

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**