



BENGALURU NORTH UNIVERSITY

**Curriculum/Syllabus for Undergraduate
Programme**

**Bachelor of Science with three Major Subject
combination**

Choice Based Credit System

As per State Education Policy (SEP) - Karnataka

Major Subject: PSYCHOLOGY

Faculty of Science

(With Effect from Academic Year 2024-25)

BENGALURU NORTH UNIVERSITY

DEPARTMENT OF PSYCHOLOGY



BSc with Three Major subject

PSYCHOLOGY SYLLABUS (SEP)

III & IV SEMESTER

2025



BENGALURU NORTH UNIVERSITY
Dept. of Psychology
Bengaluru-560001

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Dr.Sreenivas M.
Associate Professor & Chairman
BOS & BOE (Psychology & Counselling)

Date: 03/07/2025

To
The Registrar
Bengaluru North University
Tamaka, Kolar.

Sir,

Subject: Submission of III & IV Semester BA/B.Sc Psychology SEP Syllabus and proceedings copy of BOS (Psychology) Meeting 2025 for approval.

With reference to the above subject BOS (Psychology) meeting was held on 21-06-2025 at Department of Psychology, Jnanabharathi Campus, Bangalore University, Bengaluru-56. This is for your kind information, I am also here by submitting III & IV Semester BA/B.Sc Psychology SEP syllabus and copy of the proceedings to place it in faculty of Arts/Science for approval.

Thanking You

Yours Faithfully


(Dr. Sreenivas M)

Dr. SREENIVAS. M
PROFESSOR & CHAIRMAN
DEPT. OF STUDIES / COUNCIL / EXAMS
IN PSYCHOLOGY
BANGALORE UNIVERSITY
JNANABHARATHI, BANGALORE-56, INDIA.


Proceedings of BOS meeting

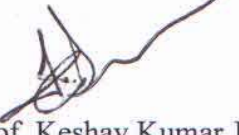
The Board of studies in Psychology/Psychological Counseling meeting for Bengaluru North University was held on 21-06-2025, Saturday, 11:00 A.M. at Department of Psychology, Jnana Bharati, Bangalore University, Bengaluru 560056.

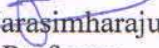
The Board discussed and approved the following:

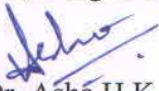
- The Board approved undergraduate III, IV, V and VI Sem BSc/BA Psychology syllabus and suggest implement of the syllabus as it is as suggested by the Karnataka Higher Education Council.
- Board approved undergraduate BSc/BA panel of examiners for the year 2025-26.
- MA/M.Sc Psychology, Counseling Psychology and P G Diploma in Counseling Psychology panel of examiners have been approved for the year 2025-26.
- Board approved PhD course work syllabus.
- Board suggested forming expert committee to frame a new syllabus for M.Sc in Psychology, Counseling Psychology and P G Diploma in Counseling Psychology course syllabus and insist to submit the same as early as possible.


Member Present:



Dr. Hosmani Marilingappa
Professor & Chairman
Dept. of Psychology
Maharani's Cluster University
Palace Road, Bengaluru 560001

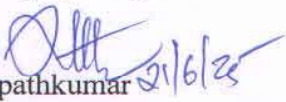

Prof. Keshav Kumar J
Professor, Dept. of Clinical
Psychology, NIMHANS,
Hosur Road, Bengaluru 560029

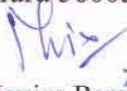

Dr. Narasimharaju N
Professor
Dept. of Psychology
Maharani's College
Mysuru 570006.

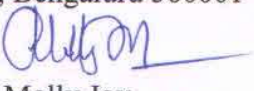

Dr. Asha H K
Associate Professor
Dept. of Psychology
Lal Bahudhur Shastri Govt.
College, R T Nagar, Bengaluru



Dr. Rohini Shivananda
Faculty
Dept. of Psychology
Bangalore University
Bengaluru 560056.

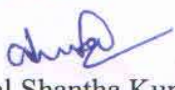

Dr. Geetha A
Professor
Dept. of Psychology
Maharani's Cluster University
Palace Road, Bengaluru 560001



Dr. Sampathkumar
Professor & Chairman
Dept. of Psychology
University of Mysore
Mysuru 570006.


Dr. Maxim Perera
Associate Professor & HOD
Dept. of Psychology
Mounfort College
Bengaluru


Dr. Molly Joy
Professor & Principal
Mounfort College
Bengaluru


Dr. Sukanya
Associate Professor & HOD
Dept. of Psychology
Govt. First Grade College
Vijayanagar, Bengaluru 560004.


Mrs. Murial Shantha Kumari
Asst. Professor & HOD, Dept.
of Psychology, Goodwill
Christian College For Women,
Bengaluru 560005


Dr. Sreenivas M
Professor & Chairman
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Dr. SREENIVAS. M
PROFESSOR & CHAIRMAN
DEPT. OF STUDIES / COUNCIL / EXAMS
IN PSYCHOLOGY
BANGALORE UNIVERSITY
JNANABHARATHI, BANGALORE-56, INDIA.

Bengaluru North University													
State Education Policy - Karnataka based Curricular structure for the academic year 2024-25 and Onwards - (Draft)													
Undergraduate Programme Faculty of Science Course: B.Sc. General with three majors													
Semester	Core course						Languages			Moral Values / Skill / Elective / Internship			Total Credits
	Major - 1		Major - 2		Major - 3		Course	Credits (L+T+P)	Teaching hr/week (L+T+P)	Course Type	Credits (L+T+P)	Teaching hr/week (L+T+P)	
	Credits (L+T+P)	Teaching hr/week (L+T+P)	Credits (L+T+P)	Teaching hr/week (L+T+P)	Credits (L+T+P)	Teaching hr/week (L+T+P)							
I	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4	L1	3+0+0	3+1+0	EVS	2+0+0	2+1+0	26
							L2	3+0+0	3+1+0				
II	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4	L1	3+0+0	3+1+0	CMV I	2+0+0	2+1+0	26
							L2	3+0+0	3+1+0				
Students exiting the program after successful completion of one year / two semesters will be awarded UG Certificate in Science.													
III	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4	L1	3+0+0	3+1+0	SEC Generic	2+0+0	2+0+0	28
							L2	3+0+0	3+1+0	SEC -M1/M2/M3	0+0+2	0+0+4	
IV	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4	L1	3+0+0	3+1+0	SEC -M1/M2/M3	0+0+2	0+0+4	28
							L2	3+0+0	3+1+0	CMV II	2+0+0	2+1+0	
Students exiting the program after successful completion of two years / four semesters may be awarded UG Diploma in Science.													
V	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4				SEC -M1/M2/M3	0+0+2	0+0+4	22
										Internship	2+0+0	4+0+0	
VI	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4				DSE	0+0+2	0+0+4	20
Students who complete three-years UG Program with all the three major subjects in all the three years will be awarded Bachelor of Science.													
Deep Specialization (Case 2) Students can acquire specialization in a major out of three majors studied from 1st to 4th semesters													
V	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4				DSE I	0+0+2	0+0+4	22
										DSE II	0+0+2	0+0+4	
VI	4+0+2	4+0+4	4+0+2	4+0+4	4+0+2	4+0+4				RMSP	2+0+0	2+0+2	20
Total	36		36		36		24			18			150
Students who complete the three year UG Program with 3 subjects in the first 2 years / 4 semesters, and one of the three subjects as major in the 3rd year / 5th & 6th Semesters will be awarded Bachelor of Arts in the major with the other two subjects as minors.													
L1 = Kannada or any other Indian Language							SEC - M1 = Skill Enhancement Course based on Major 1						
L2 = English or any other foreign Language							SEC - M2 = Skill Enhancement Course based on Major 2						
CMV - I & II = Constitutional Moral Values - 1 & 2							SEC - M3 = Skill Enhancement Course based on Major 3 (Not Applicable for Case 2)						
DSE = Discipline Specific Elective I & II							SEC - Generic = Skill Enhancement Course - Generic I - (Computer Applications)						
EVS = Environmental Studies							RMSP = Research Methodology with Survey Based Project						
Internship & RMSP Guidance = A batch of Students ranging from 10 to 20 will be allocated to a Professor (including Guest Faculty with Ph. D) subjected to availability of the faculty members in the colleges to which 3 hours of group instruction or one-to-one instruction has to be given per week.													
Extracurricular activities NCC, NSS, Sports, Yoga, Health and Wellness, S&G, R & R are optional and non-credit, taking into consideration the psychological & emotional wellness of the students, colleges shall provide exposure to these activities													

Program Objectives:

The purpose of the Bachelor's in Psychology program is to prepare graduates with the necessary knowledge, skills, and attitudes required working in and contributing to the world of work. Specifically, the program aims at:

1. Building a strong foundation of psychological concepts and principles among the students. Enabling them to understand psychological processes and their effects.
2. Exposing them to the vast breadth and depth of knowledge of the field by providing them with knowledge from the various theoretical and applied branches of psychology.
3. Building necessary skills such as assessment and reporting to eventually work as a psychologist.
4. Building basic research skills in the students such as reviewing literature, collecting and analyzing data, interpreting and reporting the findings.
5. Developing academic curiosity and a love for learning among the students.
6. Developing necessary 21st century competencies such as critical thinking, problem solving, decision making, collaboration, and creativity.
7. Developing character qualities of persistence, adaptability, leadership, initiative and socio-cultural awareness.
8. Developing the life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.
9. Empowering students with employability skills of planning, organization, teamwork, critical thinking, and innovation.
10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

Program Outcomes: By the end of the program, students will be able to:

PO1:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomena.
PO2:	Application	Apply the knowledge to understand, explain, predict, maintain, modify, and enhance behaviour and mental health.
PO3:	Assessment Skills	Use appropriate tests/ assessments to assess and interpret psychological concepts, traits, abilities, and attitudes in people
PO4:	Research Skills	Carry out simple research project by reviewing literature, collecting data, analyzing the findings using appropriate statistics
PO5:	Scientific Skills	Conduct simple psychological experiments, report group data
PO6:	Interpersonal Skills	Collaborate with others, work in teams, communicate effectively and show multicultural sensitivity
PO7:	Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and stress management
PO8:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals
PO9:	Global Competencies	Exhibit leadership, initiative, persistence, and adaptability and use technology to gather, evaluate, and present information
PO10:	Multidisciplinary settings	Transfer knowledge and skills learnt in one course to other courses, other contexts, across multiple settings and disciplines
PO11:	Social Consciousness	Work with service-mindedness for the betterment and upliftment of society
PO12:	Ethics	Practice ethics in all professional tasks

Bengaluru North University
State Education Policy - Karnataka based Curricular structure for the academic year 2024-25 and
Onwards
Undergraduate Programme | Faculty of Science | Course: B.Sc. General with three majors
PSYCHOLOGY

Semest er	Course Title	Credits L+T+P	Teaching Hours	Marks		
		Major 1/2/3 - Psychology		IA	End Sem Exam	Total Marks
I	Basic Psychological Processes I	4+0+0	4+0+0	20	80	100
	Practical Paper I	0+0+2	0+0+4	10	40	50
II	Basic Psychological Processes II	4+0+0	4+0+0	20	80	100
	Practical Paper II	0+0+2	0+0+4	10	40	50
III	Child Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper III	0+0+2	0+0+4	10	40	50
IV	Developmental Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper IV	0+0+2	0+0+4	10	40	50
V	(any one) (i) Psychological Disorders-I OR (ii) Health Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper V	0+0+2	0+0+4	10	40	50
	(any one) (i) Social Psychology OR (ii) Counselling Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper VI	0+0+2	0+0+4	10	40	50
VI	(any one) (i) Psychological Disorder II OR (ii) Abnormal Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper VII	0+0+2	0+0+4	10	40	50
	(any one) (i) Organizational Psychology & HRM OR (ii) Educational Psychology	4+0+0	4+0+0	20	80	100
	Practical Paper VIII	0+0+2	0+0+4	10	40	50

PSY-301 - Child Psychology (Core Theory)

PSY 301 COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Child Psychology		
Course Code	PSY-301	Number of Credits	4
Contact Hours	60 hours 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY- 301 COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 3rd semester B.A./ B.Sc. having completed 2 semester courses in Psychology as a major.

Course Objectives:

Child psychology gives an understanding of child development, the domains, and the influential factors of the development of a child. The purpose of the course is to enable students to

- Understand meaning of child development and learn about the theories of child development
- Learn about domains of development- Cognitive, Social – emotional development and physical development, including the role of genetics in child development psychology.
- Understand child development through the stages of Prenatal, Infancy and Childhood.
- To develop critical thinking skills to analyze the methods in child development research

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 :	Explain the major theories and concepts in child development
CO2 :	Knowledge of physical, cognitive, social and emotional development across childhood
CO3 :	Apply child psychology principles to real world contexts and understanding of how to promote healthy development and wellbeing in children
CO4 :	Development of analytical skills to assess the impact of various factors on child development
CO5 :	Integrate the knowledge from the different topics into a coherent framework

PSY 301 COURSE CONTENTS:

PAPER III: CHILD PSYCHOLOGY

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, and the ecological model (Bronfenbrenner). Ethological model/perspective.
- c. Methods and Designs—Longitudinal, Cross-Sectional, Sequential, Correlation. Modern methods of study of child development. Research Challenges in Child Development.
- d. Scope /careers in child development.

Unit II – PRE- PRENATAL 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. Childbirth—Stages of childbirth
- c. New Assessment—APGAR scale, Brazelton Neonatal Behavioral Assessment Scale.
- d. Chromosomal and gene-linked abnormalities —chromosomal abnormalities—Down syndrome; abnormalities of the sex chromosomes—Klinefelter's, fragile X, Turner's, XXX, XYY; gene-linked abnormalities - PKU, sickle cell anemia, Tay-Sachs disease.
- e. Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT

(13 hours)

- a. Motor Development: Reflexes—Some newborn reflexes; sleeping, crying.
- b. Motor development in infancy—meaning the sequence of motor development—includes gross motor development and fine motor development.
- c. Perceptual development: touch, taste, and smell; hearing; vision.
- d. Cognitive Development—Piaget's theory of cognitive development. Vygotsky's Theory of Cognitive Development, Zone of Proximal Development, and Scaffolding.
- e. 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 - SOCIO- EMOTIONAL DEVELOPMENT& DISORDER OF CHILDHOOD (12hour)

Part A

- 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.

Part B.

- a. Introduction to Disorders of Childhood
- b. ADHD, Conduct disorder, Oppositional Defiant Disorder, Anxiety disorders of childhood,
- c. Childhood Depression, Other disorders: enuresis, encopresis, Sleep walking and tics, Pervasive developmental disorders (Autism).

References:

1. John W. Santrock (2014) - Child Development - 13th edition, Tata McGraw hill edition
2. Laura E. Berk (2013), Child Development- 9th Edition, Easter economy edition, PHI publication
3. Levine, L.E. & Munsch, J. (2014). Child Development: An Active Approach, 2nd Edition. Sage Publications, Inc
4. Carson, Butcher, and Mineka (2008). Abnormal Psychology. 13th edition, Pearson Education

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1										
CO2	1	3					2	2				
CO3	2	2									3	
CO4		2	2							2		
CO5										3		

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

PSY-301P - Practicals in Child Psychology - Practical III
PSY-301P COURSE DETAILS

Program Name	Psychology	Semester	III
Course Title	Practicals in Child Psychology -Practical III		
Course Code	PSY-301P	Number of Credits	2
Contact Hours	60 hours/ 4 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY – 301P Course Prerequisites :

Students enrolling for this course should have been admitted into 3rd semester B.A./ B.Sc. having completed 2 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Child Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments for the children in the prenatal development to childhood.
2. Enable students to use descriptive statistics to present data.
3. Build research and team-work skills among students.

Course Outcomes:

By the end of the course, students will be able to:

CO1	:	Use standardized psychological tools to measure various psychological assessments for the children in the prenatal development to childhood and interpret and report the results of the same.
CO2	:	Organize and present data using measures of variability.
CO3	:	Continue to work on the research project started in semester I with analyzing the data using (only) descriptive statistics, discussion, and referencing.

PSY 301P: Course Contents:

Part A: Assessments

1. Children's Self Concept Scale
2. Learning Styles Inventory
3. Children Personality Questionnaire
4. Vineland Social Maturity Scale
5. Seguin Form Board
6. Developmental Screening Test
7. Emotional Maturity Scale
8. Rosenberg Self Esteem Scale

Note: A total of **FIVE** assessments/ tests need to be taught from the list.

Part B: Statistics

1. Standard error of Mean (SEM)
2. Mean for the Population (Mpop)

Part C: Project:

Group Project or Individual Project: Any two assessments to be used for the children or adolescents sample and any of the methods of the correlation can be used for the analysis. (Introduction, Review of Literature, Methodology and Data collection to be part of semester III; Data analysis using Descriptive Statistics, Discussion, References to be part of semester IV)

References:

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). **Statistics in Psychology and Education**. 6th ed. New Delhi. Paragon.
3. King, B., Rosopa, P., & Minium. (2011). **Statistical Reasoning in the Behavioral Sciences**. 7th ed. New Jersey. Wiley.

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		3	3		3							
CO2			2	2	2					1	2	
CO3			2	3	3							2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Practical Record	5
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
Total			40

Note: Pass marks = 16

PSY-401 - Development Psychology (Core Theory)

PSY – 401 COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Development Psychology		
Course Code	PSY-401	Number of Credits	4
Contact Hours	60 hours 4hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY 401 COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.A./ B.Sc. having completed 3 semester courses in Psychology as a major.

Course Objectives:

- To examine physical, cognitive, social and emotional development from puberty to old age
- To understand major theories of development and changes in physical and cognitive abilities across the lifespan
- To understand the role of family, peers and significant life events

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 :	Ability to apply developmental psychology principles to real world contexts
CO2 :	Understanding of how to support individuals across different developmental stages
CO3 :	Increased awareness of the complexities of human development
CO4 :	Understanding the implications of developmental psychology research for policy and practice
CO5 :	Enhanced understanding of the importance of supportive environments for individuals across the lifespan

PSY 401 COURSE CONTENT

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, 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 postformal thought. Schaies' model. Emotional Intelligence.
- c. Psycho-social development: Models—normative, timing-of-events, trait, and typological. Intimate Relationships. Marital and non-marital lifestyles: single life, marriage, cohabitation, 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, and 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, and relationships with maturing children.
- d. Vocational Adjustments— Factors Affecting Vocational Adjustment in Middle Adulthood, Vocational Hazards, and 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, and Friendships. Non-marital kinship ties: relationships with adult children or their absence, relationships with siblings. Becoming Great-Grandparents.
- d. **Old age:** Theories of aging: programmed theories and damage theories, Many Faces of Death: Care of the Dying. Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving. Death & Bereavement across the Lifespan. Issues related to Death - Medical, Legal and Ethical. 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), Atopical Approach to Life Span Development, 3rd Edition, Tata McGraw-Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2										1
CO2						3	2	2				
CO3		2						1	1			
CO4		2	3	3	1	2	1					2
CO5						2	3	3	1	1		1

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Attendance	5
Internal Test	5
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

PSY-401P - Practicals for Developmental Psychology - Practical IV

PSY-401P COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Practicals for Developmental Psychology Practical IV		
Course Code	PSY-401P	Number of Credits	2
Contact Hours	60 hours/ 4 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY – 401P COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.A./ B.Sc. having completed 3 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Development Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments from childhood to late adulthood. Psychological well being, stress, students problems ect.
2. Enable students to use descriptive statistics to present data.
3. Build research and team-work skills among students.

Course Outcomes:

By the end of the course, students will be able to:

CO1:	Use standardized psychological tools to measure various psychological assessments from childhood to late adulthood. Psychological well being, stress, students problems ect. interpret and report the results of the same.
CO2:	Organize and present data using measures of variability.
CO3:	Continue to work on the research project started in semester I with analyzing the data using (only) descriptive statistics, discussion, and referencing.

PSY - 401P COURSE CONTENTS:

Part A: Assessments

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Social Intelligence Scale
5. Rathu's Assertiveness Scale
6. Knox Cube test
7. Loneliness inventory
8. Marital adjustment scale/Attachment scale

Note: A total of **FIVE** assessments/ tests need to be taught from the list.

Part B: Statistics

1. Correlation Method for Parametric test - Pearson Product moment correlation methods

2. Correlation Method for the non parametric test - Spearman Rank Order Method

Part C: Project

Group Project or Individual Project: Any two assessments to be used for the children or adolescents sample and any of the methods of the correlation can be used for the analysis. (Introduction, Review of Literature, Methodology and Data collection to be part of semester III; Data analysis using Descriptive Statistics, Discussion, References to be part of semester IV).

References:

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). **Statistics in Psychology and Education**. 6th ed. New Delhi. Paragon.
3. King, B., Rosopa, P., & Minium. (2011). **Statistical Reasoning in the Behavioral Sciences**. 7th ed. New Jersey. Wiley.

Note: Latest editions of books may be used

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

Course Articulation Matrices :

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		3	3		3							
CO2			2	2	2					1	2	
CO3			2	3	3							2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Practical Record	5
Total	10

Note: For Practical Classes – 10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics	1	5	5
Viva Voce	-	5	5
Total			40

Note: Pass marks = 16

3rd Semester / 4th Semester / 5th Semester
Undergraduate Programme | Faculty of Science | Course: B.Sc. General with three majors
PSYCHOLOGY

Skill Enhancement Course (SEC)– Counselling Essentials

Program Name	B.Sc. (Psychology)	Semester	III/ IV/V
Course Title	Counselling Essentials		
Course Code	SECPSY	Number of Credits	2
Contact Hours	30 hours / 4hrs/week	Duration of SEA/ Exam	3 hrs
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

SECPSY Course Prerequisites:

Students admitted into 3rd semester B.Sc. after studying 2 semesters of Psychology as a major.

Course Objectives:

1. Understand the concept and foundational principles of counselling, definitions, goals, and qualities of an effective counsellor.
2. Developing effective communication and interpersonal skills.
3. Develop awareness of key ethical issues in counselling.
4. Learn and practice the core microskills and techniques essential to effective counselling communication.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1 :	Explain core concepts of counselling, definitions, goals, and personal-professional attributes of a counsellor.
CO2 :	Identify and evaluate ethical issues in counselling practice such as confidentiality, informed consent, and cultural sensitivity.
CO3 :	Develop an understanding of cultural diversity and its implications for counseling practice.
CO4 :	Demonstrate proficiency in core counselling microskills including listening, reflection, summarizing, and empathetic communication.

Course Contents:

Unit I: Introduction to Counselling

(5 Hours)

- (a) Counselling: Definition, personality factors and background, qualities and goals of a counsellor.
- (b) Ethical issues in Counseling Practice: Ethics and Counseling, Professional Code of Ethics and Standard, The Right of Informed Consent, Dimensions of Confidentiality, Ethical Issues in a Multicultural Perspective and Ethical Issues in the Assessment Process.

Unit II: The Core Skills & Techniques of Counselling

(25 Hours)

- (a) The Microskills Hierarchy: Attending Behaviour, Basic listening skills (questioning, observation, encouraging, paraphrasing, summarizing, and reflecting feelings);
- (b) Advanced skills: Influencing skills (Focusing, Empathetic confrontation, Interpretation/reframing, reflection of meaning, feedback, and self-disclosure), Positive asset search, Confrontation.

References:

1. Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Brooks/Cole.
2. Ivey, A. E., & Ivey, M. B. (2007). *Intentional interviewing and counseling*. Thomson Brooks/Cole.
3. Gladding, S. T. (6th ed.). (2008.). *Counseling: A comprehensive profession*. Pearson India Limited.
4. Egan, G. (2007). *The Skilled Helper - A Problem-Management and Opportunity- Development Approach to Helping* (9th ed.). Brooks/Cole, Cengage Learning.
5. Corey, G. (2012). *Theory and Practice of Group Counselling* (8th ed.). Brooks/Cole, Cengage Learning.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations.
2. Group discussions, collaborative learning, team teaching, activity-based learning.
3. Role play & simulation exercises, media based learning.

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2					1	1	1	1	1	
CO2	3	3					1	1				
CO3	3	3	3	3	2							2
CO4	3	3				3	3	2	1	1	1	

Formative (Internal) Assessment Guidelines :

Assessment Type/ Criteria	Marks
Report	5
Demonstration Skills	5
Total	10

Summative (External) Assessment Guidelines :

Assessment Type/ Criteria	Number of Skills	Marks for each	Total Marks
Writing Introduction	1	10	10
Conducting a Session	2	10	20
Report Writing	1	10	10
Total			40

Note: Pass marks =16