

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)



DEPARTMENT OF PSYCHOLOGY

SYLLABUS

(With effect from 2019-20)



SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

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DEPARTMENT OF PSYCHOLOGY

Syllabus of

Bachelor's Degree in

Psychology

(CHOICE BASED CREDIT SYSTEM)

2019 – 2020 onwards.

Approved by the: BOS meeting held on 13-06-2019

Academic Council meeting, held on 10-10-2019



PSYCHOLOGY AS A DISCIPLINE

Psychology is the science of behaviour and cognitive processes. Psychology evolved from the more established fields of biology and philosophy. Psychology has many activities ranging from recording nerve-cell activity to psychotherapy. Psychology began as the science of soul. This was only until 1920. Then John Watson redefined psychology as the science of observable behavior. To be able to include both the observable behavior as well as the inner thoughts and feelings psychology became the science of behavior and mental processes. This is what psychology is today.

The study of psychology includes both theory and practical. As a scientific discipline psychology grows and matures, sub-disciplines emerge. It has many subfields like clinical Psychology, counselling psychology, educational psychology, cognitive psychology, industrial and organizational psychology, social psychology, developmental psychology which deal with different domains of human behaviour.

The study of psychology provides students to work with the community and well-being of the society. The students can undertake career like counselors, clinical practitioners, therapist, trainers, HR Managers, Psychology teachers in different government and private sectors organisations.

Preamble:

The syllabus of Psychology pertaining to both BA/B.Sc degree is of three academic years comprising six semesters. The curriculum is structured to impart subject knowledge among students. The objective of curriculum is to make subject interesting, relevant and prepare the students for higher education. The syllabus was developed by the faculty members after the discussion with the subject experts, getting the guidance from the faculty members of P.G. department of Psychology, the feedback obtained from alumni and keeping in mind about the college and other Universities syllabi.

Psychology being a behaviour science, adequate importance is given to life skills. As experimental science, the practicals in Psychology includes assessment of human abilities. In addition to this, test administration, scoring, analyzing, interpreting, interviewing, observation and case history taking skills are incorporated. All the units of the syllabus are well defined. The number of hours required to complete each unit is also mentioned. A list of



reference books for study is also mentioned at the end part of the syllabus copy of each semester.

Course Objectives

To enable the students to:

- Impart knowledge about the basic aspects of different branches of psychology
- learn the basic theories and principles of Applied Psychology
- Inculcate curiosity, creativity and problem solving skills
- Develop the skills required to opt for higher education and career

Learning outcomes

By learning psychology, the students will be capable of

- Understanding basic principles and theories in psychology
- Implementing thinking and reasoning skills in different branches of psychology such as general, child, social, abnormal, industrial and organizational and health psychology
- Doing innovative research studies on various issues related to the fields of psychology
- Developing good personality and life skills to lead successful life
- Propagating the information about mental health to the community at large



PAPER DESCRIPTION

Sl. No	Semester	Paper	Title
1.	I	I	Foundations of Behaviour-I
2.	II	II	Foundations of Behaviour-II
3.	III	III	Life Span Development –I
4.	IV	IV	Life Span Development –II
5.	V	V	Social Psychology
6.		VI	Abnormal Psychology
7.	VI	VII	Health Psychology
8.		VIII	Industrial and Organization Psychology

SCHEME OF EXAMINATION

Semester	Paper Code	Credits	Marks		
			IA	Sem End	Total
I	BASPYP131	2	20	80	100
I	BASPYP132	1	10	40	50
II	BASPYP181	2	20	80	100
II	BASPYP182	1	10	40	50
III	BASPYP231	2	20	80	100
III	BASPYP232	1	10	40	50
IV	BASPYP281	2	20	80	100
IV	BASPYP282	1	10	40	50
V	BASPYP331	2	20	80	100
	BASPYP332	2	20	80	100
	BASPYP333	2	20	80	100
VI	BASPYP381	2	20	80	100
	BASPYP382	2	20	80	100
	BASPYP383	2	20	80	100
Total		24	240	960	1200



CHOICE BASED CREDIT SYSTEM

SEMESTER SCHEME

Course content (2019 onwards)

PSYCHOLOGY for B.A./B.Sc. Programme

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



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
V	BASPYC331	V	Social Psychology	04	03	20	80	100	02
	BASPYC332	VI	Abnormal Psychology	04	03	20	80	100	02
	BASPYP333		Practical – V Social & Abnormal psychology	04	04	20	80	100	02
VI	BASPYC381	VII	Health Psychology	04	03	20	80	100	02
	BASPYC382	VIII	Industrial and Organizational Psychology	04	03	20	80	100	02
	BASPYP383		Practical – VI Health & Organizational Psychology	04	04	20	80	100	02



SDM College (Autonomous), Ujire

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

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

REFERENCE BOOK:

1. Kothari, C.R. (2012). *Research Methodology (2nd 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

Unit -1: Memory and Learning

12 hrs

Memory –meaning; encoding, storage and retrieval; Atkinson-Schiffirin 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;

Books for References

1. Weiten, W. (1995). *Psychology Themes and Variations (3rd edn)*, London: Brooks and Cole publishing Company.
2. Carlson, N.R., & Buskist W. (1997). *Psychology the science of behavior (5th edn)*, Boston: Allyn and Bacon
3. Santrock, J.W. (2005). *Psychology-updated edition*, Boston: M cGraw Hill
4. Ciccarelli, S. K. (2014). *Psychology, (4th edn)*, Pearson Publications.
5. Feldman, R.S. (2017). *Understanding Psychology, (10th edn)*, Mc Graw Hill Publication.



6. Baron & Misra (2000). *Psychology*, (5th edn), Pearson publication.
7. Plotnik, R. (1992). *Introduction to Psychology*, (3rd 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* (2nd 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



References

1. Santrock, J.W. (2001). *Child Development (9th ed.)*, Boston: McGraw Hill
2. Hurlock, E.B. (1997). *Child Development (6th 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 (6th ed.)*,
5. Hurlock, E. B. (2011). *Child development (6th ed.)*, TATA McGraw – Hill: New Delhi
6. Santrock, J. M. (2006). *Human development.(10th ed.)*, New York: Wiley.
7. Papalia, D. E., & Olds, S.W. (2010). *Human development (7th ed.)*, Tata McGraw Hill.
8. Hetherington, E. M., & Ross (1994). *Child Psychology (3rd 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 (2nd ed.)*, New age International Publisher : New Delhi.



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

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.



References

1. Santrock, J.W. (2001). *Child Development (9th ed.)*, Boston: McGraw Hill
2. Hurlock, E.B. (1997). *Child Development (6th 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 (6th ed.)*,
5. Hurlock, E. B. (2011). *Child development (6th ed.)*, TATA McGRaw – Hill: New Delhi
6. Santrock, J. M. (2006). *Human development.(10th ed.)*, New York: Wiley.
7. Papalia, D. E., & Olds, S.W. (2010). *Human development (7th ed.)*, Tata McGraw Hill.
8. Hetherington, E. M., & Ross (1994). *Child Psychology (3rd 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 (2nd ed.)*, New age International Publisher: New Delhi.



SDM College (Autonomous), Ujire

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

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

Books for References

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

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 Erotomantic: 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.

References:



1. Carson, R.C., Butcher, J.N., & Susan, M. (2005). *Abnormal Psychology and Modern life (10th ed.)*, New York: Harper-Collins.
2. John, M., Neale, & Davidson., G. C. (2001). *Abnormal Psychology (Revised 7th 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 (2nd ed.)*, New York: WH Freeman & Co.
5. Kaplan, H., Sadock, B.J., & Grebb, J.A. (1994). *Synopsis of Psychiatry (7th ed.)*. New Delhi: BL Waverly Pvt. Ltd.
6. *Diagnostic & Statistical Manual of Mental Disorders IV-TR (4th ed.)*, American Psychiatric Association: Washington.

V Semester Practical (Any TEN experiments)

Sl.No.	Practical V – BASPYP 333 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
11	Yale brown obsessive compulsive scale
12	Histrionic Personality Questionnaire
13	Bell's adjustment inventory
14	MPQ/ Family Pathology Scale
15	Beck's Depression inventory
16	Sentence Completion Test
Statistics	Correlation- Spearman's Product Moment/ Chi-square



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

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.

References

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



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

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.

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 (8th ed.)*, Pearsons Education: New Delhi.
8. Mishra, M. N. (2001). *Organizational Behaviour*. Vikas Publishing House Pvt. Ltd : New Delhi.
9. Ashwathappa, K. (2010). *Organizational Behaviour (9th ed.)*, Himalaya Publishing House: Mumbai.

VI Semester Practical (Any Ten experiments)

Sl. No.	Practical VI – BASPYP 383 Industrial & Organizational Psychology and Health Psychology
1	General Health Questionnaire/ Life Satisfaction Scale
2	Type A and Type B - ABBPS
3	Students Stress Scale/Singh's Personal Stress Source Inventory
4	WHO Quality Of Life Scale
5	Self esteem scale
6	Brief Resilience Scale
7	Job Satisfaction Scale
8	Tweezer Dexterity



9	MRMT
10	Leadership Effectiveness Scale
11	MBTI
12	Occupational Stress Index
13	Clerical speed and accuracy
14	Health Locus Of Control
15	Life Style Questionnaire
16	Work Motivation
Statistics	Correlated 't' test



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.
- 11.
- 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	
I	BASPYE01	I	Health and well being	02	02	10	40	50	01
II	BASPYE02	II	Personality Development	02	02	10	40	50	01
III	BASPYE03	III	Positive psychology	02	02	10	40	50	01
IV	BASPYC04	IV	Employability skills	02	02	10	40	50	01



SDM College (Autonomous), Ujire-574240

Department of Psychology

CBCS-Open Elective Papers

Paper: 1

Title: Health and Well Being BASPYE 01

Duration: 24 Hours

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
hrs

Time: 2

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



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Department of Psychology

CBCS-Open Elective Papers

Paper: 2

Title: Personality Development BASPYE 02

Duration: 24 Hours

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: (given in units)

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 (4th 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. (2nd ed.)*, California: Brooks/Cole.



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Department of Psychology

CBCS-Open Elective Papers

Paper: 3

Title: Positive Psychology BASPYE 03

Duration: 24 Hours

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 contended 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: (given in units)

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, (1st 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, (2nd ed.)*, SAGE Publications India Pvt Ltd.



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Department of Psychology

CBCS-Open Elective Papers

Paper: 4

Title: Employability Skills BASPYE 04

Duration: 24 Hours

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: (given in units)

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 (8th ed.)*, Pearsons education: New Delhi.

