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Suchitras
18/6/25

DAVANAGERE UNIVERSITY, DAVANAGERE

B.A. in Psychology

SYLLABUS

With Effect from 2024-25

STATE EDUCATION POLICY

FOR SEM I - VI

AS PER SEP : 2024-25

Davanagere University, Davanagere
B.A in Psychology Effective from 2024-25

Semester	Sl.No	Title of the paper	Teaching Hrs / Week	Sem End Exam	Internal Assessment	Total Marks	Credits	Duration of the Exam
1	2	3	4	5	6	7	8	9
I Sem	1	Foundations of Psychology-I	4 hrs	80	20	100	03	3 hrs
	2	Practical – I	4 hrs	40	10	50	02	3 hrs
II Sem	3	Foundations of Psychology-II	4 hrs	80	20	100	03	3 hrs
	4	Practical – II	4 hrs	40	10	50	02	3 hrs
III Sem	5	Life Span Development – I	4 hrs	80	20	100	03	3 hrs
	6	Practical-III	4 hrs	40	10	50	02	3 hrs
	7	Psychology of Health and Well Being (Elective-I & II)	2 hrs	40	10	50	02	2 hrs
IV Sem	8	Life Span Development – II	4 hrs	80	20	100	03	3 hrs
	9	Practical-IV	4 hrs	40	10	50	02	3 hrs
	10	Youth Gender and Identity (Elective-I & II)	2 hrs	40	10	50	02	2 hrs
V Sem	11	Health Behaviour	4 hrs	80	20	100	03	3 hrs
	12	Practical-V	4 hrs	40	10	50	02	3 hrs
	13	Social Psychology	4 hrs	80	20	100	03	3 hrs
	14	Practical-V	4 hrs	40	10	50	02	3 hrs
VI Sem	15	Abnormal Psychology	4 hrs	80	20	100	03	3 hrs
	16	Practical-VII	4 hrs	40	10	50	02	3 hrs
	17	Organisational Behaviour	4 hrs	80	20	100	03	3 hrs
	18	Practical-VIII	4 hrs	40	10	50	02	3 hrs

Suchitra S
DEAN
Faculty of Arts
Davanagere University
Shivagangotri, Davangere-07

[Signature]
Registrar
Davanagere University
Shivagangotri, Davangere.

As per SEP
I Semester
Title of paper : Foundations of Psychology-I

Course No	Type of Course	Theory /Practical	Credits	Instruction hour / week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
01	PSY-1	Theory	03	04	60hrs.	3hrs.	20	80	100

Objectives

To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

To enable the students to understand the applications of psychology to different fields

Learning Outcome:

Students will be familiar with the Basic of Psychology.

Student will comprehend basic concepts of Psychology

Contents

UNIT –I

INTRODUCTION

-16 hrs

Genesis, Definition & Goals of Psychology - Describing, predicting and Controlling behaviour

Modern perspectives of Psychology: Biological, Psychodynamic, Behavioral, Cognitive, Socio-cultural, Humanistic and Evolutionary perspective.

Branches of Psychology: Basic and Applied; General, Social, Child, Developmental, Biological, Abnormal, Cognitive, Educational, Environmental, Industrial, Clinical, Forensic, Military and Sports

Scientific Methods: Introspection, Observation, Experimental, Survey, Interview and Case study.

Physiological Basis of Behavior: Neurons, Nervous System, Central and Peripheral Nervous system and Endocrine C its effects: Pituitary, Thyroid, Parathyroid, Adrenal and Gonads.

UNIT- II

SENSATION, ATTENTION AND PERCEPTION

16 hrs

Sensation: Definition, characteristics and Types of Senses: Visual, Auditory, Gustatory Tactual, Kinesthetic and Organic

Attention: Meaning, Types - Voluntary, involuntary, habitual phenomena, Determinants of attention - objective & subjective,

Perception: meaning, determinants and characteristics, Perceptual Organization, Top-Down and Bottom-up Processing. Gestalt principles.

Perceptual Constancies, Movement Perception, Perceptual illusion, Subliminal perception & Extra sensory perception. Depth perception, monocular and binocular.

UNIT-III

LEARNING

16 hrs

Introduction: Definition; Types of learning—1) Trial and Error- Experiment and laws of Thorndike.

Classical conditioning Experiment and Basic concepts Extinction, Spontaneous recovery, Generalization, Discrimination, Higher order conditioning.

Operant conditioning - Basic concepts - Reinforcements, Punishment. Processes - Generalization, Discrimination, Shaping, Chaining

Cognitive learning-Latent learning-Tolman.

Observational learning-Bandura, Insight Learning-Kohler.

UNIT-IV

MEMORY AND FORGETTING

12 hrs

Basic processes-Encoding, Storage, Retrieval

Models of Memory: Atkinson and Shiffrin's Model, Alan Baddeley's Working Memory. Types of Memory: Ep Autobiographical and Flashbulb Memory.

Forgetting: Nature and Causes and theories of Forgetting-Interference Theory, Decay Theory and Cue-dependent theory.

Techniques of improving memory. Chunking, Mnemonic, Organization, SQRRR(Survey, Question, Read, Recite and Selective forgetting - how to forget bad memories

Readings:

Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson. Ciccarelli, S.K. & White, J. N. (2017). Psychology, 5th Ed. Pearson
 Coon, D. & Mitterer, J. O. (2013). Introduction to Psychology: Gateway to Mind and Behavior, 13th Ed. Cengage Learning
 Feldman, R. S. (2017). Understanding Psychology. 12th Ed. McGraw Hill, New Delhi
 Kosslyn, S. M. & Robin Rosenberg, R. (2008). Psychology in Context, 3rd Ed. Pearson.
 ಸಾಮಾನ್ಯ ಮನೋವಿಜ್ಞಾನ, ಪಿ. ನಟರಾಜ
 ಮನೋವಿಜ್ಞಾನ, ಭಾಗ - 1, ಹಾಗೂ ಭಾಗ - 2 ಮಧುಚಂದ್ರ ಎಂ. ಕೆ, ಹಾಗೂ ಡಾ. ಎನ್. ಎಲ್ ಶ್ರೀಮತಿ

As per SEP

Title of paper: Foundations of Psychology-I

Course No	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
02	PSYPR-2	Practical 02	4	4	60 hrs	3 hrs	10	40	50

(Conduct any Six Practicals):

Directed Observation on the Accuracy of Report

Colour Blindness

Localization of Sound

Mapping of Color Zones

Seton Attention

Muller Lyer Illusion

Illusion of movement

Bilateral Transfer of Training

Meaning on Retention

Retroactive Inhibition

Repetition and Recall

Meaning on span of apprehension

STATISTICS: Grouping of data: Tabulation and Frequency Distribution, Measures of Central Tendency: Mean and Median for grouped and ungrouped data and application of Measures of Central Tendency.

Internal Assessment and Semester examination for Practical Paper I Semester (10+40=50marks)

Sl.No	Internal Assessment	Maximum Marks
1	2	3
1	Record Journal – IA	10
2	Plan and procedure	10
3	Conducting one experiment	10
4	Result and discussion	10
5	Viva voce	05
6	Statistics	05
Total		50

As per SEP
II Semester

Title of paper: **Foundations of Psychology-II**

Course No	Type of Course	Theory /Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
03	PSY-II	Theory	03	04	60 hrs.	3 hrs.	20	80	100

Objectives:

To Lay basic foundation of various psychological concepts

To comprehend and analyse provide broader foundation by exposing students to various topics such as Emotion, Motivation, Intelligence, Thinking and Personality

Learning Outcome:

Students will be familiar with fundamental psychological concepts.

Student will able to understand analyze and apply these psychological concepts in their life

Contents

Unit-I **EMOTIONS AND MOTIVATION** **18 hrs**

Meaning, definition and characteristics, universal emotions, physiological basis of emotions, changes accompanying emotions – physical, biological, psychological, enhancement of positive emotions and management of negative emotions. Role of emotions in daily life.

Theories of emotions - James- Lange, Canon- Bard, Schacter-Singer, Emotional intelligence

Nature of motivation - drive cycle, physiological motives - hunger, thirst, sex and maternal motive; psycho-social motives - affiliation, achievement, power and aggression, Maslow's need hierarchy,

Approaches-Instinctapproach,drivereduction,arousalapproach,incentiveapproach

Types of Motivation - Intrinsic & extrinsic motivation. Strategies to enhance motivation.

Unit-II **COGNITIVE PROCESSES** **12hrs**

Thinking: Meaning, definition, Tools of thinking, Types of thinking- convergent and divergent thinking,

Autistic and realistic thinking.

Concept formation

Reasoning: Definition, Types, approaches to study of reasoning.

Problem solving-strategy and challenges,

Decision making and Creative Thinking : Characteristics and Stages of creative thinking.

Language and thought.

Unit - III **INTELLIGENCE** **14 hours**

Definition and meaning ,factors influencing intelligence-nature and nurture, Theories of Intelligence-Spearman,Thurstone,Sternberg, Gardner,

Measurement of Intelligence - types of tests - verbal and nonverbal tests, power and speed tests, individual and group tests, culture free & culture fair tests,

Concept of IQ,classification,distribution of intelligence,

Extremes in intelligence-mentally gifted and mentally challenged, APA classification

Unit- IV **PERSONALITY** **16 hrs**

Definition and Meaning, Approaches – Freud's psychodynamic approach, Cattell's and Allport trait approach. OCEAN.

Personality Types - Sheldon, Kretchmer, Jung, and Type A and type B, Myers-Briggs Type Indicator, Bandura's social learning approach,

Concept of self: Carl Rogers, Maslow, Adler,

Assessment of personality - objective methods: rating scales, interview and behavioural tests, self-report inventories, projective tests. (Nature, merits and demerits of each method

Readings:

Baron, R. & Misra.G.(2013). Psychology. New Delhi: Pearson. Ciccarelli, S.K.& White,J. N. (2017). *Psychology*, 5th Ed. Pearson.

Coon, D.& Mitterer, J.O.(2013). *Introduction to Psychology: Gateway to Mind and Behavior*, 13th Ed. Cengage Learning

Feldman,R.S.(2017). *Understanding Psychology*. 12th Ed. McGraw Hill, New Delhi.

As per SEP

Title of paper: Foundations of Psychology-II

Course No	Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
04	PSYPR-2	Practical	02	4	60	3 hrs	10	40	50

PRACTICALS: (Conduct any Five)

Judgment of Emotions
 Emotion and Free Association
 Achievement Motivation
 Assessment of Aggression
 Otis' Test of Intelligence
 Ravens Progressive Matrices
 Yerkes Multiple Choice Test/ Word Building Test
 Concept Formation
 Eysenck Personality Inventory
 Bell's Adjustment Inventory
 Emotional Intelligence
 Friendship Scale

STATISTICS: Measures of Variability: Range, Quartile Deviation, Mean Deviation (Grouped and Ungrouped Data) and their application.

Internal Assessment and Semester examination for Practical Paper

II Semester (10+40=50marks)

Sl.No	Internal Assessment	Maximum Marks
1	2	3
1	Record Journal – IA	10
2	Plan and procedure	10
3	Conducting one experiment	10
4	Result and discussion	10
5	Viva voce	05
6	Statistics	05
Total		50

As Per SEP

BA III - Semester

Course Title: Life Span Development-I

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSC-5	Theory	04	04	60hrs.	3hrs.	20	80	100

Course Outcomes (COs): At the end of the course students will be able to:

- CO1: To enable the students to understand the basic concepts of human development and its significance.
 CO2: To enable the students to gain insights into the development of human being from conception to end of life and to understand human behavior.
 CO3: To understand the relationship between theory and applications within each domain.
 CO4: Comprehend and critically evaluate major theories and stages of child development, including cognitive,

social, emotional, and physical growth, and apply these theories to understand and address developmental milestones and challenges in children.

CO5: Identify and analyze the various factors that influence child development, such as family, culture, environment, and education, and assess their impact on the psychological well-being and behavioral outcomes of children.

Unit	Chapter Names & Contents	60 hrs
Unit-I	Introduction to Developmental Psychology a) Meaning and characteristics of lifespan perspective, career opportunities in human development, conceptions of age. b) Methods- Biographical, Longitudinal and Cross-sectional, sequential, correlational, Laboratory c) Domains of human development – physical, cognitive, psycho-social d) Theories of Development- Psychoanalytic, psycho-social, cognitive (Piaget), ethological and ecological.	15 hrs
Unit-II	Prenatal Development a) Conceiving of a new life (sex cells, maturation, ovulation, fertilization), b) Genetic Foundations of Development : Genes and Chromosomes Dominant and Recessive Gene Principle, Sex linked Genes, Genetic Imprinting, Polygenic inheritance, c) Chromosomal Abnormalities - Down Syndrome, abnormalities of Sex chromosomes, Gene linked abnormalities d) Prenatal environmental influences- teratogens, prescription and nonprescription drugs, tobacco, alcohol, Radiation, environmental pollution, maternal diseases and maternal factors e) Characteristics of Prenatal period, f) Periods and hazards of prenatal development,. Types of birth. Birth Complications g) New born assessment -APGAR, Brazilton, Neonatal, Behavioral assessment scale.	15 hrs
Unit-III	Infancy and Babyhood a) Infancy - Stages, characteristics, major adjustments in infancy, Reflexes-and hazards of infancy b) Principles of Development-Cephalo-caudal, Proximo-distal,Prematurity- causes and its effects. c) Babyhood - characteristics, speech and emotional development and hazards in babyhood. d) Breast feeding v/s bottle feeding and its outcome for baby & mother e) Piaget's Sensorimotor Stage and Vygotsky's theory of cognitive development	15 hrs
UnitIV	Early and Late Childhood a) Early Childhood: Characteristics, physical, emotional, and psycho-social development b) Cognitive development - Piaget's pre-operational, Concrete Operational stage, Vygotsky's theory and information processing approach. c) Early childhood play types and functions. d) Late childhood - characteristics, development of self- understanding, self concept, self-esteem, four ways to increase self-esteem. Developmental changes in emotions. Kohlberg's theory of moral development. Childhood friendship and its functions. Problems of childhood: learning disabilities, ADHD, Autism spectrum disorder, Eating disorders: Pica, Rumination, Restrictive food intake. Childhood Depression, conduct disorders & juvenile delinquency.	15hrs

Recommended books:

- Hurlock E B (2001). *Developmental Psychology- A Life Span approach* McGraw- Hill Papalia, D. E., Olds, Feldman, R. D. (2007). *Human development* (10th ed.). McGraw-Hill.
- Santrok J.W. (2019). *Life-Span Development*: McGrawHill, New York.
- Butcher, J.N., Hooley, J.M., Mineka, S.M. & Nock, M.K., (2018). *Abnormal Psychology*, 17th Edition. Pearson.
- Nataraj P, *Developmental Psychology*, Srinivas Prakashan, Mysuru.
- ವಿಕಾಸದ ಮನೋ ವಿಜ್ಞಾನ-ನೂರಾಜ, ಶ್ರೀನಿವಾಸಪ್ರಕಾಶನ್, ಮೈಸೂರು
- Hoffman L., S, Hall E & Shell R. (1988) *Developmental Psychology* McGraw Hill Inc.2
- S.V.Kale-Child Psychology and Guidance

As Per SEP
B.A. Semester– III

Course Title: Life Span Development-I : Practical

Type of Course	Theory /Practical	Credits	Instruction hou r per week	Total No.of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSC-6	Practical	02	04	56hrs.	3hrs.	10	40	50

Course Outcomes (COs): *At the end of the course, students will be able to:*

CO1: Design and implement assessments to evaluate various aspects of child development, including cognitive, social, emotional, and physical domains, using standardized tools and observational methods.

CO2: Systematically observe and document children's behavior in naturalistic and controlled settings, analyzing patterns and drawing insights about developmental processes and individual differences.

CO3: Utilize knowledge of developmental theories to interpret assessment results and behavioral observations, applying theoretical frameworks to understand and support children's developmental needs.

CO4: Create and evaluate intervention strategies to address developmental delays or behavioral issues, using evidence-based practices to promote healthy development and well-being in children.

CO5: Strengthen research skills through the design, implementation, and analysis of child psychology experiments, and effectively communicate findings through comprehensive reports and presentations, demonstrating an ability to convey complex information clearly and accurately.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Children 's self-concept scale
2. Study Habit inventory
3. Parent-child relationship
4. Emotional Maturity
5. Word building test
6. Concept formation
7. Intelligence test(CPM)
8. Measuring Depression
9. Division of Attention
10. Learning styles inventory (VARK)
11. Verbal Reasoning test
12. Children Moral Value Scale

STATISTICS: Standard Deviation

Internal Assessment and Semester examination for Practical Paper

III Semester (10+40=50marks)

Sl.No	Internal Assessment	Maximum Marks
1	2	3
1	Record Journal – IA	10
2	Plan and procedure	10
3	Conducting one experiment	10
4	Result and discussion	10
5	Viva voce	05
6	Statistics	05
Total		50

As per SEP

III- Semester

Title of paper: **Psychology of Health and Wellbeing (Elective)**

Course No	Type of Course	Theory /Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
05	PSY Elective	Theory	02	02	30 hrs.	2 hrs.	10	40	50

Objectives:

- ❖ To Lay basic foundation of various psychological concepts
- ❖ To comprehend and analyse provide broader foundation by exposing students to various topics such as Emotion, Motivation, Intelligence, Thinking and Personality

Learning Outcome:

Students will be familiar with fundamental psychological concepts.

Student will able to understand analyze and apply these psychological concepts in their life

Psychology of Health and Wellbeing

Course Content

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

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 hrs**

Unit 3: Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management. **10 hrs**

References:

- Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge. DiMatteo, M.R & Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.
- 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. New Delhi: Tata Mc

Internal Assessment for Elective Theory paper

1. Two tests - 04 marks
2. Assignment - 03 marks
3. Attendance - 03 marks

Total- 10 marks

Suchitra S
DEAN
Faculty of Arts
Davangere University
Shivagangotri, Davangere-07

B.A. Semester-IV

Course Title: Life Span Development-II

Type of Course	Theory /Practical	Credits	Instruction Hour per week	Total No.of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSC-7	Theory	04	04	60hrs.	3hrs.	20	80	100

Course Outcomes (COs): At the end of the course students will be able to:

CO1: Understand and critically evaluate major theories of human development, including those proposed by Piaget, Erikson, Vygotsky, and Kohlberg, and apply these theories to analyze developmental changes across the lifespan.

CO2: Identify and describe key developmental milestones in physical, cognitive, social, and emotional domains from infancy through adulthood, and understand the typical progression and variation in these milestones.

CO3: Assess the influence of genetic, environmental, and socio-cultural factors on development, examining how these factors interact to shape individual developmental trajectories.

CO4: Explore various developmental challenges and disorders, such as autism spectrum disorders, ADHD, and learning disabilities, understanding their characteristics, causes, and implications for individuals and families.

CO5: Apply principles of developmental psychology to real-world contexts, such as education, parenting, healthcare, and policy-making, developing strategies to support healthy development.

Unit	Chapter Names & Contents	60 hrs
Unit-I	Puberty and Adolescence a) Puberty: Stages, Characteristics, Criteria b) Timing and variations in puberty, early & late maturation, Primary and secondary sex characteristics. Hazards and unhappiness during puberty c) Adolescence: divisions and characteristics Adolescent problems- eating disorders, teenage pregnancy, Drug addiction, Smoking and suicide, Juvenile delinquency, d) Psycho-social development: Search for identity, Theories of Erickson and Marcia. Emotional and moral development, interests and career preparation, Parent-adolescents conflict.	15 hrs
Unit-II	Early Adulthood a) Characteristics of early adulthood, vocational adjustment b) Family adjustment: Marital harmony and Adjustment to parenthood, parenting styles c) Marital and non-marital life styles: single life, marriage, cohabitation, LGBT issues d) Dual earner couples, Work family Balance, diversity in workplace	15 hrs
Unit-III	Middle Adulthood a) Definitions, Characteristics of Middle adulthood b) Physical changes: sensory and psycho-motor functioning, sexuality and reproductive functioning, occupational stress, burnout c) Cognitive Development - information processing, problem solving d) Psycho-social development, social adjustment, empty nest, midlife crisis e) Changes in interests, preparation for retirement.	15 hrs
Unit-IV	Late Adulthood a) Characteristics of late adulthood, physical appearance b) Physical changes - vision, hearing, Taste & smell, touch and pain, strength, endurance, balance and reaction time c) Psycho-social adjustment: relations with grandchildren, single-hood, widowhood, institutionalized and social contact, Adjustment to retirement, Dementia, and Alzheimer disease d) Theories of aging: programmed theories and damaged theories, decision regarding life, death & health care, Kubler - Ross's stages of dying. e) Finding meaning and purpose in life & death.	15hrs

Recommended books:

- Hurlock E B (2001). *Developmental Psychology- A Life Span approach* McGraw- Hill Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development* (10th ed.). McGraw-Hill.
- Santrok J.W.(2019). *Life-Span Development*: McGrawHill, New York.
- Nataraj P, *Developmental Psychology*, Srinivas Prakashan, Mysuru.
- ಸತೀಶ್ ರಾಜ್ ಪಿ. "ವಿಕಾಸಕರ್ಮ ವಿಜ್ಞಾನ", ಶಿವನಿವಾಸ ಪ್ರಕಾಶನ.
- Hoffman L., S, Hall E & Shell R. (1988) *Developmental Psychology* McGraw Hill Inc.2
- S.V.Kale-Child Psychology and Guidance

BA. Semester-IV

Course Title: Life Span Development-II (Practical)

Type of Course	Theory /Practical	Credits	Instruction Hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSC-8	Practical	02	04	56hrs.	3hrs.	10	40	50

Course Outcomes (COs): At the end of the course, students will be able to:

CO1: Design and administer assessments to measure various aspects of development, such as cognitive, social, emotional, and physical development, using standardized tools and observational techniques.

CO2: Collect, analyze, and interpret data from developmental assessments and observations, utilizing statistical methods to understand patterns and draw evidence-based conclusions about developmental processes.

CO3: Use developmental theories to interpret assessment results and observations, linking theoretical knowledge with practical findings to better understand developmental stages and individual differences. CO4: Develop and evaluate intervention strategies tailored to address specific developmental issues or challenges, applying evidence-based practices to support optimal growth and development.

CO5: Strengthen research skills by designing, conducting, and analyzing developmental psychology experiments, and improve communication skills by effectively presenting findings through written reports and oral presentations, demonstrating the ability to convey complex information clearly and accurately.

List of the Expedients, each will have 4rs / Week (Minimum 12 experiments, Conduct any Six)

1. Anger Measurement Scale
2. Well-being Scale
3. Social network addiction scale
4. Job Satisfaction scale
5. Marital adjustment/ Marriage Attitude Scale
6. Modernity Inventory
7. Personal Value questionnaire
8. Rathu's Assertiveness Scale
9. Family environment scale
10. Screening mental health status (MINI MSE)
11. Old age adjustment Inventory
12. Security - Insecurity Inventory

STATISTICS: Correlation: Pearson's product moment correlation and application of correlation

Internal Assessment and Semester examination for Practical Paper

IV Semester (10+40=50marks)

Sl.No	Internal Assessment	Maximum Marks
1	2	3
1	Record Journal – IA	10
2	Plan and procedure	10
3	Conducting one experiment	10
4	Result and discussion	10
5	Viva voce	05
6	Statistics	05
Total		50

As per SEP
Semester-IV

Title of paper: **Youth, Gender and Identity (Elective)**

Course No	Type of Course	Theory /Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
06	PSY Elective	Theory	02	02	30 hrs.	2 hrs.	10	40	50

Objectives:

To Lay basic foundation of various psychological concepts

To comprehend and analyse provide broader foundation by exposing students to various topics such as Emotion, Motivation, Intelligence, Thinking and Personality

Learning Outcome:

Students will be familiar with fundamental psychological concepts.

Student will able to understand analyze and apply these psychological concepts in their life

Youth, Gender and Identity

Unit 1: Introduction

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 **10hrs**

Unit 2: Youth and Identity

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 **10hrs.**

Unit 3: Gender and Identity, Issues related to Youth

a. Issues of Sexuality in Youth

b. Gender discrimination

c. Culture and Gender: Influence of globalization on Gender identity 14hrs.

d. Youth, Gender and violence, enhancing work-life balance

e. Changing roles and women empowerment, encouraging non-gender stereotyped attitudes in youth **10 hrs**

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

Internal Assessment for Elective Theory paper

- | | |
|---------------|------------|
| 4. Two tests | - 04 marks |
| 5. Assignment | - 03 marks |
| 6. Attendance | - 03 marks |

Total- 10 marks


DEAN
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Shivangotri, Davangere-07


Registrar
Davangere University
Shivangotri, Davangere.

