



UJIRE - 574 240

DAKSHINA KANNADA, KARNATAKA STATE

(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)

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DEPARTMENT OF PSYCHOLOGY

Syllabus of
**Bachelor's Degree in
PSYCHOLOGY**

**CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME
UNDER NEW EDUCATION POLICY 2020
2021-22 ONWARDS**

**Approved by the BOS meeting held on 12th November 2021
Approved by the Academic Council meeting, held on 10-12-2021**



Undergraduate program in Psychology

NEP 2020

Preamble

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills.

Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A. Aminabhavi, Professor, Karnatak University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

SDM BOS of psychology (UG) reviewed and accepted of proposed syllabi by the core committee of State NEP 2020 board.

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1st and 2nd semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1st and 2nd semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology in terms of biological base of behaviour, sensation, attention, perception, memory, learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.



Department of Psychology

In the second year which comprises of 3rd and 4th semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a “Diploma” in Psychology with 96 credits).

Once the student enters 3rd year of learning psychology under BA/BSc stream in the 5th semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6th semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7th semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and Research Methodology with discipline specific electives comprising Child Pathology, 8th semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.



**NEP Syllabi of Psychology (Discipline Specific Course) subject for
BA/BSc- I & II Semester**

With effect from academic year 2021-22 and onwards

Semester	Course Code	Paper No.	Paper Title	No. of Hrs/Week	Duration of Exam	Marks			Credit
						IA	Sem End	Total	
I	*BASPVDSC103	I	Foundations of Psychology	4	3	40	60	100	4
	*BASPVDSP104		Practical - I	4	3	25	25	50	2
	*BASPVOEC105		Psychology of health and Welbeing	3	3	40	60	100	3
	*BASPVSEC106		Developing Life Skills-I	3	3	40	60	100	2
II	*BASPVDSC153	II	Foundations of Behaviour	4	3	40	60	100	4
	*BASPVDSP154		Practical – II	4	3	25	25	50	2
	*BASPVOEC155		Youth, Gender and identity	3	3	40	60	100	3
	*BASPVSEC156		Developing Life Skills- II	3	3	40	60	100	2

Summary Chart

*** Please note the paper code is subjected to change as per Institution guideline**



I Semester

Discipline Core (DSC A1)

FOUNDATIONS OF PSYCHOLOGY

*BASPVDSC103

52 hrs (4hrs/week)

Credit: 4

Course Outcomes:

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

CO1: Understand the genesis of Psychology and its importance

CO2 : Gain basic knowledge about Psychology

CO3: Understand the fundamental mental processes which are base for behaviour

CO4: Understand the Applications of Psychology in various fields

CO5: Connect anatomical structure with various behaviours and analyse.

CO6: Apply the knowledge of learning principles and memorising skills in the preparation for examination and share them with other students.

UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (13 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, and Applied branches of Psychology, Applied branches of psychology- Defence psychology, Cognitive neuroscience, Community psychology and Positive psychology.

Psychology as Applied Science: Introspection, Observation, Experimental, Clinical and Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR (13 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, Thymus gland, Parathyroid, Pineal, Adrenal and Gonads.

UNIT-III: SENSATION, ATTENTION AND PERCEPTION (13 hours)

Sensation: Definition and Characteristics, Types of Senses and Receptors Involved in Each Sensation.;Kinaesthetic and Vestibular sensation.

Perception: Meaning and laws of perceptual organization; Depth Perception: Meaning, Perceptual Constancies, Monocular and Binocular Cues. Errors in perception; Subliminal Perception.

Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants: Objective and Subjective.

UNIT-IV: LEARNING (13 hours)

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

Forgetting: Meaning, Definition and Causes of Forgetting

Learning: Introduction: Definition, Factors Influencing Learning: Types of Learning: Classical Conditioning, Operant Conditioning and Trial and Error Learning, Cognitive Learning: Insightful (Kohler) and Observational (Bandura). Learning styles -VARK

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*, NeelkamalPvt. Hyderabad
- Weiten, W. (1995). *Psychology Themes and Variations (3rdedn)*, London: Brooks and Cole publishing Company.



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:

***BASPYPDSP104**

Minimum 8 Practical to be conducted

(4 hrs/week)

Credit: 2

1. Directed Observation on the accuracy of report
2. Stroop Effect
3. Left and Right Brain Dominance
4. Colour blindness/Mapping of colour zones
5. Two point threshold
6. Localisation of sound
7. Set on Attention
8. Span of attention
9. Muller-Lyer Illusion
10. Illusion of movement (Phi-Phenomena)
11. Meaning on retention
12. Retroactive Inhibition/ Proactive Inhibition
13. Recall and Recognition
14. Bilateral transfer of training
15. Insight on motor learning

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 end semester examination + 25 marks for internal assessment and Record**

· **Duration of Examination: 3 hrs**

· **Marks Distribution:**

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



Semester I

Open elective course (OEC)

PSYCHOLOGY OF HEALTH AND WELLBEING

***BASPYOEC105**

42 hrs (3 hrs/week)

Credit: 3

Course Outcomes

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

CO1: Understand the spectrum of health and illness for better health management

CO2: Identify stresses in one's life and how to manage them

CO3: Understand a variety of health announcing health protective and health compromising behaviours and to be able to know their application in illness management

CO4: Know to identify human strengths and life enhancement

Unit I: INTRODUCTION (14hrs)

Health, Wellbeing and Illness - Meaning and Definition, Models of health and illness: Medical, Bio psychosocial.

Subjective Well-being and Psychological well-being

Management of Illness: Acute, Chronic, Terminal illness.

Unit II: STRESS AND COPING (14hrs)

Meaning, Definition and Sources of Stress – Internal sources - Frustration, Conflicts and Pressure; External sources - Social and Environmental,

Effects of Stress on Physical and Mental Health

Coping and Stress management.

Unit III: HEALTH MANAGEMENT (14hrs)

Health habits: meaning and Factors, Obstacles in modifying health behaviour



Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga;

Health compromising behaviours: alcoholism, smoking, internet addiction;

References:

1. Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge.
2. DiMatteo, M.R & Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.
3. Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and Stoughton
4. Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
5. Hick.J.W. (2005).Fifty signs of Mental Health.A Guide to understanding mental health.Yale University Press.
6. Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA Sage.
7. Taylor. S.E. 2006).Health Psychology.6th Edition.FlewDelhI: Tata M



Semester I

Skill Enhancement Courses (SEC)

DEVELOPING LIFE SKILLS-I

***BASPYS106**

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

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

- 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

UNIT I: OVERVIEW OF LIFE SKILLS

(14 Hrs)

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 II: SELF-AWARENESS AND EMPATHY:

(14 Hrs)

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 III: Critical and creative Thinking

(14 Hrs)

Definition and need for Creativity, Imagination, Intuition, Experience and Sources
Critical Thinking- Convergent & Divergent Thinking.

Definition of decision making and problem solving; Steps in problem solving: Problem Solving Techniques

Activities : Fish Bowl , Debates , 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion , brain storming, 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.
- Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.



II Semester

Discipline Core (DSC A12)

FOUNDATIONS OF BEHAVIOUR

***BASPVDSC153**

52 hrs (4hrs/week)

Credit: 4

Course Outcomes:

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

CO1: Evaluate and understand the different human emotions

CO2: Critically evaluate and identify determinants of motivation

CO3: Compare and contrast different theories of intelligence

CO4: Understand human thinking and reasoning abilities

CO4: Differentiate the human personalities

UNIT I: EMOTIONS AND MOTIVATION

(13hrs)

EMOTION: 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. Emotional intelligence at work

MOTIVATION: Meaning, definition, Basic concepts- Instincts, needs, drives, incentives, motivational cycle; Types of Motivation - Biological Motives & Social Motives: McClelland's theory of achievement motivation, Abraham Maslow-Need hierarchy theory.

UNIT II: INTELLIGENCE

(13hrs)

Meaning, Definition and Factors influencing – Heredity and Environment, Theories – Spearman's Two factor theory; Cattell's theory of crystallized and fluid intelligence; Gardner's theory of multiple intelligences; Neural network theory.

Concept of IQ, Classification of IQ: Normal probability curve, Extremes of intelligence – Gifted and mentally challenged; Assessment of intelligence Types of intelligence tests and Uses, Relationship between Intelligence and creativity.



UNIT III: THINKING AND REASONING

(13hrs)

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; Problem solving in daily life, Reasoning and decision making.

UNIT IV: PERSONALITY

(13hrs)

Meaning and definition; Theories of personality- Triguna's, Type and trait, Dynamic- Sigmund Freud Carl Jung; Behavioural-Eysenck's dimensions of personality; Mc Crae and Costa's Big

Five factors, Humanistic- Roger's theory of self-actualization; Assessment of Personality - interviews, questionnaires and rating scales and projective tests and uses.

Books for Reference:

1. Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd.
2. Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill
3. Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.
4. Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.
5. Malim, T. (2017). Introductory Psychology. Macmillan International Higher Education.
6. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.
7. Weiten, W. (1995). *Psychology Themes and Variations* (3rd edn), London: Brooks and Cole publishing Company.



PRACTICALS:

***BASPYPDSP154**

Minimum 8 Practical to be conducted

(4 hrs/week)

Credit: 2

1. Emotional regulation/Maturity scale
2. Emotional intelligence scale/ questionnaire
3. Achievement motivation
4. Power motive inventory/Scale
5. Emotion and free association
6. Competition/cooperation
7. Cognitive style assessment
8. Concept formation
9. Problem Solving
10. Standard progressive matrices
11. Draw a man test
12. Bhatia's test of Intelligence
13. General Mental Ability Test by Jalota
14. Eysenck's personality inventory
15. Big Five personality traits

STATISTICS

Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation



Practical batches: 10 students per batch

Exam: 10 students per batch

- **Mark: 25 marks for end semester examination + 25 marks for internal assessment and Record**
 - **Duration of Examination: 3 hrs**
 - **Marks Distribution:**

Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
Statistics	05
Total	25



Semester II

Open elective course (OEC)

YOUTH, GENDER AND IDENTITY

***BASPYOEC155**

42 hrs (3 hrs/week)

Credit: 2

Course Outcomes:

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

CO1: Evaluate and understand the aspects and issues related to gender identity and gender role

CO2: Critically identify and evaluate key determinants influencing youth relationships

CO3: Demonstrate an awareness about the international context of Gender Identity.

CO4: Exhibit the consciousness of issues related to youth, gender and identity

CO5: Understand the importance of Law and Youth

UNIT I: INTRODUCTION TO YOUTH , GENDER AND IDENTITY (14hrs)

Concepts of Youth: transition to adulthood

Concepts of Gender: meaning of Sex, gender, Sexual Orientation, Gender Identity, Gender Roles, Gender Stereotypes.

Concepts of Identity: Multiple identities, Extended Youth in the Indian context.

UNIT II:ASPECTS OF YOUTH AND IDENTITY (14hrs)

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group

identity: Friendships and Romantic relationships; Workplace identity and relationships;

Youth culture: Influence of globalization on Youth identity and Identity crisis. Culture and

Gender: Influence of globalization on Gender identity

UNIT III: ISSUES RELATED TO YOUTH, GENDER AND IDENTITY (14hrs)

Youth, Gender and violence; Issues of Sexuality in Youth; Gender discrimination;

Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth



Juvenile Justice act; LGBT rights in India; UNICEF programs for youth

References

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill
4. Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication



Semester II

Skill Enhancement Courses (SEC)

DEVELOPING LIFE SKILLS-II

***BASPSEC156**

42 hrs (3 hrs/week)

Credit: 2

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 interpersonal relationships and positive management of stress and emotions

UNIT I: EFFECTIVE COMMUNICATION

(14hrs)

Effective communication and Presentation skills; Verbal and nonverbal communication, Barriers to effective communication- intercultural problems.

Activities: Letter Writing, Descriptive writing, Job Application, Resume writing;

Activities : Listen and Draw , Blindfold walk; **Activities :** Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute

UNIT II: INTERPERSONAL RELATIONSHIP

(14hrs)

Meaning and benefits of Interpersonal skills; Components of Interpersonal skills; Techniques of improving Interpersonal skills; Introduction to Groups: Composition, formation, types, expectations, Problem Solving, Consensus, Dynamics techniques;

Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer.



Activities: Use what you have game ,Group timeline, Do the Math : Cooperation and competition in groups, Barter Puzzle

UNIT III: COPING WITH STRESS AND EMOTIONS (14hrs)

Stress Management: Stress, types, reasons and effects; Identifying stress - GAS, Stress management techniques and coping with stress; 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.

References:

1. Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
2. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
3. 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.
4. Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
5. Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
6. Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.



List of Courses in Psychology

Discipline Specific Core (DSC):	Discipline Specific Elective Courses (DSE):	Skill Enhancement Courses (SEC):
<p>A1 Foundations of Psychology with practical</p> <p>A2 Foundations of Behaviour with practical</p> <p>A3 Child Development with practical</p> <p>A4 Developmental Psychology with practical</p> <p>A5 Social Psychology</p> <p>A6 Organisational Psychology</p> <p>A7 Abnormal Psychology</p> <p>A8 Health Psychology</p> <p>A9 Biopsychology</p> <p>A10 Cognitive Psychology</p> <p>A11 Child Guidance and Counseling</p> <p>A12 Theories Personality and Learning</p> <p>A13 Theories Motivation and Emotions</p> <p>A14 Counseling and Guidance</p> <p>B5 Corporate Psychology</p>	<p>DSE A-1 Corporate Psychology</p> <p>DSE A-2 Understanding the Human Psyche</p> <p>DSE A-3 Child Pathology</p> <p>DSE A-4 Forensic Psychology</p>	<p>SEC-1: Developing Life Skills-I</p> <p>SEC-2: Developing Life Skills-II</p> <p>SEC-3: Artificial Intelligence-</p> <p>SEC-4: Understanding the Self and Others</p> <p>SEC-5: Cyber Security</p> <p>SEC-6: Professional/ Societal Communication</p> <p>Open Elective Courses (OEC) :</p> <p>OEC-1 Psychology of Health and Wellbeing</p> <p>OEC-2 Youth, Gender and Identity</p> <p>OEC-3 Psychology and Mental Health</p> <p>OEC-4 Psychology at Work</p>



List of Other OEC Papers which may be included:

1. Understanding Indian Psychological Thoughts.
2. Community Psychology.
3. Consumer Psychology.
4. Crisis Management.
5. Stress Management.
6. Emotional Intelligence.
7. Re habitation Psychology.
8. Consumer Behaviour and Marketing.
9. Human Resource Practices.



Code No. of the paper

QUESTION PAPER FORMAT

SEMESTER B.A/B.Sc (PSYCHOLOGY) DEGREE EXAMINATION

October 2021

Time: 2Hours

(TITLE OF THE PAPER)

Max.Marks:60

I. Select the right choice for the following Multiple Choice Questions and write it in your answer sheets.

(5x1=5)

- 1.
- 2.
- 3.
- 4.
- 5.

II. Fill in the blanks

(5x1=5)

- 6.
- 7.
- 8.
- 9.
- 10.

II. Write note on any Four of the following (Short notes)

(4x5=20)

- 11.
- 12.
- 13.
- 14.
- 15.

III. Answer the following (Essay questions)

(3x10=30)

16. a)

OR

b)

17. a)

OR

b)

18. a)

OR

b)

* Equal weightage to all the units



Distribution of Internal Assessment Marks

Components (Theory)	Marks
Test	15
Seminars/Presentations/Activity /Case Study/ Assignment/Internships	10
Online MCQ	10
Attendance	05
Total	40

Components (Practical)	Marks
Test	10
Class Record	10
Test administering/ Assessment/ Attendance	05
Total	25

Distribution of Marks for attendance	Marks
≥ 95%	05
≥ 90% but < 95%	04
≥ 80% but < 90%	03
≥ 75% but < 80%	02
<75%	01

