

**Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- I Semester With
effect from academic year 2021-22 and onwards**

PAPER – I: FOUNDATIONS OF PSYCHOLOGY – I

Learning Outcomes:

1. Students will understand the genesis of Psychology and its importance
2. Students will gain basic knowledge about Psychology
3. Students will understand the fundamental mental processes which are base for behavior
4. Students understand the Applications of Psychology in various fields

* Teaching Hours 4 hours per week

* 60 marks for examination and 40 marks for Internal Assessment

NIT – I: GENESIS AND GOALS OF PSYCHOLOGY (10 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.
- Psychology as Applied Science: Introspection, Observation, Experimental, Clinical And Questionnaire Method.

UNIT– II: BIOLOGY AND BEHAVIOUR

(12 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, Parathyroid, Adrenal and Gonads

UNIT-III: 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 - Types - Horizontal-Vertical, Muller Lyer and Illusion of Movement.
 - 2) Hallucination- Visual, Auditory and Tactile

UNIT-IV: LEARNING (14 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: 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:

- 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*, Neelkamal Pvt. Hyderabad

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: 4 hours per week. Maximum Marks: 50**(Minimum 8 Practical to be conducted)**

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

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

Internal Assessment: 25 Marks

Record : 10 Marks

Test : 10 Marks

Attendance : 05 Marks

Examination : 25 Marks (2 Experiments)

Plan & Procedure: 03 Marks

Administration : 03 Marks

Analysis and Discussion: 03 Marks

Total for One experiment: 09 Marks

For Two experiments $09+09 = 18$ Marks

Statistics = 04 Marks

Viva Voce = 03 Marks

Grand Total = **25 Marks**

OPEN ELECTIVE COURSE (OEC)

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

Credit: 3

Marks for Exam: 60

IA Marks: 40

Psychology of Health and Wellbeing

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 behaviours and to be able to know their application in illness management

Course Content

Unit 1: Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing. **7hrs**

Unit 2: Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management **8hrs.**

Unit 3: Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management. **8hrs**

Unit 4: Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism. **7hrs**

References:

Carr. A. (2004) Positive Psychology: The science of happiness and human strength
UK: Routledge.

DiMatteo, M.R & Martin, L.R.(2002). Health Psychology. New Delhi: Pearson.

Farshaw, M (2003) Advanced Psychology: Health Psychology. London: Hodder and
Stoughton

Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and
Stoughton.

Hick.J.W. (2005).Fifty signs of Mental Health.A Guide to understanding mental
health.Yale University Press.

Snyder, C R., & Lopez. S.J.(2007) Positive Psychology: The scientific and practical
explorations of human strengths. Thousand Oaks, CA Sage.

Taylor. S.E. 2006).Health Psychology.6th Edition.New Delhi: Tata M

Life Skills: 1

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 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 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 1: Overview of Life Skills

- 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:

- 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

- 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

- 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.

DSC2: Foundation of Behaviour with practical (6)

Course Objectives:

- To understand the dynamics of emotions and motivation.
- To understand theoretical concepts of Human Intelligence.
- To analyse 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 successful 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

CHAPTER 1 EMOTIONS-

- 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.

CHAPTER 2 MOTIVATION

- 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

CHAPTER 3 INTELLIGENCE-

- 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.

CHAPTER 4 THINKING AND REASONING.

- 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

CHAPTER 5 PERSONALITY -

- Meaning, definition,
- Theories of personality- Type and trait, Dynamic, behavioural, 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, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw Hill

Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the history of psychology. Cengage Learning.

Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (2015). Introduction to psychology. (16th ed.). Boston: Cengage Learning.

Malim, T. (2017). Introductory Psychology. Macmillan 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.

Practicals (any????)

MDC2: Foundation of Behaviour with practical (6)

Practical component:

Statistics: Measures of Variance (Grouped and Ungrouped)

- Standard Deviation
- Range
- Quartile deviation

1. Emotions :

- a. Emotional regulation scale
- b. Emotional intelligence scale/ questionnaire
- c. Oxford happiness scale
- d. Fear checklist
- e. Positive and Negative affect scale

2. Motivation

- a. Achievement motivation
- b. The motivation assessment scale
- c. Power motive inventory/Scale
- d. Academic achievement need scale
- e. Guidance need inventory

3. Intelligence

- a. Standard progressive matrices
- b. WAIS (Weschler's adult intelligence Scale)
- c. Draw a man test
- d. SFB (Seguin Form Board)
- e. General Mental Ability Test by Jalota

4. Thinking and reasoning

- a. Stroop effect
- b. Test of creativity
- c. Cognitive style assessment
- d. Concept formation
- e. Problem solving ability test based on Tower of London test

5. Personality:

- a. Eysenck's personality inventory
- b. Children's personality questionnaire
- c. 16 PF test of personality
- d. NEO Personality Inventory
- e. Myers Briggs Types indicator

GEC2: Youth, Gender and Identity

Unit 1: Introduction

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

Unit 2: Youth and Identity

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b. Peer group identity: Friendships and Romantic relationships
- c. Workplace identity and relationships
- d. Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- 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

- 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

- a. Juvenile Justice act
- b. LGBT rights in India
- c. 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

II Semester BA/B.Sc

Life Skills: 2

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 inter personal relationships and positive management of stress and emotions

-

Unit 1: Effective Communication

- 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

- 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

- 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

- 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.

Model Program Structure for the Under-Graduation Course in Psychology

Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) etc. (for subjects with practicals) with one major and one minor

Sem.	Discipline Core(DSC) (Credits) (L+T+P)	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC),Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
I	Foundations of Psychology with practical A1(4+2) Discipline B1(4+2)	Psychology of Health and Wellbeing OE-1 (3)	L1-1 (3), L2-1(3) (3+1+0 each)		SEC-1: Developing Life Skills-I (2) (1+0+2)		23
II	Foundations of Behavior with practical A2(4+2) Discipline B2(4+2)	Youth, Gender and Identity OE-2 (3)	L1-2(3), L2-2 (3) (3+1+0 each)	Environmental Studies (2)	SEC-2: Developing Life Skills-II (2) (1+0+2)	Health and Wellness/ Social & Emotional Learning (2) (1+0+2)	25
Exit option with Certificate (48 credits)							
III	Child Development with practical A3(4+2) Discipline B3(4+2)	Psychology and Mental Health OE-3 (3)	L1-3 (3), L2-3(3) (3+1+0 each)		SEC-2: AI/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R (S&G)/ Cultural (2) (0+0+4)/ SEC (2)	25
IV	Developmental Psychology with practical A4 (4+2) Discipline B4(4+2)	Psychology at Work OE-4 (3)	L1-4 (3), L2-4(3) (3+1+0 each)	Constitution of India (2)	SEC-3: Financial Edu. & Inv. Aw. /AI /Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R (S&G)/ Cultural (2) (0+0+4)/ SEC (2)	25
Exit option with Diploma (96 credits)							
Choose any one Discipline as Major, the other as the Minor							
V	Corporate Psychology (4+2) Health Psychology (4+2) Social Psychology (4)	DSE 1.1 Positive Psychology (3) or DSE 1.2 Educational Psychology (3) Voc 1.1 Assessing Childhood Problems (3) or Voc 1.2 Child Therapeutic Techniques (3)			SEC-4: Cyber Security / Job Skills (3) (2+0+2)		25

Sem.	Discipline Core(DSC) (Credits) (L+T+P)	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC),Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
VI	Abnormal Psychology (4+2) Human Resource Management (4+2) Organizational Psychology (4)	DSE 2.1 Sports Psychology (3) or DSE 2.2 Rehabilitation Psychology (3) Voc 2.1 School Guidance and Counselling (3) or Voc 2.2 Inclusive Education (3)			Internship (2)		24
Exit option with Bachelor of Arts, B.A. / Bachelor of Science, B. Sc. Basic Degree (136 credits)							

