Estd. 1916

VishwavidyanilayaKaryasoudha Crawford Hall, Mysuru- 570 005

Dated: 26-10-2021

www.uni-mysore.ac.in

No.AC2(S)/151/2020-21

Notification

Sub:- Syllabus and Examination Pattern of Psychology (UG) with effective from the Academic year 2021-22 as per NEP-2020.

- Ref:- 1. Decision of Board of Studies in Psychology (UG) meeting held on 02-10-2021.
 - 2. Decision of the Faculty of Science & Technology Meeting held on 16-10-2021.
 - 3. Decision of the Academic Council meeting held on 22-10-2021.

The Board of studies in Psychology (UG) which met on 02-10-2021has recommended & approved the syllabus and pattern of Examination of Psychology Programme with effective from the Academic year 2021-22 as per NEP -2020.

The Faculty of Science & Technology and Academic Council at their meetings held on 16-10-2021 and 22-10-2021 respectively have also approved the above said proposal and it is hereby notified.

The syllabus and Examination pattern is annexed herewith and the contents may be downloaded from the University Website i.e., www.uni-mysore.ac.in.

To:-

- 1. All the Principal of affiliated Colleges of University of Mysore, Mysore. Those who are running B.Sc Courses.
- 2. The Registrar (Evaluation), University of Mysore, Mysuru.
- 3. The Chairman, BOS/DOS, in Psychology, Manasagangothri, Mysore.
- 4. The Dean, Faculty of Science & Technology, DoS in Psychology, MGM.
- 5. The Director, Distance Education Programme, Moulya Manasagangotri, Mysuru.
- 6. The Director, PMEB, Manasagangothri, Mysore.
- 7. Director, College Development Council, Manasagangothri, Mysore.
- 8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
- 9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation) University of



ಮನೋವಿಜ್ಞಾನಅಧ್ಯಯನ ವಿಭಾಗ ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು-570 006

ಸಂ. ಮಾ.ಗ./ಮ.ವಿ/ 158 / 2020–21

ದಿನಾಂಕ: 04-15-2021

ಗೆ, ಮಾನ್ಯ ಕುಲಸಚಿವರು ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕ್ರಾಫರ್ಡ್ ಹಾಲ್, ಮೈಸೂರು

ಮಾನ್ಯರೆ,

ವಿಷಯ: ಮನೋವಿಜ್ಞಾನ ಅಧ್ಯಯನ ವಿಭಾಗದಲ್ಲಿ ದಿನಾಂಕ: 02–10–2021ರಂದು ನಡೆದ ಮನೋವಿಜ್ಞಾನ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ವಿಶೇಷ ಸಭೆಯ ನಡಾವಳಿ ಮತ್ತು ಸಿದ್ದಪಡಿಸಿದ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಲ್ಲಿಸುತ್ತಿರುವ ಬಗೆಗೆ.

ಉಲ್ಲೇಖ: 01. ಯುಎ2/379/2016-2017, ದಿನಾಂಕ: 23.09.2021 02. ಎಸಿ2(ಎಸ್)151/2021-21, ದಿನಾಂಕ: 18.08.2021

ಮೇಲಿನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 2021–22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಲ್ಲಿ ಸಿಬಿಸಿಎಸ್ NEP-2020 ಪಠ್ಯಕ್ರಮಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ದಿನಾಂಕ: 02–10–2021 ರಂದು ಮನೋವಿಜ್ಞಾನ ಸ್ನಾತಕಅಧ್ಯಯನ ಮಂಡಳಿಯ ತುರ್ತು ವಿಶೇಷ ಸಭೆಯನ್ನು ಕರೆದು ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದಲೇ NEP-2020 ಪಠ್ಯಕ್ತಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಕುರಿತು ಸಭೆಯಲ್ಲಿ ಚರ್ಚಿಸಿ ನಿರ್ಣಯಗಳನ್ನು ಕೈಗೊಳ್ಳಲಾಯಿತು. ಸದರಿ ಸಭೆಯಲ್ಲಿ ಚರ್ಚಿಸಿ ತೆಗೆದುಕೊಂಡ ನಿರ್ಣಯಗಳು ಹಾಗೂ ಅಗತ್ಯ ಮಾರ್ಪಾಡುಗಳನ್ನು ಕೈಗೊಂಡಿರುವ ವಿವರ ಸಭಾ ನಡಾವಳಿಯನ್ನು ತಮ್ಮಲ್ಲಿಗೆ ಸಲ್ಲಿಸುತ್ತಿದ್ದೇನೆ.

ವಂದನೆಗಳೊಂದಿಗೆ,

ಅಡಕಗಳು:

- 1. ಸಭಾನಡವಳಿಯ ಮೂಲ ಪ್ರತಿ
- 2. ಪಠ್ಮಕ್ರಮ ವಿನ್ಯಾಸ
- 3. ವಿವರವಾದ ಪಠ್ಮಕ್ರಮ
- 4. ಮರು-ಅನುವೋದಿಸಿದ ಈಗಿರುವ ಪಠ್ಯಕ್ರಮ

PROCEEDINGS OF THE SPECIAL MEETING OF BOS IN PSYCHOLOGY BA/BSc (UG) HELD AT DEPARTMENT OF STUDIES IN PSYCHOLOGY, UOM, MGM ON 02-10-2021 AT 11.00 AM

Ref. No.: UA2/379/2016-17 dated 23-09-2021

Members Present

1. Dr. Lancy D'Souza, Maharaja's College, Mysuru

2. Dr. Mridula Singh, Maharaja's College, Mysuru

-Member Maidle Sins

3. Dr. H.M. Ramakrishnegowda, Maharaja's College, Mysuru

4. Dr. Jayaraju, R, Maharani's Arts College for Women, Mysuru

-Member

5. Dr Sampathkumar, DOS in Psychology, MGM, Mysuru

-Chairman

Members absent

1.Dr. Rajeshwari Kenchappanavar, Karnatak Arts College, Dharawad

onches in Psychology University of Mysore Manasagangotri MYSORE - 570 006

Agenda:

- 1. Discussion on NEP implementation of Psychology syllabi for UG (I and II semesters) of University of Mysore and approval of course structure for the entire programme.
- 2. Re-recommendation and approval of change in existing CBCS syllabus for III, IV, V and VI semesters with reference to letter number SC2 (S)/151/2021-21 dated 18-08-2021.

Proceedings:

- 1. The board has approved the I and II semester syllabus and course structure under NEP-2020 for the entire programme according NEP-2020 syllabus with minor changes*.
 - *Following changes have been approved by the BOS
 - a. The number of experiments/practicals to be conducted in second semester is a minimum of eight (08) as in the I semester.
 - b. Marks to be interchanged in practicals of I and II semesters as follows.

Sl.No.	Existing	Approved changes	Percentage of change and
			Reason
01	Plan and procedure 5 marks	Plan and procedure – 10 marks	Since plan and procedure writing is more important than conduction (Even during
02	Conducting one experiment -10 marks	Conducting one experiment -5 marks	COVID-Pandemic) Percent change is less than 5%
03	Minimum number of practicals/experiments to be conducted in II semester not mentioned	Minimum number of experiments/practical's to be conducted in second semester is a minimum of eight (08)	not mentioned in the model syllabi

2. Skill enhancement courses (Life skill development-part I and Life skill development-part II as well as Health and wellness/social & emotional learning during II semester) are to be taught by teachers of the Psychology discipline for I and II semesters as they mostly involve psychological concepts in skill development.

3. The change in existing CBCS Syllabi for semesters III to VI was placed before the board as per the UOM letter No. SC2 (S)/151/2021-21 dated 18-08-2021 and the board once again approved.

02-10-2021

Mysuru

Chairman (BOS in Psychology 400)

University of Mysore Manasagangotri MYSORE - 570 006

2

Program Structure for the Under-Graduation in Psychology Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) etc. (for subjects with practicals) with one major and one minor

2	SC	Discipline Elective(DSE) /	Ability Enhancement	ancement	Skill Enhancement Courses (SEC) Skill based Value based		Total
Sem.	(Credits)(L+T+P)		Compulsory Languages (Compulsory Courses (AECC), Languages (Credits) (L+T+P)	L+T+P)		Credits
	Foundations of Psychology with	Psychology of Health and	L1-1 (3), L2-1(3)		SEC-1: Developing		
Н	_	0E-1	(3+1+0		Life Skills-I		23
	Discipline B1(4+2)		each)		(2) (1+0+2)		
	Foundations of	Youth, Gender	L1-2(3),		SEC-2: Developing	Developing Health and Wellness/	
	Behaviour with practical and Identity OE-	and Identity OE-	L2-2 (3)	Environmental	Life Skills-II (2)	Social & Emotional	25
		2 (3)	(3+1+0	Studies (2)	(1+0+2)	Learning (2)	ţ
	Discipline B2(4+2)		each)			(1+0+2)	
Exit opt	Exit option with Certificate (48 credits)	edits)					
	Child Development with Psychology and	Psychology and	L1-3 (3),		SEC-3: Artificial		
	practical A3(4+2)	Mental Health	L2-3(3)		Intelligence		2
	Discipline B3(4+2)	OE-3 (3)	(3+1+0		(2)(1+0+2)		-
			each)				
	Developmental	Psychology at	L1-4 (3),		- 1		
₹	Psychology with	Work	L2-4(3)	Constitution of India Understanding the		Sports/NCC/NSS etc. 75	25
-	practical A4(4+2)	OE-4 (3)	(3+1+0	(2)		(2) (1+0+2)	
	Discipline B4(4+2)		each)				
Exit opt	Exit option with Diploma (96 credits)	lits)					
Choose	Choose any one Discipline as Major, the other as the Minor	or, the other as th	e Minor				

Awar	¥	VII	Exito	VI	~
d of Bachelor of Arts	Theories Personality and Learning A12(4) Theories Motivation and Emotions A13(4) Counseling and Guidance A14(3)	Biopsychology A9(3+2) Cognitive Psychology A10(3+2) Child Guidance and Counseling A11(4)	ption with Bachelor	Abnormal Psychology A7(3+2) Health Psychology A8(3+2) Discipline B6(3+2)	Social Psychology A5(3+2) Organisational Psychology A6(3+2) Corporate Psychology B5(3+2)
Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc.	Personality and Learning A12(4) Theories Motivation and Emotions A13(4) Counseling and Guidance A14(3)	Child PathologyDSE A-3 (3) Res. Methodology (3)	Exit option with Bachelor of Arts, B.A. / Bachelor of Science, B. Sc. Basic Degree (136 credits)	logy Understanding the Human Psyche DSE A-2 (3)	Corporate Psychology DSE logy A-1 (3)
Bachelor of Scien		•	of Science, B. Sc.		
ce Honours, B.Sc			Basic Degree (13)	N F N O	
			5 credits)	SEC-6: Professional/ Societal Communication (2)	SEC-5: Cyber Security (2) (1+0+2)
(Hons) degree in a discipline etc. (176 credits)					Ethics & Self Awareness (2) (1+0+2)?
credits)	20	20		20	20

Guidance B5 Corporate Psychology	A10 Cognitive Psychology A11 Child Guidance and Counseling A12 Theories Personality and LearningA13 Theories Motivation and EmotionsA14 Counseling and	Psychology A8 Health PsychologyA9 Biopsychology	Social Psychology A6 Organisational PsychologyA7 Abnormal DSI	practical Psychology with practicalA5	Discipline Specific Core (DSC): Al Foundations of Psychology with practical A2 Foundations of Behaviour with practical A3 Child
			A-3 Child Pathology DSE A-4 Forensic Psychology	DSE A-1 Corporate Psychology DSE A-2 Understanding the Human PsycheDSE	Discipline Specific Elective Courses (DSE):
OEC-1 Psychology of Health and WellbeingOEC-2 Youth, Gender and Identity OEC-3 Psychology and Mental HealthOEC-4 Psychology at Work	Open Elective Courses (OEC):	Cyber Security SEC-6: Professional/SocietalCommunication	Intelligence- SEC-4: Understanding the Self and OthersSEC-5:	SEC-1: Developing Life Skills-I SEC-2: Developing Life Skills-IISEC-3: Artificial	Skill Enhancement Courses (SEC):

List of Other OEC Papers which may be included:

- Understanding Indian Psychological Thoughts.
- Community Psychology.
 Consumer Psychology.
- Crisis Management.
 Stress Management.
- Emotional Intelligence.
- Re habitation Psychology.
 Consumer Behaviour and Marketing.
 Human Resource Practices.

Alan Commission of the Commiss

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

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
- * Teaching Hours 4 hours per week
- * 70 marks for examination and 30 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 AndQuestionnaire 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 stimulationmethod
- Endocrine system: Functions and Effects: Pituitary, Thyroid, Parathyroid, Adrenal andGonads

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, HigherOrder 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 oftraining
- 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: 35 marks for semester end examination +15 marks for Journal records as aninternal assessment

35 marks for exam:	Plan and procedure	10
	Conducting one experiment	05
	Results and discussion	05
	Viva	05
	Statistics	10
	Total	35

OPEN ELECTIVE COURSE (OEC)

Teaching Hours: 3 hours per week

(Total 30 hours)

Credit: 2

Marks for Exam: 70

IA Marks:

30

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 strengthUK: Routledge.

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

Farshaw, M 2DD3) Advanced Psychology: Health Psychology. London:Hodder and Stoughton

Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stou9htan.

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

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 andpersonal 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 andcreative 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.
 Scientifictemperament and Logical thinking
- Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinkingvessel, 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.
- ShaliniVerma, "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 anddecision 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 emotionalintelligence.

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 intelligencequotient.

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, Projectivetechniques.

Books for Reference:

Baron, R. A. (2014). Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd. Feldman, R. S. (2018). Understanding Psychology (14thed.). New York: McGraw HillHergenhahn, 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 (Minimum 8 Practical to be conducted)

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. Eyescenk'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,

GenderRole 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

NayanaJoshi (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 selfconfidence, encourage critical thinking, foster independence and help people to communicate more effectively and work effectively in groups at personal and professional

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 relationshipsand 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 andemotions

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

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.

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Board of Studies in Psychology University of Mysore Manasagangotri MYSORE - 570 006



DEPARTMENT OF STUDIES IN PSYCHOLOGY (Re-accredited by NAAC with 3.47 CGPA of 4.0 Scale)

(NIRF-2020 Ranked 27 in University Category & 47 in Overall Category)

No: MG/PSY/ / 2020-21 Manasagangotri Mysore- 570 006

PROFORMA OF INSTRUCTION AND EXAMINATION

UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS) AND CONTINUOUS ASSESSMENT

GRADING PATTERN (CAGP) OF THE OPTIONAL SUBJECT PSYCHOLOGY B.A.PROGRAMME

Duration of the Course: 3Years (6 Semesters)

			Instruction	Credit	Duration	M	arks	Total
Semester	Course	Title of the Paper	Hrs(L:T:P)/ Week		of Exam (Hrs.)	I A (C1+C2)	Final Exam (C3)	Marks
1	DSC-1A-Theory	Basic Psychological Processes I	4:0:0	4	3	10+10	80	100
	DSC-1A-Practical	Practical I	0:0:4	2	3		-	80
11	DSC-2B- Theory	Basic Psychological Processes II	4:0:0	4	3	10+10	80	100
	DSC-2B -Practical	Practical II	0:0:4	2	3		•	80
111	DSC-3C-Theory	Life span Development I	4:0:0	4	3	10+10	80	100
	DSC-3C-Practical	Practical III	0:0:4	2	3	-	-	80
IV	DSC-4D- Theory	Life span Psychology II	4:0:0	4	3	10+10	80	100
	DSC-4D -Practical	Practical IV	0:0:4	2	3	-	•	80
	DISCIPLINE SF	PECIFIC ELECTIVES (Choose	Any ONE th	eory and	ONE pra	ctical per	semester)	
	DSE-1A-Theory	Social Psychology	4:0:0	4	3	10+10	80	100
	DSE-IA-Theory	Organizational Behavior	4:0:0	4	3	10+10	80	100
V	DSE-1A-Theory	Counseling psychology	4:0:0	4	3	10+10	80	100
	DSE-1A-Practial	Practicals(theory specific)	0:0:4	2	3	•	•	80
_	DSE-1A-Practial	Project work	0:0:4	2	3	•	•	80
	DSE-1A-Practial	Field visit	0:0:4	2	3	•		80
	DSE-1A-Practial	Internship	0:0:4	2	3	•	•	80
	DSE-2B-Theory	Abnormal Psychology	4:0:0	4	3	10+10	80	100
VI	DSE-2B-Theory	Human Resource Management	4:0:0	4	3	10+10	80	100
	DSE-2B-Theory	Health Psychology	4:0:0	4	3	10+10	80	100
	DSE-2B -Practial	Practicals (theory specific)	0:0:4	2	3	•	•	80
	DSE-2B -Practial	Project work	0:0:4	2	3	-	•	80
	DSE-2B -Practial	Field visit	0:0:4	2	3	•	•	80
	DSE-2B -Practial	Internship	0:0:4	2	3	•	•	80
			ELECTIVE					
V	GE - 1	Life skills Psychology	2:0:0	2	3	05+05	40	50
		Educational Psychology	2:0:0	2	3	05+05	40	50
VI	GE - 2	Positive Psychology	2:0:0	2	3	05+05	40	50
		Sports Psychology	2:0:0	2	3	05+05	40	50

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PROFORMA OF INSTRUCTION AND EXAMINATION

UNDER CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS) AND CONTINUOUS ASSESSMENT

GRADING PATTERN (CAGP) OF THE OPTIONAL SUBJECT PSYCHOLOGY B.Sc. PROGRAMME

Duration of the Course: 3Years (6 Semesters)

Semester	C		Instruction	Credit	Duration		arks	Total
	Course	Title of the Paper	Hrs(L:T:P)/ Week		of Exam (Hrs.)	I A (C1+C2)	Final Exam (C3)	Marks
I	DSC-1A-Theory	Basic Psychological Processes I	4:0:0	4	3	10+10	80	100
	DSC-1A-Practical	Practical I	0:0:4	2	3	-	-	80
11	DSC-2B- Theory	Basic Psychological Processes II	4:0:0	4	3	10+10	80	100
	DSC-2B -Practical	Practical II	0:0:4	2	3	-	-	80
III	DSC-3C-Theory	Life span Development I	4:0:0	4	3	10+10	80	100
	DSC-3C-Practical	Practical III	0:0:4	2	3	-		80
IV	DSC-4D- Theory	Life span Psychology II	4:0:0	4	3	10+10	80	100
	DSC-4D -Practical	Practical IV	0:0:4	2	3	-	-	80
	DISCIP	LINE SPECIFIC ELECTIVE	S (Choose	Any On	e Theory	for each Ser	n)	
	DSE-1A-Theory	Social Psychology	4:0:0	4	3	10+10	80	100
	DSE-1A-Theory	Organizational Behavior	4:0:0	4	3	10+10	80	100
V	DSE-1A-Theory	Counseling Psychology	4:0:0	4	3	10+10	80	100
	DSE-1-Practial	PRACTICAL - Assessment of Aptitude	0:0:4	2	3	-	-	80
	DSE-2A-Theory	Abnormal Psychology	4:0:0	4	3	10+10	80	100
VI	DSE-2A-Theory	Human Resource Management	4:0:0	4	3	10+10	80	100
	DSE-2A-Theory	Health Psychology	4:0:0	4	3	10+10	80	100
	DSE-2-Practial	PRACTICAL - Clinical Assessment	0:0:4	2	3	-	-	80
		SKILL ENHANCE	MENT CO	URSE (SEC)			
	SEC-1-PAPER	Case Study	0:0:2	2	3	-	- 1	80
v	SEC-1-PAPER	Project work	0:0:2	2	3	-	-	80
Y	SEC-2-PAPER	Field work	0:0:2	2	3	-	-	80
	SEC-2-PAPER	Internship	0:0:2	2	3	•	-	80
	SEC-3-PAPER	Case Study	0:0:2	2	3	-	-	80
	SEC-3-PAPER	Project work	0:0:2	2	3		-	80
VI	SEC-4-PAPER	Field work	0:0:2	2	3	-	-	80
	SEC-4-PAPER	Internship	0:0:2	2	3		-	80

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Annexure - 1

Course specific experiments/questionnaires/inventories/Tests for V and VI 88

V SS Social Psychology

- 1. Social distance
- 2. Stereotypes
- 3. Rumor
- 4. Socio-metry
- 5. Social Support
- 6. Competition on work output
- 7. Co-operation on work output

V SS Counselling Psychology

- 1. Psychological counselling needscale
- 2. Parent -child relationship scale
- 3. Learning disability scale
- 4. Instagram addiction test
- 5. Study habits inventory
- 6. Adjustment Inventory for school students
- 7. Help seeking behavior scale
- 8. Sleep quality (PSQI)
- 9. Personal stress source inventory

V SS

Organizational behaviour

- 1. DBDA
- 2. Minnesota rate of manipulation test
- 3. Tweezer dexterity
- 4. Mechanical aptitude
- 5. Leadership effectiveness
- 6. Size-weight Illusion

VI Sem

Human Resource Management

- 1. Interpersonal Relationship
- 2. Assessment of Stress
- 3. Clerical Aptitude Test
- 4. Two hand co-ordination test
- 5. Mental Fatigue
- 6. Muscular Fatigue

VI Sem

Abnormal Psychology and Health Psychology

- 1. Eyesenk Personality Inventory
- 2. M.P.Q.
- 3. Assessment of Type A / Type B personality
- 4. Knox Cube Test
- 5. Measurement of Anxiety
- 6. BDI
- 7. BGT
- 8. Min MentHclk
- 9. ADHD Rahy scale

In lieu of practicals, the candidate may opt any one of the following during V and VI SS

- Project work
- Internship
- Field visit

Project work includes working on a research topic, collection of data, analysis and interpretation and submission of report

Internship involves active involvement of the candidate in a mental health set up, industries, rehabilitation centre, NGOs, special schools, where the candidate has to spend minimum of 30 hours and later submit a detailed report on internship

Field visit involves visiting mental health set up, rehabilitation centre, NGOs, indudtries, special schools, and later submit a detailed report on field visit

SCHEME OF EVALUATION FOR PRACTICALS, PROJECT WORK/ FIELD VISIT/INTERNSHIP (ANY ONE)

Evaluation for practical exams (max. marks 80)

Components	Marks*
Procedure writing	14
Conduction	14
Discussion	14
Statistics	14
Viva-voce	14
Class Records	10
Total	80

Evaluation for project work/internship/filed visit

Options (any one)	Components	Marks
	Report	40
	Presentation and Viva	40

Marks for Report will be awarded by the concerned supervisor. Presentation and Viva marks will be jointly evaluated by internal and external examiner after the presentation and viva-voce examination of the candidate.

CHAIRMAN

Board of Studies in Psychology

University of Mysore

Manasagangotri

MYSORE - 570 006

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