

To

Registrar
Tumkur University
Tumkur

Respected Sir,

Subject: Submission of NEP syllabus as framed by state curriculum committee and retained by BOS of Psychology, Tumkur University.

With reference to the above cited subject, I wish to bring to your notice that we, The Board of Studies, chairperson and members have gone through online meetings about NEP psychology syllabus (I,II,III & IV semester) as framed by state committee, it has been retained as it is without any change ,in the practical section for each semester12 experiments have been selected from state committee syllabus, out of which 8 experiments will be retained for each semester separately. We are submitting the syllabus copy, question paper model for your kind pursual.

Thanking you and oblige,

Yours faithfully

BOARD OF MEMBERS

- | | |
|-------------------------|-------------|
| 1. Dr Vijaya Kumari T R | Chairperson |
| 2. Smt Shantala K | Member |
| 3. Dr. Malathi V | Member |
| 4. Mr. Jagadevappa | Member |
| 5.Mr. Satishchandra AM | Member |

MEETING PROCEEDINGS

MEETING DATE: 22.8.2022

CHAIRPERSON:

Dr Vijayakumari TR
BOS in Psychology (UG)
Tumkur University
Tumkur

Meeting Agenda:

Framing of Syllabus for II BA (III & IV Semester)

Attendees List:

1. Shantala K
2. Malathi V
3. Jagadevappa
4. Satishchandra AM

Meeting Discussion:

Through WhatsApp, to each member of BOS , the state committee syllabus copy were sent priorly and they were asked to go through it thoroughly.

Zoom meeting was arranged on 22.8.2022 evening to discuss about the changes required in the state committee syllabus. .

In the meeting discussions were made with regard to state committee syllabus.

The BOS members agreed to retain the state committee syllabus as it is.

In practicals out of 12 experiments, 8 experiments were retained for each semester separately.

Conclusions:

The BOS of Psychology (UG) has finalized to retain the state committee syllabus (UG) for Tumkur University UG course.

Meeting Adjourned

Submitted by

Dr Vijayakumari TR
BOS in Psychology (UG)

**NEP SYLLABUS OF PSYCHOLOGY (DISCIPLINE SPECIFIC COURSE)
SUBJECT FOR BA/ BSC-I SEMESTER (2021-22 & ONWARDS)**

**PSYDSC A1: FOUNDATIONS OF PSYCHOLOGY
(52 hours) CREDITS: 4**

LEARNING OUTCOMES:

1. Students are expected to understand the genesis of psychology and its importance
2. Students are expected to gain basic knowledge about psychology.
3. Students are expected to understand the fundamental mental process which are base for behavior.
4. Students are expected to understand the applications of psychology in various fields.

***60 MARKS FOR EXAMINATION AND 40 MARKS FOR INTERNAL ASSESSMENT**

***Teaching hours: 4 hours per week**

UNIT 1: GENESIS AND GOALS OF PSYCHOLOGY (10 HOURS)

- Psychology: Emergence and Development: Definition and Goals of Psychology (Understanding, Describing, Predicting and Control of Behavior)
- Key perspectives: Psycho dynamic, Behavioral, Humanistic, Biological and Cognitive
- Branches of Psychology: General, Bio- Physiological, Social, Child Developmental, Abnormal and Cognitive psychology.
- Methods of psychology: Introspection, Observation, Experimental, Clinical and Questionnaire methods

UNIT II: BIOLOGY AND BEHAVIOR (10 HOURS)

- Neuron: structure and functions: Neural Impulse, Synapse and Neurotransmitters
- Nervous System: structure and functions of Central nervous system, Peripheral nervous system
- Methods of studying brain functions: invasion, lesion, ablation, chemical and stimulation method
- Endocrine system: Functions and Effects: Pituitary, Thyroid, parathyroid, Adrenal and Gonads

UNIT III SENSATION, ATTENTION, PERCEPTION (12HOURS)

- Sensation: Definition and Characteristics
- Types of Senses and Receptors involved in Sensation

- Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation \and Distraction), Determinants: Objective and Subjective)

UNIT IV: LEARNING (10 HOURS)

- Introduction: Definition, factors influencing learning: Motivation, Reinforcement and Association.
- Types of learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning (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 V: MEMORY AND FORGETTING (10 HOURS)

- Memory: Definition, Processes of memory (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:

- Robert Feldman (2011) Essentials of Understanding Psychology 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051
- MORGAN C.T., KING R.A, Weiss J.R ad Schopler, J.(2012) (latest edition). Introduction to psychology. TATA McGraw Hill Education Pvt. New Delhi.
- Natraj, P. (Latest edition): Psychology for Beginners. Mysore: Srinivas publication
- Parameshwaran, E.G & Beena .C. (2010):An invitation to Psychology, Neelkamal Pvt.Hyderabad.
- Prof k.l. Ramalingu (2020) : General Psychology (Kannada Version) , H B Publications Tumkur. ISBN- 9788192694252

REFERENCE:

1. Mangal S.K (2000) General Psychology, New Delhi: Sterling Publishers Pvt .Ltd.
2. Shashi Jain (Latest edition) Introduction to Psychology. Nerw Delhi: Kalyani Publishers.
3. Rajamanickam,M. (2008) Modern General Psychology. Vol 1&2 . Concept Publisher. New Delhi

FOUNDATION OF PSYCHOLOGY WITH PRACTICAL

MAXIMUM MARKS: 50

PRACTICAL COMPONENT: (minimum 8 practical to be conducted)

10 STUDENTS PER BATCH

- Directed observation on the accuracy of report
- Mapping of colour zones
- Set on attention
- Bilateral Transfer of Training
- Muller Lyer illusion
- Meaning on Retention
- Retroactive Inhibition
- Spa of Attention
- Colour Blindness
- Proactive Inhibition
- Localization of sound
- Illusion of movement(Phi Phenomenon)

STATISTICS:

- Grouping of Data: Tabulation and Frequency Distribution
- Measures of Central Tendency: Mean and Median for Grouped and Ungrouped data

MARKS FOR EXAM: (for two experiments 10+10)	25
Plan & Procedure	4+4
Conducting:	3+3
Analysis :	3+3
Statistics:	5
Total:	25
INTERNAL ASSESMENT:	25
Record writing:	10
Practical test:	10
Attendance	05
Total:	25
GRAND TOTAL	50

PSYOEK 01:OPEN ELECTIVE COURSE (OEK) PSYCHOLOGY FOR HEALTH AND WELL BEING

Teaching Hours: 3 hours per week

Total : 39 hours

Credit :3

MARKS: 60 MARKS FOR EXAM + 40 MARKS FOR IA

COURSE CONTENT: (39)HOURS

LEARNING OUTCOMES:

1. Understanding the spectrum of health and illness for better health management
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health announcing, health protective and health compromising behaviors and to be able to know their application in illness management.

UNIT1:ILLNESS, HEALTH AND WELLBEING ;

Health continuum ;models of Health and illness-Medical, Bio, Psycho social, Holistic health and Well-being. **(9Hours)**

UNIT2: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 hours).**

UNIT3:HEALTH MANAGEMENT :

Health enhancing behaviors;Exercise,Meditation, yoga, Health comprising behaviors(Alcoholism,Smoking, Internet addiction);Health protective behaviors,illness management. **(10 hours)**

UNIT4: PROMOTING HUMAN STRENGTHS AND LIFE

Enhancement:Strength:Meaning;Realizing strength;Maximizing unrealized strength.Weakness- Meaning,identifying and Overcoming Weakness.strategies to develop hope and optimism **(10 hours).**

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: London: Hodder aand Stoughton
4. Hick.J.W. (2005) Fifty signs of Mental Health. A guide to understand mental health. Yale University Press.
5. Snyder, C.R.,& Lopez.S.J.,(2007) .Positive Psychology: the scientific and practical exploration of human strengths.
6. Thousand Oaks, CA Sae, Taylor .S.E (2006). Health Psychology, 6th Edition, Flew Delhi: TATA M

PSYSEC OI : LIFE SKILLS:1
I SEMESTER BA/BSC (OPTIONAL)

CREDITS:2

26 HOURS

OBJECTIVE:

Life skills training equips people with the social and interpersonal skills that enable them to cope with the demands of every day 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:

CO 1: understand the need and importance of life skills in everyday professional and personal lives.

CO 2: Analyze the factors contributing to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving

CO 3: Solve professional and personal barriers using efficient critical and creative thinking and effective decision making and problem solving

CO 4: Create individual effective strategies to develop self awareness, empathy, critical and creative thinking and enhance decision making and problem solving.

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UNIT 1: OVERVIEW OF LIFE SKILLS

7 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 emotions, use of life skills in personal and professional life.
- Life skills training- Models-4 H,
- Life skills education in Indian Context

UNIT2: SELF-AWARENESS AND EMPATHY:

7 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

7 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 exercise.

UNIT 4: DECISION MAKING AND PROBLEM SOLVING:

5 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:

- 1) Barun K. Mitra, “ Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017
- 2) ITC 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 for Managers”; First Edition, Embassy Books, 2016.
- 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.

DSC2 : FOUNDATION OF BEHAVIOR

II SEMESTER BA/ B.Sc

CREDITS: 4

52 HOURS

COURSE OBJECTIVES:

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyze and relate the concepts of thinking, problem solving, reasoning and decision making to cognition.
- To understand and classify the different types of personality.

COURSE OUTCOMES:

After completion of the course students will be able to:

- Evaluate and understand the different human emotions
- Critically evaluate and identify determinants of motivation.
- Compare and contrast different theories of intelligence
- Differentiate the human personalities.

UNIT 1 EMOTIONS

10 HOURS

- Meaning and Definition, classification of Emotions: Primary and Secondary,
- Classification of emotions: physiological, behavioral, psychological and cognitive,
- Responses to emotions- physiological, neurological, cognitive.
- Emotional intelligence- meaning, definition, components, application of emotional intelligence.

UNIT:2 MOTIVATION:

10 HOURS

- MEANING, DEFINITION, BASIC CONCEPTS:
- Instincts, needs, drives, incentives, motivational cycle.
- Approaches to the study of motivation: Psychoanalytical, ethological, S-R , cognitive, humanistic
- Biological motives: hunger, thirst, sleep and sex.
- Social motives: achievement, affiliation, approval

UNIT:3 INTELLIGENCE**10 HOURS**

- Meaning , definition of intelligence, characteristics of intelligence.
- Types: social, crystallized, emotional, fluid.
- Theories of intelligence: Factor theories, hierarchical theories, process oriented theories, information processing theories.
- Educating Gifted children
- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

UNIT :4 THINKING AND REASONING**12 HOURS**

- 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
- Reasoning and Decision making.

UNIT:5 PERSONALITY**10 HOURS**

- Meaning, definition
- Theories of personality: type and trait, psycho dynamic, behavioral, humanistic
- Assessment of personality: need rating scales, questionnaires, projective techniques.

Books for Reference:

- Baron, R.A [2014] Psychology(5thed) Delhi:PHI Learning Pvt .Ltd.
- Feldman,RS..(2018)Understanding Psychology (14thed) New York: McGraw Hill
- Hergenhahn BR, &Henley T (2013) An Introduction to the history of psychology, Cengage Learning.
- Hilgard,ER, Atkinson RC& Atkinson RL (2015) Introducton to psychology (16th ed)Boston Cengage Learning.
- Malim T (2017) Introductory Psychology, Macmillian International Higher Education.
- Morgan,C.T, King R.A, Weisz, J.R., & Schopler, J (2001) Introduction to Psychology. (7th ed) Chennai McGraw- Hill Education (India) Pvt. Ltd.

MDC2: FOUNDATION OF BEHAVIOR WITH PRACTICAL CREDITS:2 (52 hours)
PRACTICAL COMPONENT: (minimum 8 practical to be conducted)

STATISTICS:

Measures of Variance:(grouped and ungrouped)

- Standard Deviation
- Range
- Quartile Deviation

1. EMOTIONS:

- a) Emotional Maturity Scale
- b) Oxford Happiness scale
- c) Emotional Intelligence scale/Questionnaire

2. MOTIVATION

- a) Guidance Need Inventory
- b) Academic Achievement need scale

3. INTELLIGENCE

- a) Raven's Standard Progressive Matrices
- b) General Mental Ability Test by Jalota

4. THINKING AND REASONING

- a) Stroop effect
- b) Concept Formation

5. PERSONALITY

- a) Eysenck's Personality Inventory
- b) 16 PF Test of Personality
- c) NEO-5 personality inventory

Practical batches: 10students per batch

MARKS FOR EXAM: (for two experiments 10+10)	
Plan & Procedure	4+4
Conducting:	3+3
Analysis :	3+3
Statistics:	5
Total:	25
INTERNAL ASSESMENT:	
Record writing:	10
Practical test:	10
Attendance	05
Total:	25
GRAND TOTAL	50

PSYOE02: YOUTH, GENDER AND IDENTITY

Credits:3

39 hours

UNIT : 1 INTRODUCTION

6 HOURS

- 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

UNIT 2: 2. YOUTH AND IDENTITY

9 HOURS

- a) Family: parent-youth conflict, sibling relationships, inter generational gap
- b) Peer group identity: Friendship and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: influence of globalization on youth identity and identity crisis

UNIT 3: GENDER AND IDENTITY

9 HOURS

- a. Issues of Sexuality in youth
- b. Gender discrimination
- c. culture and gender: influence of globalization on gender identity

UNIT 4: ISSUES RELATED TO YOUTH, GENDER AND IDENTITY

9 HOURS

- a) Youth , gender and violence
- b) Enhancing work life balance
- c) Changing roles and women empowerment
- d) Encouraging non -gender stereotyped attitudes in youth

UNIT 5: LAW AND YOUTH

7 HOURS

- a. Juvenile justice act
- b. LGBT rights in India
- c. UNICEF programs for youth

Books for Reference:

Berk, L.E (2010) Child Development (9th ed) New Delhi: Prentice Hall
Baron,R.A, Byren,D.& Bharadwaj.G (2010) Social Psychology (12th ed) New Delhi: Pearson
Elizabeth Herlock (2015) Developmental psychology, McGraw -Hill
Nayanajoshi (2010) Handbook of Juvenile justice, Lawmanns Publication

PSYSEC 02 : LIFE SKILLS 2

CREDITS:2

26 HOURS

II SEMESTER BA/B.Sc

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:

CO 1: Understand the foundation of communication , positive interpersonal relationship, stress and emotional management and group dynamics.

CO 2: Analyze the factors contributing to effective communication, positive interpersonal relationships and effective stress and emotional management.

CO 3: create individual effective strategies for enhancing communication skills, maintaining health, interpersonal relationship and positive management of stress and emotions

CO 4: create individual effective strategies for enhancing group dynamic techniques and management of team performance and conflicts in everyday life.

Unit 1 : EFFECTIVE COMMUNICATION:

7 HOURS

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

7 HOURS

Meaning and benefits of Interpersonal Skills

Components of interpersonal skills

Techniques of improving interpersonal skills

Activities: Role play, Ice breakers, Circle Time Discussion , Group Discussion, Two truths and a lie, and SWOC analysis of peer.

UNIT 3: COPING WITH STRESS AND EMOTIONS

7 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

5 HOURS

Introduction to Groups: Composition, Formation, Expectations, Problem Solving, Consensus, Dynamics Techniques.

Group Vs Team

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:

- 7) Barun K. Mitra, “ Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017
- 8) ITC Academy of Kerala, “ Life Skills for Engineers”, McGraw Hill Education (India) Private Ltd., 2016
- 9) Caruso, D.R and Salovey P, “ The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional skills for Managers”; First Edition, Embassy Books, 2016.
- 10) Kalyana, “ Soft skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- 11) Larry James, “ the First Book Of Life Skills”; First Edition, Embassy Books, 2016
- 12) Shalini Verma, “ Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

PSYCHOLOGY DISCIPLINE
III & IV SEMESTER NEP SYLLABUS
With effect from Academic year 2022-23 and onwards
STRUCTURE FOR PSYCHOLOGY DISCIPLINE

SEMESTER III

Course	Paper	Credits	No of teaching hours/ week	Total assessment marks
DSC-3	Child Development	4	4	100 (60+40)
DSC-3	Practical paper -3	2	4	50 (25+25)
SEMESTER IV				
DSC-4	Developmental Psychology	4	4	100 (60+40)
DSC-4	Practical paper -4	2	4	50 (25+25)
OPEN ELECTIVE FOR II YEAR BA/BSc				
O E -3	Psychology and Mental Health	3	3	100 (60+40)
O E -4	Psychology at work	3	3	100 (60+40)

Assessment:
Weightage for assessment (in Percentage)

Course	Formative Assessment / IA	End Semester Examination	Summative Assessment
Theory	40	60	40+60=100
Practical	25	25	50
Projects			3
Experiential Learning			4
OE	40	60	40+60=100

**NEP Syllabus of Psychology (Discipline Specific Course) subject
for
BA/B.Sc III Semester
With effect from Academic year 2022-23 and onwards**

PAPER – III: CHILD DEVELOPMENT

(60 HOURS)

Learning Outcomes:

1. To understand the Physical, Cognitive and Language development
 2. To know about the role Emotional and Moral development
 3. To understand the genetic and chromosomal abnormalities
 4. To understand the different disorders faced by children in their growth period
- * Teaching Hours 4 hours per week
* 60 marks for examination and 40 marks for Internal Assessment

UNIT I - INTRODUCTION TO CHILD DEVELOPMENT (12 hours)

a) Historical views of childhood

b) Theories of child development – Cognitive theories, Behavioral and social cognitive theories; Ecological model– Bronfenbrenner. Ethological model / perspective.

c) Methods and Designs – Longitudinal, Cross – sectional, Sequential, Correlation. Modern methods of Child Development.

d) Careers in Child development.

e) Research Challenges in Child development.

Unit II – PRENATAL DEVELOPMENT (12 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.

c) Child birth – Stages of child birth

d) New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale.

e) Chromosomal and Gene linked abnormalities – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile X, Turner's, XXX, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.

f) Genetic Counselling, Postpartum period : Physical, Emotional, Psychological and bonding

UNIT III - PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT **(13 hours)**

a) Motor development: Reflexes – Some new born reflexes; Sleeping, Crying.

Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.

b) Perceptual development - Touch, Taste and Smell, Hearing, Vision.

c) Cognitive development - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.

d) 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-EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT **(12 hours)**

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.

UNIT V - DISORDERS OF CHILDHOOD **(11 hours)**

ADHD, conduct disorder, oppositional defiance disorder, anxiety disorders of childhood, Childhood depression, symptom disorders (Enuresis, encopresis, sleep walking and tics) Pervasive developmental disorders (Autism).

References:

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

BA/BSc III Semester
With effect from Academic year 2022-23 and onwards
PRACTICALS:

4 hours per week.

Maximum Marks: 50

(Minimum 8 Practical to be conducted)

1. Cueing on Recall
2. Processes in Concept Formation
3. Children's Self Concept Scale
4. Learning Styles Inventory /Three Dimensional Parental Behaviour Inventory
5. Vineland Social Maturity Scale
6. Seguin Form Board /Loneliness Inventory
7. Brigance School Readiness Scale / General Health Questionnaire
8. Shyness Assessment Test / Rosenberg Self Esteem Scale

STATISTICS

Correlation

- Spearman's Rank Difference Method
- Pearson's Product Moment

EXAMINATION (for two experiments 10+10)	marks
Plan & Procedure :	4+4
Conducting:	3+3
Analysis :	3+3
Statistics:	5
Total:	25
INTERNAL ASSESMENT:	
Record writing:	10
Practical test:	10
Attendance	05
Total:	25
GRAND TOTAL	50

**NEP Syllabus of Psychology (Discipline Specific Course)subject for
BA/BSc IV Semester**

With effect from Academic year 2022-23 and onwards

PAPER – IV: DEVELOPMENTAL PSYCHOLOGY

(60 HOURS)

Learning Outcomes:

1. To understand and analyze the Physical, Cognitive and Psychosocial development.
2. To know about the vocational adjustment.
3. To understand the aging, the ageing process and facing the future.

* Teaching Hours 4 hours per week.

* 60 marks for examination and 40 marks for Internal Assessment .

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, gate way 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 post formal thought. Schaies’ model. Emotional Intelligence.

c) Psycho-social development: Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life, Marriage, co-habitation, LGBT issues.

UNIT III: MIDDLE ADULTHOOD

(14 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, 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, Relationships with maturing children.

d) Vocational Adjustments – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.

UNIT IV: LATE ADULthood

(12 hours)

Characteristics of Late adulthood.

a) Physical Changes: Sensory & Psycho motor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time.

b) Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem solving.

c) Psycho social Development – Personal Relationships in Late life: Social Contact, Relationships & Health, Multi generational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.

UNIT V -LATE ADULthood (Old age)

(10 hours)

a) Theories of ageing: programmed theories and damaged theories.

b) Many faces of death: Care of the dying.

c) Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving

d) Death & Bereavement across the Lifespan.

e) Issues related to Death - Medical, Legal and Ethical

f) Finding Meaning & purpose in Life & Death

REFERENCES

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman (2004) - Human development, 9th edition, Tata McGraw Hill Publication
2. Hurlock, E.B. (1981). Developmental PSYCHOLOGY: A life - span approach. Tata McGraw - Hill
3. John W Santrock (2011) - A topical Approach to Life Span Development, 3rd Edition, Tata McGraw- Hill Edition
4. Rathus, S.A. (2022) - Human Life Span Development, 5th Edition, (ENGAGA INDIA)

BA/BSc IV Semester
With effect from Academic year 2022-23 and onwards
PRACTICALS: 4 hours per week. Maximum Marks: 50
(Minimum 8 Practical to be conducted)

1. College Student Problem Checklist
2. Life Satisfaction Scale
3. Family Environment Scale
4. Study Habits Inventory
5. Social Intelligence Scale
6. Personal Value Questionnaire
7. Battle Ground Mobiles India - Addiction Test / Rathu's Assertiveness Scale
8. Self Regulation Questionnaire
9. Social Adjustment scale for aged
10. Screening Mental Health Status (MINI MSE)
11. Comprehensive Interest Schedule
12. Social Network Addiction Scale

STATISTICS

Tests of Difference

- 't' test
- Independent Sample test
- Paired Sample test

MARKS FOR EXAMINATION	
Plan & Procedure :	4+4
Conducting:	3+3
Analysis :	3+3
Statistics:	5
Total:	25
INTERNAL ASSESMENT:	
Record writing:	10
Practical test:	10
Attendance	05
Total:	25
GRAND TOTAL	50

NEP Syllabi of Psychology subject For II BA/B.Sc
With effect from Academic year 2022-23 and onwards
OPEN ELECTIVE: PSYCHOLOGY AND MENTAL HEALTH

Teaching Hours : 3 hours per week (Total 30 hours)

Marks for Exam : 60

IA Marks : 40

Course Objectives

- To understand the fundamentals of mental health
- To create awareness about importance of mental health
- To understand the Challenges in the field of mental health
- To understand the Importance of Psychological interventions

Unit 1: INTRODUCTION (7 hours)

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,
- c. Ethical issues

Unit 2: INTERPERSONAL APPROACH TO MENTAL HEALTH

(8 hours)

- a. Interpersonal approaches to mental health: communication and conflict - non violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, shoulds and musts, mental filtering, fallacies (control, change, and heaven's reward), A-B-C model

Unit 3: MENTAL HEALTH ISSUES

(7 hours)

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

Unit 4: INTERVENTION AND MANAGEMENT

(8 hours)

- a. Need for mental health intervention and strategies
- b. Physiological approach, Cultural and Social Approach: Bronfenbrenner model, Intersectionality (Privilege v/s Oppression)
- c. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self care in mental health: A conceptual model.

References

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*
- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

NEP Syllabus of Psychology subject for I I BA/B.Sc
With effect from Academic year 2022-23 and onwards
OPEN ELECTIVE :PSYCHOLOGY AT WORK

Teaching Hours : 3 hours per week (Total 30 hours)

Marks for Exam : 60

IA Marks : 40

Learning Outcomes:

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

Unit 1: INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY (06 hrs)

a) Nature and Meaning. Goals, Forces. Role of a psychologist in Industries and Organization.

b) Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

Unit 2: PERFORMANCE APPRAISAL (09 hrs)

Definitions and Need for Performance Appraisal. Methods:

a) Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.

b) Judgmental Performance Appraisal - Merit rating techniques, Behaviour Anchored Rating Scale and Behaviour Observation Scale.

c) Management by objectives (MBO) and 360* Feedback. Bias in Performance Appraisal and Methods to Improve Performance Appraisal.

Unit 3: LEADERSHIP (08 hrs)

a) Definition and Nature of leadership. Traits and skills of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.

b) Communication: Meaning and Importance. Communication Styles. Verbal and Non verbal communications. Flow of communication. Barriers of communication. Strategies of effective communication.

Unit 4: STRESS AND WORK MOTIVATION

(07 hrs)

- a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes.
- b) Meaning of work motivation. Types-Financial and Non-Financial motives. Goal setting. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E- R-G model

REFERENCE:

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
- John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND 3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSCC/ OEC

(60 marks for DSCC **Semester III & IV, & OEC II BA Examination**)

Part A

2x5= 10

I. Question number **1-6** carries **2** marks each.

Answer any 5 questions

Part B

5x4=20

II. Question number **7-11** carries **5** marks each.

Answer any 4 questions

Part C

10x3=30

III. Question number **12-15** carries **10** marks each.

Answer any 03 questions

(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

**Details of Formative assessment (IA) for DSCC/ OEC: 40%
weightage for total marks**

Type of Assessment	Weightage	Duration	Commencement
Written test-1	10%	1 hr	8 th Week
Written test-2	10%	1 hr	12 th Week
Seminar	10%	10 minutes	-
Case study/Assignment / Field work/ Project work/ activity	10%		-
TOTAL	40%		

Time-2 Hours Total Marks-60

Total Marks-60

Part-A/ –

[illegible]
$$5 \times 2 = 10$$

Define psychology

Mention types of neuron

What a sensation? Mention types of senses.

What is learning? Mention types of learning.

What is memory? Mention process of memory.

Mention branches of psychology

Part-B/ –

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ 5 □ □ □ □ □ □ □ □

4x5=20

Explain the psychodynamic perspective.

Explain the functions of brain.

Explain the types of attention.

Explain the trial and error learning.

Explain the causes of forgetting.

Part-C / ☒
$$3 \times 10 = 30$$

Explain the observation method and experimental method .

Explain the Gestalt laws of perceptual organization .

Explain the operate conditioning experiment.

Explain the causes of forgetting.

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FACULTY OF PSYCHOLOGY 04-YEAR UG HONORS PROGRAM(2021-2022 & onwards)
General pattern of theory question paper for OEPNEP of psychology (open
elective paper)subject for BA/Bsc -1semester

paper - PSYCHOLOGY FOR HEALTH AND WELL BEING

Time -2 hours

Total marks -60

**1.F PÉ½VÆÀ ¥sÀæ±ÉßÃUÀ¼À°è AiÀiÁ³ÀÅzÁzÀgÀÆ 5 ¥Àæ±ÉßUÀ½UÉ GvÀÛj'
¥Àæw GvÀÛgÀPÉi 2 CAPÀUÀ¼ÀÄ.**

Answer any 5 question each answer carrying 2 marks .

5x2=10

1.ಅನಾರೋಗ್ಯ ಎಂದರೇನು ?

Define illness ?

2.ಒತ್ತಡ ಎಂದರೇನು ?

What is stress ?

3.ಅರೋಗ್ಯ ನಿರ್ವಹಣೆ ಎಂದರೇನು ?

Define Health management ?

4.ಶಕ್ತಿ ಎಂದರೇನು ?

Define is strength ?

5.ದೌರ್ಬಲ್ಯ ಎಂದರೇನು ?

Define weakness ?

6.ಯೋಗ ಎಂದರೇನು ?

Define yoga ?

**2.F PÉ½VÆÀ ¥sÀæ±ÉßUÀ¼À°è AiÀiÁ³ÀÅzÁzÀgÀÆ 4 ¥Àæ±ÉßUÀ½UÉ GvÀÛj'
¥Àæw GvÀÛgÀPÉi 5 CAPÀUÀ¼ÀÄ.**

Answer any 4 question each answer carrying 5 marks .

5x4=20

7.ಅರೋಗ್ಯ ಮತ್ತು ಅನಾರೋಗ್ಯ ಮಾದರಿಗಳನ್ನು ವಿವರಿಸಿ ?

Explain models of health and illness ?

8.ಒತ್ತಡದ ಸ್ವಭಾವ ಮತ್ತು ಮೂಲವನ್ನು ವಿವರಿಸಿ ?

Explain nature and source of stress ?

9.ಅರೋಗ್ಯ ವರ್ಧಿಸುವ ನಡವಳಿಕೆಯನ್ನು ವಿವರಿಸಿ ?

Explain health enhancing behavior ?

10.ಅನಾರೋಗ್ಯ ನಿರ್ವಹಣೆಯನ್ನು ವಿವರಿಸಿ ?

Expain the illness management ?

11.ದೌರ್ಬಲ್ಯವನ್ನು ಗುರುತಿಸುವುದು ಮತ್ತು ಜಯಿಸುವುದು ಹೇಗೆ ವಿವರಿಸಿ ?

Explain how to identifying and overcome from the weakness ?

**3.F PÉ½VÆÀ ¥sÀæ±ÉßUÀ¼À°è AiÀiÁ³ÀÅzÁzÀgÀÆ 3 ¥Àæ±ÉßUÀ½UÉ GvÀÛj'
¥Àæw GvÀÛgÀPÉi 10 CAPÀUÀ¼ÀÄ. .**

Answer any 3 question each answer carrying 10 marks . 10x3=30

1) ಒತ್ತಡದ ಪರಿಣಾಮ ಮತ್ತು ನಿಭಾಯಿಸುವುದನ್ನು ವಿವರಿಸಿ ?

Explain effects and coping of stress?

2) ಅರೋಗ್ಯವನ್ನು ರಾಜಿ ಮಾಡಿಕೊಳ್ಳುವ ನಡವಳಿಕೆಯನ್ನು ವಿವರಿಸಿ ?

Explain health compromising behavior ?

3) ಭರವಸೆ ಮತ್ತು ಅಶಾವಾದವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ತಂತ್ರಗಳನ್ನು ವಿವರಿಸಿ

Explain hope and optimism developing strategies ?

12) ಸಂವೇಗದಲ್ಲಿ ಆಗುವ ಬದಲಾವಣೆಗಳನ್ನು ವಿವರಿಸಿ

Explain the changes during emotions

13) ಶಾರೀರಿಕ ಅಭಿಪೇಕ್ಷೆಗಳನ್ನು ವಿವರಿಸಿ

. Explain biological motives

14) ಸಮಸ್ಯೆ ಪರಿಹಾರ ಎಂದರೇನು? ಅದರ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಹಂತಗಳನ್ನು ವಿವರಿಸಿ.

What is Problem solving? Explain its importance along with its steps.

15) ವ್ಯಕ್ತಿತ್ವದ ಯಾವುದಾದರೂ ಎರಡು ಸಿದ್ಧಾಂತವನ್ನು ವಿವರಿಸಿ.

Explain any two theories of Personality

FACULTY OF PSYCHOLOGY 04-YEAR UG HONORS PROGRAM(2021-2022 & onwards)

General pattern of theory question paper for OEP

NEP of psychology subject for BA/Bsc -1I semester

paper -PSYOE02: YOUTH, GENDER AND IDENTITY

Time -2 hours

Total marks -60

1.ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ ಪ್ರತಿ ಉತ್ತರಕ್ಕೆ 2 ಅಂಕಗಳು.

Answer any 5 question each answer carrying 2 marks .

5x2=10

1. ಎಕರೂಪಕಗಳು ಎಂದರೇನು?

What are Sterotypes?

2. ಘರ್ಷಣೆ ಎಂದರೇನು?

What is Conflict?

3. ಲಿಂಗ ತಾರತಮ್ಯ ಎಂದರೇನು?

What is Gender discrimination?

4. ಮಹಿಳಾ ಸಭಲೀಕರಣ ಎಂದರೇನು?

What is Women Empowerment

5. ಬಾಲಾಪರಾಧಿ ಯಾರು?

Who is Juvenile?

6. UNICEF ವಿಸ್ತರಿಸಿ

Expand UNICEF

2.ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ 4 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ ಪ್ರತಿ ಉತ್ತರಕ್ಕೆ 5 ಅಂಕಗಳು.

Answer any 4 question each answer carrying 5 marks .

5x4=20

7. ಲಿಂಗ ಪಾತ್ರದ ಮನೋಬಾವಗಳ ಬಗ್ಗೆ ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.

Write a note on gender role attitude.

8. ಸಮ ವಯಸ್ಕ ಸಮೂಹದ ಮನೋಬಾವವನ್ನು ವಿವರಿಸಿ

Explain Peer Group attitude.

9. ಲಿಂಗ ಗುರುತಿಸುವಿಕೆಯ ಮೇಲೆ ಜಾಗತೀಕರಣದ ಪ್ರಭಾವವನ್ನು ವಿವರಿಸಿ

Explain the influence of Globalization on Gender Identity.

10. ಲಿಂಗ ಮತ್ತು ಹಿಂಸೆಯ ಬಗ್ಗೆ ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ

Write a note on Gender and Violence.

11. ಭಾರತದಲ್ಲಿ LGBT ಹಕ್ಕುಗಳನ್ನು ವಿವರಿಸಿ.

Explain LGBT rights in India.

3.F PÉ½V£À ¥sÀæ±ÉßÃUÀ¼À°è AiÀiÁ³ÀÅzÁzÀgÀÆ 3 ¥Àæ±ÉßUÀ½UÉ GvÀÛj'

¥Àæw GvÀÛgÀPÉì 10 CAPÀUÀ¼ÀÄ.

Answer any 3 question each answer carrying 10 marks . 10x3=30

12. ವಯಸ್ಕನಾಗಿ ಪರಿವರ್ತನೆ ಹೊಂದುವುದರ ಬಗ್ಗೆ ಬರೆಯಿರಿ.

Write about transformation to adulthood

13. ಯುವಜನರ ಗುರುತು ಮತ್ತು ಗುರುತಿನ ಬಿಕ್ಕಟ್ಟಿನ ಮೇಲೆ ಜಾಗತೀಕರಣದ ಪರಿಣಾಮವನ್ನು ವಿವರಿಸಿ

Explain the influence of globalization on youth identity and identity crisis

15.ಲಿಂಗ ಗುರುತಿನ ಮೇಲೆ ಜಾಗತೀಕರಣದ ಪರಿಣಾಮವನ್ನು ವಿವರಿಸಿ

Explain the influence of globalization on Gender identity

16. ಯುವಕರಿಗಾಗಿ ಇರುವ UNICEF ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ವಿವರಿಸಿ

Explain UNICEF program for Youth

Faculty of Social Science 04-Year U G Honors Program-2021-22 & onwards

General Pattern Of Theory Question Paper For DSCC/OEC

Psychology Subject For BA/BSc-II Semester

Time-1 1/2 Hours Paper PSYSEC01 Course) - Life skills:2 Total Marks-30

PART -A

1. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ ಪ್ರತಿ ಉತ್ತರಕ್ಕೆ 2 ಅಂಕಗಳು .

Answer any 5 questions each answer carrying 2 marks .

5x2=10

1. ಸಂವಾಹನ . □ □ □ □ □ ?

What is communication?

ಸಂವಾಹನ ವಿದಗಳನ್ನು ಹೆಸರಿಸಿ

3.Mention types of comunication.

ಅಂತರ್ ವ್ಯಕ್ತಿಯ ಕೌಶಲ್ಯ □ □ □ □ □ ?

4. What are interpersonal skills

ಪ್ರತಿಬಲನಗಳ ನಿರ್ವಹಣೆ □ □ □ □ □ ?

5.What is stress management?

ಸಮಸ್ಯೆ ಪರಿಹಾರವೆಂದರೇನು ?

6.What is problem solving?.

ಘರ್ಷಣೆಯೆಂದರೇನು ?

What is conflict?

Part-B

II. ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ ಪ್ರತಿ ಉತ್ತರಕ್ಕೆ 5 ಅಂಕಗಳು .

Answer any 2 questions each question carry five marks.

2x5=10

7.ಸಂವಾಹನದ ಅಡೆತಡೆಗಳನ್ನು ವಿವರಿಸಿ

Explain the barriers in communication

8.ಅಂತರ್ ವ್ಯಕ್ತಿಯ ಕೌಶಲ್ಯ ಘಟಕಗಳನ್ನು ವಿವರಿಸಿ

Explain the components of interpersonal skills

9.ಸಂವೇಗಗಳನ್ನು ನಿಭಾಯಿಸುವ ಹಾನಿಕಾರಕ ವಿಧಾನಗಳ ಬಗ್ಗೆ ಬರೆಯಿರಿ

Write a note on harmful ways of dealing with emotions

10.ಸಮೂಹ ಗತಿಶಾಸ್ತ್ರ ತಂತ್ರಗಾರಿಕೆ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಬರೆಯಿರಿ

Explain briefly Group Dynamic Techniques?

Part-C /ವಿಭಾಗ -ಇ

III ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಯಾವುದಾದರೂ 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ ಪ್ರತಿ ಉತ್ತರಕ್ಕೆ ಹತ್ತು

ಅಂಕಗಳು Answer any 3 questions each answers caring 10 marks.

1x10= 10

11. ಅಂತರ್ ವ್ಯಕ್ತಿಯ ಕೌಶಲ್ಯ ಉತ್ತಮ ಪಡಿಸುವ ತಂತ್ರಗಳ ಬಗ್ಗೆ ಬರೆಯಿರಿ

Explain the techniques of improving interpersonal skills .

12 ಪ್ರತಿಬಲನಗಳ ಕಾರಣಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳನ್ನು ವಿವರಿಸಿ

Explain the causes and effects of stress

13ತಂದದ ಕಾರ್ಯ ಕ್ಷಮತೆ ಮತ್ತು ಸಂಘರ್ಷಗಳನ್ನು ಹೇಗೆ ನಿರ್ವಹಿಸುವುದು?

Explain how to manage team performance and conflicts

General Pattern on Psychology Question Paper (NEP-2020)
Term End Examination for Discipline Paper
THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) paper is **2 hours**.

Question paper pattern for **Discipline Specific Core (DSC)** paper -III & IV

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 5 of the following. Each answer carries 2 marks. (5x2=10)

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

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
11. .

Section C: Long Answer Questions

Answer any 3 of the following. Each answer carries 10 marks. (3x10=30)

- 12.
- 13.
- 14.
- 15.
- 16.

General Pattern on Psychology Question Paper (NEP-2020)
Term End Examination for Discipline Paper
PRACTICALS - I Semester to VI Semester

INTERNAL ASSESSMENT:	25 MARKS
Record :	10Marks
Test :	10 Marks
Attendance :	05 Marks
TOTAL	25 MARKS
EXAMINATION :	25 MARKS (2 EXPERIMENTS)
Plan & Procedure :	04 Marks
Administration :	03 Marks
Analysis and Discussion :	03 Marks
Total for One experiment :	10Marks
FOR TWO EXPERIMENTS	10+10= 20 MARKS
Statistics	05 Marks
TOTAL	25 MARKS
<u>GRAND TOTAL</u>	50 MARKS

General Pattern on Psychology Question Paper (NEP-2020)
Term End Examination for Open Elective
THEORY

Each paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 Marks) in each theory paper.

Note: Duration of Examination for paper: OPEN ELECTIVE (IIBA) is **2 hours**.

Question paper pattern -

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

Answer any 4 of the following. Each answer carries 2 marks. (4x2=8)

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

Section B: Short Answer Questions

Answer any 4 of the following. Each answer carries 5 marks. (4x5=20)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section C: Long Answer Questions

Answer any 4 of the following. Each answer carries 8 marks.(4x8=32).

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

