



Bagalkot University, Jamakhandi



PROGRAM/COURSE STRUCTURE AND SYLLABUS

Choice Based Credit System (CBCS)

Designed in accordance with

Learning Outcome-Based Curricular Framework (LOCF)

Under National Education Policy (NEP) 2020

for

B.A PSYCHOLOGY

IV Semester

**As Per NEP – 2020 and Adapted from RCU 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 behavioural 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 endeavours 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 behaviour;
2. Acquire knowledge of basic psychological concepts and methods, and develop ability to appreciate the challenges in field settings;
3. Develop cognitive, affective and behavioural 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, behaviour 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.

PROGRAM ARTICULATION MATRIX

Semester	Title of Course	Program outcome / pedagogy	Assessment of marks
IV	Development Psychology (Theory – IV)		IA = 40 1st test = 10 2nd test = 10 Seminar/Presentation Activity = 10 Case Study / Assignment / Field Work / Project Work, etc. = 10 Total = 40 Sem. End Exam = 60 marks Total (40+60) = 100
IV	Practical		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

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 Practicum etc.)	--	--

Semester IV
Core Course 04
PART A: THEORY COMPONENT

Course code : 126BAB04PSYDSC07T	
Total Contact Hours: 56 (04 hours per week)	Course Credits: 04
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Course No. - 1 (Theory): Title of the Course (Theory): Developmental Psychology

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.

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, gateway drugs – alcohol and tobacco. Addiction to social media and Virtual Gaming.
- d) Psychosocial Development Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency

UNIT II: EARLY ADULTHOOD (14 hours)

- a) Characteristics of early adulthood.
- b) Health and Physical Development: Health status, Genetic and Behavioural Influences on Health and Fitness.
- b) Cognitive development – 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,

UNIT III: MIDDLE ADULTHOOD (18 hours)

- a) Characteristics of Middle adulthood.
- b) Physical Development – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning.
- c) Cognitive development – The distinctiveness of adult cognition – the role of expertise, creativity Mature Learner.
- d) Psycho-Social Development – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.
- e) Vocational Adjustments – Factors affecting vocational adjustment in Middle Adulthood,

UNIT IV: LATE ADULTHOOD (12 hours)

- a) Characteristics of Late adulthood.

- b) Physical Changes: Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.
- c) Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.
- d) Psychosocial Development – Personal Relationships in Late life: Social Contact, Relationships & Health, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties.
- e) Late adulthood (old age) -Facing death & Loss: Psychological Issues-Confronting one's death -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)

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
1 st IA Test	10
2 nd IA Test	10
Seminars/presentation/Activity	10
Case Study/Assignments/fieldwork/Projects Work etc	10
Total	40

**PART B:
PRACTICAL COMPONENT**

Course code : 126BAB04PSYDSC08L	
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. 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. 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
 - o Independent Sample test

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

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.
- 13.
- 14.

Section C:

Answer any 3 of the following. Each answer carries 10 marks.

(3x10=30).

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