



**SRI DHARMASTHALA MANJUNATHESHWARA  
COLLEGE (AUTONOMOUS), UJIRE - 574240**

**(Re-Accredited by NAAC at 'A++' Grade)**

**DEPARTMENT OF PSYCHOLOGY**

*Syllabus of*  
**Bachelor's Degree in PSYCHOLOGY**

**(CHOICE BASED CREDIT SYSTEM SEMESTER  
SCHEME)  
2020-21 ONWARDS**

**Approved by the BOS meeting held on 13-08-2020**

**Approved by the Academic Council meeting held on 10-11-2020**

# **PSYCHOLOGY AS A DISCIPLINE**

## **Preamble**

Psychology is not just an academic subject that exists only in classrooms, research labs and mental health institutions. It is a scientific field that aims at understanding human nature and behaviour. Knowledge of Psychology helps understand one's own strengths and weaknesses by giving practical experiences. It gives awareness about social and psychological problems faced in general and prepares the student to face everyday challenges by exposing him/her to coping strategies. Moreover makes the student realize that an aim is attainable. It is a powerful force that influences all our activities in every walk of our life.

## **OBJECTIVES:**

**To take forward, the Vision and Mission of the College following objectives are set.**

- To foster interest in psychology and create foundation for further studies in Psychology
- To impart knowledge of the basic concepts and various perspectives of psychology.
- To create an awareness of factors influencing behaviour
- To understand matters relating to stages of Human development
- To familiarize students with criteria of abnormal behaviour
- To give an over view of mental disorders and possible ways of handling them
- To acquaint the students with nature of work behaviour, and to help the students in the use of this in understanding and increasing efficiency.
- To attain skills of interaction with supervisory and managerial personnel in terms of training, counseling and problem solving relationships.
- To highlight the steps and strategies to cope with stress
- To attain and maintain one's health through preventive behaviour
- To arouse intellectual curiosity and create an interest for research in psychology



## PAPER DESCRIPTION

Sl. No		Semester	Paper	Title
1.	BASPYC131	I	I	Foundations of Behaviour-I
2.	BASPYC181	II	II	Foundations of Behaviour-II
3.	BASPYC231	III	III	Life Span Development –I
4.	BASPYC281	IV	IV	Life Span Development –II
5.	BASPYC331	V	V	Social Psychology
	BASPYC332		VI	Abnormal Psychology
6	BASPYC381	VI	VII	Health Psychology
	BASPYC382		VIII	Industrial and Organization Psychology

## SCHEME OF EXAMINATION

Semester	Paper Code	Credits	Marks		
			IA	Sem End	Total
I	BASPYC131	2	20	80	100
I	BASPYC181	1	10	40	50
II	BASPYC231	2	20	80	100
II	BASPYC281	1	10	40	50
III	BASPYC331	2	20	80	100



III	BASPYP232	1	10	40	50
IV	BASPYC281	2	20	80	100
IV	BASPYP282	1	10	40	50
V	BASPYC331	2	20	80	100
	BASPYC332	2	20	80	100
	BASPYP333	2	20	80	100
VI	BASPYC381	2	20	80	100
	BASPYC382	2	20	80	100
	BASPYP383	2	20	80	100
<b>Total</b>		<b>24</b>	<b>240</b>	<b>960</b>	<b>1200</b>

### III: Part A: Summary Chart

Semester	Course Code	Course No.	Particulars	No. of hrs/ week	Duration of exam (hrs)	Marks			Credits
						IA	Exam	Total	
I	BASPYC131	I	Foundations of Behaviour I	04	03	20	80	100	02
	BASPYP132		Practical – I	03	03	10	40	50	01
II	BASPYC181	II	Foundations of Behaviour II	04	03	20	80	100	02
	BASPYP182		Practical –II	03	03	10	40	50	01
III	BASPYC231	III	Life Span Development -I	04	03	20	80	100	02
	BASPYP232		Practical – III	03	03	10	40	50	01
IV	BASPYC281	IV	Life Span Development -II	04	03	20	80	100	02
	BASPYP282		Practical – IV	03	03	10	40	50	01
	BASPYC331	V	Social Psychology	04	03	20	80	100	02



<b>V</b>									
	BASPYP332	<b>VI</b>	Abnormal Psychology	04	03	20	80	100	02
	BASPYP333		Practical – V Social & Abnormal psychology	04	04	20	80	100	02
<b>VI</b>	BASPYP381	<b>VII</b>	Health Psychology	04	03	20	80	100	02
	BASPYP382	<b>VIII</b>	Industrial and Organizational Psychology	04	03	20	80	100	02
	BASPYP383		Practical – VI Health & Organizational Psychology	04	04	20	80	100	02



**I SEMESTER**  
**FOUNDATIONS OF**  
**BEHAVIOUR I**

**Course I - BASPYC131**

**48 hrs (4 hrs/week)**

**OBJECTIVES**

- To impart knowledge of the basic concepts and various perspectives in psychology
- To understand the biological basis of human behaviour
- To understand the basic perceptual process
- To acquaint the students with the dynamics of human behaviour

**Course Outcomes:**

CO1 : Show an understanding of the basic principles that govern and direct human behaviour.

CO2: Apply the knowledge of various branches of Psychology to overcome the difficulties in day-to-day life.

CO3: Connect anatomical structure with various behaviours and analyse.

CO4: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

**UNIT -1: Psychology and its perspectives**

**12 hrs**

Meaning, definition and goals of psychology; Schools of Psychology –structuralism, functionalism, Gestalt Psychodynamic, behaviorism, cognitive and humanistic; Major sub fields: Research areas –developmental, social, experimental, physiological, cognitive, cross-cultural, psychometrics and evolutionary; Applied areas –clinical, counseling, educational, sports, forensic, industrial and organizational; Research: Meaning, definition, Methods – introspection, Observation, experimental





**UNIT -2: Biological Basis of Behavior****12 hrs**

Neuron –structure and functions; Nervous system: Central –brain and spinal cord; peripheral –somatic and autonomic; lobes, hemisphere; Endocrine Glands and behavior –pituitary, thyroid, parathyroid, pineal, adrenal and gonads. Biology of sleep -stages, sleep-wake cycle

**UNIT -3: Sensation, Perception, Attention****12 hrs**

Sensation-5 senses –sense organs –functions, sensory threshold, Perception –laws of perceptual organization; errors in perception; subliminal perception Attention –meaning, factors and types of attention

**UNIT -4: Emotion and Motivation****12 hrs**

Emotion: Definition; biology of emotion; cognitive factors; behavioral and socio-cultural factors; Emotional quotient.

Theories-James-Lange; Cannon-Bard; Schachter and Singer x

**Motivation:** definition; motivation cycle- needs, drives and motives types –Biological and social motives; Maslow's hierarchy of needs.



### **Books for References**

1. Weiten, W. (1995). *Psychology Themes and Variations (3<sup>rd</sup> edn)*, London: Brooks and Cole publishing Company.
2. Carlson, N.R., & Buskist W. (1997). *Psychology the science of behavior (5<sup>th</sup> edn)*, Boston: Allyn and Bacon
3. Santrock, J.W. (2005). *Psychology-updated edition*, Boston: M cGraw Hill
4. Ciccarelli, S. K. (2014). *Psychology, (4<sup>th</sup> edn)*, Pearson Publications.
5. Feldman, R.S. (2017). *Understanding Psychology, (10<sup>th</sup> edn)*, Mc Graw Hill Publication.
6. Baron & Misra (2000). *Psychology, (5<sup>th</sup> edn)*, Pearson publication.
7. Plotnik, R. (1992). *Introduction to Psychology, (3<sup>rd</sup> edn)*, Wadsworth publishing Co Inc.

### **Practical BASPYP 132 (Any Six)**

1. Nature of question and accuracy of report
2. Muller-Lyer illusion
3. Span of attention
4. Two point threshold
5. Self -Efficacy scale
6. Left and Right Brain Dominance
7. Ishihara's test for colour blindness
8. Emotional intelligence scale
9. Emotion and free association
10. Competition/cooperation



**Statistics - Frequency distribution, graphical representation and  
central tendency ungrouped data**

***Research Methodology***

- ★ Meaning and Definition of research
- ★ Objectives of research
- ★ Types of research

**Skill component**

**BASPYC131: Foundations of Behaviour I**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Develop a schedule for observing any behavior and, conduct the observation.	Submitting the report in assignment form, presenting in the class.
2	1. Develop a neat diagram of neuron, mention its parts. Link them with daily life functioning. 2. Understanding the structure and functions of brain.	1. Classroom presentation and group discussion 2. Anatomy lab visit to see and learn the structure and functions of brain.
3.	Learning about achievement motivation by collecting the biodata of highly achieved individuals.	Class room presentation and Group discussion..

***REFERENCE BOOK:***

1. Kothari, C.R. (2012). *Research Methodology (2<sup>nd</sup> ed.)* New age International Publisher : New Delhi



## II SEMESTER FOUNDATIONS OF BEHAVIOUR II

Course II - BASPYC 181

48 hrs (4 hrs/week)

### Objectives

- To understand the process of memory and techniques to improve in everyday life situation
- To understand the process of acquisition of skills and information which brings changes in behaviour
- To gain knowledge about individual differences and assessment of Intelligence
- To understand the components of Personality and assessment of personality

### Course Outcomes:

CO1 : Monitor and control their emotions in critical situations.

CO2: Adopt healthy personality characteristics to lead purposeful life.

CO3 : Undertake services in society where psychological assessment techniques applied.

### UNIT -1: Memory and Learning

12 hrs

Memory –meaning; encoding, storage and retrieval; Atkinson-Schiffrin Model of Memory; Forgetting -meaning and theories – Decay theory, inhibition theory, retrieval cues: Mnemonics. Learning -meaning, Definition; classical conditioning; operant conditioning; trial and error learning; cognitive learning –latent and insight; social learning. Learning styles - VARK

### UNIT -2: Higher cognitive processes

12 hrs

Thinking -meaning and definition; types of thinking -convergent vs divergent; concrete vs abstract; Concept formation-meaning;stages Reasoning-meaning and definition; types - inductive and deductive Problem solving -meaning and definition; steps, strategies and hindrances in problem solving



**UNIT -3: Personality****12 hrs**

Meaning and definition; theories: Freud's Psychoanalytical theory; Roger's theory of self-actualization; Eysenck's dimensions of personality; Mc Crae and Costa's Big Five factors

**Assessment of personality -observation; questionnaires and inventories and projective tests**

**UNIT-4: Intelligence****12 hrs**

Meaning and definition; Factors influencing intelligence –heredity and environment; theories –Spearman's 2 factor theory; Cattle's theory of crystallized and fluid intelligence; Gardner's theory of multiple intelligences; Concept of IQ, Classification of IQ: Normal probability curve, Extremes of intelligence –Gifted and mentally challenged; intelligence testing;

**Skill component****BASPYC181: Foundations of Behaviour II**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	List out the pleasant, unpleasant and significant life experiences to understand the importance of memory.	Through report writing and classroom presentation.
2	List out the learning that took place in one's life through classical conditioning, imitation, trial and error and insight learning modes.	Brain storming and group discussion.
3	Knowing the IQ level of self and others.	By taking and administering IQ tests.

**Books for References**

1. Weiten, W. (1995). *Psychology Themes and Variations (3<sup>rd</sup> edn)*, London: Brooks and Cole publishing Company.
2. Carlson, N.R., & Buskist W. (1997). *Psychology the science of behavior (5<sup>th</sup> edn)*, Boston: Allyn and Bacon



3. Santrock, J.W. (2005). *Psychology-updated edition*, Boston: M cGraw Hill
4. Ciccarelli, S. K. (2014). *Psychology*, (4<sup>th</sup> edn), Pearson Publications.
5. Feldman, R.S. (2017). *Understanding Psychology*, (10<sup>th</sup> edn), Mc Graw Hill Publication.
6. Baron & Misra (2000). *Psychology*, (5<sup>th</sup> edn), Pearson publication.
7. Plotnik, R. (1992). *Introduction to Psychology*, (3<sup>rd</sup> edn), Wadsworth publishing Co Inc.

### **Practical BASPYP182 (Any Six)**

1. Retroactive inhibition
2. Recall and recognition
3. Bilateral transfer of learning
4. Insight learning
5. Problem solving
6. Concept formation
7. Eysenck's Personality Questionnaire
8. Big Five personality traits
9. GMAT/OTIS/Sternberg's Test of intelligence
10. WAIS/WAPIS/RPM/Bhatia's

### **Statistics - Measures of Central tendency grouped data**

#### ***Research Methodology***

- ★ Data collection – Primary and secondary data
- ★ Collection of primary data – Observation method Interview method Questionnaire method

#### ***REFERENCE BOOK:***

1. Kothari, C.R. (2012). *Research Methodology* (2<sup>nd</sup> ed.) New age International Publisher :  
New Delhi



**III SEMESTER**  
**LIFE SPAN**  
**DEVELOPMENT - I**

**Course III - BASPYC231**

**48 hrs (4 hrs/week)**

**Objectives**

- To understand the stages of life span development
- To have an overview of research designs in the field of child development
- To gain knowledge about the role of heredity and environment on Growth and Development.
- To sensitize students about childhood disorders and possible ways of handling them

**UNIT -1: Introduction and Foundation to Life Span Development      12 hrs**

Meaning and characteristics of lifespan development; Methods – Longitudinal, Cross – sectional, case study, Biographical method, sex cells and their differences, Dominance and recessive cells, preparatory processes; maturation, ovulation and fertilization –its importance, multiple off springs; identical twins and fraternal twins, Mutations, chromosomal abnormalities: Down's syndrome, abnormalities of the sex chromosomes: XYY syndrome, triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X syndrome.

**UNIT -2: Pre-natal Development      12 hrs**

Germinal period ovum, embryo, fetus- hazard, prenatal environmental influences, stages of labour and delivery, types of birth –natural or prepared child birth, caesarian section, breech birth, Transverse presentation, Instrumental birth, Reproductive choices –genetic counseling, prenatal diagnostic choices.

**UNIT-3: Infancy, Babyhood and Childhood      12 hrs**

Sub-divisions of Infancy, Physical and Psychological Hazards, New born reflexes, APGAR scales, SIDS Babyhood: Speech development -stages; hazards of babyhood



Childhood: Early and Late Childhood, Concept development; Piaget's stages of cognitive development. **Moral development;**

#### **UNIT-4: Emotional Development and disorders of childhood**

**12 hrs**

Development of emotional expression – self-conscious emotions; emotional catharsis, aids to emotional catharsis. Hazards in emotional development, emotional deprivation, too much affection, heightened emotionality. Problems of childhood: Enuresis, encopresis, sleep walking and tics, learning disabilities, attention deficit hyperactivity disorder, autism

#### **Skill component**

##### **BASPYC231: Life Span Development -I**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Gathering biography and case histories.	Classroom presentation and group discussion.
2	Knowing the characteristics of twins.	Class room interaction with twins
3	Understanding the germinal period.	Video/movie show followed by group discussion.
4	Knowing about childhood problems.	Case analyses and presentation.

#### **References**

1. Santrock, J.W. (2001). *Child Development (9<sup>th</sup> ed.)*, Boston: McGraw Hill
2. Hurlock, E.B. (1997). *Child Development (6<sup>th</sup> ed.)*, New Delhi: Tata McGraw Hill.
3. Novak, G., & Pelaez, M. (2004.) *Child and Adolescent Development*, New Delhi: Sage Publications.
4. Berk, L. E. (..). *Child Development (6<sup>th</sup> ed.)*,
5. Hurlock, E. B. (2011). *Child development (6<sup>th</sup> ed.)*, TATA McGRaw – Hill: New Delhi
6. Santrock, J. M. (2006). *Human development.(10<sup>th</sup> ed.)*, New York: Wiley.
7. Papalia, D. E., & Olds, S.W. (2010). *Human development (7<sup>th</sup> ed.)*, Tata McGraw Hill.
8. Hetherington, E. M., & Ross (1994). *Child Psychology (3<sup>rd</sup> ed.)*.
9. Kale, S.V. (1990). *Child Psychology and guidance*



### **Practical BASPYP232 (Any Six)**

1. Seguin Form Board test
2. Coloured Progressive Matrices
3. Children Moral Value Scale by Arpana Sen Gupta
4. Number cancellation test
5. Developmental Screening Test
6. ADHD rating scale/Check list
7. Autism Rating Scale
8. Assessment of learning disability
9. Emotional stability
10. CPQ

### **Statistics - Measures of variability- Standard Deviation/Quartile deviation**

#### ***Research Methodology***

- ★ Sample and population
- ★ Size of the sample
- ★ Characteristics of good sample
- ★ Meaning of research design
- ★ Important concepts related to research design

#### ***REFERENCE BOOK:***

1. Kothari, C.R., (2012). *Research Methodology (2<sup>nd</sup> ed.)*, New age International  
Publisher: New Delhi.



**IV SEMESTER**  
**LIFE SPAN DEVELOPMENT**  
**-II**

**Course IV BASPYC281**

**48 hrs (4 hrs/week)**

**Objectives**

- To understand growth and development from Adolescence to old age
- To sensitize the students about issues related to developmental stages
- To understand the age related physical and psychological health issues
- To focus on psycho social support

**Course Outcomes:**

CO1 : Demonstrate an understanding of study procedures of children's learning abilities.

CO2 : Assess the symptoms of chromosomal abnormalities and help the patients to get remedial services.

CO3: Show the knowledge of prenatal period, birth process and environment in their planned and healthy behavior.

**UNIT -1: Puberty and Adolescence**

**12 hrs**

Puberty -features, variations in the age of puberty and consequences of pubertal changes, gender identity and its emergence, Adolescent psychosocial issues identity, autonomy, intimacy, sexuality and achievement Problems of adolescence: anorexia nervosa and bulimia, teenage pregnancies, Suicide, premenstrual syndrome, behavioral addictions  
Erickson's stages of development



**UNIT -2: Early Adulthood****12 hrs**

Social mobility, vocational adjustment, marital adjustment, sexual adjustment, adjustment to parenthood, the diversity of adult lifestyle –single adults; cohabitating adults; divorced adults; remarried adults; gay and lesbian adults

**UNIT 3: Middle Adulthood****12 hrs**

Characteristics of middle age, health and disease; sexuality; adjustment to changed roles, adjustment to approaching retirement and old age, Divorce, Remarriage, Burnout, Empty nest syndrome, intergenerational relationship, mid-life crisis.

**UNIT -4: Late Adulthood****12 hrs**

Longevity; the young old, old-old and oldest old; physical and cognitive changes, problems of old age, Mental health problems –depression, dementia, Alzheimer's disease and other afflictions. Geriatric care.

**Skill component****BASPYC281: Life Span Development -II**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding adolescent problems.	Group discussion/by analyzing the related videos and TV/ programs/case presentation.
2	Understanding marital adjustment and divorce.	Class room presentation/video shows/ interaction with couples/ group discussion.
3.	Knowing the mental health problems of old age.	Movie reviews/video shows and case presentation.



## References

1. Santrock, J.W. (2001). *Child Development (9<sup>th</sup> ed.)*, Boston: McGraw Hill
2. Hurlock, E.B. (1997). *Child Development (6<sup>th</sup> ed.)*, New Delhi: Tata McGraw Hill.
3. Novak, G., & Pelaez, M. (2004.) *Child and Adolescent Development*, New Delhi: Sage Publications.
4. Berk, L. E. (..). *Child Development (6<sup>th</sup> ed.)*,
5. Hurlock, E. B. (2011). *Child development (6<sup>th</sup> ed.)*, TATA McGraw – Hill: New Delhi
6. Santrock, J. M. (2006). *Human development.(10<sup>th</sup> ed.)*, New York: Wiley.
7. Papalia, D. E., & Olds, S.W. (2010). *Human development (7<sup>th</sup> ed.)*, Tata McGraw Hill.
8. Hetherington, E. M., & Ross (1994). *Child Psychology (3<sup>rd</sup> ed.)*.
9. Kale, S.V. (1990). *Child Psychology and guidance*

### **Practical BASPYP282 (Any Six)**

1. Parent Child Relationship Scale
2. Kimberly's internet addiction scale
3. Suicidal ideation scale/ Beck's scale for suicide ideation
4. Life satisfaction scale
5. Psychological Well Being
6. Geriatric Depression Scale/ Becks Depression Inventory
7. Family Environment Scale
8. Marital adjustment inventory
9. Vocational Interest Record
10. Adolescent Problem Checklist

### **Statistics – Rank difference correlation**

#### ***Research Methodology***

- ★ What is a hypothesis and characteristic of hypothesis
- ★ Basic concepts concerning testing of hypothesis (types of hypothesis)



- a. Null hypothesis and Alternate hypothesis
- b. Level of significance
- c. Decision rule or test of hypothesis
- d. Type I and Type II errors
- e. Two tailed and one tailed test

***REFERENCE BOOK:***

1. Kothari, C.R. (2012). *Research Methodology (2<sup>nd</sup> ed.)*, New age International Publisher:  
New Delhi.



**V SEMESTER**  
**SOCIAL PSYCHOLOGY**  
**Course V BASPYC331**

**Objectives**

**48 hrs (4 hrs/week)**

- To know the significance of Interpersonal Relationship
- To understand the concept of prosocial behaviour and related aspects
- To understand the various social issues like attitude, prejudice and discrimination
- To acquire knowledge about role of aggression on Behaviour

**Course Outcomes**

CO1: Apply the knowledge of social Psychology in dynamic social situations.

CO2: Articulate the experiences, thoughts, feelings in interpersonal relationships.

CO3: Demonstrate cordial relations in society and work without prejudice and discrimination. CO4 : Know and manage the aggressive and offensive behaviours.

**UNIT I: Introduction and close Relationship**

**12 hrs**

Social Psychology-Meaning and definition; Methods: survey, correlation, Focus group discussion Non-verbal **communication**; impression formation Interdependent relations with family and friends; Beyond the family -Friendships: Loneliness life without close relationships.

**UNIT II: Prosocial Behavior**

**12 hrs**

Meaning; providing help -5 essential steps; factors that increase the tendency of prosocial behavior - Prosocial model, empathy, belief in a just world, social responsibility, internal locus of control, low egocentrism; negative state of relief; empathic joy; factors decreasing the tendency of prosocial behavior - social exclusion, pluralistic ignorance, bystander effect, social dissonance, putting an economic value on time and effort



**UNIT III: Attitude and Prejudice****12 hrs**

Meaning, Definition and characteristics of attitudes; formation of attitudes; Functions of attitude Prejudice- Meaning and Definition; growth; techniques for counteracting its effects; prejudice based on gender; Stereotype; Discrimination

**UNIT IV: Aggression****12 hrs**

Theoretical Perspective; Role of biological factors - instincts: Drive theories: Social learning perspectives; General aggression model; Social causes of aggressions; Situational determinants of aggression: of aggression, Prevention and control of aggression- punishment, cognitive interventions and forgiveness

**Skill component****BASPYC331: Social Psychology**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Conducting survey on a current social issue.	Assignment/ Report writing on the survey conducted.
2	Understanding non-verbal communication and non-verbal communication in daily life.	Video shows/ role play and group discussion.
3	Learning the methods of controlling aggression	Guest lecture/ TED lectures/ student seminars.

**Books for References**

1. Baron, R.A., & Byrne, D. (2006). *Social Psychology*, (11<sup>th</sup> ed.), New Delhi, Prentice Hall.
2. Baron, R.A., & Byrne, D. (2003). *Social Psychology*, (10<sup>th</sup> ed.), New Delhi, Prentice Hall.
3. Myers, D.G., (1996). *Exploring Social Psychology* (5<sup>th</sup>ed.), McGRAW – Hill : USA.
4. Taylor, S.E., et al., (2006). *Social Psychology* (12<sup>th</sup> ed.), Pearson Education: New Delhi.



**V SEMESTER**  
**ABNORMAL**  
**PSYCHOLOGY**

**Course VI BASPYC332**

**48 hrs (4 hrs/week)**

**Objectives:**

- To impart knowledge about the difference between normality and abnormality
- To have an overview of criteria of abnormality and overcome misconceptions of abnormal behaviour
- To familiarize students with symptoms and causes of prevailing mental disorders as per International classifications of mental disorders.
- To bring awareness about rehabilitation and therapies available.

**Course Outcomes:**

CO1: Identify the Psychological imbalances in the society.

CO2: Prevent mental illnesses and maintain their Psychological health by understanding the reasons for mental illness.

CO3: Create awareness about mental illness and preventive methods among their family members.

CO4: Enhance their personality by overcoming the conflicts and frustration in life.

**UNIT-I: Introduction**

**12 hrs**

Defining abnormality, criteria of abnormality, classification of mental disorders -DSM and ICD -10 classification, Psychological models of abnormality -psychodynamic, behaviouristic, Cognitive -behavioural and Humanistic models

**UNIT –II Anxiety based and Somatoform disorders**

**12 hrs**

Anxiety based disorders: The anxiety based response patterns, Phobic disorders, obsessive compulsive disorders, generalized anxiety disorder,                      Somatoform disorders: Somatization disorder, hypochondriasis, conversion disorders, Conversion disorder;                      Dissociative disorder



- psychogenic amnesia, fugue; dissociative identity disorder : causes Biological, Psychological and Socio-cultural factors.

### **UNIT –III Schizophrenia and Delusional Disorder**

**12 hrs**

Schizophrenia: Types: Paranoid; Disorganized; catatonic; undifferentiated Causes - Biological, Psychological and Socio-cultural factors.

Delusional Disorder - Types Erotomaniac: Grandiose; Jealous; Persecutory; Somatic and mixed type. Causes - Biological, Psychological and Socio-cultural factors.

### **UNIT –IV Personality and Mood Disorders**

**12 hrs**

Personality Disorders- Cluster A, B and C Schizoid, antisocial, histrionic and avoidant personality disorder; Causes - Biological, Psychological and Socio-cultural factors.

Mood disorders- Major depressive disorder; bipolar I; Causes - Biological, Psychological and Socio-cultural factors.

### **Skill component**

#### **BASPYC332: Abnormal Psychology**

<b>Sl.No.</b>	<b>Skill Components incorporated</b>	<b>Mode of Implementation</b>
1	Understanding the models of abnormality.	Assignment/video lectures/group discussion/student seminars.
2	Understanding different types of psychological disorders.	Video shows/ role play and group discussion/ case presentation/ movie reviews and field visits/clinical posting.
3	Knowing the personality disorders.	Guest lecture/TED lectures/ student seminars/case analysis.



**References:**

1. Carson, R.C., Butcher, J.N., & Susan, M. (2005). *Abnormal Psychology and Modern life (10<sup>th</sup> ed.)*, New York: Harper-Collins.
2. John, M., Neale, & Davidson., G. C. (2001). *Abnormal Psychology (Revised 7<sup>th</sup> ed.)* John Wiley and sons.
3. WHO (1992). *The ICD-10 classification of mental and behavioral disorders, clinical description and diagnostic guidelines*, WHO: Geneva.
4. Comer, R. J. (2000). *Abnormal Psychology (2<sup>nd</sup> ed.)*, New York: WH Freeman & Co.
5. Kaplan, H., Sadock, B.J., & Grebb, J.A. (1994). *Synopsis of Psychiatry (7<sup>th</sup> ed.)*. New Delhi: BL Waverly Pvt. Ltd.
6. *Diagnostic & Statistical Manual of Mental Disorders IV-TR (4<sup>th</sup> ed.)*, American Psychiatric Association: Washington.

**V Semester Practical (Any TEN experiments)**

Sl.No.	<b>Practical V – BASPYP 333</b>
	Social & Abnormal Psychology
1	Stereotype/Social distance scale
2	Locus of Control
3	Personal Values Questionnaire
4	Progressive weight
5	Aggression Scale By Mathura / Bus & Perry
6	Self Confidence Scale
7	Level of aspiration
8	Teacher attitude scale
9	Sinha's Anxiety Scale
10	Social Phobias Inventory Jonathan S



<b>11</b>	Yale brown obsessive compulsive scale
<b>12</b>	Histrionic Personality Questionnaire
<b>13</b>	Bell's adjustment inventory
<b>14</b>	MPQ/ Family Pathology Scale
<b>15</b>	Beck's Depression inventory
<b>16</b>	Sentence Completion Test
<b>Statistics</b>	<b>Correlation- Spearman's Product Moment/ Chi-square</b>



**VI SEMESTER**  
**HEALTH**  
**PSYCHOLOGY**

**Course VII BASPYC 381**

**48 hrs (4 hrs/week)**

**Objectives**

- To acquaint the students about the need of health psychology and the health related behaviors
- To understand the impact of stress on health
- To have awareness about health damaging and health promoting life styles
- To attain and maintain ones health by means of coping strategies

**Course Outcomes:**

CO1 : Creates awareness about emerging field of health Psychology.

CO2 : Makes the student know better about how the psychological functioning creates somatic disorders.

CO3 : Helps students to adopt health enhancing behaviours.

CO4 : Helps develop effective coping skills towards everyday problems.

**UNIT -I : Introduction to health psychology and health behaviour** **12 hrs**

Definition of Health Psychology, History of body mind relationship, Need for the field of health psychology, Health behaviors: factors influencing health behaviors; barriers to modify poor health behaviour, Models of health Biomedical and Bio psychosocial model.

**UNIT -III Health enhancing and compromising behaviour** **12 hrs**

**Health compromising behaviors:** Substance abuse - Alcohol; Tobacco and Smoking; drugs; Psychoactive Substances, abnormal eating behaviour, sedentary lifestyle

**Health enhancing behaviors:** Exercise-types benefits of exercise, effects on psychological health, Diet -Maintaining healthy diet, sleep hygiene, accident prevention



**UNIT -III: Stress and life style diseases****12 hrs**

Stress -sources, Types of stress- Frustration, conflict and pressure, Stress and immune system, Hans Selye's theory of stress; Role of stress in CHD, Hypertension- causes and relations between stress and hyper tension; Diabetes, types, Stress and diabetes. Sex related health behaviour  
-HIV/AIDS

**UNIT-4 Coping strategies****12 hrs**

Social support; yoga; Mindfulness meditation and time management; positive psychology interventions - gratitude, forgiveness, savoring, Patience, creativity.

**Skill component****BASPYC381: Health Psychology**

Sl.No.	Skill Components incorporated	Mode of Implementation
1	Understanding the body mind relationship.	video lectures/Self report/ group discussion
2	Adapting to health enhancing behaviours.	Preparing diet plan chart Video shows/group discussion/case presentation/ movie reviews and field visits.
3	Knowing the impact of stress on human life and developing stress management techniques.	Yoga training/stress management training/ Guest lecture/TED lectures/case analysis.

**References**

1. Taylor, S.E. (1998). *Health Psychology (3<sup>rd</sup> ed.)*, New York: McGraw Hill.
2. Brannon, L., & Feist, J. (2000), *Health Psychology (4<sup>th</sup> ed.)*, USA Brooks Cole.
3. Rice, P. L. (1992). *Stress and Health (2<sup>nd</sup> ed.)*, California, Brooks Cole.
4. Ogden, J. (2000). *Health Psychology (2<sup>nd</sup> ed.)*, Philadelphia: Open University press.



**VI SEMESTER**  
**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

**Course VIII BASPYC382**

**48 hrs (4 hrs/week)**

**Objectives**

- To introduce the students to the field of industrial/ organizational Psychology
- To know the importance of Psychology at workplace
- To apply the knowledge gained about Industrial Psychology in the work place
- To understand the role of leadership and motivation at work place

**Course Outcomes:**

CO1: Apply knowledge of industrial and organisational Psychology in their career as HR Managers, and ensure cordial human relations.

CO2: Execute various Psychological tests and appraisal methods in corporate sector. CO3: Show the appropriate discerning ability in their day-to-day life.

CO4: Apply terms and concepts concerning motivation and leadership in counselling and in reducing stress and conflicts.

**UNIT-I: Introduction**

**12 hrs**

Meaning and definition of Organizational Behaviour; Scope and historical development of industrial psychology, Fundamental concepts of Organizational Behaviour; Challenges for Organizational/Industrial Psychology; Approaches to the study of Organizational Behaviour, Industrial and organization psychology as a career.

**UNIT-II: Leadership in Organization**

**12 hrs**

Meaning and definition; Approaches: Scientific management, HR approach, Theory X and Theory

Y:

Theories: Contingency theory, Path-goal theory, leader member exchange,



Styles of Leadership: Authoritarian and Democratic leader, Transaction and transformational leader.

The role of power in leadership; Types of power, The role of expectation- Pygmalion effect, Performance appraisal- output measures and judgmental performance appraisal, bias in performance appraisal.

### **UNIT-III Motivation and Job Satisfaction**

**12 hrs**

Meaning and definition of motivation; Content theory of motivation: Achievement motivation theory, ERG, Two factor theory, Process theory of motivation: VIE theory, Equity theory and goal setting theory. Development of human resource- psychological testing- principles and techniques of administering psychological tests. Meaning of Job Satisfaction; Impact of personal characteristic on job satisfaction; Motivation Job satisfaction and Pay

### **UNIT-IV Consumer Psychology**

**12 hrs**

Meaning; Research methods; Surveys and public opinion polls, focus groups, projective techniques, observation of shopping behaviour, brand identification and preference research; nature and scope of advertising; Types of advertising appeals; trademarks, product image, packaging, sex in advertisements, women in advertisement; consumer behaviour and motivation. Buying habits and brand loyalty, product pricing, advertising to ethnic groups, advertising to children and adolescents, advertising to older persons.



## **Skill component**

### **BASPYC382: Industrial and Organizational Psychology**

<b>Sl.No.</b>	<b>Skill Components incorporated</b>	<b>Mode of Implementation</b>
1	Understanding Fundamental concepts of Organizational Behaviour.	Video lectures/ group discussion.
2	Industrial and organizational psychology as a career.	Guest lecture/Video shows/group discussion/case presentation/ visit to industries/internship
3	Developing leadership qualities	leadership training workshop/ Guest lecture/TED lectures/case presentation about leaders/ Group discussion.
4	Understanding job satisfaction.	Conducting the job and satisfaction surveys report submission.

## **References**

1. Dessler, G. (2007). *Human Resource Management*. New Delhi: Prentice Hall India.
2. Robbins, P., & Canzo, D. (2005). *Human Resource Management*. New Delhi: TATA McGraw Hill Inc.
3. Keith, D. (1983). *Human Behavior at Work*. New Delhi: TATA McGraw Hill Inc.
4. Moorthy, M.V. (1992). *Human resource Management: Psycho Sociological Social Work Approach*. Bangalore: R & M Associates.
5. Agarwal, R. D. (1973). *Dynamics of Personnel Management in India*. New Delhi: TATA McGraw Hill Inc.
6. Berry and Lilly, M. (1998). *Psychology at Work: An Introduction to Organizational and Industrial Psychology*. New York: McGraw International.
7. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today* (8<sup>th</sup> ed.), Pearson Education: New Delhi.
8. Mishra, M. N. (2001). *Organizational Behaviour*. Vikas Publishing House Pvt. Ltd : New Delhi.
9. Ashwathappa, K. (2010). *Organizational Behaviour* (9<sup>th</sup> ed.), Himalaya Publishing House: Mumbai.



**VI Semester Practical (Any Ten experiments)**

<b>Sl. No.</b>	<b>Practical VI – BASPYP 383 Industrial &amp; Organizational Psychology and Health Psychology</b>
<b>1</b>	General Health Questionnaire/ Life Satisfaction Scale
<b>2</b>	Type A and Type B - ABBPS
<b>3</b>	Students Stress Scale/Singh's Personal Stress Source Inventory
<b>4</b>	WHO Quality Of Life Scale
<b>5</b>	Self esteem scale
<b>6</b>	Brief Resilience Scale
<b>7</b>	Job Satisfaction Scale
<b>8</b>	Tweezer Dexterity
<b>9</b>	MRMT
<b>10</b>	Leadership Effectiveness Scale
<b>11</b>	MBTI
<b>12</b>	Occupational Stress Index
<b>13</b>	Clerical speed and accuracy
<b>14</b>	Health Locus Of Control
<b>15</b>	Life Style Questionnaire
<b>16</b>	Work Motivation
<b>Statistics</b>	<b>Correlated 't' test</b>



## Question Paper Pattern

Time: 3hrs.

Max. Marks – 80

### Part – A

I. Answer any TEN of the Following

2x10

=20 3 questions each from 4 units

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.10.
- 11.11.
- 12.12.

### Part - B

Answer the following questions

#### Unit - I

II

a \_\_\_\_\_ 05

b \_\_\_\_\_ 10

OR

c \_\_\_\_\_ 05

d----- 10





**Unit - II**

III

a \_\_\_\_\_

05

b-----

10

**OR**

c-----

05

d-----

10

**Unit - III**

IV

a-----

05

b-----

10

**OR**

c-----

05

d-----

10

**Unit - IV**

V

a-----

05

b-----

10

**OR**

c-----

05

d-----

10



**Practical Examination Pattern**  
**B.A./B.Sc. I semester to IV semester**

**Time: 3 hours**

**Max Marks: 50**

- |                        |          |
|------------------------|----------|
| 1. Internal assessment | 10 marks |
| 2. Records             | 05 marks |
| 3. Viva                | 05 marks |
| 4. Practical exam      | 30 marks |

**B.A./B.Sc. V semester to VI semester**

**Time: 4 hours**

**Max Marks: 100**

- |                        |          |
|------------------------|----------|
| 1. Internal assessment | 20 marks |
| 2. Records             | 10 marks |
| 3. Viva                | 10 marks |
| 4. Practical exam      | 60 marks |



**Open Elective Courses (2 hrs/week) 1 credit (50 marks) Summary Chart**

Semester	Course Code	Course No.	Title of the Course	No. of hrs/ week	Duration of exam (hrs)	Marks			Credits
						IA	Exam	Total	
<b>I</b>	BASPYE01	<b>1</b>	Health and well being	02	02	10	40	50	01
	BASPYE02	<b>2</b>	Personality Development						
	BASPYE03	<b>3</b>	Positive psychology						
<b>II</b>	BASPYE04	<b>4</b>	Employability skills	02	02	10	40	50	01
	BASPYE05	<b>5</b>	Basics of Counselling						
	BASPYE06	<b>6</b>	Forensic Psychology						
<b>III</b>	BASPYE07	<b>7</b>	Sports Psychology	02	02	10	40	50	01
	BASPYE08	<b>8</b>	Psychology of Internet addiction						
	BASPYE09	<b>9</b>	Psycho-oncology						
<b>IV</b>	BASPYC10	<b>10</b>	Psychological assessments	02	02	10	40	50	01
	BASPYE11	<b>11</b>	Community Psychology						
	BASPYE12	<b>12</b>	Research methodology						



**CBCS-Open Elective  
Papers I -SEMESTER**

**Paper : 1**  
**Title : BASPYE 01 Health and Well Being**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks : 50- 40 marks semester end exam+ 10 marks internal**  
**assessment Credit : 1**

**Objectives:**

- To sensitize students about mental health and hygiene
- To orient students towards health behaviour
- To acquaint the students with pain management

**Learning Outcomes:**

- Students can apply the knowledge to maintain mental and physical health.
- Students will be able to implement effective stress coping skills.
- The students will be able to manage the pain during physical illness.

**Syllabus: (given in units)**

**UNIT-1 Introduction**

**6 hrs**

Meaning and Definition of Health; Health Behaviors'; Factors influencing the Practice of Health Behaviour; Modification of Health Behaviors', History of body mind relationship

**UNIT -2 Mental Health**

**6 hrs**

Mental Health and Hygiene – Meaning and Definition; Myths and facts of mental health; Prevention of mental illness; Role of family and teachers in facilitating mental health





### **UNIT- 3 Pain and Pain management**

**6 hrs**

Pain- Significance of pain; Acute pain vs. Chronic pain; Psychological factors and pain;  
Cognitive Behavioral Methods of Pain Control

### **UNIT-4 Stress and its management**

**6 hrs**

Stress: meaning; sources; stress and immunity; coping with stress; defense mechanism,  
**Physical Activities: Exercise, Diet and Weight Control.**

#### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks

#### **Question Paper Pattern:**

##### **Health and Well Being**

Max. Marks: 40

Time:

2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

#### **References**

1. Taylor, S.E. (1998). *Health Psychology (3<sup>rd</sup> ed.)*, New York: McGraw Hill.
2. Brannon, L., & Feist, J. (2000), *Health Psychology (4<sup>th</sup> ed.)*, USA Brooks Cole.
3. Rice, P. L. (1992). *Stress and Health (2<sup>nd</sup> ed.)*, California, Brooks Cole.
4. Ogden, J. (2000). *Health Psychology (2<sup>nd</sup> ed.)*, Philadelphia: Open University press.



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## **R**

**Title :**           **BASPYE 02 PERSONALITY DEVELOPMENT**  
**Duration       :**       **24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks           :**       **50- 40 marks semester end exam+ 10 marks internal**  
**assessment Credit   :**       **2**

### **Objectives:**

- To orient students towards personality development
- To acquaint the students with coping with stress
- To equip students with essential soft skills

### **Learning Outcomes:**

- The various perspectives of personality will help the students to adopt healthy personality characteristics to lead meaningful life.
- Students will be able to implement effective stress management strategies.
- Students can implement the soft skills to enhance their personal and professional life.

### **Syllabus:**

#### **UNIT 1 Introduction to personality 6 hrs**

Meaning, Definition; Structure of personality; An over view of theories of personality –Psychoanalysis and Humanistic theories; Traits of personality - Trigunas and Alport's approach; Types of personality –Type 'A' and Type 'B', Big Five factors.

#### **UNIT -2 Techniques of personality development 6 hrs**

Techniques of personality development –stress management, anger management, **yoga**, meditation and concentration technique.



### **UNIT 3 – Soft Skills**

**6 hrs**

Introduction to soft skills, Aspects of soft skills, Communication skill; Types of communication – Verbal, Nonverbal, body language, postures and gestures; Barriers to communication; Effective communication skills.

### **UNIT 4 – Other Skills**

**6 hrs**

Time management; Time as a resource; individual time styles, Techniques for better time management. SWOT Analysis; who am I, Attributes, Importance of Self confidence, Self esteem, positive thinking,; Assertiveness training.

#### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



## Question Paper Pattern:

### Personality Development

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

### References

1. Brannon, L., & Feist, J. (2000), *Health Psychology (4<sup>th</sup> ed.)*, USA Brooks Cole.
2. Butterfield, & Jeff. (2010). *Soft skills for everyone*. New Delhi: Cengage learning.
3. Sean, C. (1998). *Seven Habits of Highly effective teens*. New York: Fireside Publishers.
4. Rice, P. L. (1992). *Stress and Health. (2<sup>nd</sup> ed.)*, California: Brooks/Cole.



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## **R**

**Title : BASPYE 03 POSITIVE PSYCHOLOGY**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks : 50- 40 marks semester end exam+ 10 marks internal**  
**assessment Credit : 3**

### **Objectives:**

- The Course aims to highlight the positive aspects of psychology for enhancing well being.
- Positive Psychology concepts like happiness, resilience and flow will help to establish pleasant and contented life.
- To equip the students with various methods of Mindfulness which is very important ingredient of one's Wellbeing.

### **Learning Outcomes:**

- Students will enhance their well being by implementing the positive attitudes in their life.
- Students can apply the knowledge in managing their emotions and can develop their emotional maturity.
- The mindfulness will boost up the task involvement and lead to success in career.

### **Syllabus:**

#### **UNIT 1: Introduction to Positive Psychology and Happiness 6 hrs**

Definition of Positive Psychology, Need for the field of positive psychology: Life above Zero Happiness: Meaning, Two traditions- Hedonic and Eudaimonic Happiness. Emotional, Psychological and Social well being for happiness.



## **UNIT 2: Methods of Enhancing Happiness**

**6 hrs**

Positive psychology practices for boosting happiness: Know that life hurts, but happiness cures. Starting a gratitude journal, add a Gratitude dairy, Practice Optimism, Writing Future dairy, Savouring, Count Kindness gestures, Recording funny things, Gift time, Gratitude Visit.

## **UNIT 3: Resilience and Flow**

**6 hrs**

Resilience: Meaning; sources; protective factors within child, family and community, sources of resilience in adulthood and later life.

Flow: Meaning and Definition, Characteristics, Concepts of Flow, Measurements and Application.

## **UNIT 4: Mindfulness**

Mindfulness: Meaning and Nature, Mindfulness v/s Mindlessness, Attributes of Mindful Awareness: Non judging, Beginners mind, trust, Non-Striving, Acceptance, Let-go. **Benefits of mindfulness.**

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Personality Development**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)...	05
	2).....	05
II	1)	05
	2).....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References:**

1. Baumgardner, S. (2015). *Positive Psychology*, (1<sup>st</sup> ed.), Pearson publication.
2. Csikszentmihalyi, M. (2015). *Flow and the Foundations of Positive Psychology*. USA: Springer.
3. Synder, C.R., Lopez, S.J., & Pedrotti, J.T. (2011). *Positive Psychology*, (2<sup>nd</sup> ed.), SAGE Publications India Pvt Ltd.



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**Title : BASPYE 04 EMPLOYABILITY SKILLS**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks : 50- 40 marks semester end exam+ 10 marks internal assessment**  
**Credit : 4**

**Objectives:**

- To make the students well acquainted with employability skills how it translate into real life and also practice, develop and use these employability skills.
- To identify the current skills already possessed by students and hone those skills and to assist students in those areas where there is scope for improvement.
- To sensitize the students to problems related to human relation and human activities in organization.

**Learning Outcomes:**

- The skills obtained will help the students to get a good job.
- Students can implement different skills in the practical work environment.
- The knowledge will help the students to establish cordial human relations and better understanding.

**Syllabus:**

**UNIT 1: Introduction to employability**

**6 hrs**

Introduction: Employability- Nature; selection procedures, interview facing skills, Employability skills; Employability skills training; Important skills that employers are looking for  
–communication (Listening and Understanding; Speaking clearly and directly),



## **UNIT 2: Group Dynamics**

**6 hrs**

Teamwork, problem solving, Decision making techniques, initiative and enterprise, planning and organizing, self-management, learning, technology; Employability tips

## **UNIT 3: Job search Skills**

**6 hrs**

Job search skills: Employment news; Job search sites –effective use, using caution when seeking employment online; Internships and Placements; Building Networks –acquaintances, contacts, maintaining network overtime, professional networking sites; Employment calendar –not missing anything important and keeping up with deadlines

## **UNIT 4: Practical Job Skills**

**6 hrs**

Job applications; Writing impressive looking resume; Facing interviews successfully; Group discussion skills; Presentation skills; Gestures and body language.

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Personality Development**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

1. Berry, & Lilly, M. (1998), *Psychology at Work: An Introduction to Organizational and Industrial Psychology*. New York: McGraw International.
2. W.L.French et.al., (2006). *Organizational development and transformation*. New Delhi: Mc Graw Hill Inc.
3. Udai, P. (2002). *Training instruments in HRD and OB*. New Delhi: TATA Mc Graw Hill Inc.
4. Schultz, D., & Schultz, S.E. (2002). *Psychology and work today (8<sup>th</sup> ed.)*, Pearsons education: New Delhi.



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**Title : BASPYE 05 Basics of Counselling**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks :50- 40 marks semester end exam+ 10 marks internal assessment**  
**Credit : 4**

**Objectives:**

- Become acquainted with the roles, functions and qualities of an effective counsellor.
- Become familiar with the various types and techniques of counselling.
- Understand the various stages involved in the process of counselling

**Learning Outcomes:**

- Students will be acquainted with the roles, functions and qualities of an effective counsellor.
- Understand the significance of counselling.
- Students can comprehend the various stages involved in the process of Counseling
- Manages various barriers of counselling

**Syllabus:**

**UNIT 1: Introduction to Counselling**

**6 hrs**

Introduction; Meaning, Nature, Definition and Scope of Counselling Psychology. Historical development and Goals of Counselling, Personal characteristics of an effective counsellor

**UNIT 2: Types and Steps in counselling**

**6 hrs**

Type: Directive, Non-directive and Eclectic Counselling

Steps: Brammer and Shostrom — Seven Steps of Counselling



### **UNIT 3: Basic skills of counselling**

**6 hrs**

Basic skills: Attending and observing, Opening, Structuring, Listening , Questioning, Reflection, Responding, Paraphrasing, Acceptance, Leading, Reassurance and Suggestion, Negotiating home work with the client, Terminations.

### **UNIT 4: Barriers in counselling relationship**

**6 hrs**

Barriers in counselling relationship- Transference, Counter Transference and Resistance

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Basics of Counselling**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

1. Brammer, L.M., and Shostrom, E.L.(1982). Therapeutic Psychology- Fundamentals of Counselling and Psychotherapy: New Jersey: Prentice -hall.
2. Narayan R.S.,(2004). Counselling and Guidance. New Delhi: Tata McGraw Hill.
3. Corey, G.(2001). Theory and practice of Counselling and Psychotherapy. New Delhi: Sage.
4. Paterson, L.E. & Welfel, E.R.(2000). The Counselling process: Wadsworth Brooks/Cole. Thomson Learning.



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**Paper : 6**

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**Title : BASPYE 06 Forensic Psychology**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks :50- 40 marks semester end exam+ 10 marks internal assessment**  
**Credit : 4**

**Objectives:**

- Become acquainted with the roles, functions and challenges of Forensic Psychology.
- Become familiar with the various basics of psychology in criminology
- Understand the courtroom psychology

**Learning Outcomes:**

- Students will be acquainted with the roles, functions and challenges faced by forensic psychologist.
- Know the psychology of criminals.
- Students can comprehend the various courtroom psychology

**Syllabus:**

**UNIT 1: Introduction to Forensic Psychology 6**

**hrs** Introduction; Meaning, Nature, Definition and Scope of Forensic Psychology. Historical development and Challenges of Forensic Psychology.

**UNIT 2: Differences in criminals 6 hrs**

Biological Explanation, Mental disorder, Psychopathy and beyond Psychological explanations, Social explanations, Criminal networks



### **UNIT 3: Courtroom psychology**

**6 hrs**

Meaning of Courtroom and Expert, The limits of expert evidence, Eyewitness testimony

### **UNIT 4: The basis of forensic psychology evidence**

**6**

**hrs** The clinical role, Assessment, Standardization of psychological tests, the experimental role, the actuarial role.

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper  
Pattern: Forensic  
Psychology**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

5. Canter, David., (2010). Forensic Psychology: a short introduction. New York: Oxford University Press.
6. Arrigo, A. Brice (2003). Introduction to Forensic Psychology: Issues and Contraversion in Crime and Justice. USA: Academic press



**Paper : 7**

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**Title : BASPYE 07 Sports Psychology**  
**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**  
**Marks :50- 40 marks semester end exam + 10 marks internal assessment**  
**Credit : 4**

**Objectives:**

- Become acquainted with the Psychological aspects in Sports.
- Become recognizable with the motivation and goal setting in sports
- Understand the Anxiety and its management in sports

**Learning Outcomes:**

- Students will be acquainted with the career as a sports psychology
- Students will be able to understand the significance of motivation and goal setting in Sports.
- Students can take hold of the management of anxiety among athletes

**Syllabus:**

**UNIT 1:**

**Introducing sport psychology**

**6 hrs**

Meaning, mental side of Sport, Factors influencing mental demand of any sport, sport psychology as a Profession



## **UNIT 2: Motivation in Sport**

**6 hrs**

Meaning, Approaches – personality approach, Social Cognitive approach

## **UNIT 3: Goal Setting in Sports**

**6 hrs**

Meaning, types of goal, SMART Approach to goal setting

## **UNIT 4: Anxiety in Sports**

**6 hrs**

Meaning, Anxiety in athletes, Causes of anxiety in athletes, coping with pressure situations .

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper  
Pattern: Sports  
Psychology**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

1. Aidan P.Moran (2005).Sport and Exercise Psychology: A Critical Introduction.  
New York: Routledge.
2. D.F.Shaw, T.Gorely, & R.M.Corban (2005). Sport and Exercise Psychology. UK:  
BIOS Scientific Publishers

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**Paper : 8**

**CBCS-**

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**Title : BASPYE 08 Psychology of Internet Addiction**

**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**

**Marks :50- 40 marks semester end exam+ 10 marks internal**

**assessment Credit : 4**

**Objectives:**

- To make the students sentient about internet addiction
- To recognize the warning sign, causes and the consequences of internet addiction
- To know the psychology of technology

**Learning Outcomes:**

- Students will be acquainted with role of psychologist in internet addiction
- Know the etiology and management of internet addiction.
- Students can comprehend the various issues related psychology behind internet addiction

**Syllabus:**

**Unit I Introduction to Internet addiction**

**6 hrs**

Introduction to the Psychology of Technology, Meaning and Definition; evolution of internet addiction risk factors of internet addiction-Social factors, Psychological factors and biological factors.

**Unit II Factors, Sign, and Assessment of internet addiction**

**6 hrs**

Risk factors of internet addiction-Social factors, Psychological factors and biological factors.

Warning Signs, Assessment of internet addiction and Cause of internet addiction, Consequences of Watching Violence on Videos, Movies and Online Gaming; Internet and Gaming Addiction



### **Unit III Types of internet addiction**

**6 hrs**

Typology- Cyber-sex Addiction, Cyber-Relations Addiction, Net Compulsions, Information Overload and Computer Addiction; pornography, addiction.

### **Unit IV Treatment\ Management**

**6 hrs**

Treatments and Intervention- Motivational interviewing, Cognitive behavioural Therapy, and Inpatient Care and Retreat Centers.

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Psychology of Internet  
Addiction**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

1. Christian Montag, Martin Reuter (2015). Internet Addiction: Neuroscientific Approaches and Therapeutical Interventions. Switzerland: Springer International Publishing
2. Kimberly S Young & Cristiano nabuco de Abreu (2011). Internet Addiction: A Handbook and Guide to Evaluation and Treatment. New Jersey:John Wiley & Sons, Inc., Hoboken.
3. Bahadir Bonoglan (2018). Psychological, Social and Cultural aspects of internet addiction. USA: IGI Global
- 4.



## **CBCS-**

**Paper : 9**

**Open  
Elective  
Paper  
III -  
SE  
ME  
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ER**

**Title : BASPYE 09 Psycho-Oncology**

**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**

**Marks :50- 40 marks semester end exam+ 10 marks internal  
assessment Credit : 4**

### **Objectives:**

- To understand the psychological issues associated in cancer.
- To recognize the distress management in cancer
- To familiarize the Psychosocial Interventions for cancer patients

### **Learning Outcomes:**

- Students will be able to understand the how psychosocial issues affect cancer.
- Students can understand the role of psychologist in oncology.
- Students can realize the various approach to Distress Management in Cancer

### **Syllabus:**



**Unit I: Introduction****6 hrs**

Introduction to psycho-oncology and oncology, types of cancer, etiologies of cancer, myths and misconceptions about cancer. Cancer epidemiology.

**Unit II: Psychosocial issues in Cancer****6 hrs**

Fear of treatment, side effects, abandonment, recurrence, resilience, breaking the bad news, visible Physical changes and Invisible changes.



### **Unit III Distress Management in Cancer**

**6 hrs**

Symptoms of distress, Fear vs. anxiety and feelings-psychodynamics perspective, Existential problems causing suffering, Detection, screening for distress and management of distress

### **Unit IV Psychosocial Interventions**

**6 hrs**

Various therapeutic Methods for supporting Cancer Patients, Mindfulness based intervention, Relaxation training -Effectiveness for stress reduction, symptom regulation and emotional balance - Support group, Cancer prevention and health promotion.

#### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper  
Pattern: Psych-  
oncology**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

- Brennan, J. Cancer in Context: A Practical Guide To Supportive Care Oxford Medical Publications
- Holland, J., M.D et al. Psycho-Oncology 3rd edition; 2014. [www.oxfordmedicine.com](http://www.oxfordmedicine.com)
- Jennifer Barraclough Cancer and Emotion: A Practical Guide to Psycho-oncology, 3<sup>rd</sup> Edition; 2002.
- Quick reference for oncology clinicians: the psychiatric and psychological dimensions of cancer symptom management. Edited by Jimmie ... International Psycho-Oncology Society (IPOS) Press



## **CBCS-**

**Paper : 10**

**Open  
Elective  
Part  
B  
Semester  
IV -  
SE  
ME  
ST  
ER**

**Title : BASPYE 10 Psychological Assessments**

**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**

**Marks :50- 40 marks semester end exam+ 10 marks internal**

**assessment Credit : 4**

### **Objectives:**

- To provide an overview of the many facts of psychological tests and measurement principles used in assessing human behaviour.
- To provide familiarity with test construction, test development, standardization, validity, reliability, and evaluation of different psychological tests.

### **Learning Outcomes:**

- Students will know the significance of standardization of the tests
- Students understand the steps in test construction
- Students will be knowing various ways to interpret the test scores



## **Syllabus:**

### **Unit I Psychological Tests**

**6 hrs**

Psychological Tests: Meaning, Definition, Uses, Classification of psychological tests, Characteristics of a good test.

### **Unit II Test Construction**

**6 hrs**

General steps in test construction, Ethical Issues in Psychological testing, Item analysis; Purpose of item analysis, Factors influencing on the item analysis



### **Unit III Standardization of the test**

**6 hrs**

Meaning of Norm referencing and criterion referencing; Steps in developing norms, types of norms: developmental norms, within group norms.

### **Unit IV Interpretation of scores and Application**

**6 hrs**

Meaning, Caution for interpreting norms, computer use in the interpretation of test scores, Application of psychological tests in different fields.

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Psychological assessments**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

1. Singh A.K (1997), Test measurements and research methods in behavioural sciences sciences Patna: Bharathi Bhavan publishers and Distributors.
2. Robert. M. Kaplan, dennis .P. Saccuzzo (2001), Psychological Testing: Principles, Applications, and issues ( 5 th ed ), Australia, Wadsworth publication.
3. K.R. Murphy, Charles .O. Davidshofer (1991), Psychological testing: Principles and applications ( 4 th ed ), Prentice hall International Inc.



## **CBCS-**

**Paper : 11**

**Open Elective Paper  
ers  
IV -  
SE  
ME  
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ER**

**Title : BASPYE 11 Community Psychology**

**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**

**Marks :50- 40 marks semester end exam+ 10 marks internal**

**assessment Credit : 4**

### **Objectives:**

- To sensitize students to mental health problems, generated in the community due to existing social conditions.
- To provide skills in understanding the structure of communities and social groups, to design and conduct studies on social problems.
- To enable students to develop community mental health programs for prevention, treatment, and management of problems in the community.

### **Learning Outcomes:**

- Students will be acquainted with the basic skills to understand and deal with community mental health
- Students will be Comprehend the various approaches involved in the community psychology



- Students will learn practical ways of using psychotherapies and counseling in community setup

**Syllabus:**

**Unit I: Introduction to Community Psychology**

**6 hrs**

Meaning, Definition, History, Principles and field of Community Psychology.

**Unit II: Approaches to Community Psychology**

**6 hrs**



Ecological approach, Social Problems approach and Transactional Approach.

**Unit III: Community Mental Health**

**6 hrs**

Community Mental Health Problems: Identification, Intervention, Prevention, Promotion of Mental Health. Community mental health centres and its functions.

**Unit IV Community Intervention Techniques**

**6 hrs**

Crisis intervention, Consultation, Education and attitude change. Role of non-professionals. Community Psychotherapy and Community Counselling techniques.

**Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Community Psychology**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

- SeldanJ .Korchin (1996) Modem Clinical Psychology Principles of Interventions in Clinic and Community. Paper back Books : New York.
- Jeny. E. Phares (1988) Clinical Psychology: concepts, methods and profession, 3 rd Ed, books/ Cole publishing company. Pacific Grove, California
- Orford Jim (1992) Community .Psychology: Theory and practice, John Wiley: New York.
- Rappaprot J and Seuidman E (2000). Hand book of Community Psychology. Kulwer academics/ Pleneem Publisher: New York.



## **CBCS-**

**Paper : 12**

**Open  
Elective  
Paper  
IV -  
SE  
ME  
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ER**

**Title : BASPYE 12 Research Methodology**

**Duration : 24 Hours (2Hrs/week; Total 24Hrs)**

**Marks :50- 40 marks semester end exam+ 10 marks internal**

**assessment Credit : 4**

### **Objectives:**

- To understand various technique and processes of research.
- To equip students with the knowledge of scientific method of Psychological research.

### **Learning Outcomes:**

- Students will be well versed with the criteria of a good research
- Students will get hands on understanding about scientific steps involved in conducting the Research
- 3. Students should be equipped with knowledge of qualitative research

### **Syllabus:**

**Unit I Introduction to Research**

**6 hrs**



Meaning, Objectives, motivation, types or research, Criteria of a good research, Problems encountered by researchers in India.

## **Unit II Steps in Conducting the Research**

**6 hrs**

Reviewing of Literature: Meaning and Purpose of the review, Problem-:Meaning and characteristics of a problem. Hypotheses: Nature and, types of hypotheses. Sampling: Principles, Types – probability and non-probability. Methods of data collection.



### **Unit- III: Designs of Research**

**6 hrs**

Meaning and purpose of research design, Types of research designs;

### **Unit IV: Qualitative research**

**6 hrs**

Meaning, differences between quantitative and qualitative research, characteristics of qualitative research; process of qualitative research; values of qualitative research.

### **Evaluation:**

Continuous Internal Assessment: (10 marks): Assignments and Seminars

Semester End Exams: 40 Marks



**Question Paper Pattern:  
Research Methodology**

Max. Marks: 40

Time: 2 hrs

General inspections:

I	1)	05
	2) .....	05
II	1)	05
	2) .....	05
III	1)	05
	2) .....	05
IV	1)	05
	2) .....	05

**References**

- Singh A.K (1997), Test measurements and research methods in behavioural sciences. Patna: BharathiBhavan publishers and Distributors.
- Kothari .C. R (1990) Research Methodology: Methods and techniques, 2 nd edition, WishwaPrakashan, New Delhi.
- Berg.B. L. Qualitative research methods for the social sciences. Allyn Bacon
- Cresswell J. W. Qualitative inquiry and research design. Sage



Department of  
Psychology Value added  
course - 1

PERSONALITY AND LIFE SKILLS  
EDUCATION

- Objectives:** 1. To create awareness about the factors influencing the development of personality.  
2. To inculcate various personality skills and life skills among students.

Chapters	Period No.	Topics to be covered
Unit-I		<b>Introduction to Personality</b>
	1	Meaning & definitions
	2	Theories of personality- Freud's Psychoanalysis- structure of personality-Id, ego & super ego
	3	Levels of consciousness, psychosexual stages
	4	Carl Jung's type approach- introvert, extrovert & ambivert
	5	Cattell's trait approach- source, surface, central & cardinal
	6	traits Type A & B theory of personality- Friedman &
	7	Rosenman Factors influencing the growth of personality
	8	Assessment of personality- observation and case history method
	9	Questionnaires, inventories & rating scales
	10	Projective and semi-projective tests
Unit-II		<b>Effective Personality Skills</b>
	11	Stress management techniques.
	12	Anger- meaning, types and anger reducing methods
	13	Self-confidence – meaning, self-confidence development methods
	14	Positive thinking- meaning, enhancing positive thinking
	15	Anxiety and fear management skills
	16	Time management – meaning, time management skills
	17	Psychological well-being- developing psychological well-being
	18	Depression- methods to reduce depression
	19	Public speaking- how to reduce stage fear
	20	Non-verbal communications- Body language- certain important body languages
Unit-III		<b>Personality and Adjustment</b>
	21	Meaning of adjustment, characteristics of well adjusted person
	22	Maladjustment and characteristics of maladjusted person
	23	Causes for maladjustment
	24	Stress- meaning, definition and types, frustration
	25	Pressure & conflicts- types of conflicts
	26	Reaction to stress- General Adaptation Syndrome, burnout
	27	Ego defense mechanisms- Meaning & types- projection, regression & repression



	28 29	Reaction formation and rationalization & sublimation Task oriented reaction pattern- avoidance, withdrawal, attack & compromise. Life style, diet and nutrition
<b>Unit-IV</b>	31 32 33 34 35 36 37 38 39 40	<b>Nurturing Life skills</b> Communication skills- meaning & definition, developing communication skills Assertiveness- meaning, developing assertiveness skill Decision making and problem solving Self-awareness and mindfulness and empathy Interpersonal relationship skills Emotional intelligence- handling your emotions Developing good habits and hobbies Developing sense of humor How to become an extrovert?. Leadership skills

**Student activities:**

1. Test administration and discussion
2. Group discussion
3. Student presentations
4. Debates on selected topics

**References:**

1. Robert.A. Baron (2002). Psychology (5<sup>th</sup> ed), printice Hall Publications.
2. Natraj.P. (1991). Psychology for beginners- Part II, Srinivasa Publications: Mysore.
3. Sharma.M.K. (2011). Personality development (1<sup>sted</sup>), Alfa Publications: New Delhi.



**Value added course - 2**  
**MENTAL HEALTH MANAGEMENT**

**Objectives:** 1. To understand the significance of mental health  
2. To familiarize various mental health managements.

Chapters	Period No.	Topics to be covered
<b>Unit-I</b>		<b>Introduction Health and Illness</b>
	1	Health: Meaning & definitions (Physical and mental)
	2	Mental Health/ Mental Illness Continuum.
	3	Historical perspectives of Mental health/illness
	4	Body-mind Relationship
	5	Physiological causes for mental illness
	6	Psychosocial factors causing mental illness
	7	Diagnosis & Classification of mental illnesses –ICD, DSM.
	8	Human rights of mentally ill
	9	National mental health program
	10	Multi-Disciplinary team and role in mental Health management
<b>Unit-II</b>		<b>Mental Illnesses</b>
	11	Meaning and types
	12	Phobias
	13	OCD
	14	PTSD
	15	Somatoforms Disorders
	16	Dissociative Disorders
	17	Schizophrenia
	18	Depression
	19	Bipolar Disorders
	20	Delusional Disorders
<b>Unit-III</b>		<b>Psychotherapies</b>
	21	Meaning and theories
	22	Individual Therapy,
	23	Counselling
	24	Client centered therapy
	25	Relaxation Therapy
	26	Cognitive Therapy,
	27	Positive – Negative Reinforcement,
	28	Bio Feedback,
	29	Group Therapy,



	30	Family Therapy
<b>Unit-IV</b>		<b>Promoting Self-esteem &amp; Assertive training to enhance Mental Health</b>
	31	Meaning & Definition
	32	Components of Self-Concept.
	33	The Development of Self-Esteem.
	34	The Manifestations of Low-Self-Esteem.
	35	Assertive Communication
	36	Response Patterns: Nonassertive Behavior, Assertive Behavior,
	37	Aggressive Behavior, Passive-Aggressive Behavior.
	38	Behavioral Components of Assertive Behavior.
	39	Techniques that promote Assertive Behavior.
	40	Thought-Stopping Techniques

**Student activities:**

1. Movie Review/Video Shows
2. Group discussion
3. Student presentations
4. Guest Lectures/Field Visits

**References:**

1. Carson, R.C., Butcher, J.N., & Susan, M. (2005). *Abnormal Psychology and Modern life (10<sup>th</sup> ed.)*, New York: Harper-Collins.
2. WHO (1992). *The ICD-10 classification of mental and behavioral disorders, clinical description and diagnostic guidelines*, WHO: Geneva.
3. *Diagnostic & Statistical Manual of Mental Disorders IV-TR (4<sup>th</sup> ed.)*, American Psychiatric Association: Washington.
4. Taylor, S.E. (1998). *Health Psychology (3<sup>rd</sup> ed.)*, New York: McGraw Hill.
5. Brannon, L., & Feist, J. (2000), *Health Psychology (4<sup>th</sup> ed.)*, USA Brooks Cole.

