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# DAVANAGERE UNIVERSITY, DAVANAGERE

BoS

## B.A. in Psychology SYLLABUS

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ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಬಿ.ಎ. ಪಠ್ಯಕ್ರಮ

With Effect from 2024-25

### STATE EDUCATION POLICY

### FOR SEM V - VI

*Sw*  
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AS PER SEP : 2024-25

ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
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09 JUN 2026  
ಸಂಖ್ಯೆ: 1445

**Davanagere University, Davanagere**  
**B.A in Psychology Effective from 2024-25**

| Semester | Sl.No | Title of the paper                                    | Teaching Hrs / Week | Sem End Exam | Internal Assessment | Total Marks | Credits | Duration of the Exam |
|----------|-------|---|---------------------|--------------|---------------------|-------------|---------|----------------------|
| 1        | 2     | 3   | 4                   | 5            | 6                   | 7           | 8       | 9                    |
| I Sem    | 1     | Foundations of Psychology-I                           | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 2     | Practical – I   | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
| II Sem   | 3     | Foundations of Psychology-II                          | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 4     | Practical – II  | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
| III Sem  | 5     | Life Span Development – I                             | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 6     | Practical-III   | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
|          | 7     | Psychology of Health and Well Being (Elective-I & II) | 2 hrs               | 40           | 10                  | 50          | 02      | 2 hrs                |
| IV Sem   | 8     | Life Span Development – II                            | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 9     | Practical-IV  | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
|          | 10    | Youth Gender and Identity (Elective-I & II)           | 2 hrs               | 40           | 10                  | 50          | 02      | 2 hrs                |
| V Sem    | 11    | Health Behaviour                                      | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 12    | Practical-V   | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
|          | 13    | Social Psychology                                     | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 14    | <b>Elementary Research (Theory)</b>                   | 2 hrs               | 40           | 10                  | 50          | 02      | <del>2</del> hrs     |
| VI Sem   | 15    | Abnormal Psychology                                   | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 16    | Practical-VII   | 4 hrs               | 40           | 10                  | 50          | 02      | 3 hrs                |
|          | 17    | Organisational Behaviour                              | 4 hrs               | 80           | 20                  | 100         | 04      | 3 hrs                |
|          | 18    | Project   | 2 hrs               | 40           | 10                  | 50          | 02      | <del>2</del> hrs     |

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**DEAN**  
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Shivagangotri, Davangere-07

## BA Semester-V

### Course Title: HEALTH BEHAVIOR

| Type of Course | Theory /Practical | Credits | Instruction Hour per week | Total No.of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|---------|---------------------------|--------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-9A         | Theory            | 04      | 04                        | 60hrs.                               | 3hrs.            | 20                         | 80                         | 100         |

*Course Outcomes (COs): At the end of the course students will be able to:*

CO1: To understand the relationship between psychological factors and physical health and learn how to enhance well-being

CO2: To understand the impact of stress on health

CO3: To maintain ones' health, learn how to enhance well-being

CO4: Comprehend and critically evaluate the biopsychosocial model of health, understanding how biological, psychological, and social factors interact to influence health and illness, and apply this knowledge to analyze health behaviors and outcomes.

CO5: Examine various health behaviors, such as smoking, diet, and exercise, and evaluate the effectiveness of different psychological interventions and strategies for promoting healthy behaviors, preventing illness, and managing chronic diseases.

| Unit     | Chapter Names & Contents  | 60 hrs |
|----------|---|--------|
| Unit-I   | <p><b>INTRODUCTION</b></p> <p>a) Health Psychology- definition, nature, scope and goals</p> <p>b) Components of health: physical, social, emotional and cognitive aspects; Health continuum and Quality of Life</p> <p>c) Mind-body relationship, Biomedical, Psycho-somatic and Bio-psycho-social models of health</p> <p>d) Methods - Experiments, Correlational studies, prospective and retrospective study, The Placebo in Treatment and Research</p>  | 15 hrs |
| Unit-II  | <p><b>HEALTH BEHAVIOR</b></p> <p>a) Characteristics of health behavior, Factors influencing health behaviors; barriers to health behavior, Theories of Health behaviors: Theories of planned behaviour, health belief model and implications.</p> <p>b) Health enhancing behaviors: Exercise - types and benefits, effects on psychological health, Nutrition, sleep, hygiene and safety. Health Compromising behavior: Smoking, Alcoholism, Drug, Overeating and Obesity, Excessive use of social media</p> <p>c) Adherence: Meaning, Factors predicting adherence.</p> <p>d) Cognitive- behavioural approaches to health behaviour change – self-monitoring, stimulus control, the self-control of behaviour, classical and operant conditioning, modelling, social skills and relaxation training;</p> | 15 hrs |
| Unit-III | <p><b>STRESS AND HEALTH</b></p> <p>a) <b>Stress:</b> Nature and source of stress; Theories of stress- Selye's General adaptation Syndrome and Lazarus's Appraisal, Flight or fight response, Tending and Befriending view</p> <p>b) <b>Effects of stress on health:</b> Stress and immune system, role of stress in CHD, Hypertension and Diabetes.</p> <p>c) <b>Coping strategies:</b> Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance</p> <p>d) <b>Positive psychological interventions-</b>gratitude, forgiveness, patience, savoring and creativity</p>   | 15 hrs |

|             |  |       |
|-------------|--|-------|
| Unit-<br>IV | <p><b>MANAGEMENT OF PAIN, CHRONIC AND TERMINAL ILLNESS</b></p> <p>a) <b>Pain-</b> Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control, gate-control theory of pain, individual differences and socio-cultural differences in reaction to pain.</p> <p>b) <b>Management of chronic and terminal Illness</b> - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying.</p> <p>c) <b>Alternatives to hospital care</b>—Hospice and home care;</p> <p>d) Psychological management of terminally ill.</p> | 15hrs |
|-------------|--|-------|

*Recommended books:*

1. Taylor, S.E. (2010). Health psychology. 6<sup>th</sup> Ed, New Delhi: Tata McGraw Hill
2. Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.
3. Brannon, L., Feist, J., & Updegraff, J, A., (2014). *Health Psychology: An Introduction to Behavior and Health*, 8<sup>th</sup> Cengage Learning.
4. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling
5. Sarafino, E. P. (2002). *Health psychology: Bio psychosocial interactions* (4 th Ed.). NY: Wiley.

| Formative Assessment for Theory                |                 |
|--|-----------------|
| Assessment Occasion/type                       | Marks           |
| Internal Assessment Test 1                     | 05              |
| Internal Assessment Test 2                     | 05              |
| Seminar/Assignment (05) Attendance (05)        | 10              |
| <b>Total</b>                                   | <b>20 Marks</b> |
| <i>Formative Assessment as per guidelines.</i> |                 |

**Course Title: Health Behavior and Social Psychology Practical**

| Type of Course | Theory /Practical | Credits   | Instruction Hour per week | Total No. of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|-----------|---------------------------|---------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-10A        | <b>Practical</b>  | <b>02</b> | <b>04</b>                 | <b>56hrs.</b>                         | <b>3hrs.</b>     | <b>10</b>                  | <b>40</b>                  | <b>50</b>   |

*Course Outcomes (COs): At the end of the course, students will be able to:*

- CO1: Design and administer assessments to evaluate various health behaviors and psychological factors related to health, using standardized tools and self-report measures.
- CO2: Collect, analyze, and interpret data related to health psychology, utilizing statistical methods to understand the relationships between psychological factors and health outcomes.
- CO3: Design and implement evidence-based psychological interventions aimed at promoting healthy behaviors, preventing illness, and managing chronic conditions, and evaluate their effectiveness.
- CO4: Assess stress levels and coping strategies in individuals, and apply psychological techniques and interventions to manage stress and improve overall well-being.
- CO5: Develop practical skills in health communication and counseling, effectively delivering health education and behavior change strategies to diverse populations, and tailoring interventions to meet individual needs.

*List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)*

1. Psychological Well-Being
2. WHO Quality of Life Scale
3. Students Stress Rating Scale
4. Resilience Scale
5. Gratitude questionnaire
6. Reactions to Frustration
7. Measurement of attitudes
8. Social distance scale
9. Social Maturity
10. Altruistic Personality Scale
11. Pro Social Behavior Questionnaire
12. Ascendance-submission Scale

**Statistics: t- test**

**Internal Assessment and Semester examination for Practical Paper  
V Semester (10+40=50marks)**

| Sl.No        | Internal Assessment       | Maximum Marks |
|--------------|---------------------------|---------------|
| 1            | 2                         | 3             |
| 1            | Record Journal – IA       | 10            |
| 2            | Plan and procedure        | 10            |
| 3            | Conducting one experiment | 10            |
| 4            | Result and discussion     | 10            |
| 5            | Viva voce                 | 05            |
| 6            | Statistics                | 05            |
| <b>Total</b> |                           | <b>50</b>     |

**Course Title: Social Psychology**

| Type of Course | Theory /Practical | Credits | Instruction Hour per week | Total No.of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|---------|---------------------------|--------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-9A         | Theory            | 04      | 04                        | 60hrs.                               | 3hrs.            | 20                         | 80                         | 100         |

*Course Outcomes (COs): At the end of the course students will be able to:*

CO1: To enable the students to understand the basic concepts of social psychology

CO2: To develop an understanding of oneself and others in the social context

CO3: To understand the concepts of social perception, attitudes and prejudices

CO4: To understand the group dynamics and application

CO5: Students will be able to critically analyze and explain how social influences, group dynamics, and interpersonal relationships shape individual behavior and attitudes. They will develop the ability to apply theoretical concepts of social psychology to real-world situations, fostering an understanding of how social contexts impact personal and societal well-being.

## Social Psychology

| Unit     | Chapter Names & Contents   | 60 hrs |
|----------|--|--------|
| Unit-I   | <b>INTRODUCTION</b><br>a) Definition, Nature and Scope of Social Psychology<br>b) Methods: Correlation method, Survey method, Interview method, Field investigation method, Experimental method<br>c) <b>Self-Perception:</b> Self-concept, Self-Esteem and Self-efficacy<br><b>Social Perception:</b> Meaning, Definition; Factors influencing social perception; impression formation and management.<br>d) <b>Social Cognition:</b> Schemas, Heuristics and Automatic processing and errors.  | 15 hrs |
| Unit-II  | <b>ATTITUDES AND PREJUDICES</b><br>a) <b>Attribution:</b> Meaning, Kelly's theory, Jones and Davis' theory, Errors of attribution.<br>b) <b>Attitudes:</b> Definition, Nature and Functions of Attitudes, attitude- behaviour link, Formation and Change of Attitudes, Measurement of Attitudes (Thurstone, Likert and Bogardus Scales)<br>c) <b>Prejudices:</b> Nature and origin of Prejudices; Acquisition and Reduction of Prejudices<br>d) <b>Stereotype:</b> Meaning, gender stereotype, glass ceiling and discrimination.   | 15 hrs |
| Unit-III | <b>SOCIAL INTERACTION AND SOCIAL INFLUENCE</b><br>a) Meaning and Formation of Groups; Structure and Functions of Group<br>b) Group Conformity, Compliance and Obedience, social facilitation, social loafing, Group Decision Making,<br>c) Leadership; Characteristics and Formation of leaders, Types of Leaders, Theories of Leadership: Trait, Situational, Interactional and Contingency approaches to Leadership.<br>d) Pro-Social Behaviour: Meaning and Definition of Pro-social Behaviour, Five steps of Bystander intervention, Determinants of Pro-social Behaviour, Theories of Pro- social Behaviour (Empathy-altruism, Negative-state relief, Empathetic joy, competitive altruism and Genetic determinism), Enhancing Pro-social Behaviour | 15 hrs |
| Unit-IV  | <b>SOCIAL DISORGANIZATION</b><br>a) <b>Aggression:</b> Definition, Causes (Personal, Socio-cultural and Situational) theories of aggression-drive theory, modern theory, Prevention and control of aggression-punishment, cognitive interventions and forgiveness<br>b) <b>Violence:</b> Nature and categories of violence, violence in families, collective violence for social change<br>c) <b>Anti-social behavior-</b> Forms of anti-social behaviour; corruption and bribery.<br>d) Applying social psychology at work, health and legal system.  | 15hrs  |

### Recommended books:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson.
2. Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
3. Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
4. Kool V.K. & Agrwal Rita (2006). *Applied Social Psychology: A Global Perspective* Atlantic Publishers and Distributors, New Delhi
5. Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
6. Sharma R K & Sharma R (2013). *Social Psychology*, Atlantic Publisher.
7. Singh A K (2015). *Social Psychology*. PHI Learning Private Limited
8. Myers David- *Social Psychology* (2006) 8<sup>th</sup> Edition, Tata McGraw Hill.

| <b>Formative Assessment for Theory</b>         |                |
|--|----------------|
| <b>Assessment Occasion/type</b>                | <b>Marks</b>   |
| InternalAssessmentTest1                        | 05             |
| InternalAssessmentTest2                        | 05             |
| Seminar/Assignment (05) Attendance (05)        | 10             |
| <b>Total</b>                                   | <b>20Marks</b> |
| <i>Formative Assessment as per guidelines.</i> |                |

**Elementary Research (Theory) (40 + 10 = 50) as suggested by DU**

1. Two tests - 04 marks
2. Assignment - 03 marks
3. Attendance - 03 marks

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**Total- 10 marks**

  
**DAVANGERE UNIVERSITY**

**Course: ELEMENTARY RESEARCH METHODOLOGY BA/BSW/BVA Programs as per SEP-2024**

| Course Credit | No. of Hours Per Week | Total No. of Teaching Hours |
|---------------|-----------------------|-----------------------------|
| 2 Credits     | 2 Hrs                 | 32 Hrs                      |

**Course Objectives**

1. To gain understanding of nature and relevance of social science research and its application in the study of social phenomena
2. To learn steps and process of formulation of research design and carry out the same
3. To develop familiarity with qualitative and quantitative research methods
4. To learn how to prepare tools for collection of data
5. To learn process of data collection, organization, presentation, analysis and report writing

**Learning Outcomes**

1. Able to conduct research, and to do this with an understanding of the application of different methods and tools
2. Able to develop skills of data collection, organization, presentation, analysis and report writing

**Unit I: Introduction to Research:**

**Chapter-1:** Research: Concepts, Meaning, Definitions, Objectives, Characteristics, and Scope.

**Chapter-2:** Basic Elements and types of Research: Concepts, Constructs, Variables, Hypothesis. Types of Research: Pure (basic, fundamental) and applied research, qualitative and quantitative.

**Chapter-3:** Research Process: Identification and Formulating a Research Problem, Research objectives, Review of literature, Research designs, Sampling, Data Collection, Analysis & Interpretation

**Unit II: Research Design and Sampling:**

**Chapter-4:** Research Design: Concept and its importance in research, Features of a good research design. Types of Research Design – Exploratory, Explanatory, Descriptive, Experimental and Case study method

**Chapter-5:** Sampling Framework – Universe, Population, Sample, and Sampling Techniques

**Chapter-6:** Types of Sampling: Probability and Non-Probability Sampling

**Unit III: Sources of data and Data Collection:**

**Chapter-7:** Sources of Data: Primary and Secondary

**(P.T.O)**

**Chapter-8:** Tools and Techniques of Data Collection: Quantitative: Survey, Interview Schedule, Interview Guide and Questionnaire

**Chapter-9:** Qualitative: Observation, In-depth Interview and Focus Group Discussion, and Case Study

**Unit IV:** Data Processing and Report Writing:

**Chapter-10:** Processing and Presentation of Data (Analysis and Interpretations)

**Chapter-11:** Statistics: Meaning, Definition, Scope, Functions and Limitations, Application of Basic statistics in research

**Chapter-12:** Research Report: Significance of Research report, abstract and keywords, structure and contents.

**REFERENCES:**

An Introduction to Research Methodology: Authored by B.L. Garg, R. Karadia, F. Agarwal, and U.K. Agarwal (2002),

Black, J. and Champion, D. (1976). Methods and Issues in Social Research. New York, N.Y.: Wiley.

Bryman, Alan (2016), Social Research Methods. 5th Edition. London: Oxford University Press.

Cook, Thomas D Cook and Reichardt, eds (1979). Qualitative and Quantitative Methods in Evaluation Research. CA: Sage

Creswell, JW (1994). Research Design: Qualitative and Quantitative Approaches. CA: Sage Publications.

Denzin, N.K. and Lincoln, Y.S. Eds (2017). The Sage Handbook of Qualitative Research. Sage

Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi.

Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.

Kothari, C.R., (2004), Research Methodology – Methods and Techniques, 2nd ed.,

Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi.

Laldas, D. K., (2000), Practice of Social Research, Rawat Publication, New


Age International (P) Ltd., New Delhi.

Neuman, W. L. (2014). Social Research Methods- Qualitative and

Quantitative Approach. 7th Edition. New Delhi: Pearson Education India.

**Note; Elementary Research Methodology course shall be allotted by the Principal, considering the workload of the faculty members of different streams and within the faculty.**

  
**Registrar**  
Davangere University  
Shivangotri, Davangere

  
**DEAN**  
Faculty of Arts  
Davangere University  
Shivangotri, Davangere-07

## B.A . Semester–VI

### Course Title: ABNORMAL PSYCHOLOGY

| Type of Course | Theory /Practical | Credits | Instruction hour per week | Total No. of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|---------|---------------------------|---------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-11A        | Theory            | 04      | 04                        | 60hrs.                                | 3hrs.            | 20                         | 80                         | 100         |

*Course Outcomes (COs): At the end of the course students will be able to:*

CO1: To acquaint students with the recent understand and classification of abnormality

CO2: To help students acquire knowledge about the clinical pictures of various types of psychological disorders CO3: Students will be able to identify and describe major psychological disorders, including their symptoms, etiology, and diagnostic criteria, using the DSM-5 as a framework.

CO4: Students will critically evaluate various theoretical perspectives on abnormal behavior, including biological, psychological, and sociocultural models, and apply these perspectives to case studies and real-life scenarios.

CO5: Students will gain knowledge of evidence-based treatment approaches and interventions for different psychological disorders, understanding the principles behind therapeutic techniques and their application in clinical settings.

| Unit     | Chapter Names & Contents   | 60 hrs |
|----------|--|--------|
| Unit-I   | <p><b>UNDERSTANDING ABNORMALITY</b></p> <p>a) Meaning and Definition of Abnormality and Misconceptions of Abnormality , Criteria of abnormality,</p> <p>b) Psychological models of abnormality- Biological, Psychoanalytic, Behavioristic, Cognitive, Humanistic,</p> <p>c) c) Adjustive demands-Frustration, conflicts and pressure; Task oriented and defense oriented reactions to stress.</p> <p>d) Classification of Abnormal Behavior- DSM 5 and ICD 11, Mental Status Examination and Mental Health Care Act 2017.</p>  | 15 hrs |
| Unit-II  | <p><b>ANXIETY BASED DISORDERS</b></p> <p>a) <b>Anxiety based disorders:</b> Phobic disorders; Obsessive Compulsive Disorders (OCD); Generalized Anxiety Disorder (GAD); Somatoform Disorders:</p> <p>b) Hypochondriasis, conversion disorders – Clinical picture, etiology and treatment</p> <p>c) <b>Dissociative disorder</b> - psychogenic amnesia, fugue; dissociative identity disorder: – Clinical picture, etiology and treatment</p> <p>d) <b>Trauma and Stressors-Related Disorders:</b> PTSD and acute stress disorder– Clinical picture, etiology and treatment</p> | 15 hrs |
| Unit-III | <p><b>MOOD DISORDERS, SCHIZOPHRENIA &amp; DELUSIONAL DISORDER</b></p> <p>a) Schizophrenia: Criteria, Types, Clinical Picture, Causes and treatment.</p> <p>b) Delusional disorder: Criteria, Clinical Picture, Causes and treatment.</p> <p>c) Mood Disorders: Unipolar mood disorders and Bipolar disorders - Clinical Picture, Causes and treatment</p> <p>d) Personality Disorders: Cluster A, Cluster B, and Cluster C - Clinical picture, etiology and treatment</p>  | 15 hrs |

|         |   |       |
|---------|---|-------|
| Unit-IV | <p><b>THERAPY</b></p> <p>a) Psycho social Approaches to Treatment:</p> <p>b) Psycho-dynamic Therapies, Behaviour Therapy, Cognitive and Cognitive-Behavioral Therapy, Humanistic - Existential Therapies, Current Trends and issues in treatment</p> <p>c) Biological Approaches to Treatment: Psycho-pharmacological treatment,</p> <p>d) Electra-convulsive Therapy and Neurosurgery.</p> | 15hrs |
|---------|---|-------|

*Recommended books:*

1. Black, D, W., & Grant, J, E., (2017). DSM-5 Guidebook, The Essential Companion to the Diagnostic and Statistical Manual of Mental Disorders, 5th Ed. American Psychiatric Publishing.
2. American Psychiatric Association. (2013). Diagnostic And Statistical Manual Of Mental Disorders 5thEd. DSM-5. American Psychiatric Publishing.
3. Barlow, D, H., & Durand V, M. (2012). Abnormal Psychology: An Integrative Approach, 6th Ed. Wadsworth, Cengage Learning.
4. Butcher, J, N., Hooley, J, M., Mineka, S, M. & Nock, M, K., (2018). Abnormal Psychology, 7th Edition. Pearson.
5. Kaplan H, Sadock B J, Grebb J A (2015) *Synopsis of Psychiatry* (11<sup>th</sup> edn). New Delhi: Wolters Kluwer (India) Pvt.Ltd.
6. Sarason.I.G & Sarason R.B (2005) *Abnormal Psychology The Problems of Maladaptive Behaviour*

| Formative Assessment for Theory                |                |
|--|----------------|
| Assessment Occasion/type                       | Marks          |
| InternalAssessmentTest1                        | 05             |
| InternalAssessmentTest2                        | 05             |
| Seminar/Assignment (05) Attendance (05)        | 10             |
| <b>Total</b>                                   | <b>20Marks</b> |
| <i>Formative Assessment as per guidelines.</i> |                |

**Course Title: ABNORMAL PSYCHOLOGY and ORGANIZATIONAL BEHAVIOR Practical**

| Type of Course | Theory /Practical | Credits | Instruction hour per week | Total No. of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|---------|---------------------------|---------------------------------------|------------------|----------------------------|----------------------------|-------------|
| DSC-12A        | Practical         | 02      | 04                        | 56hrs.                                | 3hrs.            | 10                         | 40                         | 50          |

*Course Outcomes (COs): At the end of the course, students will be able to:*

- CO1: Students will develop practical skills in diagnosing psychological disorders using standardized assessment tools and diagnostic interviews, demonstrating proficiency in applying DSM-5 criteria.
- CO2: Students will be able to formulate comprehensive case studies, integrating clinical data to create detailed psychological profiles and treatment plans for individuals with various psychological disorders.
- CO3: Students will gain hands-on experience with therapeutic techniques and interventions, practicing skills such as cognitive-behavioral therapy, psychodynamic therapy, and other evidence-based approaches in simulated clinical settings.
- CO4: Students will learn to apply ethical principles and standards in clinical practice, ensuring the confidentiality, respect, and well-being of clients during assessment and intervention processes.
- CO5: Students will conduct small-scale research projects related to abnormal psychology, including designing studies, collecting and analyzing data, and interpreting findings to inform clinical practice

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Multiphasic Questionnaire
2. Perceived Stress Scale
3. Behavioural Deviance Scale
4. Alcohol and Drug Attitude Scale
5. Beck Depression Scale
6. Personal Stress Source Inventory
7. Tweezer dexterity / Finger dexterity
8. Work Motivation
9. Mental fatigue
10. Occupational Stress
11. Big Five Personality Inventory
12. Emotional Intelligence
13. Clerical Aptitude Test

### Statistics: Chi-Square

### Internal Assessment and Semester examination for Practical Paper VI Semester (10+40=50marks)

| Sl.No        | Internal Assessment       | Maximum Marks |
|--------------|---------------------------|---------------|
| <b>1</b>     | <b>2</b>                  | <b>3</b>      |
| 1            | Record Journal – IA       | 10            |
| 2            | Plan and procedure        | 10            |
| 3            | Conducting one experiment | 10            |
| 4            | Result and discussion     | 10            |
| 5            | Viva voce                 | 05            |
| 6            | Statistics                | 05            |
| <b>Total</b> |                           | <b>50</b>     |

### Course Title: ORGANIZATIONAL BEHAVIOR

| Type of Course | Theory /Practical | Credits   | Instruction hour per week | Total No.of Lectures/Hours /Semester | Duration of Exam | Formative Assessment Marks | Summative assessment Marks | Total Marks |
|----------------|-------------------|-----------|---------------------------|--------------------------------------|------------------|----------------------------|----------------------------|-------------|
| <b>DSC-11B</b> | <b>Theory</b>     | <b>04</b> | <b>04</b>                 | <b>60hrs.</b>                        | <b>3hrs.</b>     | <b>20</b>                  | <b>80</b>                  | <b>100</b>  |

Course Outcomes (COs): At the end of the course students will be able to:

CO1: To enable students understand both the individual and organizational factors contributing to satisfaction and efficiency at workplace

CO2: Students will be able to explain key concepts and theories of organizational behavior, including motivation, leadership, team dynamics, and organizational culture, and how these elements influence workplace effectiveness and employee performance.

CO3: Students will develop the ability to critically analyze and interpret individual and group behaviors within organizational settings, using various theoretical frameworks to understand and address complex organizational issues.

CO4: Students will demonstrate the ability to apply principles of organizational behavior to real-world situations, developing strategies to improve organizational performance, enhance employee satisfaction, and foster a positive work environment.

CO5: Students will gain an understanding of the ethical and cultural considerations in organizational behavior, learning to recognize and address ethical dilemmas and cultural differences in the workplace to promote diversity and inclusion.

## ORGANIZATIONAL BEHAVIOR

| Unit     | Chapter Names & Contents  | 60 hrs |
|----------|---|--------|
| Unit-I   | <b>INTRODUCTION</b><br>a) Meaning, definition and fundamental assumptions of Organizational Behavior<br>b) Historical context of Organizational behavior (Scientific Management, Human Relations Movement)<br>c) Scope and Opportunities for organizational behavior. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive and Moral Development, Situational Determinants of Unethical Behaviour.<br>d) Corporate ethics programmes. Beyond Ethics: Corporate Social Responsibility.  | 15 hrs |
| Unit-II  | <b>THE INDIVIDUAL IN THE ORGANIZATION</b><br>a) Personality: Nature and measurement of personality, Work related aspects of personality<br>b) Job attitudes- Job satisfaction- Factors, Impact of Job satisfaction in the work place, Organizational commitment, Importance of Attitudes in work place diversity<br>c) Employee Motivation: Maslow and Herzberg's theory of Motivation, Process theories of motivation: Vroom's Expectancy theory.<br>d) Work Stress-Definition, Sources of Stress, Stress Management Strategies.   | 15 hrs |
| Unit-III | <b>LEADERSHIP IN ORGANIZATION</b><br>a) Nature and Types of leadership,<br>b) Approaches to leadership: Behavioral theories, Contingency theories,<br>c) Understanding work teams: Nature of teams, potential team problems, process and skills used in team building, characteristics of mature teams,<br>d) Type of Team: self managing teams and virtual teams.  | 15 hrs |
| Unit-IV  | <b>ORGANIZATIONAL STRUCTURE AND CULTURE</b><br>a) <b>Organizational Structure:</b> Definition; Basic Dimensions of Organizational Structures, Types of organizational structures: Classical- Bureaucracy and Matrix; Modern - Virtual and Boundaryless; Structural differences - i) Strategy ii) Organization size iii) Technology iv) Environment<br>b) <b>Organizational Culture:</b> Meaning and definition, Characteristics and functions of culture in organizations, Forms of organizational culture<br>c) <b>Creating, Transmitting and changing organizational culture:</b> Creation of organizational culture, Ways of transmitting culture and factors contributing to the change in organizational culture<br>d) Positive organizational behavior; Hope, Resilience, and psychological capital | 15hrs  |

*Recommended books:*

1. Jason A. Colquitt, Jeffrey A. LePine, Michael J. Wesson (2020) Organizational Behavior: Improving Performance and Commitment in the Workplace 6th Edition, McGraw-Hill Education, ISBN: 978-1260143418

| Formative Assessment for Theory                |                |
|--|----------------|
| Assessment Occasion/type                       | Marks          |
| InternalAssessmentTest1                        | 05             |
| InternalAssessmentTest2                        | 05             |
| Seminar/Assignment (05) Attendance (05)        | 10             |
| <b>Total</b>                                   | <b>20Marks</b> |
| <i>Formative Assessment as per guidelines.</i> |                |

## B.A . Semester–VI

### Course Title: PROJECT WORK

| Type of Course | Theory<br>/Practical | Credits   | Instruction<br>Hour per week | TotalNo.of Lectu<br>res/Hours<br>/Semester | Duration<br>of Exam | Formative<br>Assessment<br>Marks | Summative<br>assessment<br>Marks | Total<br>Marks |
|----------------|----------------------|-----------|------------------------------|--|---------------------|----------------------------------|----------------------------------|----------------|
|                | <b>Project</b>       | <b>02</b> | <b>02</b>                    | <b>32 hrs.</b>                             | <b>3hrs.</b>        | <b>10</b>                        | <b>40</b>                        | <b>50</b>      |

*Course Outcomes (COs): At the end of the course, students will be able to:*

CO1: Students will be able to apply organizational behavior theories to real-world scenarios through case studies, role-plays, and simulations, demonstrating how theoretical concepts can solve practical organizational problems.

CO2: Students will develop and enhance their leadership and teamwork skills by participating in group projects and collaborative exercises, learning to lead effectively, work cohesively in teams, and manage group dynamics.

CO3: Students will gain hands-on experience in identifying, analyzing, and resolving workplace conflicts using evidence-based conflict resolution strategies, improving their ability to manage and mediate disputes in organizational settings.

CO4: Students will conduct organizational assessments, including climate surveys and performance evaluations, to diagnose organizational issues, identify areas for improvement, and recommend actionable solutions.

CO5: Students will enhance their communication and interpersonal skills through practical exercises that focus on effective communication strategies, active listening, and the development of strong professional relationships in the workplace.

### Internal Assessment and Semester examination for Project Paper

#### VI Semester (10+40=50marks)

| Sl.No    | Internal Assessment   | Maximum<br>Marks |
|----------|-----------------------|------------------|
| <b>1</b> | <b>2</b>              | <b>3</b>         |
| 1        | Project Record – IA   | <b>10</b>        |
| 2        | Plan and procedure    | 10               |
| 3        | Research Methodology  | 10               |
| 4        | Result and discussion | 10               |
| 5        | Viva voce             | 05               |
| 6        | Statistics            | 05               |
|          | <b>Total</b>          | <b>50</b>        |

**Theory Examination Question paper pattern**  
**Semester I -VI**  
**BA Semester I Degree Examination 2024-25**  
**(Semester scheme SEP syllabus)**

**Subject : Psychology**

**Paper-**

**Paper Code-**

**Time- 3hrs**

**Max marks 80**

**Instructions for Candidates**

- I. All sections are compulsory
- II. Neat and labeled diagrams where ever necessary

**Section-A Answer all questions each question carries two marks**  
**(10×2=20 marks)**

I


- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

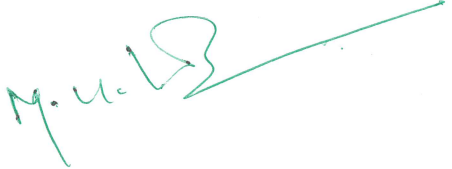
**Section-B Answer any six of the following each question carries five marks**  
**(6×5=30 marks)**

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**Section-c Answer any three of the following each question carries ten marks**  
**(3×10=30 marks)**

- 10.
- 11.
- 12.
- 13.

  
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**Dharwad-03, Karnataka**



Examination Question paper pattern for Elective  
Semester III -IV  
BA Semester III Degree Examination 2024-25  
(Semester scheme SEP syllabus)

Subject : Psychology

Paper-

Paper Code-

Time- 2hrs

Max marks 40

Instructions for Candidates

- I. All sections are compulsory
- II. Neat and labeled diagrams where ever necessary

**Section-A**

Answer all questions, each question carries two marks

(5×2=10 marks)

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

**Section-B**

Answer any six of the following , each question carries five marks

(6×5=30 marks)

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

*SM*  
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*M. U. LB*

**Internal Assessment and Semester examination for Practical Paper  
/ Project Work  
I – VI Semesters (10+40=50 marks)**


| Sl.No        | Internal Assessment            | Maximum Marks |
|--------------|--------------------------------|---------------|
| 1            | 2                              | 3             |
| 1            | Record Journal – IA            | 10            |
| 2            | Plan and procedure             | 10            |
| 3            | Conducting one experiment / RM | 10            |
| 4            | Result and discussion          | 10            |
| 5            | Viva voce                      | 05            |
| 6            | Statistics                     | 05            |
| <b>Total</b> |                                | <b>50</b>     |


**Internal Assessment for Elective Theory paper / Elementary Research Paper**

1. Two tests - 04 marks
2. Assignment - 03 marks
3. Attendance - 03 marks

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**Total- 10 marks**

  
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