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| **Course Code** | **Course Name** | **L-T-P** | **Credits** |
| **PSY1111** | **Introduction to Psychology I**  | **5-1-0** | **6** |

**Module 1: What is Psychology? (15 lecture hours)**

A definition of psychology: psychology as a science, Origin of psychology: influence of Philosophy and Physiology, Early debate over what psychology should study: Structuralism, Functionalism, Behaviourism, Emergence of modern psychology, Indian psychology: ancient roots and modern development, The application of psychology, Research methods in psychology: observation, correlation, experiments.

**Activities**

Interactive lectures. Individual assignment: guided reading, problem solving exercises, and essay writing. Collaborative learning: group discussion, and group compilation.

**Module 2: Sensation and Perception (15 lecture hours + 3 tutorial hours)**

Sensory thresholds, Sensory adaptation, Vision, Hearing, Touch and other skin senses

Smell and taste, Kinesthesia and vestibular sense, Sensation to perception, Attention

Form perception, Visual depth perception, Perceptual constancy, Movement perception

Plasticity, Time perception, Culture and perception, Indian theories of perception

Individual differences in perception.

**Activities**

Interactive lectures. Individual assignment: guided reading, problem solving exercises, reflections, and essay writing. Collaborative learning: group discussion, video reviews, and group compilation.

**Module 3: Learning** **(15 lecture hours + 4 tutorial hours)**

Classical Conditioning: The Behaviourist view in relation to learning, Pavlov and classical conditioning, basic principles in classical conditioning, cognitive process in classical conditioning, turning principles into actions, Operant Conditioning: Thorndike and operant conditioning, reinforcement and punishment, additional phenomena of operant conditioning, B. F. Skinner and the shaping of responses, cognitive process in operant conditioning, applications of operant conditioning, Cognitive Learning: latent learning, insight learning, observational learning.

**Activities**

Interactive lectures. Individual assignment: guided reading, case study, reflections, and essay writing. Collaborative learning: group discussion, case study, video reviews, and group compilation

**Module 4: Memory (15 lecture hours + 4 tutorial hours)**

Ebbinghaus’s pioneering studies of memory, Methods of testing memory, the information processing view of memory, working memory, Types of memory, Encoding, Organizing studies, Mnemonic devices, Storage, Retrieval, Forgetting: retrieval and interference, recovered memories or false memories-a controversy, Amnesia and other memory disorders

Improving memory.

**Activities**

Interactive lectures.Individual assignment: guided reading, case study, reflections, and essay writing.

Collaborative learning: group discussion, case study, field visit, and group compilation.

**Module 5: Cognition and Language (15 lecture hours + 4 tutorial hours)**

Thinking: concepts, propositions, images, How psychologists’ study cognitive processes?

Reasoning, Decision making: heuristics, escalation of commitment, emotions and decision making, naturalistic decision making, Problem solving: methods for solving problems, facilitating effective problem solving, factors interfering with effective problem solving

Language: non-human precursors to language, human specialization for language learning, language development, understanding language, reading, language and thought, Bi/multilingualism, Creativity

**Activities**

Interactive lectures. Individual assignment: guided reading, reflections, and term paper.

Collaborative learning: group discussion, case study, cross case comparisons, and group compilation.

**Readings**

1. Baron, R. A. & Misra, G. (2016). *Psychology: Indian subcontinent edition* (5th Ed.). (2016). Chennai: Pearson.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2018). *Psychology* (5th Ed.). Noida: Pearson India.
3. Kalat, J. W. (2017). *Introduction to psychology*. Boston, MA: Cengage Learning.
4. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). *Introduction to psychology* (7th Ed.). Chennai: McGraw Hill.
5. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus. G. R., & Lutz, C. (2014). *Atkinson & Hilgards’s introduction to psychology* (16th Ed.). Delhi: Cengage Learning India.
6. Passer, M. W., & Smith, R. E. (2011). *Psychology: the science of mind and behaviour* (5th Ed.). New Delhi: McGraw Hill Education India.
7. Rao, K. R., Paranjpe, A. C. & Dalal, A. K. (2008). *Handbook of Indian psychology*. Delhi: Foundation Books
8. Weiten, W. (2017). *Psychology: themes and variations* (10th Ed.). Boston, MA: Cengage Learning

**Evaluation Pattern**

The course follows a continuous evaluation system with 30% weightage on internal components and 70 % on the end term examination. The internal component consists of a series of assignments which will be spread throughout the course.

**Evaluation Matrix**

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| Practicums | 5% |
| Individual assignments | 5% |
| Group assignments  | 5% |
| Attendance | 5% |
| Mid-term Examination  | 10% |
| End Term Exam | 70% |
| Total | 100% |

The assignments involved in the CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 20% for MSc courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.