

KU1DSCPSY100: FOUNDATIONS OF PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCPSY100	4	75

*Learning Approach (Hours/ Week)			Marks Distribution				Duration of ESE (Hours)	
Lecture	Practical/ Internship	Tutorial	CCA		ESE			Total
			Practical	Theory	Practical	Theory		
3	2	-	10	25	15	50	100	2

Course Description: This course is designed to provide the student with a basic understanding of human behaviour. The students will be given exposure to concepts, terminology, principles and theories that comprise an introductory course in psychology.

Course Prerequisite: Nil

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.	R, U
2	Make students to understand the nature of human behaviour	U
3	Analyse and apply from both theoretical and professional perspectives.	A, An
4	Integrate knowledge from different modules to analyse and solve everyday problems using psychological principles.	An
5	Gain knowledge of scientific methodology–the variety of ways in which psychological data are gathered and evaluated / interpreted.	E

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓		✓	✓	✓	✓	
CO 2	✓	✓	✓		✓	✓	
CO 3	✓		✓	✓	✓	✓	
CO 4	✓		✓	✓	✓	✓	
CO 5	✓	✓	✓			✓	✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	UNDERSTANDING PSYCHOLOGICAL PROCESSES		10
	1	Psychology in Everyday life	
		a) Understanding psychological processes	
	2	a) What is Psychology?	
		b) Goals of psychology: Description, Explanation, Prediction, Control	
		c) Nature and Scope of Psychology.	
		d) Areas of Psychology: Theoretical and professional	
	3	a) Early Perspectives: Origin of Psychology, Structuralism, Functionalism, Psychoanalysis, Gestalt Psychology, Behaviourism.	
		b) Modern Perspectives: Psychodynamic, Humanistic, Cognitive, Sociocultural, Biopsychological, Evolutionary	
	4	a) Scientific Method and basic nature of science: Accuracy, Objectivity, Skepticism, Open mindedness.	

		b) Methods of studying human behaviour: Observation, Correlation, Survey, Case study, Experimental.	
2	SENSATION, ATTENTION, PERCEPTION		12
	1	a) Meaning and concept of Sensation	
		b) sensory receptors	
		c) Transduction	
		d) Sensory Thresholds	
	2	a) Concept of attention	
		b) Factors affecting attention	
		c) Selective attention	
	3	a) Meaning and concept of Perception	
		b) Bottom up and Top-down processing	
		c) Gestalt Principles: Figure-ground relationship, Proximity, Similarity, Closure, Continuity	
		d) Perceptual set	
		e) Factors influencing perception: context effect, Emotion and motivation	

3	LEARNING		13
	1	Concept of Learning.	
	2	a) Behavioural and cognitive approaches: Classical conditioning: Basic experiment, Processes in classical conditioning: conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery. Pavlovian conditioning procedures- delayed, backward, trace conditioning.	
		b) Classical conditioning in everyday life.	
	3	a) Operant conditioning: Experiment, Basic processes in operant conditioning: reinforcement, punishment, positive and negative reinforcement and punishment, shaping and chaining, schedules of reinforcement-interval and ratio.	
		b) Applications	
		a) Observational Learning.	

	4	b) Thorndike and the law of effect. c) Cognitive theories- Kohler- Insight learning, Social learning theory.	
	CONSCIOUSNESS AND ALTERED STATES		
	1	Nature of consciousness. Two modes of thoughts: Controlled and automatic processing.	
	2	Variations in levels of awareness. Consciousness and brain activity.	
	3	a) Circadian rhythm, Sleep, Theories of sleep: Adaptive theory, Restorative theory. b) Stages of sleep.	
4	4	a) Dreams: Basic facts. Psychodynamic view, Physiological view, Cognitive View.	10
	5	a) Altered state of consciousness, Hypnosis: Reality and Myths. Hypnotic phenomena. b) Theories of hypnosis: Hypnosis as role playing, Hypnosis as an altered state of consciousness. c) Drug induced altered state- basic concepts	
	Teacher Specific Module		
	<i>Directions</i>		
	Self-development practices- Practical		
5	1. Communication skill Importance of effective communication skills in current scenario- Components of verbal communication and non-verbal communication- Overcoming barriers of oral, written, visual, formal and informal communications- Development of interpersonal communication skills. Activities: Students must choose one problem and solution and convey that to the entire class through using any effective method of communication. A fixed time must be given to all students. Various components used for communication and barriers must be analysed.		30
	2. Positive communication Advantages of expression of positive communication: gratitude, appreciation, forgiveness and assertiveness. Strategies and management of communication skills. Essentiality of sensible communication skills in psychology career. Activities: Each student can narrate any incidence that struck in their life using positive communication A practical report should be submitted by each student for internal evaluation.		

Essential Readings:

1. Baron, & Misra. (2016). *Psychology* (5th ed.). Pearson Education India.
2. Weiten, W. (2021). *Psychology Themes and Variation* (8th ed).
USA:Wadsworth
3. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Prentice Hall.
4. Myers, G. D., & Dewall, N. C. (2017). *Psychology in Everyday Life*. (4th ed).
Worth Publishers.
5. Abraham, A. (2011). *General psychology*. Tata McGraw Hill Education Private Limited
6. Galotti, K.M. (2020). *Cognitive Psychology in and out of the laboratory* (5th ed).
SAGE

Reference Distribution:

Module	Unit	Reference No.
1	1	4
	2	3
	3	3
	4	1 & 5
2	1	3
	2	6
	3	1 & 3
3	1	2
	2	2
	3	2
	4	2
4	1	1
	2	2
	3	3
	4	1
	5	2

Suggested Readings:

1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). *Introduction to Psychology* (7th Edition), McGraw Hill Book Company.
2. Plotnik, R. & Kouyoumdjian, H. (2014). *Introduction to Psychology* (10th Edition). Cengage Learning.
3. Myers, D. G. (2009). *Psychology in modules (Spiral)*. Macmillan

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation Theory		50
End Semester Evaluation Practical		15
Continuous Evaluation Theory		25
Continuous Evaluation Practical		10
a)	Test Paper	10
b)	Report of the Self-development Practices - Practical	10
c)	Debate and Report Topic- What is not Psychology? Pseudo psychology and critical thinking: Mentalism, Ouija board, Astrology. Parapsychology: ESP, Telepathy, Clairvoyance, Near Death Experience	10
d)	Assignment- a topic is to be discussed with teacher and prepare the assignment report. Eg: Stroop effect test or any other psychological phenomena prescribed by the teacher	5
Total		100