

FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

BSc PSYCHOLOGY

SEMESTER 1

Programme	B. Sc. Psychology				
Course Title	Invitation to Psychology				
Type of Course	Major With Practical				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This foundational Psychology course offers students a thorough comprehension of Psychology as a scientific discipline, encompassing its historical evolution, diverse perspectives, and various branches. Through an examination of human cognitive processes like attention, perception, and consciousness, the course seeks to foster a heightened insight into the intricate workings of the human mind.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different perspectives of psychology	U	C	Instructor-created exams / Quiz
CO2	Develops foundational knowledge and the practical application of psychological concepts	U	C	Writing reflective journals
CO3	Distinguish different methods used for studying human behaviour	An	C	Design and conduct interviews or surveys/ Practical Assignment / Observation of Practical Skills

CO4	Apply psychological principles to real-world scenarios, demonstrating the practical relevance of the discipline.	Ap	C	Discussion / Practical Assignments
CO5	Explore foundational psychological principles and theoretical frameworks underlying the concepts of attention, perception, and consciousness.	U	C	Instructor-created exams / Quiz/ Seminars/ Instructor-created exams / Quiz
CO6	Appreciate the value of Psychology and embrace a lifelong learning attitude towards psychological inquiry and discovery	Ap	C	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	Evolution of Psychology		10	15
	1	What is Psychology?	1	
	2	The Evolution of Psychology- Philosophical origin-Psychology's Early History- Psychology's Modern History- Psychology Today	3	
	3	Theoretical Approaches to Psychology: Structuralism, Functionalism, Behaviourism, Psychodynamic Approach, Humanistic Approach, Gestalt Psychology, Cognitive Perspectives, Biological Perspective, Evolutionary Perspective, Socio-Cultural Perspective.	3	
	4	Branches of Psychology, Scope of Psychology.	2	
	5	Evolution of Psychology in India-Colonial and post independent period	1	
II	Scientific methods to study human behaviour		10	15
	6	Psychology as a Science,	1	
	7	Goals of Psychology, Scientific temper and Scientific attitudes	3	
	8	Methods of Psychological research: Observation-Participant and Non-Participant Observation, Naturalistic Observation; Interview Methods- Structured, Semi Structured and Unstructured Interviews. Surveys; Case study; Questionnaires; Correlational studies; Experimental Method.	6	
III	Attention and Perception		15	25
	9	Attention: Types of Attention, Functions of Attention-Factors affecting Attention.	2	

	10	Phenomena associated with Attention: Span of Attention-Division of Attention-Distraction of Attention - Set in Attention.	2	
	11	Selective and Sustained Attention-Theories of Selective Attention	1	
	12	Sensation and Perception; Sensory threshold: Absolute threshold; Difference threshold; Just Noticeable Differences	2	
	13	Perceiving forms, patterns and objects: Perceptual Set, Feature analysis, Bottom-up Processing, Top- Down Processing.	2	
	14	Depth Perception	2	
	15	Perceptual Organization: Gestalt principles, Figure and Ground Segregation, phi-phenomenon.	1	
	16	Perceptual Constancies: Size, Shape, Brightness and Location Constancy	1	
	17	Visual Illusions and Types of Illusion	2	
IV	Consciousness		10	15
	18	Nature of consciousness; Biological rhythms-Circadian rhythms.	1	
	19	Sleep and waking cycle-Stages of sleep; Functions of sleep; Functions of REM sleep	3	
	20	Dreams	1	
	21	Altered states of consciousness: Hypnosis; Meditation.	2	
	22	Altering consciousness with drugs	3	
V	Experiments, and Practical Applications		30	
	1	<p>Carry-out any four experiments of the following:</p> <p>1. Span of Attention Conduct an experiment to determine the span of attention of the subject</p> <p>2. Distraction of Attention: Conduct an experiment to demonstrate the effect of distraction of attention on the performance of the subject.</p> <p>3. Division of Attention: Conduct an experiment to demonstrate division of attention in simultaneous performance of two tasks.</p> <p>4. Set in Attention: Conduct an experiment to demonstrate the effect of mental set</p> <p>5. Illusion: Determine the extent of Muller-Lyer illusion</p> <p>6. Illusion: Determine the extent of Horizontal Vertical Illusion</p> <p>7. Depth perception: Dijkstra's Algorithm (non-negative edge weights) and Bellman-Ford Algorithm (negative edge weights)</p> <p>8. Meditation Examine the physiological and psychological effects of different meditation practices. Measure variables such as heart rate, blood pressure, and or subjective experiences before, during, and after meditation sessions to understand the impact on consciousness.</p>	20	

	2	Design and conduct an interview or survey	5	
	3	Assignment: Write a report on Prominent psychologists- their entry to psychology “Pathways to Psychology: Tracing the Journeys of Prominent Psychologists”	5	

Books and References:

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

Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.

Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.

Misra, G., & Paranjpe, A.C. (2021) *Psychology in Modern India*. Springer Singapore. <https://scholar.google.com>

Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.

Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.

Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	3	-	-	-	3	2	-	-	3
CO 3	2	-	3	1	-	-	3	-	-	1	2	-
CO 4	3	-	2	3	-	-	-	-	-	1		-
CO 5	3	-	-	-	-	3	-	-	-	2	2	2
CO 6	-	-	2	2	-	-	-	-	2	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4			✓	
CO 5	✓	✓	✓	✓
CO 6	✓			

MINOR COURSES
GROUP 1-FOUNDATIONS OF BEHAVIOR

**FOUR-YEAR UNDERGRADUATE
PROGRAMME (CU-FYUGP)**

BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	Gateways to Mind and Behaviour				
Type of Course	Minor without Practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course provides insights to understand the meaning of behaviour, and various perspectives of psychology. The students can have a comprehensive understanding of various aspects influencing human behaviour.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to develop an understanding on foundations of Psychology and research methods in Psychology	U	F	Quiz
CO2	The students will be able to describe the basic concepts of sensation and perception	U	F,C	Assignment/ created exams
CO3	The students will be able to explain the memory processes, types of memory and theoretical perspectives of memory	U	F,C	Assignment/ Quiz

CO4	The students will be able to explain the theoretical perspectives of learning and personality	A	F,C	Assignments/ Quiz/ Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 48	Marks 70
I	Introduction to Psychology		10	15
	1	Psychology-Definition .	1	
	2	Goals of Psychology	1	
	3	A brief history of Psychology	1	
	4	Schools of Psychology- Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalytic psychology, Cognitive perspective, Humanistic perspective.	3	
	5	Methods in Psychology-Observation method, Interview method, Case study, Surveys, Correlation method ,Experimental Method	4	
II	Memory		11	15
	6	Key processes in memory-Encoding, Storage and Retrieval.	2	
	7	Atkinson Shiffrin models of memory -Sensory memory, STM, Working memory and LTM,	2	
	8	Types of memory-Declarative versus procedural memory,	2	
	9	Retrospective versus prospective memory, Semantic versus Episodic memory, Flashbulb memories.,Chunking	2	
	10	Forgetting-Encoding Fails, Retrieval fails, Memory storage fails, Interference, State Dependent learning, Strategies of remembering, Mnemonics	3	
111	Motivation and Emotion		12	20
	11	Motivation- Definition, Model of motivation	1	
	12	Types of motives-Biological, Psychosocial	2	
	13	Theories of Motivation- Drive theory, Incentive theory, Evolutionary theory	2	
	14	Hierarchy of needs theory	1	

	15	Emotion- definition, Nature of emotions, Physiology of emotion	2	
	16	Theories of emotion-James Lange theory, Cannon Bard theory, Schachter's theory, Evolutional theory, Emotional Appraisal theory and Facial feedback hypotheses, Assessment of emotion	4	
IV	Learning and Personality		15	20
	17	Learning-Definition , Nature and Determinants of learning	2	
	18	Associative learning-Classical conditioning-Basics of classical conditioning- Pavlov's experiment-	2	
	19	Principles of classical conditioning-Extinction, Acquisition, Generalisation, Discrimination and Spontaneous recovery	3	
	20	Operant conditioning- Basics of Operant Conditioning-Reinforcement and Punishment.	3	
	21	Social learning-Observational learning	1	
	22	Personality-Definition, Psychoanalytic theory and Humanistic theories of personality	4	
V	Assessment of Personality & Intelligence		12	
	1	Critically analyse different theories of personality		
	2	Examine the Personality Assessment techniques and discuss its applications		
	3	Analyse the Theories of Intelligence		
	4	Describe the Assessment of Intelligence and discuss its applications		

Books and References

Baron, R.A. (2018). Psychology, 5th ed. Pearson education.

Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. Mc Graw Hill Inc.

Coon,D.& Mitterer,J.O.(2013). Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning

Feldman, R. (2011). Understanding Psychology,10th edition. Tata McGraw Hill.

Weiten, W. (1998). *Psychology: Themes and variations* (4th ed.). Thomson Brooks/Cole Publishing Co.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

		PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	CO 1	2	2	1	1	1	3	1	2	1	3	3	-
CO 2	CO 2	3	3	2	2	2	3	2	2	2	2	-	3
CO 3	CO 3	3	2	2	2	1	2	1	2	1	2	-	-
CO 4	CO 4	3	2	2	2	1	2	2	3	2	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programing Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓

GENERAL FOUNDATION COURSES

SEMESTER I

MDC COURSES

FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	The Art of Stress Management				
Type of Course	MDC 1				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play

CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practise stress management in personal and professional life	E	P	Analysis of skills in different life situations
CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)	Marks (50)
I	Introduction to Stress		8	10
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
II	Sources of Stress		8	10
	5	Sources of stress Frustration and its sources -(internal and external)	2	
	6	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
III	Models of Stress		8	15
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	

IV	Stress Management Techniques		12	15
	13	Coping mechanisms- Emotion-focused and problem-focused	2	
	14	Relaxation exercises- muscular exercises- breathing-mental relaxation	2	
	15	Meditation and yoga	2	
	16	Mindfulness	2	
	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
V	Open Ended Module: Application of stress management.- --Students are expected to submit a report of any two of the following Activities.		9	
		<p>Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively.</p> <ul style="list-style-type: none"> • E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies. • Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices. <p>Suggested activities for different modules (Demonstrate any two)</p> <p>Module 1:</p> <ul style="list-style-type: none"> • Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. <p>Group activities like surveys, interviews to understand the stress level of individuals.</p> <p>Module 2</p> <ul style="list-style-type: none"> • Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for 		

		<p>oneself and family.</p> <p>Module 3</p> <ul style="list-style-type: none"> ● Do role play, group activities based on cognitive appraisal theory. ● E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting. ● Make group discussions on cultural influences on cognitive appraisal. ● E.g. work – life balance, parent- child interaction patterns. <p>Module 4</p> <ul style="list-style-type: none"> ● Activities – Practice laughter therapy/Guided imagery. ● Identifying and observing one’s stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress. ● Assign students an assignment where they must conduct a survey of stress among college students /any other group. ● How do you manage stress- compare between students- unique ways of managing stress- discussion ● Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise. ● Analyse a case study and make a report on it. 		
<p>Books and References:</p> <p>Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd.</p> <p>Ciccarelli, S.K., & Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India.</p> <p>Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India.</p> <p>Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.</p> <p>Taylor, S. E., Sirois, F. M., & Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.</p>				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	2	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓			✓
CO 6				
CO 7		✓		✓
CO 8				