



**BAGALKOT UNIVERSITY
JAMKHANDI, KARNATAKA-INDIA**

**PROGRAM /COURSE STRUCTURE AND SYLLABUS
FOR**

PSYCHOLOGY

as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)

For

**Bachelor of ARTS
PSYCHOLOGY**

**General Degree
III Semester**

w.e.f.

Adapted from Rani Channamma University Belagavi Applicable from the

Academic Year 2024-25

PREAMBLE

Landscape of undergraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide) , social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and wellbeing. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed, the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up. As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioral science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavors to approximate the processes of lived life and social reality.

PROGRAM OUTCOMES By the end of the program the students will be able to:

1. Gain in-depth knowledge regarding the scientific and humanistic study of the complexities of human mind and behavior;
2. Acquire knowledge of basic psychological concepts and methods, and develop ability to appreciate the challenges in field settings;
3. Develop cognitive, affective and behavioral abilities so that they develop as responsible psychology professionals and researchers;
4. Acquire basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behavior modification, data analysis, report writing);
5. Promote self-understanding, reflexivity and personal growth by understanding the complexities of self and human relationships and how the two make each other up;
6. Develop a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular;
7. Master the basic reflective, analytical, scientific writing, computational and communicative competencies; and
8. Develop respect for social diversity and increasing social and cultural relevance of learning.

ANNEXURE-II
(MODEL IIA-SUBJECT WITH PROATICAL-ONE MAJORE AND ONE MINOR)
CHOICE BASED CREDIT SYSTEM SYLLABUS
B.A PSYCHOLOGY
(w.e.f. 2022-23 onwards)

Sem	Course Code	Course Type	Title of the Paper	Instructions Hrs/ Per Week			Duration of Exam	Marks			Credits
				Lecture	Tutorials	Practical		Formative Assessment	Summative Assessment	Total	
III	126BAB03 PSYDSC05T	DSC	Child Development (Theory III)	4 Hrs	-	--	2	40	60	100	4
	126BAB03P SYDSC06L	DSC	PRACTICAL-3	-	-	4Hrs	3	25	25	50	2
	126BAB03 PSYOEC03 T	OE 3.1	Psychology and Mental Health	4 Hrs	-	---	2	40	60	100	3

Sem	Course Code	Course Type	Title of the Paper	Instructions Hrs/ Per Week			Duration of Exam	Marks			Credits
				Lecture	Tutorials	Practical		Formative Assessment	Summative Assessment	Total	
IV	-----	DSC	Developmental Psychology (Theory-IV)	4 Hrs	-	--	2	40	60	100	4
		DSC	PRACTICAL-4	-	-	4 Hrs	3	25	25	50	2
	-----	OE 4.1	Psychology at Work-IV	4 Hrs	-	---	2	40	60	100	3

PROGRAM ARTICULATION MATRIX

Semester	Title/Name Of the Course	Program outcomes that the course Addresses	Pedagogy	Assessment Marks
III	Child Development			1. IA = 40 1 st Test = 10 2nd Test =10 Seminar/Presentation Activity = 10 Case Study / Assignment / Field Work / Project Work, etc. = 10 Total = 40 2. Sem. End Exam = 60 marks Total (40+60) = 100
III	Practical III			1. IA = 25 2. Exam = 25 a. Plan & procedure = 05 b. Conducting one experiment = 05 c. Results and discussion = 05 d.Viva = 05 e. Statistics = 05 Total (25+25) = 50
IV	Developmental Psychology			IA = 40 1 st Test = 10 2nd Test =10 Seminar/Presentation Activity = 10 Case Study / Assignment / Field Work / Project Work, etc. = 10 Total = 40 2. Sem. End Exam = 60 marks Total (40+60) = 100
IV	Practical			. IA = 25 2. Exam = 25 a. Plan & procedure = 05 b. Conducting one experiment = 05 c. Results and discussion = 05 d.Viva = 05 e. Statistics = 05 Total (25+25) = 50

Types of Course	Formative Assessment / IA	Course Summative Assessment
Theory	40 (40%)	60 (60%)
Practical	25(50)%	25(50)%
Projects	--	--
Experience Learning(Internship/Social Work Particum etc.)	--	--

COURSE-WISE SYLLABUS
Semester III Core Course 03

PART A
THEORY COMPONENT

Course Title Child Development	
Learning Outcomes:- I (DSCC A3) CORSE CODE : 126BAB03PSYDSC05T	
Total Contact Hours: 56 (04 hours per week)	Course Credits: 04
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Course Outcome

- The students will be able to understand the fields and methods of Psychology
- They will be able to effectively use memory techniques in learning and remembering
- They will be able to assess various psychological phenomena

Course No. - 1 (Theory): Title of the Course (Theory): Child Development

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 developed by children in their growth period

UNIT I: INTRODUCTION TO CHILD DEVELOPMENT (12 hours)

a) Theories of child development – Cognitive theories, Behavioral and social cognitive theories; Ecological model.

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

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.

d) Chromosomal and Gene linked abnormalities – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, XYY; Gene linked abnormalities -

UNIT III: PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT (14 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) Cognitive development - Piaget's theory of cognitive development.

Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.

c) Language development – components of language development; prelinguistic development, first speech sounds. Grammatical Development, Pragmatic development

UNIT IV: EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT (18 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, Understanding Self and Moral development.

c) Disorders of Childhood- ADHD, conduct disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Eneuresis, 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, Easter economy edition, PHI publication
4. Levine, L.E. & Munsch J (2014) Child Development: An Active Learning Approach, 2nd Edition, Sage Publications. Inc

Formative Assessment 40 (Weightage in Marks Includes: Written Test, Assignment/Seminar/Presentation/Activity/ & Attendance.

Assessment type	C1	C2Marks	
Internal Test	10	10	20
Assignment/Seminar/Presentation/Activity	10	----	10
Case Work/ Assignment /Field work /Project Work		10	10
Total	20	20	40

PART B: PRACTICAL COMPONENT

Course Title: Practical – III (DSCC A3) CORSE CODE : 126BAB03PSYDSC06L	
Total Contact Hours: 56 (04 Hours per week)	Course Credits: 02
Formative Assessment Marks: 25	Summative Assessment Marks: 25

Course Outcome (CO):

After completion of course (Practical) students will be able to:

CO 1: Conduct experiments

CO 2: Learn and apply the statistics for data interpretation

CO 3: Do individual and group discussions

CO 4: Measure various psychological phenomena

List of Experiments for 52 hrs/semesters

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory (VARK)
5. Three-Dimensional Parental Behavior Inventory
6. Vineland Social Maturity Scale
7. Parent Child Relationship Study .
8. Adjustment inventory for School Students (AISS)
9. Rosenberg Self Esteem Scale
10. General Health Questionnaire
11. Loneliness Inventory
12. Emotional Maturity Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method

General instructions:

1. Minimum 5 Practicals to be conducted
2. **STATISTICS** is compulsory

Books for reference:

- Experimental psychology. P. Nataraj
- Experimental psychology. Postman & Eugen
- Experimental psychology. Anne Anastasi

Mark: 25 marks for semester end examination + 25 marks for Journal records as an internal assessment (Total 50 Marks)

25 marks for exam: Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
Statistics	05
	Total 25

OPEN ELECTIVE COURSE (OEC)

CORSE CODE : 126BAB03PSYOEC03T

Course Title: Psychology and Mental Health (OEC 03)	
Total Contact Hours: 40 (03 hours per week) Course Credits: 03	Total Contact Hours: 40 (03 hours per week) Course Credits: 03
Formative Assessment Marks: 40	Summative Assessment: 60

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. Need for mental health intervention and strategies
- b. Stress / Burnout
- c. Anxiety, fear, worry, phobia, depression
- d. Grief and trauma

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Grumani, 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., & Feldman, 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

Pedagogy: Pedagogy includes lecture, active learning, course projects, problem or projectbased learning, case studies, self-study like seminar, assignments, demonstration, discussion methods.

Formative Assessment	
Assessment Occasion/Type	Weightage in Marks
1st IA Test	10
2nd IA Test	10
Seminars/presentation/Activity	10
Case Study/Assignments/fieldwork/ProjectsWork etc,	10
Total	40

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:

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

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

Section B:

Answer any 4 of the following. Each answer carries 5 marks.

(4x5=20)

- 8.
- 9.
- 10.
- 11.
- 12.
- 1.
- 2.

Section C:

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

- 15.
- 16.
- 17.
- 18.
- 19.
- 20