

THIRD SEMESTER

PSY-3T Child Psychology

Number of hours: 48 hours

Credits: 03

Objectives:

- To understand human development from conception to childhood
- To explore milestones of normal development in each stage.
- To create awareness of childhood problems and disorders.

Unit – 1: Areas and importance of Developmental Psychology 12 hours

- Meaning, principles of human development
- Theories of human development – Piaget, Erickson, Vygotsky
- Methods of studying human development- Biographical, Case History, Cross Sectional and Longitudinal Approaches.

Unit – 2: Genetic foundation and prenatal development 12 hours

- Characteristics of the Prenatal Period.
- How Life begins- Sex cells and their difference - Maturation, Ovulation, Fertilization. Types of birth.
- Environmental influence during the Prenatal Period- Teratogens.
- Chromosomal abnormalities – Down syndromes, Klinefelter syndrome (XXY), Turner's (XO), Triple X syndrome, XYY syndrome, fragile X syndrome.

Unit – 3: Infancy and Babyhood 12 hours

- General Characteristics of infancy
- New born Reflexes-Moro, grasping, tonic neck, babinsky, rooting, walking and swimming.
- Hazards of Infancy- sudden infant death syndrome (SIDS).

- Physical growth and development in infancy and babyhood.
- Babyhood-Development of speech in babyhood, Pattern of muscle control, emotional development in babyhood

Unit – 4: Childhood

12 hours

- General characteristics of Childhood.
- Physical development, Motor development/skills- gross motor skills, fine motor skills and handedness.
- Emotional development, social development, moral development, speech development and play activities.

References:

- Papalia, D. E., Martorell, G., & Feldman, R. D. (2021). *A child's world: Infancy through adolescence* (13th ed.). McGraw-Hill Education.
- Santrock, J. W. (2023). *Child development* (15th ed.). McGraw-Hill Education.
- Feldman, R. S. (2020). *Development across the life span* (9th ed.). Pearson.
- NCERT. (2014). *ಬಾಲ ವಿಕಾಸ ಮತ್ತು ಕಲಿಕೆ ಪ್ರಕ್ರಿಯೆ* (ಅನುವಾದಿತ ಆವೃತ್ತಿ). ಕರ್ನಾಟಕ ಪಠ್ಯಪುಸ್ತಕ ಸಂಸ್ಥೆ.
- ಮುಜುಮ್ಬಾರ್, ಎಚ್. ಬಿ. (2015). *ಬಾಲಮನೋವಿಜ್ಞಾನ. ಪ್ರಾಂಜಲ್ ಪ್ರಕಾಶನ.*
- ಶಾಂತಕ್ಕ, ಕೆ. (2017). *ಶೈಶವ ಮನೋವಿಜ್ಞಾನ. ವಿಜಯ ಪ್ರಕಾಶನ.*
- ನಟರಾಜ್, ಪಿ. (2013). *ವಿಕಾಸ ಮನೋವಿಜ್ಞಾನ. ವಿದ್ಯಾ ಪ್ರಕಾಶನ.*

PSY-3P Child Psychology

Number of hours: 4/week

Credits: 02

PRACTICAL (ANY 5):

1. Assessment of abstract reasoning and intelligence using Ravens Colour Progressive Matrices
2. Assessment of abstract reasoning and intelligence Seguin Form Board Test
3. Assessment of self-concept using Children's self-concept questionnaire
4. Assessment of social quotient using Vineland Social Maturity Scale
5. Assessment of perception of parental behavior using Three-dimensional parental behavior inventory
6. Assessment of self-esteem using Rosenberg Self-Esteem Scale
7. Assessment of learning styles using Learning Styles Inventory

STATISTICS:

1. Correlation – Product moment and Rank Order

THIRD SEMESTER

PSYEL3-1 Discipline Specific Elective: Psychology of health and wellbeing

Number of hours: 32 hours

Credits: 02

Objectives:

- To understand fundamental concepts related health and wellbeing.
- To examine the psychological, behavioural and social factors influencing health, illness and wellbeing.
- To explore mind-body interactions and interventions in health-related behaviours

Unit – 1: Introduction to Health and Illness

8 hours

- Meaning and definition: Illness, Health and Wellbeing;
- Models of Health and Illness: Medical, Bio-psycho-social, Holistic Health

Unit – 2: Theories of health psychology

8 hours

- Theories of planned behaviour
- The health belief model
- Gate control theory of pain
- Health continuum

Unit – 3: Stress and Coping

8 hours

- Nature and Sources of Stress: Personal and Social Mediators of Stress
- Selye and Lazarus view on stress
- Effects of Stress on Physical and Mental Health
- Coping and Stress Management.

Unit – 4: Health Management

8 hours

- Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga
- Health compromising behaviours: Alcoholism, Smoking, Internet Addiction
- Health Protective behaviours and Illness Management.

References:

- Carr, A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge.
- DiMatteo, M. R & Martin, L. R.(2002). Health Psychology. New Delhi: Pearson.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick, J. W. (2005). Fifty signs of Mental Health. A Guide to Understanding Mental Health. Yale University Press.
- Snyder, C R., & Lopez. S.J. (2007) Positive Psychology: The scientific and Practical Explorations of Human Strengths. Thousand Oaks, CA Sage.
- Taylor, S. E. (2006). Health Psychology (6th Edition). New Delhi: Tata McGraw Hill.

THIRD SEMESTER

PSYEL3-2 Discipline Specific Elective: Psychology of Youth

Number of hours: 32 hours

Credits: 02

Objectives:

- To understand the psychological development of youth.
- To explore the challenges and strengths of young people.
- To examine the influence of family, peers, media, and culture.
- To promote positive youth development and mental health.

Unit – 1: Introduction to Youth and Development

8 hours

- Definition and characteristics of youth
- Developmental tasks of adolescence and early adulthood
- Physical, cognitive, emotional, and social changes
- Identity formation (Erikson, Marcia)
- Emerging adulthood (Jeffrey Arnett)

Unit – 2: Social Influences on Youth

8 hours

- Role of family, parenting styles, and attachment
- Peer relationships and peer pressure
- Impact of social media and technology
- Gender roles and cultural expectations

Unit – 3: Challenges Faced by Youth

8 hours

- Academic stress and career anxiety
- Risk behaviors: substance use, violence, unsafe sexual practices
- Mental health issues: depression, anxiety, self-harm
- Youth in conflict with law
- Marginalized youth (LGBTQ+, tribal)

Unit – 4: Promoting Positive Youth Development

8 hours

- Strength-based approach and resilience
- Life skills education and emotional intelligence
- School and community-based interventions (youth organizations and NGOs)
- Policies and programs for youth welfare

References:

- Arnett, J. J. (2014). *Adolescence and emerging adulthood* (5th ed.). Pearson.
- Santrock, J. W. (2016). *Adolescence* (16th ed.). McGraw-Hill Education.
- Larson, R., & Wilson, S. (2004). Youth and society: Perspectives
- R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology*. Wiley

FOURTH SEMESTER

PSY-4T Developmental Psychology

Number of hours: 48 hours

Credits: 03

Objectives:

- To understand human development across lifespan.
- To provide an overview of the interdependence in aspects of development.
- An understanding of the joint contributions of biology and environment to development.

Unit – 1: Puberty

12 hours

- Meaning and characteristic of puberty, criteria, causes and problems of puberty.
- Physical and sexual changes in puberty.
- Effects of pubertal changes, sources of concern.
- Hazards of puberty

Unit – 2: Adolescence

12 hours

- Meaning and general characteristics of adolescence
- Psychosocial issues during adolescence: autonomy, identity, achievement, intimacy, sexuality
- Psychosocial problems during adolescence: peer pressure, sensation seeking, addiction, aggression, delinquent behaviour, suicidal thoughts, academic and familial stress, body image issues.
- Career counseling for adolescence and college students: Importance and Need

Unit – 3: Adulthood

12 hours

- Meaning and characteristics of adulthood, classification of adulthood.
- Physical changes, Vocational adjustment, Marital adjustment, Sexual changes, Cognitive changes, Changed interests

- Meaning and characteristics of middle adulthood and midlife crisis
- Importance of family and marital counselling

Unit – 4: Old age

12 hours

- Meaning and characteristics of old age. Adjustment to physical changes: decline in sensory-motor and mental capacities.
- Perception towards death, caregiver distress.
- Productive aging and elder abuse (passive neglect, active neglect, physical abuse, psychological abuse, material or financial misappropriation, violation of rights and self-abuse)
- Geriatric Disorders (Dementia, Alzheimer's disorder, Parkinson's disease, Delirium)

References:

- Papalia, D. E., Martorell, G., & Feldman, R. D. (2021). *A child's world: Infancy through adolescence* (13th ed.). McGraw-Hill Education.
- Santrock, J. W. (2023). *Child development* (15th ed.). McGraw-Hill Education.
- Feldman, R. S. (2020). *Development across the life span* (9th ed.). Pearson.
- NCERT. (2014). *ಬಾಲ ವಿಕಾಸ ಮತ್ತು ಕಲಿಕೆ ಪ್ರಕ್ರಿಯೆ* (ಅನುವಾದಿತ ಆವೃತ್ತಿ). ಕರ್ನಾಟಕ ಪಠ್ಯಪುಸ್ತಕ ಸಂಸ್ಥೆ.
- ಮುಜುಮ್ಕಾರ್, ಎಚ್. ಬಿ. (2015). *ಬಾಲಮನೋವಿಜ್ಞಾನ. ಪ್ರಾಂಜಲ್ ಪ್ರಕಾಶನ.*
- ನಟರಾಜ್, ಪಿ. (2013). *ವಿಕಾಸ ಮನೋವಿಜ್ಞಾನ. ವಿದ್ಯಾ ಪ್ರಕಾಶನ.*

PSY-4P Developmental Psychology

Number of hours: 4 hours/week

Credits: 02

PRACTICAL (ANY 5):

1. Assessment of colour blindness using Ishihara's Colour Blindness Test
2. Assessment of pain using Pain Questionnaire
3. Assessment of psychological competence using Psychological Competence Scale
4. Assessment of life satisfaction using Life satisfaction scale
5. Assessment of emotional maturity using Emotional Maturity Scale
6. Assessment of adolescent problems using College Problem Checklist
7. Assessment of the need for guidance using Guidance Need Inventory

STATISTICS:

Chi-Square test – goodness of fit

FOURTH SEMESTER

PSYEL4-1 Discipline Specific Elective: Psychology and Mental Health

Number of hours: 32 hours

Credits: 02

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

8 hours

- Meaning and definition of Mental Health, Fundamentals of Mental Health.
- Factors affecting mental health: physiological factors, psychological factors and social factors.
- Ethical issues

Unit – 2: Interpersonal Approach and Cognitive Distortion in Mental Health

8 hours

- Harry Stack Sullivan's interpersonal theory
- Importance of communication and conflict resolution
- Importance of group therapy and support groups
- A-B-C model and Cognitive distortions - personalization, catastrophizing, polarised thinking, shoulds and musts, mental filtering, fallacies (control, change, and heaven's reward)

Unit – 3: First Aid in Mental Health

8 hours

- Recognising early signs of mental health problems
- The ALGEE Action Plan (core MHFA model)
- Importance of attachment patterns and mental health

Unit – 4: Intervention and Management

- Need for mental health intervention and strategies
- Importance of help seeking behaviour, prevention and early intervention
- Self-care and resilience building

References:

- Augustus, J. O., Bold, J., & Williams, B. (n.d.). *An introduction to mental health*. Sage Publications Ltd.
- Gurumani, G. D. (n.d.). *Text book of mental health and hygiene*.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human development* (9th ed.). Tata McGraw-Hill Publishing Company Ltd.
- Piotrowski, N. A. (2010). *Psychology & mental health*. Salem Press.
- Feldman, R. S. (2011). *Essentials of understanding psychology* (10th ed.). McGraw-Hill Education.

FOURTH SEMESTER

PSYEL4-2 Discipline Specific Elective: Positive Psychology

Number of hours: 32 hours

Credits: 02

Objectives:

- To understand the fundamentals of positive psychology
- To sensitize the students about human character strengths and virtues
- To apply techniques to enhance personal and collective flourishing

Unit – 1: Introduction

8 hours

- Meaning, definition, assumptions and goals of positive psychology.
- Historical shift from pathology to strengths.
- PREMA model of wellbeing.
- Eastern and Western perspectives on positive psychology.

Unit – 2: Strengths and Virtues

8 hours

- Character strengths and VIA (values in action) classification
- Role of HERO (Hope, Efficacy, Resilience and Optimism)
- Flow and engagement, mindfulness and self-compassion

Unit – 3: Positive emotions and cognitive processes

8 hours

- Broaden and Build theory, emotional intelligence and regulation
- Positive thinking and learned optimism
- Hope theory (Snyder), Effects of positive emotions on health and coping

Unit – 4: Applications of positive psychology

8 hours

- Positive psychology in education, workplace and relationships
- Positive interventions: gratitude, journaling, savoring, strength-based coaching
- Critiques and limitation of the field

References:

- Baumgardner, S. R., & Crothers, M. K. (n.d.). *Positive psychology*. Pearson Education India.
- Carr, A. (2002). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Snyder, C. R., & Lopez, S. J. (Eds.). (n.d.). *Positive psychology*. Sage Publications.
- Seligman, M. E. P. (1991). *Learned optimism*. Pocket Books.
- Csikszentmihalyi, M. (1991). *Flow: The psychology of optimal experience*. Harper & Row.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.