

Undergraduate program in Psychology

NEP 2020

Preamble

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A . Aminabhavi, Professor, Karnatak University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1st and 2nd semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1st and 2nd semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology interms of biological base of behaviour, sensation, attention, perception, memory,

learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.

In the second year which comprises of 3rd and 4th semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a “Diploma” in Psychology with 96 credits).

Once the student enters 3rd year of learning psychology under BA/BSc stream in the 5th semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6th semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7th semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and Research Methodology with discipline specific electives comprising Child Pathology,

8th semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.

NEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- I & II Semester

With effect from academic year 2021-22 and onwards

Summary Chart

Semester	Course Code	Paper No.	Paper Title	No.of Hrs/Week	Duration of Exam	Marks			Credit
						IA	Sem End	Total	
I	*BASPVDSC103	I	Foundations of Psychology	4	3	40	60	100	4
	*BASPVDSP104		Practical - I	4	3	25	25	50	2
	*BASPVOEC105		Psychology of health and Welbeing	3	3	40	60	100	2
	*BASPVSEC106		Developing Life Skills-I	3	3	40	60	100	2
II	*BASPVDSC153	II	Foundations of Behaviour	4	3	40	60	100	4
	*BASPVDSP154		Practical - II	4	3	25	25	50	2
	*BASPVOEC155		Youth, Gender and identity	3	3	40	60	100	2
	*BASPVSEC156		Developing Life Skills- II	3	3	40	60	100	2

*** Please note the paper code is subjected to change as per Mangalore University guideline**

I Semester
Discipline Core (DSC A1)
FOUNDATIONS OF PSYCHOLOGY

*BASPVDSC103

52 hrs (4hrs/week)

Credit: 4

Course Outcomes:

After successful completion of the course students will be able to:

CO1: Understand the genesis of Psychology and its importance

CO2 : Gain basic knowledge about Psychology

CO3: Understand the fundamental mental processes which are base for behaviour

CO4: Understand the Applications of Psychology in various fields

CO5: Connect anatomical structure with various behaviours and analyse.

CO6: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY

(13 hours)

Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.;

Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive.; General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.

Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR

(13 hours)

Neuron: Structure and functions, Neural impulse, Synapse and Neurotransmitters.;

Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system; Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method.;

Endocrine system: Functions and Effects: Pituitary, Thyroid, Parathyroid, Pineal, Adrenal and Gonads.

UNIT-III: SENSATION, ATTENTION AND PERCEPTION

(13 hours)

Sensation: Definition and Characteristics, Types of Senses and Receptors Involved in Each Sensation.;

Perception: Meaning and laws of perceptual organization; Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues. Errors in perception; Subliminal Perception.

Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.

UNIT-IV: LEARNING

(13 hours)

Memory: Basic Processes – Encoding, Storage and Retrieval, Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Autobiographical Memory and Flashbulb Memory.; Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)

Forgetting: Meaning, Definition and Causes of Forgetting

Learning: Introduction: Definition, Factors Influencing Learning: Types of Learning: Classical Conditioning, Operant Conditioning and Trial and Error Learning, Cognitive Learning: Insightful (Kohler) and Observational (Bandura).

Text Books:

- Robert Feldman (2011) Essential of *Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. Hyderabad

Reference:

1. Mangal S.K.(2000) General Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi.

PRACTICALS:

***BASPYPDSP104**

Minimum 8 Practical to be conducted

(4 hrs/week)

Credit: 2

1. Directed Observation on the accuracy of report
2. Stroop Effect
3. Left and Right Brain Dominance
4. Colour blindness/Mapping of colour zones
5. Two point threshold
6. Localisation of sound
7. Set on Attention
8. Span of attention
9. Muller-Lyer Illusion
10. Illusion of movement (Phi-Phenomena)
11. Meaning on retention
12. Retroactive Inhibition/ Proactive Inhibition
13. Recall and Recognition
14. Bilateral transfer of training
15. Maze Learning

STATISTICS

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

Practical batches: 10 students per batch

Exam: 10 students per batch

- **Mark: 25 marks for end semester examination + 25 marks for internal assessment and Record**
- **Duration of Examination: 3 hrs**
- **Marks Distribution:**

Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
Statistics	05
Total	25

Semester I

Open elective course (OEC)

PSYCHOLOGY OF HEALTH AND WELLBEING

***BASPYOEC105**

42 hrs (3 hrs/week)

Credit: 3

Course Outcomes

After successful completion of the course students will be able to:

CO1: Understand the spectrum of health and illness for better health management

CO2: Identify stresses in one's life and how to manage them

CO3: Understand a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

CO4: Know to identify human strengths and life enhancement

Unit I: INTRIDUCTION

(14hrs)

Health, Wellbeing and Illness - Meaning and Definition, Models of health and illness: Medical, Bio psychosocial.

Subjective Well-being and Psychological well-being

Management of Illness: Acute, Chronic, Terminal illness.

Unit II: STRESS AND COPING

(14hrs)

Meaning, Definition and Sources of Stress – Internal sources - Frustration, Conflicts and Pressure; External sources - Social and Environmental,

Effects of Stress on Physical and Mental Health

Coping and Stress management.

Unit III: HEALTH MANAGEMENT

(14hrs)

Health habits: meaning and Factors, Obstacles in modifying health behaviour

Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga;

Health compromising behaviours: alcoholism, smoking, internet addiction;

References:

1. Carr. A. (2004) Positive Psychology: The science of happiness and human strength
UK: Routledge.
2. DiMatteo, M.R &. Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.
3. Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder
and Stoughton
4. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder
and Stoughton.
5. Hick.J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental
health. Yale University Press.
6. Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical
explorations of human strengths. Thousand Oaks, CA Sage.
7. Taylor. S.E. 2006). Health Psychology. 6th Edition. New Delhi: Tata M

Semester I

Skill Enhancement Courses (SEC)

DEVELOPING LIFE SKILLS-I

***BASPYS106**

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

After successful completion of the course students will be able to:

CO1: Understand the need and importance of life skills in everyday professional and personal lives

CO2: Analyse the factors contributing to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving

CO3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO4: Create individual effective strategies to develop self awareness, empathy , critical and creative thinking and enhance decision making and problem solving

UNIT I: OVERVIEW OF LIFE SKILLS

(14 Hrs)

Meaning and significance of life skills

Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion

Use of Life skills in personal and professional life

Life Skills Training – Models-4 H,

Life Skills Education in the Indian Context.

UNIT II: SELF-AWARENESS AND EMPATHY:

(14 Hrs)

Definition and need for self-awareness and empathy

Self-esteem and self-concept

Human Values, tools and techniques of Self-awareness and empathy

Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

Unit III: Critical and creative Thinking

(14 Hrs)

Definition and need for Creativity, Imagination, Intuition, Experience and Sources

Critical Thinking- Convergent & Divergent Thinking.

Definition of decision making and problem solving; Steps in problem solving: Problem Solving Techniques

Activities : Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming, Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

References:

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
- ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
- Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
- Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
- ShaliniVerma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

II Semester
Discipline Core (DSC A12)
FOUNDATIONS OF BEHAVIOUR

*BASPVDSC153

52 hrs (4hrs/week)

Credit: 4

Course Outcomes:

After successful completion of the course students will be able to:

CO1: Evaluate and understand the different human emotions

CO2: Critically evaluate and identify determinants of motivation

CO3: Compare and contrast different theories of intelligence

CO4: Understand human thinking and reasoning abilities

CO4: Differentiate the human personalities

UNIT I: EMOTIONS AND MOTIVATION

(13hrs)

EMOTION: Meaning and definition; Classification of emotions- primary and secondary; Responses to emotions- physiological, behavioural, psychological and cognitive; Theories of emotions-physiological, neurological, cognitive; Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

MOTIVATION: Meaning, definition, Basic concepts- Instincts, needs, drives, incentives, motivational cycle; Types of Motivation - Biological Motives & Social Motives: Abraham Maslow-Need hierarchy theory.

UNIT II: INTELLIGENCE

(13hrs)

Meaning, Definition and Factors influencing – Heredity and Environment, Theories – Spearman’s Two 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;

Assessment of intelligence and Uses

UNIT III: THINKING AND REASONING

(13hrs)

Introduction to cognition; Introduction to Thinking and Problem Solving Process; Elements of Thinking and Types of Thinking; Creative and critical thinking: Meaning and types; Concept Formation: Meaning, importance and process of concept formation; Problem Solving: Meaning, importance, steps, and obstacles; Reasoning and decision making.

UNIT IV: PERSONALITY

(13hrs)

Meaning and definition; Theories of personality- Type and trait, Dynamic-Sigmund Freud Carl Jung; Behavioural-Eysenck's dimensions of personality; Mc Crae and Costa's Big Five factors, Humanistic- Roger's theory of self-actualization; Assessment of Personality and Uses.

Books for Reference:

1. Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.
2. Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill
3. Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
4. Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.
5. Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.
6. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

PRACTICALS:

***BASPYPDSP154**

Minimum 8 Practical to be conducted

(4 hrs/week)

Credit: 2

1. Emotional regulation/Maturity scale
2. Emotional intelligence scale/ questionnaire
3. Fear checklist
4. Achievement motivation
5. Level of aspiration
6. Power motive inventory/Scale
7. Cognitive style assessment
8. Concept formation
9. Problem Solving
10. Standard progressive matrices
11. Draw a man test
12. Bhatia's test of Intelligence
13. General Mental Ability Test by Jalota
14. Eysenck's personality inventory
15. Big Five personality traits

STATISTICS

Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

Practical batches: 10 students per batch

Exam: 10 students per batch

- **Mark: 25 marks for end semester examination + 25 marks for internal assessment and Record**
- **Duration of Examination: 3 hrs**
- **Marks Distribution:**

Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
Statistics	05

Total

25

Semester II

Open elective course (OEC)

YOUTH, GENDER AND IDENTITY

***BASPYOEC155**

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

After successful completion of the course students will be able to:

CO1: Evaluate and understand the Gender identity and Gender role

CO2: Critically evaluate and identify determinants youth relationships

CO3: Demonstrate an awareness of the international context of Gender Identity.

CO4: Exhibit the consciousness of issues related to youth, gender and identity

CO5: Understand the importance of Law and Youth

UNIT I: INTRODUCTION

(14hrs)

Concepts of Youth: Transition to Adulthood, Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender; Role Attitudes, Gender Stereotypes; Concepts of Identity: Multiple identities, Extended Youth in the Indian context;

UNIT II: YOUTH AND IDENTITY

(14hrs)

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis. Issues of Sexuality in Youth; Gender discrimination; Culture and Gender: Influence of globalization on Gender identity

UNIT III: ISSUES RELATED TO YOUTH, GENDER AND IDENTITY (14hrs)

Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

Juvenile Justice act; LGBT rights in India; UNICEF programs for youth

References

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Elizabeth Herlock (2015) Developmental Psychology, ,McGraw-Hill
4. Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication

Semester II
Skill Enhancement Courses (SEC)
DEVELOPING LIFE SKILLS-II

***BASPYS156**

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

CO1: Understand the foundations of communication, positive interpersonal relationship, stress and emotion management and group dynamics

CO2: Analyse the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management

CO3: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

CO4: Create individual effective strategies for enhancing communication skills, maintaining health inter personal relationships and positive management of stress and emotions

UNIT I: EFFECTIVE COMMUNICATION

(14hrs)

Effective communication and Presentation skills; Verbal and nonverbal communication, types of barriers;

Activities: Letter Writing, Job Application, Resume writing;

Activities : Listen and Draw , Blindfold walk; **Activities :** Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

UNIT II: INTERPERSONAL RELATIONSHIP

(14hrs)

Meaning and benefits of Interpersonal skills; Components of Interpersonal skills; Techniques of improving Interpersonal skills;

Introduction to Groups: Composition, formation, expectations, Problem Solving, Consensus, Dynamics techniques;

Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer.

Activities: Use what you have game, Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

UNIT III: COPING WITH STRESS AND EMOTIONS

(14hrs)

Stress Management: Stress, reasons and effects; Identifying stress, the four A's of stress management; Identifying and managing emotions, harmful ways of dealing with emotions;

Activities : Stress Dairies, PATH method and relaxation techniques, Zen / Mandala drawing, creating Joy Collage, Gratitude Journaling, Eye Contact games.

References:

1. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
2. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
3. Caruso, D. R. and Salovey P, "The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership", John Wiley & Sons, 2004.
4. Kalyana, "Soft Skill for Managers"; First Edition; Wiley Publishing Ltd, 2015.
5. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
6. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.

IIA. Model Program Structure for the Under-Graduation Course in Psychology

Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) etc. (for subjects with practicals) with one major and one minor

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
I	Foundations of Psychology with practical A1(4+2) Discipline B1(4+2)	Psychology of Health and Wellbeing OE-1 (3)	L1-1 (3), L2-1(3) (3+1+0 each)		SEC-1: Developing Life Skills-I (2) (1+0+2)		23
II	Foundations of Behaviour with practical A2(4+2) Discipline B2(4+2)	Youth, Gender and Identity OE2 (3)	L1-2(3), L2-2 (3) (3+1+0 each)	Environmental Studies (2)	SEC-2: Developing Life Skills-II (2) (1+0+2)	Health and Wellness/ Social & Emotional Learning (2) (1+0+2)	25
Exit option with Certificate (48 credits)							
III	Child Development with practical A3(4+2) Discipline B3(4+2)	Psychology and Mental Health OE-3 (3)	L1-3 (3), L2-3(3) (3+1+0 each)		SEC-3: Artificial Intelligence (2)(1+0+2)		23
IV	Developmental Psychology with practical A4(4+2) Discipline B4(4+2)	Psychology at Work OE-4 (3)	L1-4 (3), L2-4(3) (3+1+0 each)	Constitution of India (2)	SEC-4: Understanding the Self and Others (2)(1+0+2)	Sports/NCC/NSS etc. (2) (1+0+2)	25
Exit option with Diploma (96 credits)							
Choose any one Discipline as Major, the other as the Minor							

V	Social Psychology A5(3+2) Organisational Psychology A6(3+2) Corporate Psychology B5(3+2)	Corporate Psychology DSE A-1 (3)			SEC-5: Cyber Security (2) (1+0+2)	Ethics & Self Awareness (2) (1+0+2)?	20
VI	Abnormal Psychology A7(3+2) Health Psychology A8(3+2) Discipline B6(3+2)	Understanding the Human Psyche DSE A-2 (3)			SEC-6: Professional/ Societal Communication (2)		20
Exit option with Bachelor of Arts, B.A. / Bachelor of Science, B. Sc. Basic Degree (136 credits)							
VII	Biopsychology A9(3+2) Cognitive Psychology A10(3+2) Child Guidance and Counseling A11(4)	Child Pathology DSE A-3 (3) Res. Methodology (3)					20
VIII	Theories Personality and Learning A12(4) Theories Motivation and Emotions A13(4) Counseling and Guidance A14(3)	Forensic Psychology DSE A-4 (3) Research Project (6)*					20

Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline etc. (176 credits)

List of Courses in Psychology

Discipline Specific Core (DSC):	Discipline Specific Elective Courses (DSE):	Skill Enhancement Courses (SEC):
<p>A1 Foundations of Psychology with practical</p> <p>A2 Foundations of Behaviour with practical</p> <p>A3 Child Development with practical</p> <p>A4 Developmental Psychology with practical</p> <p>A5 Social Psychology</p> <p>A6 Organisational Psychology</p> <p>A7 Abnormal Psychology</p> <p>A8 Health Psychology</p> <p>A9 Biopsychology</p> <p>A10 Cognitive Psychology</p> <p>A11 Child Guidance and Counseling</p> <p>A12 Theories Personality and Learning</p> <p>A13 Theories Motivation and Emotions</p> <p>A14 Counseling and Guidance</p> <p>B5 Corporate Psychology</p>	<p>DSE A-1 Corporate Psychology</p> <p>DSE A-2 Understanding the Human Psyche</p> <p>DSE A-3 Child Pathology</p> <p>DSE A-4 Forensic Psychology</p>	<p>SEC-1: Developing Life Skills-I</p> <p>SEC-2: Developing Life Skills-II</p> <p>SEC-3: Artificial Intelligence-</p> <p>SEC-4: Understanding the Self and Others</p> <p>SEC-5: Cyber Security</p> <p>SEC-6: Professional/ Societal Communication</p> <p style="text-align: center;">Open Elective Courses (OEC) :</p> <p>OEC-1 Psychology of Health and Wellbeing</p> <p>OEC-2 Youth, Gender and Identity</p> <p>OEC-3 Psychology and Mental Health</p> <p>OEC-4 Psychology at Work</p>

List of Other OEC Papers which may be included:

1. Understanding Indian Psychological Thoughts.
2. Community Psychology.
3. Consumer Psychology.
4. Crisis Management.
5. Stress Management.
6. Emotional Intelligence.
7. Rehabilitation Psychology.
8. Consumer Behaviour and Marketing.
9. Human Resource Practices.

Code No. of the paper

QUESTION PAPER FORMAT I

SEMESTER B.A/B.Sc (PSYCHOLOGY) DEGREE EXAMINATION

October 2021

Time: 2 Hours

(TITLE OF THE PAPER)

Max.Marks:60

I. Select the right choice for the following Multiple Choice Questions and write it in your answer sheets.

(5x1=5)

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

II. Fill in the blanks

(5x1=5)

- 6.
- 7.
- 8.
- 9.
- 10.

II. Write note on any Four of the following (Short notes)

(4x5=20)

- 11.
- 12.
- 13.
- 14.
- 15.

III. Answer the following (Essay questions)

(3x10=30)

16. a)

OR

b)

17. a)

OR

b)

18. a)

OR

b)

* Equal weightage to all the units

Structure for Psychology Discipline

Semester	Course code	Paper code	No. of teaching Hours/Week	Duration of Examination	Total Assessment Marks			Credits
					IA	End Sem	Total	
III	BASPYN301/ BSCPYN301	Child Development	4	2	40	60	100	4
	BASPYPN302/ BSCPYPN302	Practical paper - 3	4	2	25	25	50	2
	BASPYEN303/ BSCPYEN303	Psychology and Mental Health	3	2	40	60	100	3
IV	BASPYN401/ BSCPYN401	Developmental Psychology	4	2	40	60	100	4
	BASPYPN402/ BSCPYPN402	Practical paper - 4	4	2	25	25	50	2
	BASPYEN403/ BSCPYEN403	Psychology at Work	3	2	40	60	100	3

Structure for Psychology Discipline

Semester III				
Course	Paper	Credits	No. of teaching Hours/Week	Total Assessment Marks
DSC - 3	Child Development	4	4	100 (60+40)
DSC - 3	Practical paper - 3	2	4	50 (25+25)
O E - 3	Psychology and Mental Health	3	3	100 (60+40)
Semester IV				
DSC - 4	Developmental Psychology	4	4	100 (60+40)
DSC - 4	Practical paper - 4	2	4	50 (25+25)
O E - 4	Psychology at Work	3	3	100 (60+40)

THIRD SEMESTER
DISCIPLINE CORE
CHILD DEVELOPMENT

COURSE OUTCOME

CO1: To impart an understanding of the various domains of human development from conception to Late childhood

CO2: To sensitize the students about issues relating to different stages of development

CO3: To have an understanding of the methods and major theories and the strengths and shortcomings of each.

CO4: To arouse intellectual curiosity and create an interest for research in Developmental Psychology

CO5: To explain the role of sex cells and genes and how they influence behavior.

CO6: To understand environmental influences in the developing child and complication of childbirth.

CO7: To give an over view of disorders and possible ways of handling them

60 Hrs (4 Hrs/week)

Unit 1 –INTRODUCTION TO CHILD DEVELOPMENT **15hrs**

Introduction to the concept of Development; Principles of heredity
The field of Child Development – Domains of Development
Theories of child development– Cognitive theories, Behavioural and social cognitive theories; Ecological model –Bronfenbrenner .Ethological model /perspective
Developmental research designs - Cross-Sectional and Longitudinal Approaches
Sequential; Correlation and Case study method
Careers in Child development.

Unit 2 –PRE-NATAL DEVELOPMENT **15 hrs**

Prenatal stages of development – Germinal, Embryonic and Foetal stages
Environmental influences and hazards on prenatal development
Types of birth and Birth complication
New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale
Chromosomal abnormalities – Down's Syndrome

Abnormalities of sex chromosomes- (XXY) syndrome, triple X syndrome, Klinefelter Syndrome (XXY) Turner's syndrome (XO), fragile X syndrome
Gene linked abnormalities-PKU, Sickle Cell Anemia, Tay Sachs Disease .Reproductive choices- Genetic counseling and prenatal diagnostic choices
Postpartum period : Physical, Emotional, Psychological and bonding

Unit 3- PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT15hrs

Motor development - Organized New Born Reflexes
Sequence of motor development–Gross motor development; fine motor development
Perceptual development- Hearing, Vision, Touch, Taste and Smell
Physical and psychological hazards – SIDS
Cognitive development– Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development-Zone of Proximal Development and Scaffolding
Language development - components of language development; pre-linguistic development – receptivity to language, pre speech forms; Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism

Unit 4- EMOTIONAL SOCIAL AND MORAL DEVELOPMENT15hrs

Emotional development- Development of emotional expressions; Self-Conscious Emotions; Emotional self-Regulation; Understanding and Responding to Emotions of Others – Empathy and Sympathy; Emotional deprivation & Emotional catharsis
Social Orientation, Development of attachment, security of attachment .Cultural influences. Family atmosphere, effects of parents' work. The Child in the Peer Group - Positive and negative influences of peer relations, popularity, Friendship, Aggression and Bullying
Moral development Kohlberg's theory of Moral development
Disorders of childhood- ADHD, conduct disorder, oppositional defiance disorder, anxiety disorderschildhood,Childhooddepression,symptomdisorders(Enuresis,encopresis,sleepwalk ingandtics) learning disabilities, Pervasive developmental disorders (Autism),

Reference

- Berk, L. E. (2010). Child Development 9th Ed. New Delhi: Prentice Hall.
- Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, PearsonEducation
- Hurlock E. B. (1997) Child Development 6th Ed., New Delhi: McGraw Hill
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development 9th Ed. New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development 13th Ed. New Delhi: McGraw Hill.
- Santrock, J.W. (2012). Life Span Development 13 th ed. New Delhi: McGraw Hill.

CHILD PSYCHOLOGY PRACTICAL

Minimum 8 Practical to be administered from the below list, along with scoring and interpretation

Practical Marks: 25
Internal Assessment: 25
Total Marks: 50
Credits: 02

1. Seguin Form Board Test
2. Brigance School Readiness Scale
3. Children's Self Concept Scale
4. Parent child relationship scale
5. Three-Dimensional Parental Behaviour Inventory
6. Moral Values Scale
7. ADHD test
8. Autism rating scale
9. Learning disability test
10. Diagnostic Spelling Test
11. School Environment Inventory
12. Emotional Stability test for Children
13. Loneliness Inventory
14. Shyness Assessment Test
15. Visit to Special school/Anganawadi with a detailed report

STATISTICS –Computation of Correlation - Spearman's Rank Difference Method, Pearson's Product Moment Method

OPEN ELECTIVE COURSE
PSYCHOLOGY AND MENTAL HEALTH

Theory Marks: 60
Internal Assessment: 40
Total Marks: 100
Total No. of teaching hours: 45
Credits: 03

COURSE OUTCOME

After successful completion of the course students will be able to:

- CO1: Develop a better understanding of mental health and mental illness
- CO2: Understand different issues in the field of mental health
- CO3: Identify and describe various mental illnesses commonly seen.
- CO4: Bring awareness about prevention and promotion of mental health.
- CO5: To understand the importance of psychological interventions

Unit 1: INTRODUCTION TO PSYCHOLOGY AND MENTAL HEALTH 15 hours

Orientation to Psychology-meaning Fields: General, Abnormal, Clinical, Health, social, Physiological and cognitive psychology.

Application of Psychology - Medical, Legal, educational and personal settings

Disability, Impairments and handicaps – Meaning and classification

Concept of mental Health and illness, Fundamentals of Mental Health. Classification of mental illness Risk factors of mental Health -Biological factors: genetics.

Social factors: Family support, socioeconomic status, Interpersonal relation etc.,

Psychological: self-concept, Insecurity, attitude, perception and beliefs .Ethical issues

Unit II: INTERPERSONAL APPROACH TO MENTAL HEALTH 15 hours

Interpersonal approaches to mental health: communication and conflict

Cognitive distortions - personalization, catastrophizing, polarized thinking, should and musts, mental filtering, fallacies (control, change, and heaven's reward),

A -B-C model Early signs of Psychological Disorder.

Mental health issues – Stress and burnout; fear, worry Anxiety, Phobia, Depression;

Grief and trauma

Unit III: Intervention and management

15 hours

Need for mental health intervention and strategies
Prevention of mental illness -Primary, Secondary and Tertiary prevention
Physiological approach, Cultural and Social Approach: Bronfenbrenner model,
Intersectionality (Privilege v/s Oppression) Coping Mechanisms: Grounding
techniques, mindfulness practices, Positive emotional, psychological and social
functioning (flourishing), physical health care, Anger management, meditation and
relaxation. Self-care in mental health: A conceptual model.

References:

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health,SagePublications Ltd
- Gurumani,G.D.,*TextBookofMentalHealthandHygiene*
- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C.(2011). *Self - care in mental health services: a narrative review. Health &SocialCarein theCommunity*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *HumanDevelopment*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing CompanyLtd.
- Piotrowski,N.A.(2010).*Psychology&MentalHealth*.SalemPress.
- Psychology text book for class XI Regional Production-cum-Distribution Centre, Publication Division, NCERT
- Psychology text book for class XII Regional Production-cum-Distribution Centre, Publication Division, NCERT
- RobertFeldman(2011)*EssentialsofUnderstandingPsychology* 10thEdition
- Venkatesan, S. (2004). Children with Developmental Disabilities: A Training Guide for Parents, Teachers & Caregivers. New Delhi: Sage (India) Publications.
- Venkatesan, S. (2007) Introduction to Disabilities & Handicaps. Prescribed Reading and Self Instructional Material for students enrolled under 'Certificate Course for Caregivers of Children with Developmental Communication

Disabilities (C4D2) at All India Institute of Speech and Hearing, Mysore.

FOURTH SEMESTER
DISCIPLINE CORE
DEVELOPMENTAL PSYCHOLOGY

Theory Marks: 60
Internal Assessment: 40
Total Marks: 100
Total No. of teaching hours: 60
Credits: 04

COURSE OUTCOMES:

After successful completion of the course, students will be able to:

CO1: Comprehend developmental stages physically, cognitively and psycho-socially.

CO2: Identify the milestones in diverse domains of development across life stages.

CO3: Critically evaluate gender and sexuality issues across life span.

CO4: Be aware of developmental issues across stages of adulthood.

UNIT I – Puberty & Adolescence 15 hours

Determinants of Puberty, growth spurt, sexual maturation, Psychological dimensions of puberty, Physical Fitness and Sleep Needs

Social cognition - adolescent egocentrism and perspective taking

Development of self – Erikson's theory of Psycho-Social Development and Marcia's identity status theory, identity and social contexts

Eating disorders – Anorexia Nervosa and Bulimia Nervosa

Developmental issues: substance use, abuse & dependence, juvenile delinquency, fear of missing out (FOMO) phenomenon, internet gaming disorder, suicide and deliberate self-harm

UNIT II –Early Adulthood

15 hours

Subdivisions of Adulthood, Characteristics of Early Adulthood

Schaie: A Life Span Model of Cognitive Development

Gender: Biosocial theory of gender role development

Adulthood: Changes in Gender roles, Masculinity, Femininity and Androgyny

Sexual activity in emerging adulthood, sexual orientation and behaviour, forcible sexual behaviour and sexual harassment

Foundations of Intimate Relationships - Friendship and Love

Non marital and Marital Lifestyles- singlehood, cohabitation, LGBTQIA+

Developmental issues: Finding a path to purpose, impact of work, diversity in the workplace, mourning a miscarriage &losing a parent in Adulthood

UNIT III – Middle Adulthood 15 hours

Physical Development in Middle Age: Sensory & Psychomotor functioning,
Sexuality & Reproductive functioning

Mid-life Crisis

Menopause and its effects, Changes in Male Sexuality

The Empty Nest and its Refilling

Grand parenthood and Great Grandparenthood

Styles of Grand parenting

Developmental issues: Prolonged parenting- The ‘Cluttered Nest’, Work &
Retirement, Special loss: losing a child

UNIT IV–Late Adulthood 15hours

Programmed and damage theories of ageing

Physical Development in Late Adulthood: Organic and Systemic changes,
Sensory & Psychomotor functioning

Elderly: Vocational adjustments and Adjustments to Changes in Family Life

Mistreatment of the elderly

Patterns of grieving, Kubler-Ross' stages of dying

Developmental issues: Special loss: Surviving a spouse, Alzheimer's disease, Medical, Legal and Ethical Issues –Aid in dying

REFERENCES:

- Santrock, J.W. (2007). A Topical Approach to Life-Span Development. (Third Ed).Tata McGraw Hill: New Delhi.
- Papalia, D., Olds, S., & Feldman, R. (2008). Human Growth and Development. Tata McGraw Hill: New York.
- Santrock, J.W. (2011). Life-Span Development. (Thirteenth Ed).Tata McGraw Hill: New Delhi.
- Mahmud, J. (2004). Developmental Psychology. APH Publishing Corporation: New Delhi.
- Sharma, R.N. (2007). Developmental Psychology. Surjeet Publications: New Delhi.
- Sigelman, C.K & Rider, E.A. (2003). Human Development. (Indian Ed.) Cengage Learning: New Delhi.
- Berk, L.E. (2006). Child Development. (7th Ed.) Pearson Education: New Delhi.
- Kumar, S. (2004). Principles of Developmental Psychology. Anmol Publications Pvt. Ltd: New Delhi.
- Hurlock, E.B. (2014). Developmental Psychology A Life-Span Approach. (5th Ed.). Tata McGraw Hill Education (India) Pvt. Ltd: New Delhi.

DEVELOPMENTAL PSYCHOLOGY PRACTICAL

Minimum 8 Practical to be administered from the below list, along with scoring and interpretation

Practical Marks: 25
Internal Assessment: 25
Total Marks: 50
Credits: 02

1. Adolescent Problem Checklist
2. Bell's Adjustment Inventory (Adult form)
3. Social Network Addiction Scale
4. Rosenzweig Picture Frustration Test
5. Family Environment Scale
6. Parental Support Scale
7. Gender Equality Scale
8. The Self-Acceptance of Sexuality Inventory (SASI)
9. Marital Adjustment Inventory/Questionnaire/Scale/Test
10. Old age Inventory
11. PGI Battery for Assessment of Mental Efficiency in the Elderly
12. Life Satisfaction Scale
13. Personal Values Questionnaire (PVQ)
14. Visit to a Rehabilitation Centre/Geriatric home with a detailed report

Statistics

Mean comparison by computing

- Independent Samples t-test
- Paired Samples t-test

Open Elective Course (OEC)

Psychology at Work

Theory Marks: 60

Internal Assessment: 40

Total Marks: 100

Total No. of teaching hours: 45

Credits: 03

Learning Outcomes:

After successful completion of the course students will be able to

- Understand the dynamics of Work Place Psychology.
- Identify the need for appraisal and leadership effectiveness.
- Comprehend the factors involved in Motivation and Job Satisfaction.

Unit 1: Introduction to Industrial –Organizational Psychology 13hrs

Meaning, Nature and Goals of Industrial – Organizational Psychology, Role of a psychologist in Industries and Organizations

Challenges at workplace: Virtual employees, Worker Involvement, Global Workplace and Ethnic Diversity

Problems: Fraudulent Practitioners, Credentials and Certification, Conflicts, Stress, Burnout & Absenteeism

Unit 2: Work Motivation, Stress & Job Satisfaction 15hrs

Meaning of Work Motivation, Types- Financial and Non-Financial motives

Theories of Motivation- Goal-setting theory, Maslow's theory, Herzberg's theory and Alderfer's ERG model

Stress: Meaning, Definition and Types of Stress

Stress Management Techniques: Physical Activity, Sports and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes

Meaning of Job Satisfaction, Determinants of Job Satisfaction and its outcomes, Effects of Job Dissatisfaction

Unit 3: Performance Appraisal & Leadership

17hrs

Need for Performance Appraisal

Traditional Methods of Performance Appraisal: Critical incidents method, Essay method & Checklist method

Modern Methods of Performance Appraisal: Behaviourally Anchored Rating Scale (BARS), Management by Objectives (MBO), Behavioural Observation Scale&360-Degree Appraisal

Objective Performance Appraisal Techniques- Output measures, Computerized Performance Monitoring, Job-related Personal data

Bias in Performance Appraisal and Methods to Improve Performance Appraisals

Definition and Nature of Leadership, Styles of Leadership, Functions of a Leader

Communication: Meaning and Importance, Communication Styles- Verbal and Nonverbal, Flow of communication, Barriers of Communication, Strategies of effective communication

REFERENCES:

- Mohanty, G. (2001) - Industrial Psychology and Organizational Behaviour. Kalyani Publishers: Ludhiana.
- Newstrom, J.W. (2007) - Organizational Behaviour- Human Behaviour at Work- (12th Ed). Tata McGraw-Hill Publishing Co. Ltd: New Delhi.
- Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. (10th Ed). Pearson: London.

Psychology Question Paper Pattern (NEP-2020)
Term End Examination for Discipline

PAPER- THEORY (DSC)

Time: 2hours

Maximum of 60 marks.

I. Fill in the blanks with suitable words given 5x1=5

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

II. Fill in the blanks 5x1=5

- 6.
- 7.
- 8.
- 9.
- 10.

III. Write a note on any Four of the following 4x5 =20

- 11.
- 12.
- 13.
- 14.
- 15.

IV. Answer the following 3x10=30

16. a.

OR

b.

17. a.

OR

b.

18. a.

OR

b.

***Equal Weightage to all the Units**

Psychology Question Paper Pattern (NEP-2020)
Term End Examination for Discipline

PAPER- OPEN ELECTIVE

Time: 2hours

Maximum of 60 marks.

I. Fill in the blanks with suitable words given

5x1=5

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

II. Fill in the blanks

5x1=5

- 6.
- 7.
- 8.
- 9.
- 10.

III. Write a note on any Four of the following

4x5 =20

- 11.
- 12.
- 13.
- 14.
- 15.

IV. Answer the following any Three of the following

3x10=30

- 16.
- 17.
- 18.
- 19.
- 20.

***Equal Weightage to all the Units**

Psychology Question Paper Pattern (NEP-2020)
Term End Examination for Discipline

PRACTICAL

Mark: 25 marks Internal

- 05 marks for Journal records and
- 20 internal assessment examination

End Semester Examination : 25 Marks (2 Experiments)

- Plan & Procedure : 03 Marks
- Administration : 03 Marks
- Analysis and Discussion : 03 Marks

Total for One experiment: 09 Marks

- For Two experiments $09+09 = 18$
- Statistics = 04 Marks
- Viva Voce = 03 Marks

Grand Total = 25 Marks

***Exam: 10 students per batch**