

**NEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- I Semester  
With effect from academic year 2021-22 and onwards**

**PAPER – I: FOUNDATIONS OF PSYCHOLOGY – I**

**Credits 4**

**Teaching hours: 52 hours**

**ESE: 60 marks**

**CIA: 40 marks**

**Learning Outcomes:**

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behaviour
4. Students understand the Applications of Psychology in various fields

**NIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 hours)**

- Psychology: Emergence and Development; Definition and Goals of Psychology- Understanding, Describing, Predicting and Control of Behaviour.
- Key Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive
- General, Bio–Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

**UNIT– II: BIOLOGY AND BEHAVIOUR**

**(12 hours)**

- Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters
- Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system
- Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and Effects : Pituitary, Thyroid, Parathyroid, Adrenal and Gonads

### **UNIT-III: SENSATION, ATTENTION AND PERCEPTION (10 hours)**

- Sensation: Definition and Characteristics.
- Types of Senses and Receptors Involved in Each Sensation.
- Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.
- Perception: Meaning and Characteristics, Gestalt Laws of Perceptual Organization.
- Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues
- Errors in Perception -
  - 1) Illusion - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
  - 2) Hallucination- Visual, Auditory and Tactile

### **UNIT-IV: LEARNING (10 hours)**

- Introduction: Definition, Factors Influencing Learning: Motivation, Reinforcement and Association.
- Types of Learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning, Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning.
- Operant Conditioning: Experiment (experiment on Pigeons) Reinforcement, Schedules of Reinforcement, Shaping and Chaining.
- Cognitive Learning: Insightful (Kohler) and Observational (Bandura)

### **UNIT-V: MEMORY AND FORGETTING (10 hours)**

- Memory: Basic Processes – Encoding, Storage and Retrieval.
- Types of Memory: Sensory Memory, Short-Term Memory Long-Term Memory, Working Memory, Semantic Memory, Autobiographical Memory and Flashbulb Memory.
- Techniques to Improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review)
- Forgetting: Nature and Causes of Forgetting

**Text Books:**

- Robert Feldman (2011) *Essential of Understanding Psychology* 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition): *Psychology for Beginners*. Mysore :Srinivas publication
- Parameshwaran, E. G., & Beena, C. (2010): *An Invitation to Psychology*, Neelkamal Pvt. Hyderabad

**Reference:**

1. Mangal S.K.(2000) *General Psychology*. New Delhi: Sterling Publishers Pvt.Ltd.
2. Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.
3. Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher. New Delhi.

## PRACTICALS I

**Credits 2**

**Teaching hours: 4 hours per week**

**ESE: 35 marks**

**CIA: 15 marks**

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

1. Directed Observation on the accuracy of report
2. Colour blindness
3. Localisation of sound
4. Mapping of colour zones
5. Set on Attention
6. Bilateral transfer of training
7. Muller-Lyer Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive Inhibition
11. Proactive Inhibition
12. Span of attention

### **STATISTICS**

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

**Practical batches: 10 students per batch**

**Exam: 10 students per batch**

**Mark: 25 marks for semester end examination +25 marks for Journal records as an internal assessment**

25 marks for exam:	Plan and procedure	05
	Conducting one experiment	5
	Results and discussion	05
	Viva	05
	Statistics	5
	<b>Total</b>	<b>25</b>

## **OPEN ELECTIVE COURSE (OEC)**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Psychology of Health and Wellbeing**

#### **Learning Outcomes**

1. Understanding the spectrum of health and illness for better health management
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

#### **Course Content**

**Unit 1:** Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing. **10 hours**

**Unit 2:** Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management **10 hours.**

**Unit 3:** Health Management: Health enhancing behavior's : Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management. **12 hours**

**Unit 4:** Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. **13 hours**

## References:

Carr, A. (2004) Positive Psychology: The science of happiness and human strengthUK: Routledge.

DiMatteo, M.R & Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.

Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and Stoughton

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.Flew Delhi: Tata M

## SEC: Life Skills: 1

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Objective:**

Life skills training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

### **Course Outcomes:**

CO1: Understand the need and importance of life skills in everyday professional and personal lives

CO2: Analyse the factors contributing to develop self-awareness, empathy, critical and creative thinking and enhance decision making and problem solving

CO3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO4 : Create individual effective strategies to develop self-awareness, empathy , critical and creative thinking and enhance decision making and problem solving

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### **Unit 1: Overview of Life Skills 10 hours**

- Meaning and significance of life skills
- Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion
- Use of Life skills in personal and professional life
- Life Skills Training – Models-4 H,
- Life Skills Education in the Indian Context.

### **Unit 2:Self-awareness and empathy: 10 hours**

- Definition and need for self-awareness and empathy;
- Self-esteem and self-concept

- Human Values, tools and techniques of Self-awareness and empathy
- Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.

### **Unit 3: Critical and creative Thinking 12 hours**

- Definition and need for Creativity and Critical Thinking
- Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity
- Lateral Thinking
- Critical thinking Vs Creative thinking, Convergent & Divergent Thinking.
- Activities :Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming and lateral thinking exercises

### **Unit 4: Decision Making and Problem Solving 13 hours**

- Definition of decision making and problem solving
- Steps in problem solving: Problem Solving Techniques
- Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking
- Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

### **References:**

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
- ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
- Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
- Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
- ShaliniVerma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.



## **DSC2: Foundation of Behaviour**

**Credits 4**

**Teaching hours: 52 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Course Objectives:**

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyse and relate the concepts of thinking, problem solving, reasoning and decision making to cognition
- To understand and classify the different types of Personality.

### **Course Outcomes:**

After successful completion of the course students will be able to:

- evaluate and understand the different human emotions
- critically evaluate and identify determinants of motivation
- compare and contrast different theories of intelligence
- differentiate the human personalities

### **CHAPTER 1 EMOTIONS-10 hours**

- Meaning and definition,
- Classification of emotions- primary and secondary.
- Responses to emotions- physiological, behavioural, psychological and cognitive.
- Theories of emotions-physiological, neurological, cognitive.
- Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

### **CHAPTER 2 MOTIVATION 10 hours**

- MEANING, DEFINITION, BASIC CONCEPTS-
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the Study of Motivation: Psychoanalytical, ethological, S – R, Cognitive, humanistic.
- Biological Motives: Hunger, thirst, sleep and sex.
- Social Motives: Achievement, affiliation, approval

### **CHAPTER 3 INTELLIGENCE-12 hours**

- Meaning, Definition of intelligence, characteristics of intelligence.
- Types- social, crystallized, emotional, fluid.
- Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating Gifted children
- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

### **CHAPTER 4 THINKING AND REASONING. 10 hours**

- Introduction to cognition
- Introduction to Thinking and Problem Solving Process
- Elements of Thinking and Types of Thinking
- Creative and critical thinking : Meaning and types
- Concept Formation: Meaning , importance and process of concept formation
- Problem Solving: Meaning, importance, steps, and obstacles
- Reasoning and decision making

### **CHAPTER 5 PERSONALITY -10 hours**

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, Humanistic.
- Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

#### **Books for Reference:**

Baron, R. A. (2014). Psychology. (5<sup>th</sup>ed.). Delhi: PHI Learning Pvt. Ltd.

Feldman, R. S. (2018). Understanding Psychology (14<sup>th</sup>ed.). New York: McGraw Hill

Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.

Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16<sup>th</sup> ed.). Boston: Cengage Learning.

Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7<sup>th</sup> ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

## **PRACTICALS 2**

**Credits 2**

**Teaching hours: 4 hours per week**

**ESE: 25 marks**

**CIA: 25 marks**

**Any 2 experiments from each section to be taught,  
total 10 experiments + statistics**

### **1. Emotions:**

- a. Emotional regulation scale
- b. Emotional intelligence scale/ questionnaire
- c. Oxford happiness scale
- d. Fear checklist
- e. Positive and Negative affect scale

### **2. Motivation**

- a. Achievement motivation
- b. The motivation assessment scale
- c. Power motive inventory/Scale
- d. Academic achievement need scale
- e. Guidance need inventory

### **3. Intelligence**

- a. Standard progressive matrices
- b. WAIS (Weschler's adult intelligence Scale)
- c. Draw a man test
- d. SFB (Seguin Form Board)
- e. General Mental Ability Test by Jalota

### **4. Thinking and reasoning**

- a. Stroop effect
- b. Test of creativity
- c. Cognitive style assessment
- d. Concept formation
- e. Problem solving ability test based on Tower of London test

## **5. Personality:**

- a. Eysenck's personality inventory
- b. Children's personality questionnaire
- c. 16 PF test of personality
- d. NEO Personality Inventory
- e. Myers Briggs Types indicator

## **Statistics:** Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

## **GEC2: Youth, Gender and Identity**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Unit 1: Introduction 10 hours**

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b. Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c. Concepts of Identity: Multiple identities

### **Unit 2: Youth and Identity 10 hours**

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

### **Unit 3: Gender and Identity 10 hours**

- a. Issues of Sexuality in Youth
- b. Gender discrimination
- c. Culture and Gender: Influence of globalization on Gender identity

### **Unit 4: Issues related to Youth, Gender and Identity 8 hours**

- a. Youth, Gender and violence
- b. Enhancing work-life balance
- c. Changing roles and women empowerment
- d. Encouraging non-gender stereotyped attitudes in youth

### **Unit 5: Law and Youth 7 hours**

- a. Juvenile Justice act
- b. LGBT rights in India
- c. UNICEF programs for youth

### ***References***

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill

Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication

## **SEC: Life Skills: 2**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Objective:**

Life skills training equip people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level

### **Course Outcomes:**

CO1: Understand the foundations of communication, positive interpersonal relationship, stress and emotion management and group dynamics

CO2: Analyse the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management

CO3: Apply the principles of effective communication, positive interpersonal relationships and effective stress and emotional management in everyday life

CO4 : Create individual effective strategies for enhancing communication skills, maintaining health inter personal relationships and positive management of stress and emotions

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### **Unit 1: Effective Communication 10 hours**

- Effective communication and Presentation skills.
- Verbal and nonverbal communication, types of barriers
- Writing Skills: Activities: Letter Writing, Job Application, Resume writing.
- Listening Skills: Activities : Listen and Draw , Blindfold walk
- Activities : Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

## **Unit 2: Interpersonal Relationship 10 hours**

- Meaning and benefits of Interpersonal skills
- Components of Interpersonal skills,
- Techniques of improving Interpersonal skills,
- Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer

## **Unit 3: Coping with Stress and emotions 12 hours**

- Stress Management: Stress, reasons and effects
- Identifying stress, the four A's of stress management
- Identifying and managing emotions, harmful ways of dealing with emotions
- Activities : Stress Dairies, PATH method and relaxation techniques, Zen / Mandala drawing, creating Joy Collage, Gratitude Journaling, Eye Contact games

## **Unit 4: Group and Team Dynamics 13 hours**

- Introduction to Groups: Composition, formation, expectations, Problem Solving, Consensus, Dynamics techniques,
- Group vs Team, Team Dynamics,
- Managing team performance and managing conflicts
- Activities : Chinese Puzzle, Use what you have game ,Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

## **References:**

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
  - ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
  - Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
  - Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
  - Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
  - Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.
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**Sd/-**  
**Chairman (BOS)**

## 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>
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)
<b>Semester IV</b>				
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, 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)

**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.