> <li>● Heather, N. and Robertson, D. (1989) Problem Drinking. Oxford: Oxford University Press. (This book examines the different theories of addictive behaviours and in particular outlines the contribution of social learning theory).</li> <li>● Marlatt, G.A. and Gordon, J.R. (1985) Relapse Prevention. New York: Guilford Press.</li> </ul>			

(This book provides a detailed analysis and background to relapse prevention and applies this approach to a variety of addictive behaviours. Chapter 1 is a particularly useful overview).

- Orford, J. (2002) *Excessive Appetites: A Psychological View of Addictions* (2nd edn). Chichester: John Wiley.  
(This book illustrates the extent to which different addictive behaviours share common variables in both their initiation and maintenance and discusses the interrelationship between physiological and psychological factors).
- West, R. (2005) Time for a change: putting the transtheoretical (stages of change) model to rest, *Addiction*, 100, 1036–9.  
(This paper presents a critique of the SOC model and suggests that there are better ways of understanding addictive behaviours. It is accompanied by a series of papers which join in the debate including a response by the authors of the SOC).
- West, R. (2006) *Theory of Addiction*. Oxford: Blackwell.  
(This is an interesting and comprehensive book which describes existing theories of addiction and offers a new synthetic model of addiction which combines a range of psychological processes).
- West, R. and Shiffman, S. (2003) *Smoking Cessation*. Oxford: Health Press.  
(This is a very clearly written, accessible book which describes physiological and psychosocial reasons for smoking and provides an excellent account of smoking-cessation strategies).



<b>Course Code</b>	<b>VOCATIONAL SKILL COURSE SEM – II</b>	<b>Credits</b>	<b>Lectures/ Week</b>
<b>K23UAPSYVC241</b>	<b>Paper I – BEHAVIORAL THERAPY FOR DAY TO DAY CONCERNS</b>	<b>2</b>	<b>2</b>
<b>Course Outcomes:</b>			
After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>● Get acquainted to the therapeutic processes</li> <li>● Understand the behavioral approach to the problems</li> <li>● Apply the learnt techniques outside the classroom</li> <li>● Conceptualize the problems from behavioral perspective</li> </ul>			
<b>Unit</b>	<b>Topics</b>	<b>No of Lectures</b>	
<b>I</b>	<b>1) INTRODUCTION TO BEHAVIOURAL TECHNIQUES</b> 1.1 What is behavioral therapy? 1.2 Behavioral approach to the problems 1.3 Therapeutic process 1.4 Qualities of a behavior therapist 1.5 Therapeutic techniques	<b>15</b>	
<b>II</b>	<b>2) APPLICATION OF THE BEHAVIOURAL TECHNIQUES</b> 2.1 BT for Anxiety 2.2 BT for Depression 2.3 BT for Anger issues 2.4 BT for Stress management	<b>15</b>	
<b>References:</b>			
<ul style="list-style-type: none"> <li>● Corey G. (2009) Theory and Practice of Counseling and Psychotherapy. (8<sup>th</sup> ed.)</li> <li>● ANTONY, M. M., &amp; ROEMER, L. (2003). Behavior therapy. In A. S. Gurman &amp; S. B. Messer (Eds.), Essential psychotherapies: Theory and practice (2nd ed., pp. 182–223).</li> </ul>			
<b>Additional References:</b>			
<ul style="list-style-type: none"> <li>● ALBERTI, R. E., &amp; EMMONS, M. L. (2008). Your perfect right: A guide to assertive behavior (9<sup>th</sup> ed.). Atascadero, CA: Impact.</li> <li>● BANDURA, A. (1971b). Psychotherapy based upon modeling principles. In A. E. Bergin &amp; S. L. Garfield (Eds.), Handbook of psychotherapy and behavior change. New York: Wiley.</li> <li>● BANDURA, A. (1969). Principles of behavior modification. New York: Holt, Rinehart &amp; Winston.</li> <li>● KAZDIN, A. E. (2001). Behavior modification in applied settings (6th ed.). Pacific Grove, CA: Brooks/Cole.</li> </ul>			

## **Evaluation Scheme for First Year (UG) under NEP (4 credits)**

### **I. Internal Evaluation for Theory Courses – 40 Marks**

**1) Continuous Internal Assessment(CIA) Assignment** - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 20 marks

**2) Continuous Internal Assessment(CIA) ONLINE Unit Test** – 20 marks

### **II. External Examination for Theory Courses – 60 Marks**

Duration: 2 Hours

Theory question paper pattern:

<b>Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Unit I	15
Q.2	Unit II	15
Q.3	Unit III	15
Q.4	Unit IV	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

**NOTE: To pass the examination, attendance is compulsory in both Internal & External Examinations.**

## **Evaluation Scheme for First Year (UG) under NEP (2 credits)**

### **I. Internal Evaluation for Theory Courses – 20 Marks**

**1) Continuous Internal Assessment(CIA) Assignment** - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 10 marks

**2) Continuous Internal Assessment(CIA) ONLINE Unit Test** – 10 marks

### **II. External Examination for Theory Courses – 30 Marks**

Duration: 1 Hours

Theory question paper pattern: All questions are compulsory.

<b>Question</b>	<b>Based on</b>	<b>Marks</b>
Q.1	Unit I	15
Q.2	Unit II	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

**NOTE: To pass the examination, attendance is compulsory in both Internal & External Examinations.**