

BENGALURU CITY UNIVERSITY
BENGALURU

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course –as per NEP 2020)**

Syllabus for B.Sc. / B.A PSYCHOLOGY
III & IV SEMESTER

2022-23 onwards

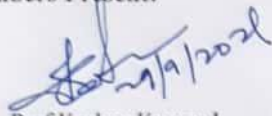
Proceedings of BOS meeting

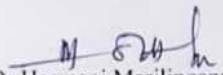
Board of studies meeting was held on 29/09/2021, Wednesday 12.00 PM at Department central college, Bengaluru City University, Bengaluru 560001.

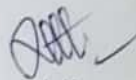
The Board discussed and approved the following:

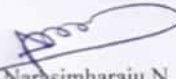
- Board approved undergraduate BA/B.Sc. Psychology NEP syllabus and suggested implementation of the syllabus as it is suggested by the state council.
- Board approved undergraduate BA/B.Sc. panel of examiners.
- MA/M.Sc. Psychology/ Psychological counselling panel of examiners have been approved.
- Board approved requisition given by Indian Institute of Psychology and Research (IIPR) to start PG Diploma in Psychological counselling course as it is existing in Bangalore University without any modification.

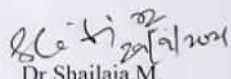
Members Present:

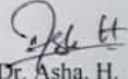

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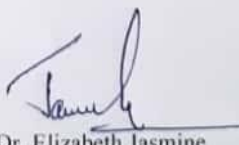

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Dr. SREENIVAS. M.
CHAIRMAN
BOARD OF STUDIES (PSYCHOLOGY / COUNSELING)
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Sd/-
Chairman (BOS)

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)

Assessment:

Weightage for assessment (in Percentage)

Course	Formative Assessment / IA	End Semester Examination	Summative Assessment
Theory	40	60	40+60=100
Practical	25	25	50
Projects	-	-	3
Experiential Learning	-	-	4
O E	40	60	40+60=100

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/B.Sc III Semester With effect from
Academic year 2022-23 and onwards**

PAPER – III: CHILD DEVELOPMENT

(56 HOURS)

Learning Outcomes:

1. To understand the Physical, Cognitive and Language development
2. To know about the role Emotional and Moral development
3. To understand the genetic and chromosomal abnormalities
4. To understand the different disorders faced by children in their growth period

* Teaching Hours 4 hours per week

* 60 marks for examination and 40 marks for Internal Assessment

UNIT I - INTRODUCTION TO CHILD DEVELOPMENT

(10 hours)

a) Historical views of childhood

b) Theories of child development – Cognitive theories, Behavioral and social cognitive theories; Ecological model – Bronfenbrenner. Ethological model / perspective.

c) Methods and Designs – Longitudinal, Cross-sectional, Sequential, Correlation. Modern methods of Child Development.

d) Careers in Child development.

e) Research Challenges in Child development.

Unit II – PRE-NATAL DEVELOPMENT(10 hours)

a) Conception - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage.

b) Prenatal Environmental Influences - Teratogens, Prescription and Nonprescription Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal Disease and other Maternal Factors.

c) Child birth – Stages of child birth

d) New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.

e) Chromosomal and Gene linked abnormalities – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, YYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

f) Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT (13 hours)

a) MOTOR DEVELOPMENT: Reflexes – Some new born reflexes; Sleeping, Crying.

Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.

b) PERCEPTUAL DEVELOPMENT - Touch, Taste and Smell, Hearing, Vision.

c) COGNITIVE DEVELOPMENT - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.

d) LANGUAGE DEVELOPMENT – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.

UNIT IV - EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT (12 hours)

a) EMOTIONAL DEVELOPMENT - Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and Sympathy.

b) SOCIAL DEVELOPMENT - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.

c) MORAL DEVELOPMENT - Kohlberg's theory of Moral development.

UNIT V - DISORDERS OF CHILDHOOD

(11 hours)

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

References:

1. Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, Pearson Education
2. John.W.Santrok (2014) - Child Development - 13th edition, Tata McGraw hill edition
3. Laura E. Berk (2013) - Child Development- 9th Edition, Eastern economy edition, PHI publication
4. Levine, L.E. & Munsch, J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc

**BA/BSc III Semester With effect from
Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)**

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory
5. Three-Dimensional Parental Behaviour Inventory
6. Vineland Social Maturity Scale
7. Seguin Form Board
8. Brigance School Readiness Scale
9. Shyness Assessment Test /Rosenberg Self Esteem Scale
10. General Health Questionnaire
11. LonelinessInventory
12. Emotional Maturity Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method
- Pearson's Product Moment

**NEP Syllabi of Psychology subject for BA/B. Sc III Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week

(Total 30 hours)

Marks for Exam : 60

IA Marks : 40

Psychology and Mental Health

Course Objectives

- To understand the fundamentals of mental health
- To create awareness about importance of mental health
- To understand the Challenges in the field of mental health
- To understand the Importance of Psychological interventions

Unit 1: Introduction (7 hours)

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,
- c. Ethical issues

Unit 2: Interpersonal approach to Mental Health (8 hours)

- a. Interpersonal approaches to mental health: communication and conflict - non violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, should and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

Unit 3: Mental Health issues (7 hours)

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

Unit 4: Intervention and Management (8 hours)

- a. Need for mental health intervention and strategies
- b. Physiological approach, Cultural and Social Approach: Bronfenbrenner model, Intersectionality (Privilege v/s Oppression)
- c. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self care in mental health: A conceptual model.

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*

- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., &Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

PAPER – IV: DEVELOPMENTAL PSYCHOLOGY

(56 HOURS)

Learning Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
2. To know about the vocational adjustment.
3. To understand the aging, the ageing process and facing the future.

* Teaching Hours 4 hours per week.

* 60 marks for examination and 40 marks for Internal Assessment .

UNIT I: PUBERTY & ADOLESCENCE

(12 hours)

a) Puberty: Meaning and Characteristics.

b) Adolescence: Physical Development – Adolescents’ growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.

c) Physical and Mental Health – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming.

d) Psychosocial Development: Search for Identity- Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

UNIT II: EARLY ADULTHOOD

(12 hours)

Characteristics of early adulthood.

a) Health and Physical Development: Health status, Genetic and Behavioral Influences on Health and Fitness.

b) Cognitive development –Piaget’s shift to post formal thought. Schaies’ model. Emotional Intelligence.

c) Psycho-social development: Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

(12 hours)

Characteristics of Middle adulthood.

a) Physical Development – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality.

b) Cognitive development –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.

c) Psycho-Social Development – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.

d) Vocational Adjustments – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

UNIT IV: LATE ADULTHOOD

(10 hours)

Characteristics of Late adulthood.

- a) Physical Changes:** Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- b) Cognitive Development:** Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.
- c) Psychosocial Development** – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.

UNIT V -LATE ADULTHOOD (Old age)

(10 hours)

- a) Theories of ageing:** programmed theories and damaged theories.
- b) Many faces of death:** Care of the dying.
- c) Facing death & Loss:** Psychological Issues-Confronting one's death; Patterns of grieving
- d) Death & Bereavement** across the Lifespan.
- e) Issues related to Death** - Medical, Legal and Ethical
- f) Finding Meaning & purpose** in Life & Death

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) - Human development, 9th edition, Tata McGraw Hill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw - Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, Tata McGraw- Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

**BA/BSc IV Semester With effect from
Academic year 2022-23 and onwards**

**PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)**

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Battle Ground Mobiles India - Addiction Test /Rathu's Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Screening Mental Health Status (MINI MSE)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

STATISTICS

Tests of Difference

- 't' test
 - Independent Sample test
 - Paired Sample test

**NEP Syllabi of Psychology subject for BA/B.Sc IV Semester
With effect from Academic year 2022-23 and onwards**

Open Elective

Teaching Hours : 3 hours per week
for Exam : 60

(Total 30 hours)

Marks

IA Marks : 40

Psychology at Work

Learning Outcomes:

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

Unit

1:Industrial - Organizational Psychology

(06 hrs)

- a) Nature and Meaning. Goals, Forces. Role of a psychologist in Industries and Organization.
- b) Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

Unit 2: Performance Appraisal (09 hrs)

Definitions and Need for Performance Appraisal.

Methods: a) Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.

b) Judgmental Performance Appraisal - Merit rating techniques, Behaviour Anchored Rating Scale and Behaviour Observation Scale.

c) Management by objectives (MBO) and 360* Feedback.

Bias in Performance Appraisal and Methods to Improve Performance Appraisal.

Unit 3:Leadership (08 hrs)

a) Definition and Nature of leadership. Traits and skills of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.

b) Communication: Meaning and Importance. Communication Styles. Verbal and Non verbal communications. Flow of communication. Barriers of communication. Strategies of effective communication.

Unit 4: Stress and Work Motivation

(07 hrs)

a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes.

b) Meaning of work motivation. Types-Financial and Non-Financial motives. Goal setting. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E-R-G model

Reference:

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
2. John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND
3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.

General Pattern on Psychology Question Paper(NEP-2020)

Term End Examination for Discipline Paper

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note:Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.
Question paper pattern for **Discipline Specific Core (DSC)** paper -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 5 of the following. Each answer carries 2 marks. (5x2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
11. .

Section C: Long Answer Questions

Answer any 3 of the following. Each answer carries 10 marks. (3x10=30)

- 12.
- 13.
- 14.
- 15.
- 16.

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

PRACTICALS - I Semester to VI Semester

Internal Assessment: 25 Marks

Record : 10 Marks

Test : 10 Marks

Attendance : 05 Marks

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 Marks

Statistics = 04 Marks

Viva Voce = 03 Marks

Grand Total = 25 Marks

General Pattern on Psychology Question Paper(NEP-2020)

Term End Examination for Open Elective

THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note:Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.

Question paper pattern -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 4 of the following. Each answer carries 2 marks. (4x2=8)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

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

Section C: Long Answer Questions

Answer any 4 of the following. Each answer carries 8 marks. (4x8=32).

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.