



**KUVEMPU UNIVERSITY**  
**JNANA SAHYADRI**

**Four years Honours Program**

***Syllabus for B.Sc. Psychology***

DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR SEM III & IV,  
OPEN ELECTIVE COURSE (OEC) FOR SEM III & IV

**AS PER NEP-2020**

**KUVEMPU UNIVERSITY**  
Department of P.G. Studies & Research in Zoology.  
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With effect from the Academic Year

**2022-2023**

# Structure for Psychology Discipline

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

## Assessment Weightage for assessment (in Percentage)

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

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

**PAPER – III: CHILD DEVELOPMENT**

**(60 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**

**(12 hours)**

- a) **Historical views of childhood**
- b) **Theories of child development** – Piaget’s cognitive theory, vygotsky’s socio cultural theory, erikson’s psychosocial theory, Bowlby’s attachment theory, Ecological model – Bronfenbrenner, Ethological perspective.
- c) **Methods and Designs** – Longitudinal, Cross – sectional, Sequential, Correlation.
- d) **Careers in Child psychology**
- e) **Research Challenges in Child psychology.**

**UNIT II – PRE-NATAL DEVELOPMENT**

**(12 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, types 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, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

**f) Genetic Counselling:** risk assessment and counselling

**g) Postpartum period:** Physical, Emotional, Psychological changes and bonding

**UNIT III – PHYSICAL 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) 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)**

a) ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Eneuresis, encopresis, sleep walking and tics)

b) Pervasive developmental disorders (Autism).

**References:**

- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development*. McGraw-Hill.
- John.W.Santrok (2014) - Child Development - 13th edition, Tata McGraw hill edition
- Laura E. Berk (2013) - Child Development- 9th Edition, Easter economy edition, PHI publication
- Levine, L.E. & Munsch,J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc
- Carson, Butcher and Mineka, (2008) Abnormal Psychology. 13th edition, Pearson Education

## **B.Sc III Semester With effect from Academic year 2022-23 and onwards**

### **PRACTICALS:**

**04 hours per week.**

**Maximum Marks: 50**

**(Minimum 8 Practical to be conducted)**

1. Draw a man test
2. Coloured Progressive Matrices
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. Rosenberg Self Esteem Scale
10. Moral Value Scale
11. Bender Gestalt Test
12. Children's personality questionnaire

### **STATISTICS**

#### **Correlation**

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

## NEP Syllabi of Psychology subject for 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

### **PAPER: OE – 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, shoulds 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, Inter sectionality (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  
B.Sc IV Semester With effect from Academic year 2022-23 and onwards**

**PAPER – IV: DEVELOPMENTAL PSYCHOLOGY**

**(60 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**

**(14 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, Relationships with maturing children.
- d) **Vocational Adjustments** – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

### **UNIT IV: LATE ADULTHOOD**

**(12 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 –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, 9<sup>th</sup> 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)

**B.Sc IV Semester With effect from Academic year 2022-23 and onwards**

**PRACTICALS:**

**04 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. Marital Adjustment Inventory
6. Personal Value Questionnaire
7. 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 B.Sc IV 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**

### **PAPER: OE- 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-ORGANIZATIONALPSYCHOLOGY (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)**

- a)Definitions and Need for Performance Appraisal.

Methods: 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:**

- Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
- John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND
- 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 Kindersley Publishing Inc.

# Faculty of Social Science

Four Year UG Honors programme: 2021-22

PATTERN OF THEORY QUESTION PAPER FOR DSC/ OEC

Hours: 03 Hours

Total: 60 Marks

## QUESTION PAPER PATTERN

### Part A

I. Answer any Five of the following Questions

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Part B

II. Answer any Four of the following Questions

5X4=20

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

### Part C

III. Answer any Two of the following Questions

15X2=30

17 a

or

17b

18 a

or

18 b

NOTE: Equal weightage should be given to all Chapters.

## **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**