



**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 3.67/4 (Cycle 4)
Recognised as Centre for Research Capacity Building under UGC-STRIDE Scheme
Recognised under DBT - BUILDER Scheme, Government of India
College with "STAR STATUS" Conferred by DBT, Government of India
Recognised by UGC as "College with Potential for Excellence"

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
2. Decision of the Academic Council meeting held on 09-07-2022 vide
Agenda No. 14
3. Decision of the Academic Council meeting held on 02-09-2023 vide
Agenda No. 3
4. Office Notification dated 21-02-2022
5. Office Notification dated 17-08-2022
6. Office Notification dated 26-09-2023

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, 09-07-2021 & 02-09-2023 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

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:

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

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

To consider and approve the syllabus for V semester Psychology under NEP 2020
BOS Held on 18-8-2023

Members present:

- | | |
|-------------------------------|---------------------------|
| 1. Dr Shalini Aiyappa | Chairperson |
| 2. Ms Wilma Neetha Vaz | Member |
| 3. Ms Ashly Varghese | Member |
| 4. Prof Chandrakanth | University Nominee |
| 5. Dr Sandra Lobo | Subject Expert |
| 6. Dr Sudheer K.V | Subject expert |
| 7. Ms Araty Kamath | Industry |

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
	Open Elective 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
	Open Elective 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
	Open Elective 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
	Open Elective Community Psychology	G106 OE1.4	3	2	60/40	100

V	Social Psychology	G106.5a				
	Abnormal Psychology	G106.5b				
	Practicals	G106.5P				

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.

C0 7 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*. 6th edn,: Pearson Education.
2. Feldman, R.S. (2021). *Understanding Psychology*, 15^h edn. McGraw Hill Education

Suggested Readings:

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

1. Dennis, C. (2000). *Essentials of Psychology, Exploration and Application*, Belmont: Wadsworth/Thomson Learning.
2. Gazzaniga, M.S. & Heatherington, T.F. (2003) *Psychological Science: the Mind, Brain and Behaviour*, 1st 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*, 1st edn. New Delhi : Neelkamal Publications Pvt. Ltd.
5. Passer and Smith, *Psychology the science of mind and behaviour*. 3rd edn Tata McGraw Hill.
6. Santrock, J. W. (2006). *Psychology: Essentials* , updated 2nd 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*, 14th 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 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 Mc

G106 DC1.2 FOUNDATIONS OF BEHAVIOUR II

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, 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.

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*, 1st edn, W.W. Norton and Company Inc. Publishers.
5. Parameswaran, E.G., & Beena, C. (2002). *An Invitation to Psychology*, 1st edn. New Delhi : Neelkamal Publications Pvt. Ltd.
6. Passer and Smith, *Psychology the science of mind and behaviour*. 3rd edn Tata McGraw Hill.
7. Santrock, J. W. (2006). *Psychology: Essentials*, updated 2nd 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*, 14th 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

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.
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.
- The post-partum period- nature, physical and psychological adjustments
- Reproductive choices: Genetic counseling, prenatal diagnostic choices, umbilical cord blood.

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, height and weight, brain development, states of consciousness, SIDS, Nutrition, and New born Reflexes- eye blinking, sucking, swimming, palmar grasp and Babinski, gross and fine motor skills
- Temperament, Attachment: patterns of attachment, establishing attachment-involvement of father, stability of attachment, stages of attachment –when attachment fails. Crying, smiling, stranger anxiety, social referencing, Emotional development, Language development, Gender development, Moral 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.
- 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* (9th International edn.). Tata McGraw Hill Ltd.
- 2 Santrock J.W. (2021). *Life Span Development* (17th edn.). New Delhi: Tata McGraw Hill Ltd
- 3 Berk, L.E. (2017). *Exploring Life Span Development* (4th edn.). Pearson Education Inc
- 4 Berk, L.E. (2017). *Development through the Life span* (7th edn.). Pearson Education
- 5 Berk, L.E. (2017). *Child Development* (9th edn.). Pearson Education Inc.

BOOKS FOR REFERENCE

1. Bee, H., and Boyd, D., (2004). *The Developing Child* (13th edn.). Pearson Education (Singapore) Pvt. Ltd.
2. Berger K S, (2020). *The Developing Person through the Life Span* (11th, edn), New York: Worth Publishers. Inc.
3. Hurlock, E. B. (2017). *Developmental Psychology* (6th 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 stages 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* (9th International edn.). Tata McGraw Hill Ltd.
- 2 Santrock J.W. (2021). *Life Span Development* (17th edn.). Tata McGraw Hill Ltd
- 3 Berk, L.E. (2017). *Exploring Life Span Development* (4th edn.). Pearson Education Inc
- 4 Berk, L.E. (2017). *Development through the Life span* (7th edn.). Pearson Education Inc
- 5 Santrock, J. W. (2022). *Adolescence* (18th edn.). Tata McGraw Hill Education

BOOKS FOR REFERENCE

- 1 Berger K S, (2020). *The Developing Person through the Life Span* (11th, edn), New York: Worth Publishers. Inc.
- 2 Hurlock, E. B. (2017). *Developmental Psychology* (6th 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 – Mbaeze &Ukwandu
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.

Semester IV
Open Elective Course (OEC) G106.OE1.4
COMMUNITY PSYCHOLOGY

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

V SEMESTER

G106.DC1.5a SOCIAL PSYCHOLOGY

COURSE OUTCOMES :

CO 1 Understand Human behaviour in the social Context using various theories.

CO 2 Explore prosocial behaviour and its outcome on the society

CO 3 Discuss the factors that lead to attitude formation and its impact on society

CO 4 Differentiate between prejudice, discrimination and stereotypes and discuss techniques to reduce it.

CO 5 Analyse the power of social influence, both the influence of individual on groups and vice versa

CO 6 Apply the Principles of social Psychology to enhance Human experience

CO 7 Competent to administer, score, report and analyze psychometric tests related to social behaviour

UNIT 1: INTRODUCTION TO SOCIAL PSYCHOLOGY & SOCIAL PERCEPTION

(14hrs)

- Definition, Historical roots of Social Psychology
- Theories in social Psychology- brief mention of Psychoanalytic, learning, cognitive ,evolutionary and social. Interdependence and Socio cultural - in detail
- Methods in social Psychology – Observation, Correlation, Survey
- Forming impressions of others: Non verbal communication, What information do we use to form impressions, integrating impressions, motivated person perception, Impression Management
- Attribution: Understanding the causes of Behaviour, Theories: Jones and Davis's Correspondent Inference theory, Kelley's covariation theory, other dimensions of causal attribution, Augmenting and Discounting, Regulatory focus theory.

UNIT 2: PRO-SOCIAL BEHAVIOUR:

(12hrs)

- Responding to an emergency, providing help,
- Decision to help in an emergency – Five steps
- Situational factors – Attraction, Attribution and Pro-social models
- Helping as a function of Emotional state
- Why do people help: empathy-altruism, negative state relief, empathic joy and geneticdeterminism
- Personality and prosocial behavior

UNIT 3: ATTITUDE, PREJUDICE AND DISCRIMINATION

(12hrs)

- Defining attitude, Attitude formation,
- The attitude- behaviour link,
- Attitude change overtime
- When attitude change fails.
- The origin of prejudice, techniques for countering its effects.
- Prejudice based on Gender

UNIT 4: BEHAVIOUR IN GROUPS

(10hrs)

- Meaning and definitions of groups
- Basic features of groups
- Behaviour in the presence of others- Social facilitation, Social loafing, Social impact theory, Deindividuation, Crowding.
- Group interaction: competition versus cooperation
- Co-operation – factors influencing co-operation,
- Conflict – nature causes and effects. Conflict resolution

BOOKS FOR STUDY:

1. Baron, R.A., and Byrne, D. (2004). *Social Psychology* (10thedn). New Delhi: Pearson Education and Dorling Kindersley.
2. Taylor, S. E., Peplau, L. A., and Sears, D. O. (2006). *Social Psychology*, (12thedn.). New Delhi: Pearson Education and Dorling Kindersley.

BOOKS FOR REFERENCE

1. Myers, D.G. (2005). *Social Psychology* (8thedn.). New Delhi: Tata McGraw Publishing Hill Company Ltd.

V SEMESTER

G106DC1.5b ABNORMAL PSYCHOLOGY

COURSE OUTCOMES :

CO 1 Distinguish between normal and abnormal behaviour.CO 2 Describe the process of Diagnosis

CO 3 Analyze abnormal behaviour from multiple paradigms.

CO 4 Describe, identify, analyze, and explain Anxiety, Obsessive- compulsive, Dissociative,Symptom, Psychotic, Depressive, Personality and Neurocognitive disorders.

CO 5 Apply evidence based therapeutic techniques to treat abnormalbehaviour.

CO 6 Competent to administer, score, report and analyze psychometric tests related to Mental health

UNIT I- Abnormal Psychology in Science and Practice

Abnormality –Definition – DSM 5

Models of abnormality- Biological, Psychodynamic, Interpersonal, Cognitive - Behavioural, Humanistic – Existential, and Socio cultural.

Clinical Assessment-Key concepts, clinical interview, physical examination, behavioural assessment, psychological testing, Neurophysiological testing, Neuroimaging and psycho physiological assessment.

Diagnosis-DSM 5, ICD -11.

Therapeutic techniques: Biological –psychopharmacological, electro convulsive, psychosurgery, Psychodynamic, Cognitive behaviour, humanistic, couple, family, group (in brief)

UNIT II- Anxiety Disorders, Obsessive compulsive disorders, Somatic symptom Disorders and Dissociative Disorders

Definition – Anxiety - Fear – Panic

Phobias – specific and social - Clinical Description, Causes

Generalised Anxiety Disorder- Clinical Description, Causes

Obsessive – compulsive & related disorders, Body Dysmorphic - ClinicalDescription, Causes

Somatic symptom disorder- Conversion, Hypochondriasis, pain, Illness anxiety, Malingering, Fictitious disorder. Clinical Description and Causes Dissociative Disorders – Amnesia &, Fugue, Derealisation, Depersonalization, and dissociative identity disorder- Clinical Description and Causes

UNIT III-Schizophrenia and Mood Disorders

Schizophrenia – Clinical Description and Causes

Mood disorders- Unipolar Mood Disorders – Clinical Description and Causes Bipolar

Mood Disorders- Clinical Description and Causes

Suicide- Causes and Risk Factors

UNIT IV- Personality Disorders, Gender Identity Disorders and Cognitive Disorders Personality Disorders- Cluster B (Dramatic Personality Disorders) -

Antisocial, Borderline, Histrionic and Narcissistic

Gender Identity Disorder

Neuro Cognitive Disorders- Delirium, Dementia- Alzheimer's type and Vascular

Dementia, Causes

BOOK FOR STUDY:

1. Butcher, J. N., Hooley, J.M., Mineka, S., Nock, M.K. (2015). *Abnormal Psychology and Modern Life* (17th edn.). New York: Harper – Collins.

BOOKS FOR REFERENCE

2. Ray, J.W. (2015). *Abnormal Psychology, Neuroscience perspectives on human behavior and Experience*. Sage publication
3. Ronald J Comer. (2015). *Abnormal Psychology* (9th ed.) New York: WH Freeman and Co.
4. Barlow, D.M., & Durand, V.M. (2012). *Abnormal Psychology: An Integrative Approach*, (6th Edn.). Cengage Learning.
5. Butcher, J. N., and Hooley, J.M., Mineka, S.M., Nock, M.K. (2015). *Abnormal Psychology and Modern Life* (17th edn.). New York: Harper – Collins.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006) *Abnormal psychology – Current perspectives* (9th edn.). New Delhi: Tata McGraw Hill Publishing Company Ltd.

7. Davidson, G. C., and Neale, J. M., (2001) *Abnormal Psychology* (Revised 7thed). New York: John Wiley and Sons.
8. Kaplan, H. I., Sadock, B. J., and Grebb, J. A. (1994) *Synopsis of Psychiatry* (7thedn.). New Delhi : B I Waverly Pvt. LTD.
9. Ronald J Comer *Abnormal Psychology* (2nd ed.) New York: WH Freeman and Co.
10. WHO (2019) *ICD 11 classification of mental and behavioural disorders, clinical descriptions and diagnostic guidelines*. Geneva, WHO.

G106DC2.5P a PRACTICALS – I

1. Stereotype
2. Bogardus social distance Scale
3. Co-operation
4. Assessment of Social motives using Social Motives Scale.
5. Perceived discrimination scale
6. Dimensions of temperament scale
7. Career and Family Values
8. Personal values Questionnaire (PVQ)

STATISTICS: Chi square – Goodness of fitG106DC2.5P b PRACTICALS – II

1. Assessment of anxiety using Sinha's Anxiety Scale.
2. Personal stress source inventory – A.K. Singh
3. Assessment of psychopathology using Multi Phasic Questionnaire – HN Murthy.
4. Cognitive Style Inventory
5. Bergen Social Media Addiction Scale
6. Perceived Loneliness scale (L Scale)
7. PGI Memory Scale
8. Case History Taking

Statistics: Chi Square -Test of independence
