



**St Aloysius College (Autonomous)**

**Mangaluru**

**Re-accredited by NAAC “A” Grade**

**Course structure and syllabus of  
B.A.**

**PSYCHOLOGY**

**Under NEP Regulations, 2021**



Re-accredited by NAAC with 'A' Grade with CGPA 3.62/4

Recognised by UGC as "College with Potential for Excellence"

Conferred "College with "STAR STATUS" by DBT, Government of India.

Centre for Research Capacity Building under UGC-STRIDE

Date: 21-02-2022

## NOTIFICATION

Sub: Syllabus of **B.A. PSYCHOLOGY** under NEP Regulations, 2021.  
(As per Mangalore University guidelines)

- Ref: 1. Decision of the Academic Council meeting held on 18-12-2021 vide  
Agenda No: 6 (2021-22)  
2. Office Notification dated 21-02-2022

Pursuant to the above, the Syllabus of **B.A. PSYCHOLOGY** under NEP Regulations, 2021 which was approved by the Academic Council at its meeting held on 18-12-2021 is hereby notified for implementation with effect from the academic year **2021-22**.

PRINCIPAL



REGISTRAR

To:

1. The Chairman/Dean/HOD
2. The Registrar Office
3. Library



To:

1. The Chairman/Dean/HOD.
2. The Registrar Office
3. Library

**Board of studies meeting of Undergraduate BA program in Psychology under the new NEP structure held on 20-11-2021 through Google meet at 9:00 am**

**Members present:**

<b>1 Dr Shalini Aiyappa, Chairperson</b>	St Aloysius College, Mangalore (Autonomous)
<b>2 Ms Disharag, Member</b>	St Aloysius College, Mangalore (Autonomous)
<b>3 Ms Wilma Neetha Vaz, Member</b>	St Aloysius College, Mangalore (Autonomous)
<b>3 Dr Hitakshi, University Nominee</b>	HOD Psychology St Agnes College (Autonomous) Mangalore
<b>4 Dr Sandra Lobo , Subject Expert</b>	HOD Psychology School of Social Work, Roshni Nilaya, (Autonomous) Mangalore
<b>5 Mr Chandrakanth Subject Expert</b>	HOD Psychology, Bhuvanendra College, Karkala.
<b>6 Nikita Rebello Meritorius Alumnus</b>	Clinical Psychologist, Dept of Community Medicine, KMC, Manipal Deemed to be University
<b>7 Ms Raina D'Mello, Industry</b>	Clinical Psychologist, Narayana Hrudayalaya, Bangalore

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**BOS meeting was held on 28-6-2022**

**Members present:**

1 Dr Shalini Aiyappa	Chairperson
2 Ms Wilma Neetha Vaz	Member
3 Mr Isaac Thomas	Member
4 Dr Hitakshi	University Nominee
5 Mr Chandrakanth	Subject Expert
6 Ms Nikita Rebello	Meritorious Alumnus & Industry
7. Ms Anuvinda Rajeev	Student representative

**SYLLABUS WITH EFFECT FROM 2021  
DEPARTMENT OF PSYCHOLOGY**

## **Preamble:**

Psychology is the scientific study of behavior and mental processes. A good deal of human behavior however familiar is still puzzling and mysterious to us. A course in psychology will help to understand the complexities of human behavior and answer the why's and how's of behavior in different settings and context. As a profession we use empirical knowledge to improve the lives of people and society.

## **Program Out come : BA Psychology**

- PO 1 Develop a strong knowledge base in psychology
- PO 2 Use scientific reasoning to interpret psychological phenomenon
- PO 3 Design and conduct psychological research in different areas of study.
- PO 4 Examine, explain, relate, recognize, accept and respect socio cultural diversity
- PO 5 Transfer classroom learning to real world problems.
- PO 6 Engage actively in service-learning activities to promote health, harmony, Human welfare and Well- being.
- PO 7 Adopt and Display values of hope, empathy, compassion, integrity and trust required to Build community, accept diversity, establish and maintain a sense of well-being.

## **PROGRAM SPECIFIC OUTCOMES**

- PSO 1 : Demonstrate the ability to think critically and scientifically about human behaviour in different areas of study.
- PSO 2 : Competence in understanding and developing scientific interventions to enhance human experience in various settings such as schools, industry, hospitals and community.
- PSO 4 : Reflect, experience and use skills to bring about personal and social change.
- PSO 5 : Understand the various manifestations of psychopathology and therapeutic techniques.
- PSO 6 : Apply the basic principles of psychology to enhance human behavior at the workplace.
- PSO 7 : Develop an understanding and application of the complex interplay of Bio psycho social factors impacting Health.
- PSO 8 : Display competence in administering, scoring, reporting and analysis of psychometric testing.

## **PROGRAMME FOR B.A. PSYCHOLOGY**

Semester	Paper	Code	Hrs/week	Credits	Marks	Total
I	Foundations of Behaviour-I	G106 DC1.1	4	2	60/40	100
	Practicals I	G106 DC2.1P	4	2	25/25	50
	<b>Open Elective</b> Psychology of health and Wellbeing	G106 OE1.1	3	2	60/40	100
II	Foundations of Behaviour-II	G106 DC1.2	4	2	60/40	100
	Practicals I	G106 DC2.2P	4	2	25/25	50
	<b>Open Elective</b> Youth, Gender and identity	G106 OE1.2	3	2	60/40	100
III	Development through life -I	G106 DC1.3	4	2	60/40	100
	Practicals I	G106 DC2.3P	4	2	25/25	50
	<b>Open Elective</b> Psychology & Mental Health: Positive Human Functioning	G106 OE1.3	3	2	60/40	100
IV	Development Through Life -II	G106 DC1.4	4	2	60/40	100
	Practicals I	G106 DC2.4P	4	2	25/25	50
	<b>Open Elective</b> Community Psychology	G106 OE1.4	3	2	60/40	100

**I SEMESTER  
G106 DC1.1 FOUNDATIONS OF BEHAVIOUR I**

## **OBJECTIVES :**

- To Provide a scientific foundation in the basic psychological Concepts theories and approaches to understand Human behaviour
- To recognise and apply the principles of psychology to our everyday Lives

## **COURSE OUTCOMES:**

C01 Understand the roots, history, its evolution and the goals governing the scientific study of human behaviour

C02 Think critically and scientifically about behaviour and mental processes.

C03 Compare and contrast major perspectives in psychology.

C04 Describe and Evaluate basic research methods in psychological science.

C05 Explain the biological/neurobiological underpinnings of behaviour

C06 Demonstrate conceptual clarity and application of psychological concepts such as consciousness, sensation, perception, to everyday life.

C07 Exercise ethical principles and guidelines in psychological research.

C08 Display competence in administering, scoring, reporting and analysis of psychometric tests.

## **UNIT I- Introduction to Psychology -Yesterday and Today                    12 hrs**

- Psychology – Definition, Goals.
- Historical Schools of Psychology- Structuralism, Functionalism, Gestalt, Psychoanalytic.
- Modern Perspectives- Behavioural, Humanistic, Bio Psychological, Socio Cultural, and Evolutionary
- The Research Process – The Scientific Method.
- Descriptive Research- Observation, Case Studies and Survey. Correlation Research and Experimental Research.
- Ethical issues in Psychological Research

## **UNIT II- The Biology of Mind and Behaviour    12 hrs**

- Genes and Behaviour link – Evolution, Genes and Inheritance
- Nervous system-Neuron -Structure and functions.
- Synaptic transmission and neurotransmitters.
- Division of the Nervous system. The Central Nervous system. Brain and spinal cord. The peripheral Nervous system. Somatic, autonomic SNS and PNS.

- Brain – structure and functions, hindbrain, midbrain and forebrain, thalamus, hypothalamus and limbic system, cerebral cortex – lobes and hemispheres.
- Endocrine system- pituitary, adrenal islets, gonads, thyroid, and pineal glands.

### **UNIT III- Sensation and Perception**

**12hrs**

- Sensation – Definition, Basic Concepts – Sensory Thresholds, JND, Absolute Threshold, Differential Threshold, Signal Detection, Sensory Adaptation, Transduction- Sensory Receptors, Sensory Pathways – Afferent and efferent
- Biological Basis / Neural Basis of Sensation – Vision, Hearing, Taste Touch and Taste
- Perception – Definition – physiological, psychophysical and cognitive approach. Perceptual organization, Depth perception - Monocular and Binocular cues. Visual Illusions and causes
- Extra sensory perception

### **Unit IV – Cognitive Processes**

- Developments that led to cognitive revolution, cognitive science, tools for studying thought.
- Thinking -concepts, kinds of concepts, concept hierarchies,
- Reasoning – types , problem solving – skills in problem solving – identifying and selecting a strategy – algorithms, Heuristics, Obstacles to problem solving .

### **BOOKS FOR STUDY:**

1. Ciccarelli, S.K., White, N.J., & Misra, G (2022). *Psychology*.6<sup>th</sup> edn,: Pearson Education.
2. Feldman, R.S. (2021). *Understanding Psychology*, 15<sup>h</sup> edn. McGraw Hill Education

### **Suggested Readings:**

Baron, R. & Misra.G. (2018). *Psychology*. 5<sup>th</sup> edn . Pearson Education

1. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
2. Gazzaniga, M.S. & Heathersington, T.F. (2003) *Psychological Science: the Mind,Brain and Behaviour*, 1<sup>st</sup> edn , W.W. Norton and Company Inc. Publishers.
3. Kosslyn, S.M., & Rosenberg, R.S. (2008). *Psychology In context (3rd Edn)*. Pearson education



4. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1<sup>st</sup> edn. New Delhi : Neelkamal Publications Pvt. Ltd.
5. Passer and Smith, *Psychology the science of mind and behaviour*. 3<sup>rd</sup> edn Tata McGraw Hill.
6. Santrock, J. W. (2006). *Psychology: Essentials* , updated 2<sup>nd</sup> edn, Delhi: Tata McGraw Hill.
7. Smith, E. E., Hoeksema, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Bangalore: Thomson Asia Pte Ltd.
8. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

#### **G106.1p PRACTICALS: (Eight)**

1. Nature of questions and accuracy of report.
2. Span of Attention
3. Muller Lyer illusion
4. Assessment of Study habits using study habits inventory. – Palsane and Sharma.
5. Sensation seeking Inventory
6. Stroop Effect
7. Learning style questionnaire
8. Self Esteem Inventory

#### **STATISTICS IN PSYCHOLOGY:**

Meaning and Importance of Statistics in Psychology, concepts of population, sample, variables. Organization of data – statistical tables and frequency distribution, Graphical representation. Measures of Central Tendency.

#### **Open Elective course (OEC)**

#### **G106 OE1.1 PSYCHOLOGY OF HEALTH AND WELLBEING**

42hrs (3hrs/week)

Credit: 3

**COURSE OUTCOMES :**

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: INTRODUCTION

(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, Sleep, 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 Stou9htan.
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.Flew DelhI: Tata M

**OBJECTIVES:** **G106 DC1.2 FOUNDATIONS OF BEHAVIOUR II**

- To Provide a scientific foundation in the basic psychological Concepts, theories and approaches to understand Human behaviour
- To recognise and apply the principles of psychology to our everyday Lives

**COURSE OUTCOMES:**

C01 Understand the roots, history, its evolution and the goals governing the scientific study of human behaviour

C02 Think critically and scientifically about behaviour and mental processes.

C03 Compare and contrast major perspectives in psychology.

C04 Describe and Evaluate basic research methods in psychological science.

C05 Explain the biological/neurobiological underpinnings of behaviour

C06 Demonstrate conceptual clarity and application of psychological concepts such as consciousness, learning, memory, motivation, emotion, personality and intelligence to everyday life.

C07 Exercise ethical principles and guidelines in psychological research.

C08 Display competence in administering, scoring, reporting and analysis of psychometric tests.

**UNIT IV- States of Mind - Consciousness**

**12hrs**

- Consciousness- Definition. Sleep – The Need for Sleep- Adaptive Theory, Restorative Theory. How It Works - Circadian Rhythm and the Role of Hypothalamus. Stages of Sleep. Sleep deprivation – its effects. Sleep Disorders- Somnambulism, Night Terror, Insomnia, Sleep Apnea and Narcolepsy
- Dreams- What Triggers Dreams, Why Dream – Freud’s Wish Fulfilment, Activation Synthesis Hypothesis, Editing/ Strengthening Neural Connection, Goals/ Desires/ Arousal and inhibition
- Altered States of Consciousness – Hypnosis – Meditation and Psychoactive Drugs

**UNIT I- Learning & Memory**

- **Learning** - Definition, Classical conditioning processes- extinction, spontaneous recovery, generalization, discrimination. Application of classical conditioning.
- Operant conditioning processes- Reinforcement schedules, punishment, dangers and effective punishment. Application of operant conditioning
- Cognitive learning – latent, Insight observational learning- Bandura.

**Memory** -Definition -. Three processes of memory- Encoding, Storage and Retrieval.

- Three stages of memory with reference to Atkinson & Shiffrin model – sensory, short term, long term- semantic, procedural, flashbulb, TOT. Techniques to enhance Short Term memory.
- Forgetting – Causes, Mnemonics.

### Unit III- Emotion and Motivation

- **Emotions**- Nature of emotions –physiological, cognitive and behavioral components of emotion.
- Theories of emotions –cannon –Bard, James Lange, Schacter Singer, cognitive mediation, facial feedback hypothesis.
- Expressions of emotions – External, Internal and psychological changes.
- **Motivation**: Definition – Motives, needs, drives and incentives
- Theories of motivation- Instinct theory, drive reduction and Maslow’s theory
- Physiological drives – Hunger, thirst, sex.
- Social motives – affiliation and power.

### Unit IV- Psychology of Individual Differences

- **Personality: Definition** – Theories of personality: Cattell, Carl Jung, Alfred Adler, Sigmund Freud, Carl Rogers, Type A and B, Big Five Factor (Costa and Maccrae)
- **Intelligence** –Definition. Theories of intelligence-Spearman, Sternberg and Howard gardener. Normal Probability Curve
- Classification of MR- NIMH – Medical, psychological and educational.
- Psychological tests-types of tests-ability tests-achievement, aptitude and intelligence, personality tests-objective- Questionnaire **and** Inventories – MMPI, projective - TAT, Rorschach Ink blot test

### **BOOKS FOR STUDY:**

- 3 Baron, R. & Misra.G. (2018). *Psychology*. New Delhi: Pearson.
- 4 Feldman, R.S. (2017). *Understanding Psychology*, 12<sup>h</sup> edn. McGraw Hill Education

### **BOOKS FOR REFERENCE:**

1. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
4. Gazzaniga, M.S. & Heathersington, T.F. (2003) *Psychological Science: the Mind,Brain and Behaviour*, 1<sup>st</sup> edn , W.W. Norton and Company Inc. Publishers.
5. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1<sup>st</sup> edn. New Delhi : Neelkamal Publications Pvt. Ltd.
6. Passer and Smith, *Psychology the science of mind and behaviour*. 3<sup>rd</sup> edn Tata McGraw Hill.
7. Santrock, J. W. (2006). *Psychology: Essentials* , updated 2<sup>nd</sup> edn, Delhi: Tata McGraw Hill.
8. Smith, E. E., Hoeksema, S.N., Fredrickson, B. L., Loftus, G.R., Bem, D.J., & Maren, S., (2003). *Atkinson and Hilgard's Introduction to Psychology*, 14<sup>th</sup> edn. Bangalore: Thomson Asia Pte Ltd.
9. Weiten, W. (2004). *Psychology Themes and Variations*, 6th edn. Belmont: Wadsworth/Thomson learning.

### **G106 DC2.2P PRACTICALS (Eight)**

1. Effect of chunking on recall.

2. Habit Interference Board
3. Type A B personality
4. Intelligence Test - Otis test of mental ability.
5. Standard progressive matrices
6. Achievement motive test
7. Locus of control
8. Emotional Intelligence

**STATISTICS IN PSYCHOLOGY:**

Measures of Variability - Range, Quartile deviation and Mean deviation.

**G106 OE1.2 YOUTH, GENDER AND IDENTITY ( Open Elective)**

**42 hrs (3 hrs/week)**

**Credit: 2**

**COURSE OUTCOMES**

- C01: Evaluate and understand the Gender identity and Gender role  
C02: Critically evaluate and identify determinants youth relationships  
C03: Demonstrate an awareness of the international context of Gender Identity.  
C04: Exhibit the consciousness of issues related to youth, gender and identity  
C05: 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.
1. Hurlock, E. (2015) Developmental Psychology, McGraw-Hill
2. Joshi, N. (2019) : Handbook of Juvenile Justice , Lawmanns Publication

#### QUESTION PAPER PATTERN

##### Practical 25

- Plan procedure-10



- Conduction & discussion -5
- Statistics -5
- Viva voce -5

Internals 25- CI, Record, Model Exam

### **QUESTION PAPER PATTERN**

#### **Theory 60/40**

II Factual questions =  $2 \times 5 = 10$

III Answer any Two questions =  $5 \times 2 = 10$

IV Answer questions from each unit with internal choice

Four units  $\times 10 = 40$

40 marks internals:

Attendance, assignments, presentations, seminars, practice test, project, written exams.

### **G106.DC1.3 Development Through Life -I Childhood**

**Objectives :** To understand Human development as life long, multidimensional & Multidirectional study.

To provide knowledge and skills to enhance the physical, cognitive and socio emotional lives of Humans across life span

**COURSE OUT COMES:**

- CO 1 Demonstrate the ability to think critically, analytically and to reason logically about contemporary issues in Child Development.
- CO 2 Examine and discuss, the major theories of child development such as those of Piaget, Sigmund Freud, Vygotsky, Bowlby and Bronfenbrenner
- CO 3 Describe and use various research designs and methods to study Children.
- CO 4 Understand and analyze complex Biological, Social and Cultural factors which impact the major developmental milestones from Conception through Middle childhood
- CO 5 Knowledge of advancement in medical science regarding various Prenatal diagnostic techniques, reproductive techniques and interventions during prenatal and post-natal life.
- CO 6 Knowledge of post birth challenges, assessments and application of theories to Infants physical, cognitive and socio emotional Development.
- CO 7 Display competence in administering, scoring, reporting and analysis of psychometric tests related to children and adolescents.

**UNIT I: DEVELOPMENT THROUGH LIFE PERSPECTIVE**

**(10 hrs)**

- Human development in Historical perspective. Today's children – contemporary issues- health and wellbeing, families and parenting, education, culture and social policies
- Nature of development- biological, cognitive and socio emotional
- Periods of development- pre natal, infancy early childhood middle and late childhood, adolescence, Early Adulthood, middle adulthood, old age.
- Developmental issues- nature / nurture continuity & discontinuity, early and later experience
- Designs for studying development: retrospective studies, Longitudinal, Cross-sectional, Cohort sequential studies
- Theories of Human Development – Psychodynamic- Erickson, Cognitive- Piaget, Vygotsky, Ecological -Urie Bronfenbrenner

## **UNIT II: THE PERIOD OF PREGNANCY AND PRENATAL DEVELOPMENT**

**(12 hrs)**

- Sex cells and their differences
- preparatory processes: Maturation, Ovulation and Fertilization – its importance, Multiple offspring's: Identical twins and fraternal twins.
- Abnormalities in genes and Chromosomes – Phenylketonuria, Down's syndrome, Sickle cell anemia. Abnormalities of the sex chromosomes : Triple X syndrome, Klinefelter syndrome (XXY), Turners syndrome (XO), Fragile X Syndrome & XYY syndrome.
- Germinal period – embryo, ovum, fetus – development and Hazards.Pre-natal Environmental influences. Stages of labour and delivery. Types of Birth – Natural or prepared childbirth, caesarian section, Breech birth, Transverse presentation, Instrumental Birth.
- Reproductive choices: Genetic counseling, prenatal diagnostic choices, umbilical cord blood.
- The post-partum period- nature, physical and psychological adjustments

## **UNIT III: INFANCY, TODDLERHOOD AND EARLY SCHOOL AGE**

**(13hrs)**

- Sub divisions of infancy. Assessment of the new born-APGAR scale.
- Developmental Task: sensory / perceptual and motor functions, Physical growth and development-cephalocaudal and proximodistal pattern, States of consciousness, SIDS, Nutrition, and New born Reflexes- eye blinking, sucking, swimming, palmar grasp and Babinski.
- Physical development: Height and weight, Brain development, Motor Development: Gross and Fine motor skills
- Attachment: Patterns of attachment, establishing attachment- involvement of father, stability of attachment, stages of attachment –when attachment fails.
- Socio emotional development: Temperament, Crying, smiling, stranger anxiety, social referencing. Personality development: development of self-concept & Self Esteem , Gender development, Development in the social context-parenting styles, sibling relationships and birth order, working mothers, peer relations, play –functions and types of play, television & Technology
- Cognitive development: Language development,

- Moral Development.
- Types of preschools, school readiness
- The psychosocial crisis: Trust vs mistrust., Autonomy vs shame and doubt, Initiative vs Guilt

#### **UNIT IV: MIDDLE CHILDHOOD**

**( 14hrs)**

- Physical development-Growth, Nutrition, obesity and body image
- Cognitive development- Piagetian approach-concrete operational child, moral reasoning, information processing and intelligence-basic processes and capacities, metamemory, mnemonics, selective attention
- Language development-vocabulary, grammar, syntax, pragmatics, identifying words, comprehension, writing
- The child in school-entering first grade influences on school achievement with reference to Bronfenbrenner's bio ecological theory-the child, parenting, socioeconomic status, teacher expectations, the educational system.
- The child in the family-family atmosphere
- The child in the peer group-popularity, friendship, aggression and bullying.  
The psychosocial crisis: Industry vs Inferiority .

#### **BOOKS FOR STUDY :**

- 1 Papalia, D.E., Olds, S. W., & Feldman, R.D., (2017). *Human Development* (9<sup>th</sup> International edn.). Tata McGraw Hill Ltd.
- 2 Santrock J.W. (2021). *Life Span Development* (17<sup>th</sup> edn.). New Delhi: Tata McGraw Hill Ltd
- 3 Berk, L.E. (2017). *Exploring Life Span Development* (4<sup>th</sup> edn.). Pearson Education Inc
- 4 Berk, L.E. (2017). *Development through the Life span* (7<sup>th</sup> edn.). Pearson Education
- 5 Berk, L.E. (2017). *Child Development* (9<sup>th</sup> edn.). Pearson Education Inc.

#### **BOOKS FOR REFERENCE**

1. Bee, H., and Boyd, D., (2004). *The Developing Child* (13<sup>th</sup> edn.). Pearson Education (Singapore) Pvt. Ltd.
2. Berger K S, (2020). *The Developing Person through the Life Span* (11<sup>th</sup>, edn), New York: Worth Publishers. Inc.
3. Hurlock, E. B. (2017). *Developmental Psychology* (6<sup>th</sup> edn.). Tata McGraw Hill Education

**G106.3p PRACTICALS: (any five)**

- 1 Seguin form Board test.
- 2 Coloured Progressive Matrices.
- 3 Teacher Attitude scale
- 4 Early school Personality Questionnaire by Catell.
- 5 Parental attitude Scale towards Pre school Education.
- 6 Children's Curiosity Scale
- 7 Cognitive Development test for Pre schoolers.
- 8 Draw a man test

**STATISTICS & RESEARCH METHODOLOGY:**

- Standard Deviation.
- Meaning of research, objectives and types of research. Research process. Meaning, Need and important concepts related to Research design. Sampling design – steps. Criteria, characteristics and types of sample design.

**Semester III  
Open Elective Course (OEC) G106.OE1.3**

**PSYCHOLOGY & MENTAL HEALTH: POSITIVE HUMAN FUNCTIONING**

**Course Outcomes:**

- CO 1** Understand the need to focus on flourish and wellbeing by experiencing positive emotions and humanity
- CO 2** Develop and incorporate techniques to approach life and its challenges positively for good mental health
- CO 3** Find meaning and purpose through meaning and value exercises to maintain a sense of well being

**Unit I- Positive Experiences**

PERMA model of well-being, Empathy, Happiness, Joy, Love, Gratitude, Hope, Optimism, Forgiveness.

**Unit II- Positive States & Traits**

Resilience, Compassion, Humility, Sense of Humor, Kindness, bravery

**Unit III- Positive psychology in practice**

Wisdom in action – SOC model of effective life management, Growth through trauma, Mindfulness, **Daily** Diary, Gratitude letter.

**References:**

- 1 Baumgardner.S.R., & Crothers, M.K.(2009). *Positive Psychology*. Pearson education.
- 2 Carr.A.(2007). *Positive Psychology : The science of happiness and human strengths*. Routledge.

**G106.DC1.4 DEVELOPMENT THROUGH LIFE -II  
Adolescence through Old age**

**Objectives:** To understand Human development as life long, multidimensional &

Multidirectional study.

To provide knowledge and skills to enhance the physical, cognitive and socio emotional lives of Humans across life span

**COURSE OUT COMES:**

- CO 1 Demonstrate the ability to think critically, analytically and to reason logically about contemporary issues in Human development.
- CO 2 Examine, discuss and apply the theories of Human development across life span
- CO3 Apply the theories to physical, cognitive and socio emotional development from adolescence to old age and death
- CO 4 Understand and analyze complex Biological, Social and Cultural factors which Impacts physical & sensory development, Identity, relationships, work, sexuality, social roles, and end of life.
- CO 5 Application of the knowledge of human development across life and specific cohorts
- CO 5 Describe and identify, Neuro developmental disorders, problems and challenges across the life span.
- CO 6 Display competence in administering, scoring, reporting and analysis of psychometric tests related to children and adolescents.

**UNIT I : PUBERTY AND ADOLESCENCE**

**(10 hrs)**

- The end of childhood- how puberty begins-Causes of puberty changes,
- Major physical changes at puberty,
- Variations in the age of puberty and consequences of puberty changes.
- Erickson's ideas on identity- four statures of identity
- Adolescent sexuality and sexual orientation.

**UNIT II: EARLY & MIDDLE ADULTHOOD**

**(11 hrs )**

- Early Adulthood :Social roles, life course, fulfillment theories, Developmental tasks: exploring intimate relationships, readiness to marry, selection of a partner, **online** dating, cohabitation, adjustments in marriage, the world of work, Lifestyle, **managing a career.**

- Middle Adulthood: Physical , sensory changes, health concerns, Midlife crisis, lifestyle.

### **UNIT III: Old Age, Death & Dying**

- Physical and sensory changes , life expectancy, age categories, theories of aging, sleep, information processing, Brain changes, Lifestyle, work, leisure and retirement, , living arrangements
- Death, Process and cause .

### **UNIT IV: DISORDERS, PROBLEMS & CHALLENGES THROUGH THE LIFE SPAN (11 hrs )**

- Symptom disorders: Enuresis- Encopresis, Child abuse and sex abuse. Learning disabilities, Attention deficit hyperactivity disorder, Pervasive developmental disorder :Autism, Eating disorders-anorexia and Bulimia , Sexually transmitted infections, Premenstrual syndrome
- Widowhood, Menopause , Dementia , Grief & Bereavement

### **BOOKS FOR STUDY:**

- 1 Papalia, D.E., Olds, S. W., & Feldman, R.D., (2017). *Human Development* (9<sup>th</sup> International edn.). Tata McGraw Hill Ltd.
- 2 Santrock J.W. (2021). *Life Span Development* (17<sup>th</sup> edn.). Tata McGraw Hill Ltd
- 3 Berk, L.E. (2017). *Exploring Life Span Development* (4<sup>th</sup> edn.). Pearson Education Inc
- 4 Berk, L.E. (2017). *Development through the Life span* (7<sup>th</sup> edn.). Pearson Education Inc
- 5 Santrock, J. W. (2022). *Adolescence* (18<sup>th</sup> edn.). Tata Mcgraw Hill Education

### **BOOKS FOR REFERENCE**

- 1 Berger K S, (2020). *The Developing Person through the Life Span* (11<sup>th</sup>, edn), New York: Worth Publishers. Inc.
- 2 Hurlock, E. B. (2017). *Developmental Psychology* (6<sup>th</sup> edn.). Tata McGraw Hill Education

### **G 106.4p PRACTICALS: (Eight)**

1. Aspects of Identity Questionnaire



2. Bell's Adjustment Inventory – student form
3. Sexual attitude scale /Guidance Needs Inventory.
4. Bhatia's Battery of Performance Test.
5. Scientific Aptitude Test for College Students
6. Empty nest syndrome scale – Indian Form
7. Parenting Style- Buri
8. Old age Adjustment Inventory Shamshad Jasbir

**STATISTICS & RESEARCH METHODOLOGY:**

Correlation – Pearson Product moment, Spearman's Rank difference.

Scales of measurement – nominal, ordinal, interval, and ratio. Characteristics of a good test.

## **COURSE OUTCOMES:**

**CO 1** Understand the elements of community psychology approach

CO 2. Examine and understand the complex individual–environment interactions to bring about social change among those who have limited resources and opportunities.

CO 3 Gain perspectives and tools to promote a fair and equitable allocation of resources and Opportunities for meaningful changes in the community

## **UNIT I : INTRODUCTORY CONCEPTS**

Historical background, social movements, fundamental principles, A respect for diversity, the importance of context and environment, empowerment, stress and resilience.

## **UNIT II : SOCIAL CHANGE AND INTERVENTION**

Importance and reasons for social change, community intervention strategies

## **UNIT III: COMMUNITY PSYCHOLOGY APPLIED TO VARIOUS SETTINGS**

The mental health system, social and human services in the community, law, crime and community, Community Health and preventive medicine

### **BOOK FOR STUDY :**

1 Jason, L.A., Glantsman, O., O’Brain, F. J., Ramian, K.N. ( 2019) . Introduction to community psychology. Creative Commons Attribution.

### **REFERENCES :**

- 1 Deb, S., Sunny, A.M., Sanyal, N. (2020) . Community Psychology : Théories and applications . Sage Publications.
- 2 Kloos, B (2013). Community Psychology : Linking individuals and communities . Cengage India

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