



KUVEMPU UNIVERSITY
JNANA SAHYADRI

Four years Honours Program
Syllabus for B. A. Psychology

**DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR SEM I & II,
OPEN ELECTIVE COURSE (OEC) FOR SEM I & II &
SKILL ENHANCEMENT COURSE (SEC) FOR SEM I&II.**

AS PER NEP-2020

With effect from the Academic Year

2021-2022

KUVEMPU UNIVERSITY

**Department of P.G. Studies & Research in Sociology.
Jnana Sahyadri, Shankaraghatta-577 451.
Meeting of the Board of Studies (Composite) in Psychology (UG)**

PROCEEDINGS AND MINUTES OF THE MEETING:

Following Members were present in the Virtual Meeting:

- | | | |
|-------------------------|---------------|-------|
| 1. Prof. Anjanappa B.H. | - Chairperson | -Sd/- |
| 2. Mr. Shivaraju. C. | - Member | -Sd/- |
| 3. Dr. Deepa. V. | -Member | -Sd/- |

The BOS in Psychology (composite UG) virtually met at 11.00 a.m. on 04-10-2021 using the Google platform with an agenda to revise the syllabus according to NEP 2020. The said syllabus is to be introduced from the academic year 2021-22. The BOS has looked into the syllabus framed by the committee constituted at the State level .Necessary revisions in the content of the syllabus were made to suit the emerging trends in the discipline. It was also agreed upon that the syllabus of Psychology (BA) is outlined to provide scope for both fundamental and advanced knowledge along with a scope to enhance skills in Psychology. The board has appreciated the appropriateness and relevance of the syllabus as a model syllabus to B. A. Course (Psychology). The Board has approved the syllabus and the same will be implemented from the forthcoming academic year 2021-22.

Sd/-

**(Prof. Anjanappa B.H.)
Chairperson BOS (UG)**

KUVEMPU UNIVERSITY

MODEL CURRICULUM

Annexure: 1A: BA Programme Structure having Practical Core Courses Bachelor of Arts (B.A.)

Discipline Core: Psychology

Total Credits: 186

Year of Implementation: Academic year 2021-22 onwards

Programme Outcomes:

By the end of the B.A. Programme in Psychology the students will be able to:

- Explain the basic concepts in Psychology
- Use various psychometric tools for assessment
- Conduct a social science research with focus on the methods of studying human behaviour
- Demonstrate knowledge of the application of theories in Psychology
- Analyses the critical aspects in the process of diagnosis of mental health issues.

WEIGHTAGE FOR ASSESSMENTS (IN PERCENTAGE)

Type of Course	Formative Assessment(IA)	Summative Assessment	Total
Theory	40 marks (30%)	60 marks (70%)	100 marks
Practical	15 marks (30%)	35 marks (70%)	50 marks
Experiential Learning (Internships and field visits)			

Titles of the Papers in BA (PSYCHOLOGY)

Year	Semester	Course Code	Paper Title	Theory/Practical	Credits	
I BA	I	DSC-A1	Foundations of Psychology	Theory	04	
			Laboratory	Practical	02	
			OE-1	Psychology of Health and Wellbeing	Theory	03
			SEC-01	Life skills part I	Theory	02
	II	DSC-A2		Foundations of Behaviour	Theory	04
				Laboratory	Practical	02
			OE-2	Youth, Gender and Identity	Theory	03
			SEC-02	Life skills II	Theory	02

BA in Psychology, Semester 01

Course Title: Foundations of Psychology (Discipline Core DSC- A1)

Teaching Hours: 04 hours per week	Course Credits: 04
Theory Marks: 60	IA Marks:40
Total Marks	100

Course Outcomes

CO1 Understand the foundations and emergence of Psychology

CO2 Explain the biological premise of behaviour

CO3 Apply the theories of Psychology and conduct experiments

CO4 Examine the nature and process of perception, sensation, attention and learning with respect to behaviour

CO5 Evaluate and appraise the different theories of learning

CO6 Test psychological concepts and predict behaviour using psychological experiments and assessments

Objectives:

- To understand the basic psychological processes and applications in everyday life.
- To understand the basic aspects of different branches and basic theories of Psychology.
- To foster interest in Psychology and create foundation for further studies in Psychology.

UNIT 1: INTRODUCTION

Hours 10

- Origin and development of psychology, definition of psychology, goals of psychology.
- Perspectives of psychology (psychodynamic, behavioural, humanistic, biological and cognitive), psychology in India.
- Methods of studying psychology-introspection, observation, field study, case study, experimental and cross-cultural method.
- Applications of psychology.

UNIT 2: BIOLOGICAL BASIS OF BEHAVIOUR

12 Hours

- Neuron: structure, types, neural impulse, synapse, neurotransmitters.
- Nervous system: structure and function of central nervous system (brain and spinal cord) and peripheral nervous system (somatic nervous system and autonomic nervous system).

- Endocrine system: functions and effects of pituitary, thyroid, parathyroid, adrenal and gonads

UNIT 3: SENSATION, ATTENTION AND PERCEPTION

10 Hours

- Sensation: definition and characteristics; types of senses and receptors involved in each sensation.
- Attention: meaning and phenomena (span of attention, division of attention, fluctuation and distraction), determinants: objective and subjective.
- Perception: meaning and characteristics, Gestalt laws of perceptual organization.
- Depth perception: meaning, perceptual constancies, monocular and binocular cues.
- Errors in perception: 1) illusion: horizontal & vertical, Muller Lyre and illusion of movement and 2) hallucination: visual, auditory and tactile.

UNIT 4: LEARNING

14 Hours

- Introduction: definition, factors influencing learning: motivation, reinforcement and association.
- Types of learning: Trial and error learning: experiment and laws.
- Classical conditioning: experiment and laws - extinction, spontaneous recovery, generalization, discrimination, higher order conditioning.
- Operant conditioning: experiment (experiment on Pigeons) reinforcement, schedules of reinforcement, shaping and chaining;
- Cognitive learning: Insightful (Kohler) and observational (Bandura).

UNIT 5: MEMORY AND FORGETTING

10 Hours

- Memory: basic processes – encoding, storage and retrieval.
- Types of memory: sensory memory, short-term memory, long-term memory, working memory, semantic memory, autobiographical memory and flashbulb memory,
- Techniques to improve memory: mnemonics, chunking, SQ3R (Survey, Question, Read, Recite and Review)
- Forgetting: nature and causes of forgetting.

Text Books:

- Ciccarelli, S K., & Meyer. E. (2010). Psychology: South Asian Edition. New Delhi, Pearson Education.
- Feldman, R. S. (2005). *Essentials of understanding psychology*. McGraw-Hill.
- Nataraj, P. (2013). *Samanya Manovignana*. Srinivasa Prakashana, Mysore.
- Dharanendraiah, A .S. (n.d) *Saamana Manovignana*, Kannada Adyana Samste, Mysore.
- Mangal, S. K. (2013). *General psychology*. Sterling Publishers Pvt. Ltd.

References:

- C.T Morgan, R. A King, (1993). Introduction to Psychology. Tata McGraw Hill. India.
- Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi
- Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.

BA in Psychology, Semester 01

Course Title: Foundations of Psychology Practical-I (Discipline Core, DSC-A1)

Practical Hours: 04 hours per week	Course Credits: 02
Practical marks:35 Marks	Internal Assessment :15 Marks
Total Marks	50

Course Outcomes:

CO1: Understand the nature of assessment and experiments in Psychology

CO2: Associate theoretical foundations of Psychology with hands on assessments

CO3: Conduct experiments on the phenomena of Sensation, Perception, attention, and memory by applying the theories

CO4: Analyse and explain the results obtained in the experiments

CO5: Evaluate and summarise the findings of the experiments

CO6: Hypothesise the theoretical expectations of the experiments and write reports

Minimum 08 Practical to be conducted

1. Directed observation on the accuracy of report
2. Colour blindness
3. Localization of sound
4. Mapping of colour zones
5. Set on attention
6. Bilateral transfer of training
7. Muller-Lyre Illusion
8. Illusion of movement (Phi-Phenomena)
9. Meaning on retention
10. Retroactive inhibition
11. Proactive inhibition
12. Span of attention

STATISTICS (Compulsory)

- 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

For Exam: 10 students per batch

SCHEME OF MARKS

35 marks for semester end examination + 15 marks for journal records as internal assessment (Total 50 Marks)

35 marks for exam will be divided as follows:

- Plan and procedure 10
- Conducting one experiment 05
- Results and discussion 05
- Viva 05
- Statistics 10

BA in Psychology, Semester 01

Course Title: Psychology of Health and Wellbeing (Open Elective-I)

Teaching Hours: 3 Hours per Week(30 Hours)	Course Credits: 03
Theory Marks:60	Internal Assessment:40
Total Marks	100

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

- CO1: understand health, illness and management
- CO2 : identify the sources of stress and attain skills of stress management
- CO3: Apply theories of psychology for maintenance of good health
- CO4: Distinguish between good health and bad health habits and prioritize on healthy habits
- CO5 : Predict the nature of health using Health continuum
- CO6 : Plan healthy life style

UNIT 1: INTRODUCTION TO HEALTH AND ILLNESS

07 Hours

Illness, Health and Wellbeing; Health Continuum.

- Models of Health and Illness: Medical, Bio-psycho-social; Holistic Health.

UNIT 2: STRESS AND COPING

08 Hours

- Nature and Sources of Stress; Personal and Social Mediators of Stress.
- Effects of Stress on Physical and Mental Health.
- Coping and Stress Management.

UNIT 3: HEALTH MANAGEMENT

08 Hours

- Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga;
- Health compromising behaviours (alcoholism, smoking, internet addiction)
- Health protective behaviours, Illness Management.

UNIT 4: PROMOTING HUMAN STRENGTHS AND LIFE ENHANCEMENT

07 Hours

- Strength: Meaning; Realizing Strength; Maximizing Unrealized Strength.
- Weakness – Meaning, Identifying and Overcoming Weakness.
- Strategies to develop hope and optimism.

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.
- 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 McGraw Hill.

BA in Psychology, Semester 01

Course title: Life Skills-1, Skill Enhancement Course (SEC-I)

Total Contact Hours: 30 (03hours per week)	Course Credits: 02
Formative Assessment Marks: 15	Summative Assessment Marks: 35
Model Syllabus Authors: State committee	Duration of SEA/Exam: 3 hours

Objective: Life skills training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course is to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level.

Course Outcomes:

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

- Understand the need and importance of life skills in everyday professional and personal lives.
- Analyses the factors contributing to develop self-awareness, empathy, critical and creative thinking and enhance decision making and problem solving.
- Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving.
- Create individual effective strategies to develop self-awareness, empathy, critical and creative thinking and enhance decision making and problem solving.

UNIT 1: OVERVIEW OF LIFE SKILLS

08 Hours

- 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 2: SELF-AWARENESS AND EMPATHY**07 Hours**

- 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 3: CRITICAL AND CREATIVE THINKING**07 Hours**

- Definition and need for Creativity and Critical Thinking
- Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity
- Lateral Thinking
- Critical thinking Vs Creative thinking, Convergent & Divergent Thinking.
- Activities: Fish Bowl, Debates, 9 dots puzzle, circles of possibilities, best out of waste, Socratic seminars, Group discussion, brain storming and lateral thinking exercises

UNIT 4: DECISION MAKING AND PROBLEM SOLVING**08 Hours**

- Definition of decision making and problem solving
- Steps in problem solving: Problem Solving Techniques
- Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking
- Activities: 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.

BA-Psychology, Semester-II

Course Title: Foundations of Behaviour-Discipline Core (DSC-A2)

Teaching Hours:04hours per week	Course Credits: 04
Theory Marks:60	IA Marks:40
Total Marks	100

Course outcomes :

CO1 Understand the foundations of memory, intelligence, emotions , motivation and personality

CO2 Explain the determinants and growth of of memory, intelligence, emotions , motivation and personality

CO3 Apply the theories of memory, intelligence, emotions , motivation and personality in understanding human behaviour

CO4 Examine the nature and process of memory, intelligence, emotions , motivation and personality

CO5 Evaluate and appraise the theories of memory, intelligence, emotions , motivation and personality

CO6 Test psychological concepts of memory, intelligence, emotions , motivation and personality and predict behaviour

UNIT 1: EMOTION

12 Hours

- Definition and Characteristics, Types of Emotions - Primary and Secondary.
- Theories of Emotions: James - Lange, Cannon - Bard, Schechter - Singer and Lazarus.
- Changes accompanying Emotions: Physical, Physiological and Psychological.
- Measurement of Emotions: Emotional intelligence, Enhancing Positive Emotions.

UNIT 2: MOTIVATION

10 Hours

- Meaning, Definition and Motivation Cycle.
- Physiological motives – Hunger, Thirst, Sex, Sleep and Maternal; Psychosocial motives – Affiliation, Achievement, Power and Aggression.
- Maslow’s Theory of Motivation.
- Intrinsic and Extrinsic Motivation, Strategies to Enhance Motivation.

UNIT 3: INTELLIGENCE

12 Hours

- Intelligence: Meaning and definition, factors influencing intelligence
- Theories: Spearman, Thurston, Sternberg and Gardner.
- Distribution of Intelligence: Concept of IQ, Mentally gifted (Genius) and Mentally Challenged (APA classification);
- Measurement of Intelligence: Tests: Verbal, Non-Verbal and Performance tests, Power and Speed tests, Individual and Group tests, Culture Fair and Culture Free Tests

UNIT 4: THINKING AND REASONING

10 Hours

- Thinking: Nature and Definitions
- Types of thinking: Convergent and Divergent thinking, Concept Formation, Creative thinking.
- Reasoning: Inductive Reasoning and Deductive Reasoning, Problem-solving and Decision-making

UNIT 5: PERSONALITY

12 Hours

- Meaning and Definitions;
- Approaches: Cattell's Trait Approach, Type approach (Type A, B, C and D), Bandura's Social learning,
- Assessment of Personality (Nature, merits and demerits of each method):
- Objective methods (Rating Scales, Interview and Behavioural tests),
- Self-Report Inventories – Big Five and EPI,
- Projective tests – Rorschach's, TAT and CAT

Text Books:

- Ciccarelli, S K., & Meyer. E. (2010). Psychology: South Asian Edition. New Delhi, Pearson Education.
- Feldman, R. S. (2005). *Essentials of understanding psychology*. McGraw-Hill.
- Nataraj, P. (2013). *Samanya Manovignana*. Srinivasa Prakashana, Mysore.
- Dharanendraiah, A .S. (n.d) *Saamanya Manovignana*, Kannada Adyana Samste, Mysore.
- Mangal, S. K. (2013). *General psychology*. Sterling Publishers Pvt. Ltd.

References:

- C.T Morgan, R. A King, (1993). *Introduction to Psychology*. Tata McGraw Hill. India.
- Rajamanickam, M. (2008). *Modern General Psychology*. Vol 1 & 2. Concept Publisher. New Delhi
- Shashi Jain (Latest edition). *Introduction to Psychology*. New Delhi: Kalyani Publishers.

BA in Psychology, Semester 02

Course Title: Foundations of Behaviour- Practical(DSC-A2)

Practical Hours: 04 hours per week	Course Credits: 02
Practical Marks:35	Internal Assessment :15 Marks
Total Marks	50

Course Outcomes:

CO1: Understand the nature of assessment and experiments in Psychology

CO2: Associate theoretical foundations of Psychology with hands on assessments

CO3: Conduct experiments on the phenomena of Emotions, Intelligence and higher cognitive functioning by applying the theories

CO4: Analyse and explain the results obtained in the experiments

CO5: Evaluate and summarise the findings of the experiments

CO6: Hypothesise the theoretical expectations of the experiments and write reports

Minimum 08 Practical to be conducted

1. Judgment of Emotions
2. Guidance Need Inventory
3. Achievement Motivation
4. Weschler's Adult Intelligence Test
5. Otis test of Mental Ability
6. Raven's Progressive Matrices (RPM)
7. Yerke's Multiple-choice test
8. Seguin Form Board
9. Eysenck Personality Inventory (EPI)
10. Bell's Adjustment Inventory
11. Stroop Effect
12. Emotional Intelligence

STATISTICS (Compulsory)

Measures of Variability: Range, Quartile Deviation and Average Deviation (for Grouped and Ungrouped data).

Practical Batches: 10 students per batch

For Exam: 10 students per batch

SCHEME OF MARKS

35 marks for semester end examination + 15 marks for journal records as internal assessment (Total 50 Marks)

35 marks for exam will be divided as follows:

- Plan and procedure 10
- Conducting one experiment 05
- Results and discussion 05
- Viva 05
- Statistics 10

BA in Psychology, Semester 02.

Course Title: Youth, Gender and Identity-Open Elective Course (OEC-II)

Total Contact Hours: 30 (03 hours per week)	Course Credits: 03
Formative Assessment Marks:40	Summative Assessment Marks: 60
Model Syllabus Authors: State committee	Duration of SEA/Exam: 3 hours

Course Outcomes:

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

- CO1 :Understand issues related to gender and identity.
- CO2: Explain the issues related to youth, gender and identity
- CO3: Solve issues related to gender and youth identity
- CO4: Analyze and explain the challenges faced by the youth
- CO5 : Evaluate the importance of gender and sexuality equality
- CO6: Rewrite the narrative of inequality

UNIT 1: INTRODUCTION

06 Hours

- Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- Concepts of Identity: Multiple identities

UNIT 2: YOUTH AND IDENTITY

06 Hours

- 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

UNIT 3: GENDER AND IDENTITY6 hours

- Issues of Sexuality in Youth
- Gender discrimination
- Culture and Gender: Influence of globalization on Gender identity

UNIT 4: ISSUES RELATED TO YOUTH, GENDER AND IDENTITY

06 Hours

- Youth, Gender and violence
- Enhancing work-life balance
- Changing roles and women empowerment

- Encouraging non-gender stereotyped attitudes in youth

UNIT 5: LAW AND YOUTH

06 Hours

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

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.

BA in Psychology, Semester 02

Course Title: Life Skills-II, Skill Enhancement Course (SEC-2)

Total Contact Hours: 30 (03hours per week)	Course Credits: 02
Formative Assessment Marks: 15	Summative Assessment Marks: 35
Model Syllabus Authors: State committee	Duration of SEA/Exam: 3 hours

Objective: Life skills training equip people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this course are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional level.

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 1: Effective Communication

08Hours

- Effective communication and Presentation skills.
- Verbal and nonverbal communication, types of barriers
- Writing Skills: Activities: Letter Writing, Job Application, Resume writing.
- Listening Skills: Activities: Listen and Draw, Blindfold walk
- Activities: Interview Skills, Group Discussion, Presentation Skills, stand up for fillers, Just A Minute.

Unit 2: Interpersonal Relationship

07 Hours

- Meaning and benefits of Interpersonal skills
- Components of Interpersonal skills,
- Techniques of improving Interpersonal skills,
- Activities: Role play, Ice breakers, circle time discussions, group discussion, two truths and a lie and SWOC analysis of peer

Unit 3: Coping with Stress and emotions**08 Hours**

- Stress Management: Stress, reasons and effects
- Identifying stress, the four A's of stress management
- 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

Unit 4: Group and Team Dynamics.**07 Hours**

- Introduction to Groups: Composition, formation, expectations, Problem Solving, Consensus, Dynamics techniques,
- Group vs Team, Team Dynamics,
- Managing team performance and managing conflicts
- Activities: Chinese Puzzle, Use what you have game, Group timeline, Do the Math: Cooperation and competition in groups, Barter Puzzle.

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.
- ShaliniVerma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.

DETAILS OF INTERNAL ASSESSMENT FOR DSCC/OEC (40% weightage for Total marks)

Type of assessment	Weightage	IA Tests	Duration
Written Test-I	10%	10	1 Hour
Written Test-II	10%	10	1 Hour
Seminar	10%	10	10-15 Minutes
Assignment/Project/Field Work	10%	10	One for a semester
Total	40% of the Maximum marks for a paper	40	

Faculty of Arts (B. A., Psychology)
Four Year UG Honors Programme: 2021-22

PATTERN OF THEORY QUESTION PAPER FOR DSC, OE

Total: 60 Marks

Hours: 03 Hours

QUESTION PAPER PATTERN

Part- A

I. Answer any Six of the following Questions

6*5=30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Part – B

II. Answer any Three of the following Questions

10*3=30

9.A

OR

B

10.A

OR

B.

11.A

OR

B.

NOTE: Equal weightage should be given to all Chapters.