

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

BSc PSYCHOLOGY

SEMESTER 2

Programme	B. Sc. Psychology				
Course Title	Science of Mental Processes				
Type of Course	Major With Practical				
Semester	II				
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 course covers fundamental themes in psychology, including cognition, problem-solving and decision-making, and memory and learning. Students explore how people perceive, think, and learn, as well as how they solve problems and make decisions. Understanding these themes provides insights into human behaviour and mental processes, enhancing students' analytical and practical skills.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop the basic understanding of the origin and history of cognitive psychology	U	C	Quiz
CO2	Explain the basic process of problem solving and decision making	U	C	Exam
CO3	Develop fundamental knowledge and practical applications of theories of cognitive domain such as learning and memory	AP	C	Exam/ Seminar

CO4	Apply the principles of learning, memory and forgetting in daily life situation	AP	C	Group discussion/ Practical application
* - 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	Cognition		10	15
	1	Introduction to cognitive Psychology	2	
	2	History of cognitive Psychology- Early History(empiricism and nativism), focus on introspection, focus on behaviour, and cognitive revolution	4	
	3	Types of reasoning: induction and deduction	2	
	4	Psychological theories of reasoning: Mental logic, Mental models and The probabilistic approach.	2	
II	Problem solving & decision making		10	15
	5	Problem solving cycle Types of problems: Well-structured problems and Ill-structured problems	2	
	6	Obstacles of problem solving(types) Aids to Problem Solving: Trial and error, heuristics, algorithm, forming subgoals, searching for analogy, changing the representation of problem	3	
	7	Introduction Decision Making	1	
	8	Classical Decision Theory- The Model of Economic Man and Woman and Subjective Expected Utility Theory	3	
	9	Heuristics and Biases Fallacies	1	
III	Memory and forgetting		14	20
	10	Key process in memory: encoding, storage and retrieval Measuring memory: recall, recognition, relearning	1	

	11	Sensory memory(iconic- echoic), short term memory(rehearsal, chunking), long term memory(declarative, procedural, episodic, Implicit and explicit memory, flashbulb memory, tip of tongue)	3	
	12	Level of processing theory Working memory model – Alan Baddley	3	
	13	Retrieval cues: encoding specificity principle; context dependent memory and state dependent memory, serial position effect, reconstructive memory; eyewitness testimony, flashbulb memory and meta memory.	2	
	14	Forgetting: Forgetting Curve	1	
	15	Reason for forgetting: decay theory, interference theory, prospective theory, absents of retrieval cues,	2	
	16	Strategies for remembering: rehearsal, elaboration, organization	2	
IV	Learning		11	20
	17	Concept of Learning	1	
	18	Basics of classical conditioning, principles of conditioning: acquisition, extinction, spontaneous recovery, generalization, discrimination and higher order conditioning	2	
	19	Basics of operant conditioning: Law of effect reinforcement, punishment, schedules of reinforcement, shaping and chaining	3	
	20	Cognitive learning: latent learning,	3	
	21	Observational learning	1	
	22	Insight learning	1	
V	Practical Applications		30	
	1	Carry-out any four experiments of the following: 1. Bilateral transfer 2. Rote/ meaningful learning 3. Massed/ Spaced learning 4. Immediate memory span 5. Working memory scale 6. PGI memory scale	20	
	2	Write applications of classical conditioning and operant conditioning in daily life situation	5	
	3	Assignment: Prepare a life skill training module to improve memory	5	

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.
- Braisby, N. & Gellatly, A. (2005). *Cognitive psychology*. Oxford University Press Inc.,
- Commer, R. & Gould, E. (2011). *Psychology around Us*. John Wiley & Sons 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.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.
- Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*, 7th ed. Tata McGraw Hill.
- Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive psychology*. 6th edition. Wordsworth Cengage Learning
- Weiten, W. (2011). *Psychology: Themes and Variations*, 5th ed. Brooks/Cole Publishing.

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	1	-	3	-	-	2	-	3	-	2	3	1
CO 2	1	-	3	-	2	-	-	-	-	-	-	-
CO 3	1	-	3	2	1	-	2	3	-	2	-	3
CO 4	1	1	2	3	3	-	-	-	-	-	1	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ **activity points**/ 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			✓	

**FOUR-YEAR UNDER GRADUATE
PROGRAMME (CU-FYUGP)**

BSc PSYCHOLOGY

Programme	B. Sc. Psychology				
Course Title	Understanding Psychological Disorders				
Type of Course	Minor without Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course aims to provide students with a comprehensive understanding of abnormal behaviour and various psychological disorders.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of Abnormal Behaviour.	U	F,C	Instructor-created exams / Quiz
CO2	Explain the clinical characteristics of Schizophrenia and Mood Disorders.	U	F,C	Assignment /Quiz
CO3	Recognize the symptoms associated with Somatic and Dissociative	U	F,C	Group discussion/test

	Disorders.			paper
CO4	Define and distinguish anxiety, obsessions, stress, and their respective disorders.	U	F,C	Seminar presentation
* - 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 +12)	Marks (70)
I	Abnormality and Schizophrenia 15 Hours		12	17
	1	Meaning of Abnormality	2	
	2	DSM V and Definition of mental disorder.	2	
	3	Schizophrenia. Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behaviour,	2	
	4	Positive and Negative Symptoms	2	
	5	Schizoaffective Disorder	1	
	6	Schizophreniform Disorder	1	
	7	Delusional Disorder.	2	
II	Mood Disorder		12	18
	8	Unipolar disorder	1	
	9	Major depressive disorder, persistent depressive disorder,	3	
	10	Specifiers of MDD.	2	
	11	Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia	2	
	12	Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury	4	
III	Anxiety, obsession, stress and their disorders		13	20
	13	Anxiety disorder: fear and anxiety.	1	
	14	Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.	2	
	15	Obsessive, compulsive and related disorders	2	
	16	Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation.	4	
	17	Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; acute stress disorder.	4	
IV	Somatic Symptoms and Dissociative disorders		11	15
	18	Somatic Symptom and related disorders: somatic symptom disorder	2	

	19	Conversion disorder, illness anxiety disorder,	3	
	20	Factitious disorder	2	
	21	Dissociative Disorders - Depersonalization/ Derealisation Disorder,	2	
	22	Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID)..	2	
V	Mental Health Stigma: Historical Misconceptions and Contemporary Challenges		12	
	1	Examine historical perspectives on abnormality, highlighting prevalent misconceptions in society.		
	2	Explore sensitive topics concerning mental health, including recent news updates from social media platforms.		
	3	Encourage students to critically evaluate research studies, identify gaps in knowledge, and propose future directions for research in the field.		
	4	Explore how cultural, religious, and philosophical beliefs have shaped perceptions of abnormal behaviour throughout history, leading to stigmatization and discrimination against individuals with mental health conditions.		
Books and References: Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning , Canada. Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc. Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers. Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). New york: W. W. Norton & Company, Inc.				

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	2	1	-	1	1	2	-	1	-	1	1	1
CO 2	2	1	-	-	1	2	-	1	-	-	1	1
CO 3	2	1	-	-	1	2	-	1	-	-	1	1
CO 4	2	1	-	-	1	2	-	1	-	-	1	1

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	✓	✓		✓

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

BSc PSYCHOLOGY

Programme	B.Sc. Psychology				
Course Title	Psychology and Personal Growth				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	To understand the basic concept in psychology, knowledge about positive psychology, and to understand the concept self and personality.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will able to explain the basic concept in psychology and the concepts related to personality and self.	U	C,A,B	Instructor-created exams / Quiz
CO2	The student will be able to comprehend the process of self-discovery	An	A,B	Assignment/created exams
CO3	The student will be able to understand emotional, cognitive and interpersonal concept for personal growth	Ap,An	A,B	Seminar Presentation / Group Tutorial Work
CO4	The students will able to understand theoretical aspects in personal growth	An	C	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed syllabus

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Understanding Psychology: Definition, goals of psychology.	1	
	2	Themes related to psychology as a field of study, Common themes related to subject matter of psychology	1	
	3	Application of psychology: Application of psychology in personal and social life.	2	
	4	Branches of psychology.	1	
	5	Positive Psychology: definition, assumption, and goals.	2	
	6	Well-being: Definition, subjective well-being.	1	
II	Understanding Self		10	14
	7	Understanding the self: self-esteem, self-concept, self-efficacy.	3	
	8	Facilitating self-awareness: Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis.	4	
	9	Self-awareness questionnaires/inventories :	3	
III	Persona: Empirical and philosophical approaches		10	14
	10	Foundation of human development: stages of personality development.	2	
	11	Nature of personality: Definition, personality traits, five factor model, ABCD personality types.	2	
	12	Personality and Self in the Indian thought: Contribution of Indian thought to the understanding of personality and self.	2	
	13	Empirical approaches to personality: Renewed interest in narcissism, Terror management.	2	
	14	Barriers to Personality Development: Managing anxiety shyness and fear, understanding shyness, self-blame, tolerating failure, persisting and celebrating success, mistakes and self-talk.	2	
IV	Competencies of personality		8	12
	15	Emotional Competence: Understanding and expressing emotions.	1	
	16	Managing difficult emotions; Applying emotional Intelligence, emotional regulation.	2	

	17	Cognitive Competence: Setting and achieving goals, Metacognitive strategies	2	
	18	Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates).	2	
	19	Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts.	1	
V	Conduct activity based on Personal growth		9	
	20	Conduct group discussion based on the factors affecting and hindering self development of a person		
	21	Student should do a study on the self awareness and various techniques associated with it and submit report		

Books and References:

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in* (14th ed.). Boston, USA: B.Kuppuswamy. (1990). *Elements of Ancient Indian Psychology*. Konark publishers Pvt. Ltd, India.

Weiten, W. (1998). *Psychology: Themes and variations (4th ed)*. Thomson books/colepublishing co.

Misra, B.K. (2008). *Psychology : the study of human behaviour*. New Delhi: prentice Hall of India Wadsworth Cengage Learning

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy Use and Instruction*. New York: Guilford Press.

Suggested Readings

Alan Carr (2011). *Positive Psychology: The Science of Happiness & Human strengths* (II edition). Routledge, London & New York.

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education Carr, Alan (2011). *Positive Psychology* (2nd Edn), New York: Routledge Taylor and Francis Group.

Ciccarelli, S.K. & Meyer, G.E. (2010). *Psychology South Asian Edition*. New Delhi: Person Education.

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th ed.). Belmont, CA: Thomson Wadsworth.

Sanghi, S. (2008). *Towards personal excellence*. New Delhi: Response books.

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 open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	0	1	-	32	-	-	-	3	2
CO 2	3	3	-	1	-	-	-	-	3	-	-	-
CO 3	3	3	-	0	-	3	-	3	-	-	-	3
CO 4	3	2	-	1	-	-	-	-	-	-	3	-
CO 5	-	-	2	-	3	-	2	3	-	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				