

**Undergraduate program in Psychology**  
**NEP 2020**  
**Preamble**

NEP has given rise to a novel dimension in fine tuning and accelerating the learning process of a student. Keeping this in mind emergence of LOCF (Learning Outcome-based Framework) has taken place.

Psychology as a science/social science tries to understand the behaviour of an individual in different situations making the learner to get equipped with various abilities to lead life with refined knowledge and talent as well as making it more student centric.

In the present context the syllabi of Psychology (BA/BSc) is framed in such a way to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market.

The curriculum committee framed by the Government of Karnataka includes:

1. Dr. G. Venkatesh Kumar, Professor, University of Mysuru, Mysuru
2. Dr. Vijayalakshmi A . Aminabhavi, Professor, Karnataka University, Dharwad
3. Dr. Lancy D'Souza, Associate Professor, Maharaja's College, Mysuru
4. Dr. M. Sreenivas, Associate Professor, Bangalore University, Bengaluru
5. Dr. Kamala H, Associate Professor, Maharani Cluster University, Bengaluru
6. Dr. Beena Daliya, Associate Professor, IIPR, Bengaluru

At the outset the proposed CBCS scheme for the Four years Multidisciplinary Undergraduate Honours Programme / 5 years Integrated Master's Programme covers major and minor disciplines in Psychology, Open Electives, skill development in the 1<sup>st</sup> and 2<sup>nd</sup> semesters with Ability Enhancement. (Completion of one year course - a student is eligible for a "Certificate" in Psychology with 48 credits).

The concept of Psychology in the 1<sup>st</sup> and 2<sup>nd</sup> semesters throw light on basic information about psychology making the beneficiary to acquire and develop the knowledge about psychology interms of biological base of behaviour, sensation, attention, perception,

memory, learning, decision making, emotions, motivation, intelligence, thinking and reasoning as well as personality along with experiments.

In the second year which comprises of 3<sup>rd</sup> and 4<sup>th</sup> semesters cover the aspects related to Child Psychology and Developmental Psychology as major and minor disciplines along with Ability Enhancement, Skill Enhancement Course and Extracurricular activities. (Completion of two years course - a student is eligible for a “Diploma” in Psychology with 96 credits).

Once the student enters 3<sup>rd</sup> year of learning psychology under BA/BSc stream in the 5<sup>th</sup> semester student can select one of major disciplines under Social Psychology, Organizational Psychology, and Corporate Psychology. Under minor disciplines choice is given between Social Psychology and Organizational Psychology.

In the 6<sup>th</sup> semester, major disciplines include Abnormal Psychology, Health Psychology and minor disciplines has options between Organizational Psychology Abnormal Psychology, Health Psychology and Corporate Psychology followed by Skill Enhancement Paper. (Completion of three years course - a student is eligible for a “Graduation Certificate” in Psychology with 136 credits).

Fourth year of NEP includes students of only major discipline. 7<sup>th</sup> semester of Fourth year includes Bio Psychology, Cognitive Psychology, Child Guidance and Counselling and Research Methodology with discipline specific electives comprising Child Pathology,

8<sup>th</sup> semester has a major discipline on Theories of Personality and Learning as well as Theories of Motivation and Emotion, Counselling and Guidance. Discipline specific elective course has Forensic Psychology and Research Project Work. (Completion of four years course - a student is eligible for a “Honours Degree Certificate” in Psychology with 176 credits).

It should be kept in mind that, the practical in every semester is related to the theory paper that a student learns.

**NEP 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**

**Credits 4**

**Teaching hours: 52 hours**

**ESE: 60 marks**

**CIA: 40 marks**

**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 behaviour
4. Students understand the Applications of Psychology in various fields

**UNIT – 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 (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: 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 I**

**Credits 2**

**Teaching hours: 4 hours per week**

**ESE: 35 marks**

**CIA: 15 marks**

### **(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**

**Mark: 25 marks for semester end examination + 25 marks for Journal records as an internal assessment**

25 marks for exam:	Plan and procedure	05
	Conducting one experiment	5
	Results and discussion	05
	Viva	05
	Statistics	5
	<b>Total</b>	<b>25</b>

## **OPEN ELECTIVE COURSE (OEC)**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **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. **10 hours**

**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. **10 hours.**

**Unit 3:** Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management. **12 hours**

**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. **13 hours**

## References:

Carr, A. (2004) Positive Psychology: The science of happiness and human strengthUK: 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.Flew Delhi: Tata M



## **SEC: Life Skills: 1**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **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 (10 hours)**

- Meaning and significance of life skills
- Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion
- Use of Life skills in personal and professional life
- Life Skills Training – Models-4 H,
- Life Skills Education in the Indian Context.

### **Unit 2:Self-awareness and empathy: (10 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 (12 hours)**

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

### **Unit 4: Decision Making and Problem Solving (13 hours)**

- Definition of decision making and problem solving
- Steps in problem solving: Problem Solving Techniques
- Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking
- Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.

### **References:**

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
- ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
- Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
- Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
- Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
- Shalini Verma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.

## **DSC2: Foundation of Behaviour**

**Credits 4**

**Teaching hours: 52 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **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 (10 hours)**

- 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 (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

### **CHAPTER 3 INTELLIGENCE (12 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.

### **CHAPTER 4 THINKING AND REASONING. 10 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

### **CHAPTER 5 PERSONALITY -10 hours**

- 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. (5<sup>th</sup>ed.). Delhi: PHI Learning Pvt. Ltd.

Feldman, R. S. (2018). Understanding Psychology (14<sup>th</sup>ed.). 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. (16<sup>th</sup> 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. (7<sup>th</sup>ed.). Chennai: McGraw- Hill Education (India) Pvt. Ltd.

## **PRACTICALS 2**

**Credits 2**

**Teaching hours: 4 hours per week**

**ESE: 25 marks**

**CIA: 25 marks**

**Any 2 experiments from each section to be taught,  
total 10 experiments + statistics**

### **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

**Statistics:** Measures of Variance (Grouped and Ungrouped )

- Standard Deviation
- Range
- Quartile deviation

## **GEC2: Youth, Gender and Identity**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **Unit 1: Introduction (10 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: Youth and Identity (10 hours)**

- 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 (10 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 (8 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



### ***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

## **SEC: Life Skills: 2**

**Credits 3**

**Teaching hours: 45 hours**

**ESE: 60 marks**

**CIA: 40 marks**

### **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 (10 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 (10 hours)**

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

## **Unit 3: Coping with Stress and emotions (12 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 (13 hours)**

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

## **References:**

- Barun K. Mitra, “Personality Development & Soft Skills”, Oxford Publishers, Third impression, 2017.
  - ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
  - Caruso, D. R. and Salovey P, “The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership”, John Wiley & Sons, 2004.
  - Kalyana, “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd, 2015.
  - Larry James, “The First Book of Life Skills”; First Edition, Embassy Books, 2016.
  - ShaliniVerma, “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company, 2014.
- 
-

Course Pattern and Scheme of Examination For BA/ B.Sc.  
as per NEP (2021-2022 and onwards)  
Subject: PSYCHOLOGY

S I. N o	Seme ster	Cou rse Typ e	Title of the Paper	Tot al Ho urs	Ho urs per wee k	Course Components			Examination pattern Max. and min Marks/ Paper			Duratio n of Examin ation	Tota l Cre dits
						Lect ure	Tuto rial	Pract ical	CI E	E S E	To tal		
1	II	DSC C	Found ation of Psycho logy	52	4	3	1	-	40	60	10 0	3 hours	4
2	II	DSC L	Practic als I	30	4	-	-	4	25	25	50	3 hours	2
3	I	OE C	Psycho logy of Health and Wellbe ing	45	3	2	1	-	40	60	10 0	3 hours	3
4	I	SEC	Life Skills 1	45	3	2	-	1	40	60	10 0	3 hours	3
5	II	DSC C	Found ation of Behavi our	52	4	3	1	-	40	60	10 0	3 hours	4
6	II	DSC L	Practic als 2	30	4	-	-	4	25	25	50	3 hours	2
7	II	OE C	Youth Gender , and Identit y	45	3	2	1	-	40	60	10 0	3 hours	3
8	II	SEC	Life Skills 2	45	3	2	-	1	40	60	10 0	3 hours	3

- \*DSCC: Discipline Specific Core Course
- DSCL: Discipline Specific Core Lab
- OEC: Open Elective Course
- SEC: Skill Enhancement Course
- AECC: Ability Enhancement Compulsory Course (Language)

