



**HBSU**

**DR. HOMI BHABHA STATE UNIVERSITY**

Mahatma Gandhi Road, Fort, Mumbai – 400 032

**SYLLABUS FOR THE FOUR-YEAR BA PROGRAMME**

As per the New Education Policy (NEP) 2020

Syllabus to be implemented from the Academic year 2024-2025

**SUBJECT: PSYCHOLOGY**

Department of Psychology

Elphinstone College

156, Mahatma Gandhi Marg, Fort, Mumbai 400 032

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Dear Students,

Welcome to the three/four-year Bachelor of Arts programme in psychology, an exciting journey into the fascinating world of human behaviour and the mind! This syllabus has been thoughtfully crafted by experts to provide students with a comprehensive foundation in psychology, enabling them to explore various subfields, theories, and methodologies in this dynamic discipline. The programme aims to hone academic skills, imbibe ethics and values, foster interpersonal skills, and to create not just better professionals and researchers in the field of psychology, but also good, sensitive, and happy human beings.

Highlights of the syllabus:

- ✓ **Comprehensive Coverage:** The syllabus is designed to cover a wide range of topics in psychology, including cognitive psychology, social psychology, developmental psychology, abnormal psychology, and more. This breadth ensures that students gain exposure to the diverse aspects of the field, enabling them to develop a holistic understanding of human behavior.
- ✓ **Current and Relevant Content:** Psychology is an evolving science, with new research and theories emerging constantly. The syllabus takes into account the latest developments in the field, ensuring that students engage with up-to-date knowledge and cutting-edge research. This emphasis on current content allows students to develop a deep appreciation for the dynamic nature of psychology and its real-world applications.
- ✓ **Skill Development:** The syllabus is designed to go beyond theoretical knowledge and focus on developing practical skills. Students will have ample opportunities to enhance their critical thinking, problem-solving, research, and data analysis skills. Additionally, they will learn effective communication, both written and verbal, which is crucial in the field of psychology.
- ✓ **Multidisciplinary Perspective:** Psychology intersects with various disciplines, such as neuroscience, sociology, anthropology, and biology. This syllabus acknowledges the multidimensional nature of psychology, incorporating interdisciplinary perspectives to provide a well-rounded educational experience. By integrating knowledge from different fields, students will gain a broader understanding of the complexities of human behavior.

Graduating from the department of psychology in Elphinstone College will provide some unparalleled benefits to students. Some of these are:

- A hub of resources: With more than 200 books in the departmental library, students get the opportunity to get immersed in psychology, understanding, appreciating, and expressing key concepts and theories as they graduate in the discipline.
- Knowledgeable staff: Teachers in the department have a rich experience in teaching and are well qualified in the subject. They have a wide exposure through research work, publishing books and papers, attending seminars and workshops, and always engage the students in meaningful activities in and outside the classroom.
- Supportive seniors: Senior students are truly the mentors of the students who enter the department in the first year. There is a ‘network of goodwill’ that binds the students together, and the department takes pride in it.
- Alumni engagement: Not only does the department engage alumni in all major workshops and seminars, the alumni are also involved in sharing their experiences and expertise with students round the year. So, the ‘network of goodwill’ extends beyond administrative borders and expands across hearts and minds, where teachers, students and alumni are deeply anchored in the department.
- A cosy and safe environment: The department provides basic amenities from first-aid to clean drinking water, a community canteen, and a splendid view from the terrace. There is enough space to study, conduct activities, and organize events.
- Platforms for growth: A host of initiatives by teachers and students on a daily basis provide students a variety of platforms to engage, explore, and express themselves.
- Enhanced self-understanding: Studying psychology empowers students to gain valuable insights into their own thoughts, emotions, and behaviors. Through self-reflection and exploration, they can develop a deeper understanding of themselves, leading to personal growth and improved self-awareness.
- Versatile career opportunities: Psychology is a versatile discipline with diverse career opportunities. Students will acquire a solid foundation that can serve as a launching pad for careers in various fields, including counseling, social work, research, human resources, marketing, and education. The broad knowledge base and transferable skills gained through this syllabus will open doors to numerous professional paths.
- Critical thinking and problem-solving: The syllabus fosters critical thinking skills, enabling students to analyze and evaluate information effectively. They will learn to

approach problems from multiple perspectives and develop creative solutions. These skills are invaluable in any profession and are highly sought after by employers.

- Understanding human behavior: The study of psychology provides students with a unique lens to understand the intricacies of human behavior. It equips them with empathy and an appreciation for diversity, promoting tolerance and inclusivity.
- Continuous Internal Assessment (CIE): The department offers varied platforms and opportunities to students throughout the year on which they are assessed for internal marks. These include seminars, workshops, visits, group discussions, and other such academic activities.
- Fests & events: The department of psychology believes in an all-round development of students who would metamorphose into exceptional graduates. We offer platforms through fests, events, and social media management, where students get to enjoy and explore their passions and creativity. Our events include Freshers' Welcome and Farewell to Suicide Prevention Day and Mental Health Day, Diwali and Christmas celebrations to quizzes and awareness campaigns.
- Counseling Centre: The department boasts of a collection of psychometric tests that no other department in the city and beyond would have under one roof. There are professional counsellors who hold sessions and provide assistance to inhouse students as well as students and other clients from outside.
- Computer Assisted Testing (CAT): The department has an independent computer laboratory where online psychometric tests are administered and scored. The department is in the process of procuring some of the most advanced and standardized psychometric tests from grants received by the university under the Prime Minister Uchchatar Shiksha Abhiyan (PM-USHA). Dr. Homi Bhabha State University is among only 78 universities selected under the PM-USHA scheme nationally, and the youngest to be included as an aspiring university.
- Internships: We offer internships in the Counseling Centre where students get to administer some of the most famous and standardized psychometric tests, and further do all the scoring and analysis work. Reports are created under the guidance of counsellors. Interns get to assist the counsellor in the counseling sessions, and at a later stage (mostly PG) also get to conduct some basic sessions like career guidance independently.

## LIST OF TESTS/INSTRUMENTS

Sr. No.	Name of the Psychometric Test/Instrument
1	Wechsler Adult Intelligence Scale – Fourth Edition, India (WAIS-IV INDIA)
2	Wechsler Intelligence Scale for Children – Fourth Edition, India (WISC-IV INDIA)
3	Dyslexia Screening Test – Junior, India Edition (DST-J INDIA)
4	Raven’s – Educational CPM/CVS, India English Edition
5	Wide Range Achievement Test (WRAT)-5 India complete Kit
6	Minnesota Multiphasic Personality Inventory®-2 (MMPI®-2)
7	MMPI-3 Hand Scoring Kit - English
8	Beck Depression Inventory (BDI-II)
9	Beck Anxiety Inventory (BAI)
10	Beck Hopelessness Scale (BHS)
11	Beck Youth Inventory (BYI-2)
12	Beck Scale for Suicide Ideation (BSS) By Aaron Beck
13	Wechsler Individual Achievement Test (WIAT)-4
14	MCMI (II/III) (V2) Interpretive System-CD-ROM Robert J. Craig and PAR Staff
15	Culture Fair (Free) Intelligence Scale I
16	Culture Fair (Free) Intelligence Scale Cattell and Cattell, Hindi/English Scale II
17	Culture Fair (Free) Intelligence Scale Scale III Cattell and Cattell, Hindi/English
18	Children's Personality Questionnaire (CPQ) Porter and Cattell, Hindi/English
19	Children's Personality Questionnaire (CPQ) Porter and Cattell, Hindi/English
20	Eysenck's Personality Questionnaire-R (EPQ-R) S. B. G. Eysenck & H. J. Eysenck English
21	Thematic Apperception Test- Indian Adaptation
22	Children Apperception Test- Indian Adaptation
23	Kamat Binet Test (KBT)
24	Rorschach Ink Blot Test
25	David Battery of Differential Abilities (DABT)
26	Differential Aptitude Test (DAT)
27	Bender Visual-Motor Gestalt Test - 2nd Ed for Development and Neuropsychological Functioning
28	Conners Continuous Performance Test, 3 <sup>rd</sup> edition (Conners CPT 3)
29	NEO-PI (Five Factor Model- Costa & McCrae)
30	16 PF (Personality Factors) English version
31	16 PF (Personality Factors) Hindi version
32	Memory Drum
33	Woodcock-Johnson® WJ IV Cognitive Battery, Tests of Cognitive Abilities Dr. Richard W. Woodcock, Dr. Kevin S. McGrew, and Dr. Nancy Mather
34	Rotter’s Locus of Control Test
35	Knowledge of Result
36	Biofeedback Instrument for anxiety and stress management
37	Human Maze Apparatus
38	Muller Lyer Apparatus
39	Prenatal stage model
40	Yerke’s Multiple Choice Apparatus for Concept Formation
41	Habit Interference Board
42	Steadiness Tester Apparatus

...and many more!

**BOARD OF STUDIES (BoS) FOR PSYCHOLOGY**

<b>Sr. No.</b>	<b>Name of the Member</b>	<b>College/ Univ/ Organization/ Company</b>
1	Dr. Vilas Padhye	Professor & Head, Department of Psychology, Elphinstone College, HBSU, Mumbai
2	Bhagyashree Kulkarni	Head, Dept of Psychology, Government Institute of Forensic Science, Mumbai
3	Buddhadeep Gondane	Assistant professor, School of Human Ecology, Tata Institute of Social Sciences (TISS), Mumbai
4	Dr. Yashpal Jogdand	Associate Professor, Dept of Humanities and Social Sciences, Indian Institute of Technology (IIT), New Delhi
5	Dr. Amruta Punjabi	Head, Dept of Psychology, School of Vedic Sciences, MIT ADT Univ, Pune
6	Dr. Ravikant Pinjarkar	Assistant Professor, Department of Clinical Psychology, National Institute of Mental Health & Neurosciences (NIMHANS), Bengaluru
7	Avlok Walujkar	Compensation and Benefits Specialist, Sanoma Learning Madrid, Spain
8	Kamalika Das	Student Representative

**CREDIT STRUCTURE AS PER GOVERNMENT OF  
MAHARASHTRA GUIDELINES**

**FOR**

**FACULTY OF HUMANITIES**

**(With effective from Academic Session 2024-25)**

**Proposed structure for Four Year UG Program (Four Year B.A. Honours / Research)**

Level	Semester	Major		Minor	OE	VSC, SEC  (VSEC)	AEC, VEC, IKS (All mandatory)	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	DSC1-1 (4)		DSC2-1 (4)	OE1 (2)	VSC1 related to Major (2)	AEC1 L1 (2)	CC1 (2)	22	UG Certificate  (44)
		DSC1-2 (2)		VEC1 (EVS) (2)			IKS – Generic (2)			
	II	DSC1-3 (4)	DSC2-2 (4)	OE2 (2)	VSC2 related to Major (2)	AEC2 L1 (2)	CC2 (2)	22		
			DSC2-3 (2)			VEC2 (Const. of India) (2)			IKS Major (2)	
<b>Cum Cr.</b>	<b>10</b>		<b>10</b>	<b>4</b>	<b>4+0</b>	<b>4+4+4</b>	<b>4</b>	<b>44</b>		
<b>Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b>										
5.0	III	DSC1-4 (4)		DSC2-4 (4)	OE3 (3)	VSC3 related to Major (3)	AEC3 L2 (2)	CC3 (2)	22	UG Diploma  (88)
		DSC1-5 (4)		VEC4 (EVS) (2)			IKS – Generic (2)			
	IV	DSC1-6 (4)	DSC2-5 (4)	OE4 (3)	VSC4 related to Major (3)	AEC4 L2 (2)	CC4 (2)	22		
		DSC1-7 (4)	VEC5 (EVS) (2)			IKS Major (2)				
<b>Cum Cr.</b>	<b>26</b>		<b>18</b>	<b>10</b>	<b>10+0</b>	<b>8+4+4</b>	<b>8</b>	<b>88</b>		
<b>Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b>										
5.5	V	DSC1-8 (4)	DSE1-1 (4)			SEC1 (4)		CEP/FP (4)	22	UG Degree  (132)
		DSC1-9 (4)								
		DSC1-10 (2)								
	VI	DSC1-11 (4)	DSE1-2 (4)			SEC2 (4)		OJT (4)	22	
DSC1-12 (4)										
DSC1-13 (2)										
<b>Cum Cr.</b>	<b>46</b>	<b>08</b>	<b>18</b>	<b>10</b>	<b>10+8</b>	<b>8+4+4</b>	<b>8+4+4</b>	<b>132</b>		
<b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major</b>										
6.0	VII	DSC1-14 (4)	DSE1-3 (4)	RM (Major) (4)					22	UG Honours Degree  (176)
		DSC1-15 (4)								
		DSC1-16 (4)								
		DSC1-17 (2)								
VIII	DSC1-18 (4)	DSE1-4 (4)					OJT (4)	22		
	DSC1-19 (4)									
	DSC1-22 (4)									
	DSC1-21 (2)									
<b>Cum Cr.</b>	<b>74</b>	<b>16</b>	<b>18+4</b>	<b>10</b>	<b>10+8</b>	<b>8+4+4</b>	<b>8+4+8</b>	<b>176</b>		
<b>Four Year UG Honours Degree in Major and Minor with 176 credits</b>										

**Fourth Year for BA Honours with research**

<b>6.0</b>	<b>VII</b>	DSC1-14 (4)	DSE1-3 (4)	RM (Major) (4)				RP (4)	22	<b>UG Honours with Research Degree (176)</b>
		DSC1-15 (4)								
		DSC1-16 (2)								
	<b>VIII</b>	DSC1-17 (4)	DSE1-4 (4)				RP (8)	22		
		DSC1-18 (4)								
		DSC1-19 (2)								
	<b>Cum Cr.</b>	<b>66</b>	<b>16</b>	<b>18+4</b>	<b>10</b>	<b>10+8</b>	<b>8+4+4</b>	<b>8+4+4+12</b>	<b>176</b>	
<b>Four Year UG Honours with Research Degree in Major and Minor with 176 credits</b>										

**Note:**

1. L1 –English, L2 – Marathi / Hin (Introductory)
2. Each subject BoS will design curricula for all courses of the subject (including DSC, DSE, OE/GE, SEC, VSC, VEC, etc) and will decide the pattern for credit distribution (Such as for Theory and Practical)
3. Co-curricular Courses (CC) include courses such as Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/ Visual/ Performing Arts etc
4. Subjects that offer lab work/practical may offer these under SEC & VSC courses, and/or under DSC.
5. The UGC Regulations, 2021 permit up to 40% of the total courses being offered in a particular programme in a semester through the Online Learning Courses offered through the SWAYAM platform and/or other State Level Common Platforms which can be developed in due course with the participation of different Universities/ HEIs.
6. OJT/FP: Student has to earned the requisite 04 credits of on-the-job training (OJT) / Field Project (FP) during summer break, after completion of the second semester of the first year in the respective Major Subject.

**Abbreviations:**

Generic/ Open Electives: OE; Vocational Skill and Skill Enhancement Courses: VSEC; Vocational Skill Courses: VSC; Skill Enhancement Courses: SEC; Ability Enhancement Courses: AEC; Indian Knowledge System: IKS; Value Education Courses: VEC; OJT: On Job Training; Internship/ Apprenticeship; Field projects: FP; Co-curricular Courses: CC; Community Engagement & Service: CEP; RM: Research Methodology; Research Project: RP

## **PROGRAMME OUTCOMES**

1. **Knowledge Base:** Graduates will demonstrate a comprehensive understanding of the fundamental theories, concepts, and methodologies in psychology across various domains including cognitive, developmental, social, abnormal, and experimental psychology.
2. **Research Skills:** Graduates will be proficient in designing, conducting, analyzing, and interpreting psychological research using both quantitative and qualitative methods, and will demonstrate the ability to critically evaluate existing research literature.
3. **Critical Thinking:** Graduates will develop strong critical thinking skills, including the ability to evaluate and integrate information from diverse sources, identify logical fallacies, and construct well-reasoned arguments supported by empirical evidence.
4. **Ethical Awareness:** Graduates will understand and adhere to ethical principles and guidelines governing the conduct of psychological research and practice, and demonstrate ethical awareness and sensitivity in their interactions with clients, research participants, and colleagues.
5. **Communication Skills:** Graduates will be effective communicators, both orally and in writing, and will be able to convey complex psychological concepts and research findings clearly and persuasively to diverse audiences.
6. **Cultural Competence:** Graduates will demonstrate an understanding of the role of culture and diversity in psychology, and will be able to apply culturally sensitive approaches in research, assessment, and intervention.
7. **Professional Development:** Graduates will develop the skills necessary for lifelong learning and professional growth, including self-reflection, self-assessment, goal-setting, and the ability to adapt to new challenges and opportunities in the field of psychology.
8. **Application of Psychological Principles:** Graduates will be able to apply psychological principles and theories to real-world problems and issues in various settings, including clinical, educational, organizational, and community contexts.
9. **Collaboration and Teamwork:** Graduates will demonstrate the ability to work effectively as part of interdisciplinary teams, collaborating with professionals from diverse backgrounds to address complex psychological issues and achieve common goals.
10. **Leadership and Advocacy:** Graduates will develop leadership skills and a commitment to advocating for the well-being of individuals and communities, promoting psychological science, and advancing the values and goals of the discipline of psychology.

**COURSES OFFERED: SEMESTER I - IV**

**PSYCHOLOGY: MAJOR**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC101T	I	Introduction to Psychology	4	60	40	100
BAPSDC102T	I	Neurobiological Processes	2	30	20	50
BAPSDC201T	II	Basic Cognitive Processes	4	60	40	100
BAPSDC301T	III	Introduction to Social Psychology	4	60	40	100
BAPSDC302T	III	Developmental Psychology (Prenatal to Childhood)	4	60	40	100
BAPSDC401T	IV	Understanding Social Dynamics	4	60	40	100
BAPSDC402T	IV	Developmental Psychology (Adolescence and later)	4	60	40	100
BAPSDC501T	V	Psychological Testing & Assessment	4	60	40	100
BAPSDC502T	V	Abnormal Psychology-I	4	60	40	100
BAPSDC503T	V	Industrial/ Organizational Psychology-I	2	30	20	50
BAPSDE501T	V	Cognitive Psychology-I (Elective Course)	4	60	40	100
BAPSDE502T	V	Positive Psychology-I (Elective Course)	4	60	40	100
BAPSDC601T	VI	Counseling Psychology	4	60	40	100
BAPSDC602T	VI	Abnormal Psychology-II	4	60	40	100
BAPSDC603T	VI	Industrial/ Organizational	2	30	20	50

		Psychology-II				
BAPSDE601T	VI	Cognitive Psychology-II (Elective Course)	4	60	40	100
BAPSDE602T	VI	Positive Psychology-II (Elective Course)	4	60	40	100

**PSYCHOLOGY: VOCATIONAL SKILLS COURSE (VSC) /  
SKILL ENHANCEMENT COURSE (SEC)\***

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSVS101P	I	Experimental Inquiry in Psychology	2	50	00	50
BAPSVS201P	II	Psychometric Testing	2	50	00	50
BAPSVS301P	III	Survey and Correlational Studies	3	75	00	75
BAPSVS401P	IV	Qualitative Research in Psychology	3	75	00	75

BAPSSE501P	V	Applied Psychometric Testing	4	100	00	100
BAPSSE601P	VI	Statistical Techniques and Data Analysis	4	100	00	100

\* For students opting Psychology Major

**PSYCHOLOGY: COMMUNITY ENGAGEMENT PROGRAMME (CEP)/ FIELD PROJECT (FP) / ON-THE-JOB TRAINING (OJT)\***

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSP501P	V	Field Project	4	100	00	100
BAPSOJ601P	VI	On-the-Job Training	4	100	00	100

\* For students opting Psychology Major

**PSYCHOLOGY: INDIAN KNOWLEDGE SYSTEM (IKS)\***

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSIK201T	II	Psychology in Ancient India	2	30	20	50

\* For students opting Psychology Major. (Note: There is a generic IKS course in Sem I)

**PSYCHOLOGY: MINOR**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSMN101T	I	Fundamentals of Psychology	4	60	40	100
BAPSMN201T	II	Elements of Psychology	4	60	40	100
BAPSMN202T	II	Statistics in Social Science	2	30	20	50
BAPSMN301T	III	Psychology in Social Context	4	60	40	100
BAPSMN401T	IV	Adolescence and Youth	4	60	40	100

**PSYCHOLOGY: OPEN ELECTIVES\***

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSOE101T	I	Psychology of Well-being	2	30	20	50
BAPSOE201T	II	Psychology of Love and Positive Health	2	30	20	50
BAPSOE301T	III	Psychology of Stress Management	3	45	30	75
BAPSOE401T	IV	Essentials of Wellbeing	3	45	30	75

\* Can be opted by other faculty (science & commerce) students

### **GENERAL GUIDELINES FOR CREDITS**

- One credit equals 25 marks.
- For one credit, there will be 15 contact hours (lectures) for theory courses.
- For one credit, there will be 30 contact hours (lectures) for practical courses.
- So, for a 4-credit theory course, there will be four lectures of one hour each per week.
- For a 2-credit theory course, there will be two lectures of one hour each per week.
- For a 4-credit VSC/SEC/CEP/FP/OJT course, there will be eight lectures of one hour each per week.
- For a 3-credit VSC/SEC course, there will be six lectures of one hour each per week.
- For a 2-credit VSC/SEC course, there will be four lectures of one hour each per week.
- The ratio of external and internal marks for theory courses will be 60:40.
- There will be no internal marks for VSC/SEC/CEP/FP/OJT courses.
- Credits for internal and external courses/exams will have to be accrued separately. This implies the following:
  - There is a separate passing in internal and external exams.
  - Rules for ATKT include passing in both internal and external exams.
  - A student failing in internal exam will be considered failed and will have to pass the course separately in the next/ATKT examination.
  - A student failing in external exam will be considered failed and will have to pass the course separately in the next/ATKT examination.
- Specific guidelines and changes (if any) will be notified to students.

## **SYLLABUS FOR FYBA (PSYCHOLOGY)**

## **SECTION I: PSYCHOLOGY MAJOR**

### SEMESTER I

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC101T	I	Introduction to Psychology	4	60	40	100
BAPSDC102T	I	Neurobiological Processes	2	30	20	50

### **Introduction to Psychology**

(4 lectures per week)

#### Course Objectives:

- Understand the foundational concepts and theories of psychology.
- Analyze the major subfields and areas of research within psychology.
- Apply psychological principles to explain human behavior and mental processes.
- Develop critical thinking skills to evaluate psychological research and real-world applications.

#### Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories in psychology, including the major schools of thought, methods of research, and key historical figures.
2. Understanding: Students will demonstrate an understanding of the basic principles of psychology, including how behavior is influenced by biological, psychological, and social factors.
3. Applying: Students will be able to apply psychological principles to real-world situations, such as understanding the principles of learning.
4. Analyzing: Students will be able to analyze and evaluate psychological research studies, including identifying research designs, interpreting data, and evaluating the validity and reliability of studies.
5. Evaluating: Students will be able to evaluate the strengths and weaknesses of different approaches to studying psychology, including comparing and contrasting major theories and methods.
6. Creating: Students will be able to create their own research studies in psychology, including designing research questions, selecting appropriate research methods, and analyzing and presenting data.

#### Unit I: Introduction

- A. Changing definitions, modern perspective; psychology as a science
- B. Schools of psychology
  - i) Historical perspectives in psychology: structuralism, functionalism, gestalt, psychoanalysis
  - ii) Modern perspectives in psychology: behavioural, humanistic, cognitive, evolutionary
- B. Branches of psychology: clinical, counselling, industrial and organizational, child psychology, forensic psychology, positive psychology
- C. Scientific methods of study
  - i) Descriptive methods: naturalistic observation, case studies, correlational studies
  - ii) Experimental method: variables, designs (control group; a-b-a)

#### Unit II: Learning

- A. Definition of learning, types of learning, methods of learning
- B. Classical conditioning: Pavlov's experiment, extinction, spontaneous recovery, generalization, discrimination
- C. Operant conditioning: Skinner's experiment, positive reinforcement, negative reinforcement, and punishment; escape and avoidance learning; schedules of reinforcement; shaping behaviour
- D. Cognitive learning: latent learning, insight learning, observational learning; introduction to machine learning (ML)

#### Unit III: Motivation and Emotion

- A. Motivation: definition, motivation cycle, theories of motivation- drive, incentive, optimal-arousal theory, Maslow's hierarchy of needs
- B. Physiological motives, psychosocial motives- achievement, affiliation, power, and aggression
- C. Emotion: definition, theories- James-Lange, Cannon-Bard, Schacter-Singer, opponent process theory, expression of emotions- facial expressions, body language
- D. Physiology of emotion: role of ANS in emotional arousal

#### Unit IV: Personality

- A. Definition, common misconceptions; approaches: type versus trait, Allport, Cattell
- B. Freud's psychoanalytic theory, humanistic perspective: Rogers, Maslow
- C. Five Factor Model
- D. Assessment of personality: personality inventories, 16 PF, MMPI, NEO-PI; behavioural assessment- observation, rating, projective techniques- TAT, Rorschach's Ink Blot Test

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

Books for Study:

1. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  2. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  3. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  4. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  5. Padhye V. S. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  6. Myers, D. & Dewall, N. (2015). *Psychology* (11e). Worth Publisher)
  7. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  8. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century* (12e). Cengage Learning
  9. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration* (4e). Cengage Learning
  10. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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## **Neurobiological Processes**

(2 lectures per week)

### Course Objectives:

- Examine the functions of different brain regions and their roles in cognition, emotion, and behavior.
- Examine the role of the ANS in regulating bodily functions, emotional responses, and stress reactions.
- Examine how neurons integrate and process information within neural networks.
- Understand the principles behind each imaging technique and their applications in neuropsychological research.

### Course Outcomes:

1. Remembering: students will be able to recall the structures and functions of the central nervous system (CNS) and autonomic nervous system (ANS), neural structures, and methods of studying the brain including various scans.
2. Understanding: students will be able to understand the implications of the CNS and ANS on behavior and cognition, understand how neural communication occurs, and describe the principles behind brain imaging techniques.
3. Applying: students will be able to apply the knowledge of CNS and ANS functioning to analyze case studies and predict potential neurological outcomes, and explain the neural mechanisms underlying specific psychological phenomena.
4. Analyzing: students will be able to analyze research findings in neuropsychology to identify patterns and trends in neural functioning, and compare and contrast different brain imaging techniques to assess their strengths and limitations in capturing neural activity.
5. Evaluating: students will be able to evaluate the ethical implications of conducting research in neuropsychology and consider alternative approaches, and further evaluate the impact of neuropsychological findings on clinical practice, treatment approaches, and public health policies
6. Creating: students will be able to generate hypotheses based on neuropsychological principles and design probable experiments to test them.

### Unit I: Biological Bases of Behaviour

- A. Genes and DNA: chromosomes, DNA, genetic disorders
- B. Central Nervous System (CNS): Structure and function of the brain, limbic system, cerebral hemispheres and lobes; left and right brain
- C. Autonomic Nervous System (ANS): sympathetic and parasympathetic nervous system, Endocrine system
- D. Methods of studying brain processes: Biological methods, EEG, CAT, PET, fMRI; biofeedback

Unit II: The Neural System

- A. Neuron: structure and function, types of neurons, all-or-none law
- B. Electrochemical processes, synapse, action membrane potential, depolarization, refractory period, graded potential
- C. Neurotransmitters and their functions (acetylcholine, dopamine, serotonin, GABA, endorphins etc)
- D. Neural implications in behaviours, cognition, and mental disorders

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. Class tests, presentations, demos, workshops etc could be included. A visit to a neurological clinic and/or a guest lecture by experts in the field can be beneficial. Teachers of the department will maintain a record of all activities.

Books for Study:

1. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  2. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  3. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  4. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  5. Padhye V. S. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers
  6. Carlson, N. (2013). *Physiology of behaviour*. Pearson
  7. Kolb, B. & Whishaw, I. (2007). *Fundamentals of neuropsychology* (6e). Worth Publishers
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SEMESTER II

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC201T	II	Basic Cognitive Processes	4	60	40	100

**Basic Cognitive Processes**

(4 lectures per week)

Course Objectives:

- Understand the concepts of sensation and perceptions and their use in day-to-day life.
- Analyze the major theoretical approaches to emotions and motivation.
- Understand the concept of intelligence and its measurement.
- Develop a proper understanding of personality and the factors affecting personality development.

Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories in psychology, including the major approaches to measuring intelligence and personality, and identify the key historical figures.
2. Understanding: Students will demonstrate an understanding of the basic principles of motivation, including how motives are influenced by biological, psychological, and social factors.
3. Applying: Students will be able to apply psychological principles to real-world situations, such as understanding the causes and effects of emotions and motives.
4. Analyzing: Students will be able to analyze and evaluate psychological research studies, including identifying research designs, interpreting data, and evaluating the validity and reliability of studies.
5. Evaluating: Students will be able to evaluate the strengths and weaknesses of different approaches to motivations, intelligence, and personality, including comparing and contrasting major theories and methods of assessment.
6. Creating: Students will be able to create their own research studies in psychology, including designing research questions, selecting appropriate research methods, and analyzing and presenting data.

Unit I: Sensation and Perception

- A. Sensation: definition, types, sensory threshold, sensory adaptation
- B. Perception: definition, gestalt principles of organization (figure-ground experience) and perceptual grouping
- C. Perceptual constancies: size, shape, colour, and brightness constancies
- D. Illusion: geometrical, movement illusions

Unit II: Memory

- A. Theories of memory: theory of general memory functions, information-processing theory, parallel processing theory
- B. Short-term Memory: capacity and duration
- C. Long-term Memory: Types of long-term memory- procedural, episodic, semantic
- D. Causes of forgetting, motivated forgetting

Unit II: Thinking and Problem Solving

- A. How people think: mental imagery, concepts and prototypes
- B. Reasoning: deductive and inductive reasoning, algorithms and heuristics
- C. Problem solving: kinds of problems, organizing problems, generating solutions (trial and error, insight), impediments to problem solving, creativity and problem solving
- D. Limitations to problem solving: functional fixedness, mental set, confirmation bias; AI and its impact on human problem solving

Unit III: Intelligence

- A. Definition of intelligence, theories of intelligence: Cattell's fluid and crystallized intelligence, Sternberg's triarchic theory, Gardner's multiple intelligences
- B. Measurement of intelligence: concepts in measurement of intelligence- M.A., IQ, DIQ,
- C. Stanford Binet, Wechsler scales, popular group tests- Culture Fair, SPM
- D. Intelligence: heredity and environmental influences, emotional intelligence; mental retardation; AI – human intelligence and artificial intelligence, what the future holds

**Internal Marks**

Internal marks will be based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits, and other such activities carried out throughout the year.

Books for Study:

1. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  2. Feldman, R. (2017). *Understanding Psychology (13e)*. McGraw Hill Edu
  3. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology (7e)*. McGraw Hills.
  4. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  5. Padhye, V. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  6. Myers, D. & Dewall, N. (2015). *Psychology (11e)*. Worth Publisher)
  7. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  8. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century (12e)*. Cengage Learning
  9. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration (4e)*. Cengage Learning
  10. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections (1e)*. McGraw-Hill
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## **II: PSYCHOLOGY – VOCATIONAL SKILLS COURSE (VSC)**

### SEMESTER I

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSVS101P	I	Experimental Inquiry in Psychology	2	50	00	50

### **Experimental Inquiry in Psychology**

(4 lectures per week)

#### Course Objectives:

- Experimental Design and Analysis: Develop skills in designing and conducting experiments, including identifying variables, selecting appropriate designs, and analyzing data statistically, and interpreting statistical results to draw meaningful conclusions.
- Pitfall Awareness and Ethical Considerations: Identify common pitfalls in experimental design and implementation, such as biases and confounds, and learn strategies to mitigate them and to understand and apply ethical principles in experimental research.
- Critical Evaluation and Application: Develop critical thinking skills to evaluate experimental research literature, assessing the practical implications of experiments, and to apply theoretical knowledge and methodological skills to design, execute, and analyze experiments in psychology, while maintaining scientific rigor and ethical integrity.

#### Course Outcomes:

1. Remembering: Students will be able to recall and explain the fundamental concepts and principles of experimental design in psychology, understand the various types of experimental methods used in psychological research.
2. Understanding: Students will be able to describe the ethical considerations and guidelines for conducting experiments in psychology, the impact of controls and other variables on the outcomes.
3. Applying: Students will be able to apply the knowledge of experimental design to develop appropriate research hypotheses and research questions, design and plan experiments using appropriate variables, controls, and experimental procedures, and implement data collection techniques and procedures for conducting experiments in psychology.
4. Analyzing: Students will be able to analyze and interpret experimental data using appropriate statistical techniques and methods, evaluate the validity and reliability of

experimental findings in relation to research hypotheses, and critically examine and interpret the results of experiments to draw meaningful conclusions.

5. Evaluating: Students will be able to evaluate the strengths and limitations of different experimental designs in psychology, and assess the ethical implications and considerations of conducting experiments in psychology.
6. Creating: Students will be able to integrate knowledge of experimental design and data analysis techniques to design and conduct original experiments in psychology, and synthesize research findings from multiple experiments to generate new insights and contribute to the existing knowledge in psychology.

### **Course content:**

#### Section A

- Case study: Some classical experiments in psychology; Designing an experiment, identifying variables, studying cause-effect relationships, controls in an experiment, meaning of confounding variables, testing outcomes, significance of the test (introductory).
- Pitfalls and ethics in experimentation, testing the validity of the experiment, cross checking with established laws/theories/findings, relating outcomes to everyday life experiences, using scientific temperament to improve your life.

#### Section B

- Any four experiments related to theory covered in the same semester. For example: Habit interference, Knowledge of Result, Human Maze Learning, etc. The list is suggestive and any four experiments can be conducted as per the apparatus available.

### Books for Study:

1. Field, A. & Hole, G. (2003). How to design and report experiments. Sage Publication
  2. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  3. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  4. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  5. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  6. Padhye, V. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  7. Myers, D. & Dewall, N. (2015). *Psychology* (11e). Worth Publisher)
  8. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  9. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century* (12e). Cengage Learning
  10. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration* (4e). Cengage Learning
  11. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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SEMESTER II

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSVS201P	II	Psychometric Testing	2	50	00	50

**Psychometric Testing**

(4 lectures per week)

Course Objectives:

- Understand and explain key concepts in psychometric testing, including reliability, validity, and norms.
- Learn standardized procedures for test administration, including instructions, timing, and scoring.
- Develop skills in handling test materials and ensuring test conditions that adhere to ethical guidelines.
- Analyze and interpret test scores obtained from the administered psychometric tests.
- Understand how to compare individual scores with established norms and interpret the implications of test results.

Course Outcomes:

1. Remembering: Students will be able to remember the basic concepts in testing like reliability, validity, and norms, and also the procedures for administering psychometric tests, including standardized instructions, timing, and scoring criteria.
2. Understanding: Students will be able to grasp the importance of norms in interpreting test scores within a specific population context and understanding how they are derived.
3. Applying: Students will be able to apply standardized procedures for test administration, including selection of appropriate test, and ensuring appropriate testing conditions and following ethical guidelines.
4. Analyzing: Students will be able to analyze and interpret test results obtained from administered psychometric tests including interpretation of standard scores, and derive conclusions from normative tables.
5. Evaluating: Students will be able to evaluate the strengths and limitations of psychometric tests in measuring various psychological constructs, and evaluate the reliability and validity of test results and assess their implications for decision-making in various contexts
6. Creating: Students will be able to design test administration procedures tailored to specific assessment contexts, ensuring adherence to ethical guidelines, and create strategies for interpreting test results effectively, considering individual differences and contextual factors.

**Course content:**

Section A

- Some classic tests in psychology and the testing movement
- Psychological testing- concepts of testing, assessment, reliability, validity, norms
- Selecting the appropriate test- purpose, test-taker, norms, etc
- Types of norms – age norms, grade norms
- Raw score and standard score, types of standard scores (z score, percentile, DIQ,

Section B

- Administer four tests related to the theory covered in the same semester (for example- motivation, problem solving, intelligence, personality)

Books for Study:

1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill
  2. Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
  3. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
  4. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  5. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  6. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  7. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  8. Padhye, V. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  9. Myers, D. & Dewall, N. (2015). *Psychology* (11e). Worth Publisher)
  10. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  11. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century* (12e). Cengage Learning
  12. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration* (4e). Cengage Learning
  13. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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### **SECTION III: PSYCHOLOGY – INDIAN KNOWLEDGE SYSTEM (IKS)**

(Note: Generic IKS will be offered in Semester I to all programmes)

#### **SEMESTER II**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSIK201T	II	Psychology in Ancient India	2	30	20	50

#### **Psychology in Ancient India**

(2 lectures per week)

##### Course Objectives:

- Investigate prominent ancient Indian traditions (Sankhya, Buddhist, Jaina, Nyaya, Charvak) and their contributions to understanding the human mind and consciousness.
- Explore Ayurvedic principles, including the tri-dosha (vat, pitta, kapha), and their connection to mental health.
- Understand the impact of Yoga on the mind-body complex and its therapeutic benefits for mental health.

##### Course Outcomes:

1. Remembering: Students will be able to recall the fundamental concepts of the Triguna model of personality, including satva, rajas, and tamas.
2. Understanding: Students will be able to explain the combination and interplay of the trigunas and their impact on personality characteristics, and describe the Panch Mahabhoota and its significance in Indian psychology.
3. Applying: Students will be able to apply the Triguna model of personality to assess and analyze individual personality traits, utilize the knowledge of the trigunas to understand and address psychological challenges, and apply the principles of the Panch Mahabhoota to explore the connection between human psyche and the natural world.
4. Analysing: Students will be able to analyze the influence of the trigunas on various aspects of life, such as relationships and career choices, evaluate the strengths and limitations of the Triguna model in comparison to other personality theories, and critically assess the cultural biases and potential limitations of the Triguna model.
5. Evaluating: Students will be able to evaluate the cultural and philosophical foundations of Indian psychology, the contributions of Indian psychological perspectives to global psychology, and the applicability and relevance of Indian psychological concepts in cross-cultural contexts.
6. Creating: Students will be able to integrate the principles of the Vedantic view of the inner world, including the concepts of Self, Consciousness, and the Panchakosha model; synthesize knowledge from various sources, such as Upanishads and philosophical texts, to gain a holistic understanding of the Vedantic view; and reflect on the practical implications of the Vedantic view in cultivating self-awareness and inner transformation.

Unit I: The *Triguna* model of personality: *satva, rajas, tamas*; combination of the *trigunas*; personality characteristics based on the *trigunas*; *panch mahaboota*; The *Kosh* model: *panchhoshas-anandmaya, vijnanmaya, manomay, pranamay, and annamay kosha*; some prominent ancient Indian traditions- Sankhya, Buddhist, Jaina, Nyaya, and Charvak.

Unit II: Vedantic view of inner world: Self, *purusha*; Consciousness, *Chitt /Chaitanya*; levels of consciousness; four states of existence- *jagrat, swapna, susupti*, and *Turiya avastha*; Ayurveda and mental health, *tri dosha- vat, pitta* and *kapha*; Role of sleep, food, and water intake; Yoga and the mind-body complex.

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

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### **Books for Study:**

1. Huppel, N. (2017). Indian psychology- an experiential approach. Indian Psychological Institute
  2. Mahadevan, B., Bhat, V. R., & Pavana, N. (2023). PHI Learning
  3. Jha, A (2002). Traditional Indian knowledge system. Atlantic Publishers & Distributors
  4. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook on Indian psychology. Cambridge University Press
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## **SECTION IV: PSYCHOLOGY MINOR**

### SEMESTER I

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSMN101T	I	Fundamentals of Psychology	4	60	40	100

### **Fundamentals of Psychology**

(4 lectures per week)

#### Course Objectives:

- Understand the foundational concepts and theories of psychology.
- Analyze the major subfields and areas of research within psychology.
- Apply psychological principles to explain human behavior and mental processes.
- Develop critical thinking skills to evaluate psychological research and real-world applications.

#### Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories in psychology, including the major branches of psychology.
2. Understanding: Students will demonstrate an understanding of the basic principles of psychology, including how knowledge of psychology can be applied to various fields.
3. Applying: Students will be able to apply psychological principles to real-world situations, such as understanding the principles of learning.
4. Analyzing: Students will be able to analyze and evaluate psychological research studies, including objectivity in observation, identifying research designs, and interpreting data.
5. Evaluating: Students will be able to evaluate the strengths and weaknesses of different approaches to studying psychology, including comparing and contrasting major methods of learning and models of memory.
6. Creating: Students will be able to create their own research studies in psychology, including designing research questions, selecting appropriate research methods, and analyzing and presenting data.

#### Unit I

History and definition; Fields of psychology; Psychology related to other disciplines (economics, political science, human resource management, marketing, neurology, psychiatry)

#### Unit II

Psychology as a science; scientific methods of study – experiment, observation; use of questionnaires and survey sheets in day-to-day life; standardized tests

#### Unit III

Sensation and perception; illusion- types of illusion, geometric illusions, movement illusions; hallucinations- causes and misconceptions

#### Unit IV

Learning and memory- types of learning; conditioning and schedules of reinforcement; memory- theory of general memory functions, information-processing theory

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### Books for Study:

1. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  2. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  3. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  4. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  5. Padhye V. S. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  6. Myers, D. & Dewall, N. (2015). *Psychology* (11e). Worth Publisher)
  7. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  8. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century* (12e). Cengage Learning
  9. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration* (4e). Cengage Learning
  10. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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SEMESTER II

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSMN201T	II	Elements of Psychology	4	60	40	100
BAPSMN202T	II	Statistics in Social Science	2	30	20	50

**Elements of Psychology**  
(4 lectures per week)

Course Objectives:

- Understand the concepts of sensation and perceptions and their use in day-to-day life.
- Analyze the major theoretical approaches to emotions and motivation.
- Understand the concept of intelligence and its measurement.
- Develop a proper understanding of personality and the factors affecting personality development.

Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories in psychology, including the major approaches to measuring intelligence and personality.
2. Understanding: Students will demonstrate an understanding of the basic principles of emotion and motivation, including how motives are influenced by various factors.
3. Applying: Students will be able to apply psychological principles to real-world situations, such as understanding the causes and effects of emotions and motives.
4. Analyzing: Students will be able to analyze and evaluate various methods and scores for measuring intelligence, and the approaches to topics like motivation and personality.
5. Evaluating: Students will be able to evaluate the strengths and weaknesses of different approaches to motivations, intelligence, and personality, including comparing and contrasting major theories and methods of assessment.
6. Creating: Students will be able to create their own research studies in psychology, including designing research questions, selecting appropriate research methods, and analyzing and presenting data.

Unit I

Emotions-theories of emotions; physiological bases of emotions; role of emotions in day-to-day life; body language, facial expressions

Unit II

Motivation-push and pull theories; Maslow's needs hierarchy; social motives- achievement, affiliation, power; aggression; conflict of motives

### Unit III

Intelligence- definition; measurement of intelligence- IQ; levels of intelligence; important tests for measurement of intelligence; intellectual disability

### Unit IV

Personality- definition; trait and type approaches; important tests for the measurement of personality; personality disorders; factors affecting personality development

### **Internal Marks**

Internal marks will be based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits, and other such activities carried out throughout the year.

### Books for Study:

1. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
  2. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7e). McGraw Hills.
  3. Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson
  4. Feldman, R. (2017). *Understanding Psychology*. McGraw Hill Edu
  5. Padhye, V. (2014). *Aadhunik Samanya Manasshastra*. Vidya Books Publishers.
  6. Myers, D. & Dewall, N. (2015). *Psychology* (11e). Worth Publisher)
  7. Ciccarelli, S, and White, J (2017). *Psychology*. Pearson
  8. Weiten, W., Dunn, D., & Hammer, E. (2018). *Psychology applied to modern life-adjustment in the 21<sup>st</sup> century* (12e). Cengage Learning
  9. Pastorina, E. & Doyle-Portillo, S. (2019). *What is psychology? Foundations, Application & Integration* (4e). Cengage Learning
  10. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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## **Statistics in Social Science**

(2 lectures per week)

### Course Objectives:

- Understand that measures of central tendency such as mean, median, and mode provide a summary of the data's central value, and that they may not always accurately represent the typical or typical value, especially in skewed distributions or when outliers are present.
- Understand that measures of dispersion, such as the standard deviation, provide valuable information about the variability or spread of data around the central tendency, complementing measures of central tendency in describing the distribution of data.
- Recognize that correlation analysis measures the strength and direction of the linear relationship between two variables, providing valuable insights into patterns of association in social science data.

### Course Outcomes:

1. Remembering: Students will be able to recall and define the concepts as well as recall the formulas of measures of mean, median, mode, standard deviation correlation coefficients, and percentiles, and recall their application in data analysis.
2. Understanding: Students will be able to understand the interpretation and meaning of standard deviation as a measure of variability, explain the concept of correlation and its relevance in understanding relationships between variables, and understand the interpretation and use of percentiles in assessing distribution characteristics.
3. Applying: Students will be able to apply formulas to calculate measures of central tendency (mean, median, mode) for different datasets in the social sciences, calculate and interpret standard deviation, apply correlation analysis to examine relationships between variables, and calculate and interpret percentiles to identify specific data points' relative position within a dataset.
4. Analyzing: Students will be able to analyze and interpret the results of measures of central tendency and dispersion to describe the typical characteristics of social science data, analyze and interpret correlation coefficients to determine the strength and direction of relationships between variables, and analyze and interpret percentiles to assess the distribution and relative positioning of data points in datasets.
5. Evaluating: Students will be able to evaluate the appropriateness of using specific measures of central tendency, standard deviation, correlation, and percentiles in different research contexts, evaluate their strengths and limitations, evaluate the use of percentiles in drawing conclusions and making, and evaluate the reliability and validity of correlation coefficients in capturing relationships between variables.
6. Creating: Students will be able to design and conduct social science studies involving the collection and analysis of data using measures of central tendency, standard deviation, correlation, and percentiles, and create reports that incorporate statistical analysis techniques.

Unit I

Central tendencies: Mean, median, Mode; uses and limitations; Dispersion- standard deviation; uses and limitations

Unit II

Correlation: types of correlation, graphical representation; Person's  $r$ , uses and limitations of correlation; percentile- uses and limitations

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. Students should be exposed to software like MS Excel/SPSS and should be able to perform calculations and create graphs independently for topics covered in the syllabus. Class tests, presentations, demos, workshops etc could be included. Teachers of the department will maintain a record of all activities.

Books for Study:

1. Aron, A., Coups, E., & Aron, E. (2013). Statistics for Psychology (6e). Pearson
  2. Freund, R. & Wilson, W. (2003). Statistical Methods (2e). Academic Press
  3. Howell, D. (2007). Statistical Methods for (Psychology (7e). Wadsworth
  4. Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill
  5. Minium, E., King, B., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. John-Wiley
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## **SECTION V: PSYCHOLOGY – OPEN ELECTIVES**

### SEMESTER I

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSOE101T	I	Psychology of Well-being	2	30	20	50

### **Psychology of Well-being**

(2 lectures per week)

#### Course Objectives:

- Explore basic emotions, their components, and the link to overall well-being.
- Identify psychological and environmental factors influencing subjective well-being.
- Examine top-down and bottom-up predictors of well-being.
- Apply psychological concepts to improve well-being in real-life situations.

#### Course Outcomes:

1. Remembering: Students will be able to recall and define the basic emotions, recall the concepts of moods and their relationship to well-being, remember the relationship between positive emotions and well-being, recall the predictors of subjective well-being, and recall strategies for increasing happiness and life satisfaction.
2. Understanding: Students will be able to explain the components of emotions and how they contribute to subjective experiences, understand the role of moods in influencing well-being and overall life satisfaction, explain the relationship between positive emotions and the promotion of well-being, and understand the strategies and techniques for increasing happiness and life satisfaction.
3. Applying: Students will be able to apply the understanding of emotions and their components to identify and manage personal emotions effectively, apply knowledge of motivation to design strategies for enhancing well-being, apply the understanding of positive emotions to promote personal well-being, and apply strategies for increasing happiness and life satisfaction to one's own life circumstances.
4. Analyzing: Students will be able to analyze the influence of different emotions on subjective well-being, analyze the motivational theories to assess their applicability and effectiveness, and analyze the impact of predictors on subjective well-being in different personal and social settings.
5. Evaluating: Students will be able to evaluate the impact of positive emotions on personal well-being and the well-being of others, evaluate the significance and relevance of various predictors in understanding subjective well-being and promoting long-term happiness and life satisfaction.
6. Creating: Students will be able to design interventions or techniques based on positive psychology principles to enhance personal well-being, develop strategies for managing emotions and promoting positive emotions in oneself and others, and

generate innovative approaches or interventions for increasing happiness and life satisfaction in specific populations or settings.

#### Unit I

Foundations: Emotion, Motivation, and the Nature of Well-Being: the basic emotions, the components of emotions, moods and well-being, positive psychology and motivation, well-being and positive emotion, happiness and well-being

#### Unit II

Subjective Well-Being: measurement of subjective well-being, top-down predictors of subjective well-being, bottom-up predictors of subjective well-being, increasing happiness and life satisfaction

#### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### Books for Study:

1. Compton, W. & Hoffman, E. (2013). Positive Psychology – the science of happiness and flourishing (2e); Wadsworth
  2. Hafferson, K. & Boniwell, I. (2011). Positive Psychology – theory, research and applications; Mc Graw Hill
  3. Boniwell, I. (2012). Positive Psychology in a Nutshell – the science of happiness (3e); McGraw Hill
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SEMESTER II

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSOE201T	II	Psychology of Love and Positive Health	2	30	20	50

**Psychology of Love and Positive Health**

(2 lectures per week)

Course Objectives:

- Understand the science behind love, relationships, and their impact on well-being.
- Explore strategies to enhance relationship satisfaction, stability, and positive family dynamics.
- Recognize the psychological factors important to health and promote positive coping and resilience.
- Apply psychological concepts to foster positive relationships, love, and overall well-being.

Course Outcomes:

1. Remembering: Students will be able to recall the factors and components of love and well-being, including genetic and hormonal influences, marriage, and the varieties of love, recall the factors that contribute to relationship satisfaction and stability, and the factors that contribute to positive families and their impact on well-being.
2. Understanding: Students will be able to explain the different varieties of love and their impact on relationships and well-being, understand the factors that contribute to relationship satisfaction and why caring relationships make us feel good, and comprehend the factors that promote relationship stability and longevity.
3. Applying: Students will be able to apply strategies for finding romance and love to personal situations, apply concepts related to relationship satisfaction to analyze and improve personal relationships, apply techniques for promoting relationship stability and longevity to personal relationships, and apply strategies for positive coping and mindfulness meditation to manage stress and promote positive health.
4. Analyzing: Students will be able to analyze the different varieties of love and their impact on relationship dynamics and outcomes, analyze the factors that contribute to relationship satisfaction and evaluate their significance, and analyze the factors that promote relationship stability and identify potential threats to relationship longevity.
5. Evaluating: Students will be able to evaluate the factors that contribute to relationship satisfaction and their relative importance, evaluate the predictors of relationship stability and identify potential challenges or risk factors, and evaluate the impact of positive family dynamics on individual and collective well-being.

6. Creating: Students will be able to design interventions or techniques based on research findings to enhance love and well-being in personal and social contexts, develop strategies for finding and nurturing romance and love in personal relationships, and create plans or programs to foster positive family dynamics and promote well-being within families.

#### Unit I

Love and well-being: Genes, Hormones, and Marriage, The Varieties of Love, Finding Romance and Love, Relationship Satisfaction: Why Do Caring Relationships Make Us Feel Good?, Relationship Stability: What Makes It Last?, Minding Relationships, Positive Families, What Hurts Relationships?, How to Nurture Positive Relationships that Last

#### Unit II

Positive Health: Wellness, Positive Health, Psychological Factors Important to Health, Hardiness and Mindfulness Meditation, Positive Aging, Positive Coping

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

### Books for Study:

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  3. Boniwell, I. (2012). Positive Psychology in a Nutshell – the science of happiness (3e); McGraw Hill
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## **SYLLABUS FOR SYBA (PSYCHOLOGY)**

## **SECTION I: PSYCHOLOGY MAJOR**

### **SEMESTER III**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC301T	III	Introduction to Social Psychology	4	60	40	100
BAPSDC302T	III	Developmental Psychology (Prenatal to Childhood)	4	60	40	100

### **Introduction to Social Psychology**

(4 lectures per week)

#### Course Objectives:

- Gain a comprehensive understanding of the field of social psychology, including its history, theories, and research methods.
- Understand the mechanisms underlying social perception, including the role of context, culture, and individual differences in shaping perceptions of others.
- Examine how individuals process and interpret social information, including schemas, stereotypes, and heuristics.
- Analyze theories of attitude change and evaluate strategies for resistance to persuasion

#### Course Outcomes:

1. Remembering: Students will be able to remember the scope and study methods of social psychology, the cognitive processes involved in social perception, and the functions of attitudes.
2. Understanding: Students will be able to understand the foundational principles and theories of social psychology, how social cognition influences perception, judgment, and behavior in social contexts, and understand the mechanisms underlying attitude formation, maintenance, and change,
3. Applying: Students will be able to apply knowledge of social cognitive processes to analyze and interpret social interactions and behavior, and apply principles of attitude change to evaluate persuasive messages and design effective strategies for attitude modification
4. Analyzing: Students will be able to analyze the cognitive processes involved in social perception and attribution, analyze the factors influencing attitude formation and change, and analyze real-world examples of social phenomena to identify underlying psychological mechanisms and social implications.
5. Evaluating: Students will be able to evaluate the strengths and limitations of theories and research in social psychology, evaluate the effectiveness of persuasion techniques and attitude change strategies in influencing attitudes and behaviors, and evaluate the ethical implications of social psychological research and interventions.

6. Creating: Students will be able to create research designs to investigate social cognitive processes, social perception, or attitude change, and to develop interventions or campaigns to promote positive social attitudes and behavior change based on social psychological principles.

Unit 1: Social Psychology - The Science of the Social Side of Life

- A. Social psychology: an overview; advances at the boundaries
- B. How social psychologists answer the questions they ask: research as the route to increased knowledge
- C. The role of theory in social psychology
- D. The quest for knowledge and rights of individuals: in search of an appropriate balance

Unit II: Social Cognition – How we think about the social world

- A. Heuristics: how we reduce our effort in social cognition
- B. Schemas: mental frameworks for organizing social information
- C. Automatic and controlled processing: two basic modes of social thought
- D. Potential sources of error in social cognition; Affect and cognition

Unit III: Social Perception – Perceiving and Understanding Others

- A. Nonverbal communication: the unspoken language of expressions, gazes, gestures, and scents
- B. Recognizing deception: How we recognize deception, importance of nonverbal cues
- C. Attribution: understanding the causes of others' behaviour
- D. Impression formation and impression management: combining information about others

Unit IV: Attitudes - Evaluating and Responding to the Social World

- A. Attitude formation: how attitudes develop
- B. When and why do attitudes influence behaviour? How do attitudes guide behaviour?
- C. The fine art of persuasion: how attitudes are changed; Resisting persuasion attempts
- D. Cognitive dissonance: what it is and how do we manage it?

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

Book for Study:

1. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014

Books for Reference:

2. Branscombe, N. R., Baron, R. A., & Kapoor, P (2017). Social Psychology. (14th edi), New Delhi: Pearson Education

3. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th edi.), New Jersey: Pearson Education Prentice Hall
  4. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Social Psychology*. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
  5. Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
  6. Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th edi.), Thomson Wadsworth International student edition, USA
  7. Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York: McGraw Hill co.
  8. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th edi.). Pearson Education Allyn and Bacon, Boston
  9. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
  10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th edi.). New Delhi: Pearson Education
  11. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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## **Developmental Psychology (Prenatal to Childhood)**

(4 lectures per week)

### Course Objectives:

- Gain a comprehensive understanding of developmental milestones and processes from prenatal development through childhood, explore key theories of development, and understand the biological, cognitive, social, and emotional changes that occur during the early stages of development.
- Analyze the impact of genetic, biological, environmental, and cultural factors on developmental outcomes, examine the role of family dynamics, peer relationships, and socio-cultural contexts in shaping children's development.
- Apply knowledge of developmental psychology to understand and address real-world issues affecting children and families, identify developmental milestones and potential developmental delays or disorders in children.

### Course Outcomes:

1. Remembering: Students will be able to recall key developmental milestones and processes from prenatal development through childhood, remember the major theories of development, and recall the biological, cognitive, social, and emotional changes that occur during different stages of development.
2. Understanding: Students will demonstrate an understanding of the significance of developmental milestones and processes in shaping human development, understand the core principles and concepts of major developmental theories and their implications for understanding human behavior, and understand the complex interplay of genetic, biological, environmental, and cultural factors in influencing developmental outcomes.
3. Applying: Students will be able to apply knowledge of developmental principles to identify and describe developmental milestones in children, apply theories of development to analyze and interpret real-world developmental scenarios and challenges, and also apply evidence-based strategies for promoting healthy development and addressing developmental challenges in children and families.
4. Analyzing: Students will be able to analyze the factors influencing developmental outcomes, including genetic, biological, environmental, and socio-cultural factors, analyze the impact of early experiences, such as attachment patterns and parenting styles, on later developmental outcomes, and analyze research findings and case studies in developmental psychology to identify patterns and trends in developmental trajectories.
5. Evaluating: Students will be able to evaluate the strengths and limitations of major theories of development in explaining human behavior and development, evaluate the quality and reliability of research evidence in developmental psychology, including research methodologies and data analysis techniques, and evaluate the effectiveness of interventions and strategies for promoting healthy development and addressing developmental challenges in children.
6. Creating: Students will be able to design research studies to investigate specific aspects of development or to test hypotheses related to developmental psychology, and develop evidence-based interventions and programs to promote healthy development and address developmental challenges in children and families.

Unit I. An Introduction to Lifespan Development

- A. An orientation to lifespan development
- B. Key issues and questions: determining the nature and nurture of lifespan development
- C. Theoretical perspectives on lifespan development
- D. Research methods

Unit II. The Start of Life: Prenatal Development, Birth and the Newborn Infant

- A. Earliest development
- B. The interaction of heredity and environment
- C. Prenatal growth and change
- D. Birth, birth complications, the competent newborn

Unit III. Infancy

- A. Growth and stability
- B. Cognitive development: Piaget's approach
- C. Language development: the roots of language
- D. Social development: developing the roots of sociability

Unit IV. Early (pre-school) and Middle Childhood

- A. Intellectual development: Piaget, Vygotsky's approaches
- B. Family and friends: pre-schoolers' social lives
- C. Challenges: child abuse, child labour, malnutrition, children with special needs
- D. Social and personality development - Family and school: shaping children's behaviour in middle childhood

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

Book for study

1. Feldman, R. S. (2014). *Development across the Life Span*. (7th Ed). New Jersey: Pearson Education

Books for reference

1. Berk, L. E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
2. Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
3. Cook, J. L., & Cook, G. (2009). *Child Development: Principles and Perspectives*. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). *Human Development*. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.
5. Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5th Ed). McGraw Hill co.
6. Feldman, R. S., & Babu, N. (2011). *Discovering the Life Span. Indian subcontinent adaptation*, New Delhi: Dorling Kindersley India pvt ltd.

7. Kail, R. V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
  8. McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3rd Ed). New Jersey: Pearson Education Inc.
  9. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). McGraw Hill, international Edition
  10. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007
  11. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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SEMESTER IV

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC401T	IV	Understanding Social Dynamics	4	60	40	100
BAPSDC402T	IV	Development al Psychology (Adolescence and later)	4	60	40	100

**Understanding Social Dynamics**

(4 lectures per week)

Course Objectives:

- Gain a comprehensive understanding of key concepts in social psychology, including prejudice, discrimination, stereotyping, social influence, aggression, and group dynamics, and to explore the underlying psychological processes and mechanisms that contribute to these phenomena.
- Analyze the factors influencing individual and group behavior in various social contexts, and to examine the psychological processes underlying social phenomenon and intergroup relations.
- Apply knowledge of social psychology concepts to analyze and interpret real-world social phenomena, develop critical thinking skills to evaluate the impact of social influence techniques, and to apply principles of group dynamics to understand the formation, structure, and functioning of social groups.

Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories in social psychology, including prejudice, discrimination, stereotyping, social influence, aggression, and group dynamics, remember the various forms of social influence, such as conformity, obedience, and compliance, and their psychological mechanisms, and to recall examples of real-world social phenomena illustrating prejudice, discrimination, and stereotyping, as well as their consequences.
2. Understanding: Students will demonstrate an understanding of the psychological processes underlying prejudice, discrimination, and stereotyping, including cognitive biases, social categorization, and intergroup dynamics, understand the principles of social influence and persuasion, and understand the dynamics of group behavior, including group cohesion, leadership, and intergroup conflict.
3. Applying: Students will be able to apply knowledge of social psychology concepts to analyze and interpret real-world instances of prejudice, discrimination, and stereotyping, apply principles of social influence to evaluate the effectiveness of persuasion techniques and compliance strategies in different contexts, and apply understanding of group dynamics to analyze and address challenges related to group decision-making, conflict resolution, and cooperation.

4. Analyzing: Students will be able to analyze and evaluate the psychological mechanisms underlying prejudice, discrimination, and stereotyping, including the role of social cognition and intergroup relations, analyze research findings and case studies in social psychology to identify patterns and trends in social behavior and interactions, and analyze the impact of social influence techniques and group dynamics on individual and collective behavior.
5. Evaluating: Students will be able to evaluate the ethical implications of prejudice, discrimination, and stereotyping, and assess strategies for reducing their prevalence in society, evaluate the effectiveness of interventions and programs aimed at reducing prejudice, promoting diversity, and fostering intergroup harmony, and evaluate the strengths and limitations of theories and research in social psychology in explaining and addressing social issues.
6. Creating: Students will be able to design interventions and educational programs to promote positive social change and reduce prejudice, discrimination, and stereotyping in various contexts, and develop strategies for effectively managing social influence processes and group dynamics in organizational settings.

Unit I: Stereotyping, Prejudice, and Discrimination

- A. How members of different groups perceive inequality
- B. The nature and origins of stereotyping
- C. Prejudice: feelings toward social groups; Discrimination: prejudice in action
- D. Why prejudice is not inevitable: techniques for countering its effects

Unit II: Social Influence - Changing Others' Behaviour

- A. Conformity: Group Influence in Action
- B. Compliance: To Ask – Sometimes - Is to Receive
- C. Symbolic social influence
- D. Obedience to Authority

Unit III: Aggression - Its Nature, Causes, and Control

- A. Perspectives on aggression: in search of the roots of violence
- B. Causes of human aggression: social, cultural, personal, and situational
- C. Bullying: singling out others for repeated abuse; Cyber bullying
- D. The prevention and control of violence: some useful techniques

Unit IV: Groups and Individuals - The Consequences of Belonging

- A. Groups: when we join and when we leave
- B. Effects of the presence of others: from task performance to behaviour in crowds
- C. Coordination in groups: cooperation or conflict; Perceived fairness in groups: its nature and effects
- D. Decision making by groups: how it occurs, the pitfalls it faces, the downside of group decision making; Role of leadership in group settings

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours,

workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

Book for Study:

1. Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology*. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014

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  3. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th edi.), New Jersey: Pearson Education Prentice Hall
  4. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Social Psychology*. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
  5. Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
  6. Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th edi.), Thomson Wadsworth International student edition, USA
  7. Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York: McGraw Hill co.
  8. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th edi.). Pearson Education Allyn and Bacon, Boston
  9. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
  10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th edi.). New Delhi: Pearson Education
  11. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
  12. Brown, R., & Pehrson, S. (2019). *Group processes: Dynamics within and between groups*. John Wiley & Sons
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## **Developmental Psychology (Adolescence and later)**

(4 lectures per week)

### Course Objectives:

- Gain a comprehensive understanding of physical and cognitive development during adolescence, explore the social and personality development of adolescents.
- Understand the transitions and challenges associated with early adulthood and middle adulthood, including the development of intimate relationships, career choices, and parenting roles.
- Analyze the biological, psychological, and social factors influencing physical and cognitive development during adolescence and adulthood.
- Examine the impact of family dynamics, peer relationships, cultural influences, and societal expectations on social and personality development, and to analyze the role of life events, transitions, and socio-economic factors in shaping developmental trajectories across adolescence and adulthood.

### Course Outcomes:

1. Remembering: Students will be able to recall key theories and concepts in developmental psychology related to physical and cognitive development during adolescence and adulthood, remember the major milestones and stages of development, and recall the key factors influencing social and personality development in these years.
2. Understanding: Students will demonstrate an understanding of the biological, cognitive, and socio-emotional changes that occur during adolescence, including puberty, brain development, and identity formation, and understand the cognitive advances and transitions associated with early adulthood and middle adulthood, such as career decision-making, intimate relationships, and generativity versus stagnation.
3. Applying: Students will be able to apply knowledge of developmental principles to analyze and interpret real-world examples of physical, cognitive, social, and personality development in adolescence and adulthood, and apply developmental theories and concepts to understand and address challenges and transitions experienced by individuals during adolescence and adulthood.
4. Analyzing: Students will be able to analyze factors contributing to variations in developmental trajectories across individuals and cultures during adolescence and adulthood, and analyze the impact of environmental influences, such as socio-economic status and cultural values, on developmental outcomes.
5. Evaluating: Students will be able to evaluate the strengths and limitations of developmental theories and research methodologies in explaining and predicting developmental outcomes, and evaluate the effectiveness of interventions and programs aimed at promoting healthy development and addressing developmental challenges in adolescence and adulthood.
6. Creating: Students will be able to design interventions and educational programs to promote positive development and address developmental challenges during adolescence and adulthood, and develop strategies for fostering resilience and coping skills in individuals facing developmental transitions and life challenges.

Unit I. Adolescence: Physical and Cognitive development

- A. Physical maturation
- B. Nutrition, Food, and eating disorders
- C. Cognitive development and schooling
- D. Threats to adolescents' wellbeing

Unit II. Adolescence: Social and Personality Development

- A. Identity: Asking "Who am I?"; Self-concept and self-esteem
- B. Identity formation: Change or crisis?
- C. Relationship with peers: the importance of belonging
- D. Dating, sexual behaviour, and teenage pregnancy

Unit III. Early Adulthood

- A. Forging relationships: Interpersonal attraction; Intimacy, liking, and loving in early adulthood
- B. Defining the indefinable: what is love?
- C. The course of relationships; Parenthood
- D. Choosing a career

Unit IV. Middle Adulthood

- A. Physical development
- B. Health
- C. Relationships: family in middle age
- D. Work and leisure

**Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

Book for study

1. Feldman, R. S. (2014). *Development across the Life Span*. (7th Ed). New Jersey: Pearson Education

Books for reference

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3. Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
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9. McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3rd Ed). New Jersey: Pearson Education Inc.
  10. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). McGraw Hill, international Edition
  11. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007
  12. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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## **SECTION II: PSYCHOLOGY – VOCATIONAL SKILLS COURSE (VSC)**

### **SEMESTER III**

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSVS301P	III	Survey and correlational studies	3	75	0	75

### **Survey and correlational studies**

(6 lectures per week)

#### Course Objectives:

- Gain an understanding of survey design principles and statistical methods, including sampling techniques, question formulation, survey administration methods, and correlational research methods.
- Develop practical research skills in data collection and analysis, including survey administration, data entry, and statistical analysis using appropriate software.
- Enhance critical thinking skills by evaluating the strengths and limitations of survey and correlational research methods in addressing research questions and hypotheses.

#### Course Outcomes:

1. Remembering: Students will be able to remember key principles and techniques of survey design, including sampling methods, question formulation, and survey administration procedures, and all the steps involved in correlational research, including the calculation and interpretation of correlation coefficients
2. Understanding: Students will be able to understand the rationale behind survey design principles and correlational research methods, including their application in psychological research, understand the importance of selecting appropriate sampling techniques and designing clear and concise survey questions to ensure the validity and reliability of survey data, and also the concept of correlation and its interpretation in correlational research, including the direction and strength of relationships between variables
3. Applying: Students will be able to apply knowledge of survey design principles to develop a survey study, including selecting a target population, designing survey questions, and implementing survey administration methods, and apply correlational research methods to analyze and interpret data collected from survey studies, including calculating correlation coefficients and identifying patterns of relationships between variables.
4. Analyzing: Students will be able to analyze survey data collected from survey studies to identify trends, patterns, and associations between variables, and the strengths and

limitations of survey design and correlational research methods in addressing research questions and hypotheses

5. Evaluating: Students will be able to evaluate the validity and reliability of survey data collected, including assessing potential biases and sources of error in survey administration and data collection procedures, and evaluate the appropriateness of correlational research methods for addressing specific research questions and hypotheses, considering the nature of the variables under investigation.
6. Creating: Students will be able to design and implement a comprehensive survey study, including selecting appropriate sampling techniques, designing survey questions, and administering surveys to collect data, and develop research proposals that outline survey and correlational research designs, including hypotheses, variables, and proposed methods for data collection and analysis.

### **Course content:**

#### Section A

- Introduction to the survey method: importance, application, pitfalls; some classic surveys in psychology
- Population and sample, types of sampling – probability and nonprobability sampling, random sampling and its importance in research.
- Survey as method of study in research, uses and limitations, preparing a survey sheet, framing questions/items for the survey
- Correlation: covariance and correlation, scaling and correlation, bivariate and partial correlation, product-moment, rank order, biserial and point biserial correlation, introduction to other methods of correlation.

#### Section B

- Conduct a survey on a sample of at least 50 participants and prepare a comprehensive report. The report should carry all details of the problem, population, sample, hypothesis, statistical analysis etc.

#### Books for Study:

1. Coolican, H. (2014). Research Methods and Statistics in Psychology (6e). Psychology Press
  2. Moorling, B. (2018). Research methods in psychology (3e). W. W. Norton & Company, Inc.
  3. Goodwin, K. A. & Goodwin, C. J. (2017). Research in psychology - methods and design (8e). Wiley
  4. Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2015). Research Methods in Psychology (10e). McGraw Hill
  5. Mangal, S. & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning
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SEMESTER IV

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSVS401P	IV	Qualitative Research in Psychology	3	75	0	75

**Qualitative Research in Psychology**

(6 lectures per week)

Course Objectives:

- Apply knowledge of qualitative research methods to design and conduct qualitative studies in psychology, including selecting appropriate research questions, data collection methods, and data analysis techniques, and develop practical skills in qualitative data collection methods, such as interviews, focus groups, and observation, and apply ethical principles in conducting research with human participants.
- Analyze qualitative data collected from research studies using appropriate qualitative data analysis techniques, such as thematic analysis, content analysis, or grounded theory, and demonstrate the ability to interpret and make sense of qualitative data, including identifying patterns, themes, and relationships within the data.
- Effectively communicate qualitative research findings through written reports, presentations, or visual displays, demonstrating clarity, coherence, and accuracy in conveying research results, and develop skills in presenting qualitative data and findings to different audiences, including peers, academic professionals, and laypersons, using appropriate formats and language

Course Outcomes:

1. Remembering: Students will be able to remember key principles and concepts of qualitative research methods, including the nature of qualitative inquiry, data collection techniques, and data analysis methods, and recall ethical considerations and guidelines for conducting qualitative research with human participants.
2. Understanding: Students will be able to understand the fundamental principles and assumptions underlying qualitative research, the different qualitative data collection methods and their respective strengths and limitations, and various qualitative data analysis techniques, including thematic analysis, content analysis, and narrative analysis.
3. Applying: Students will be able to apply knowledge of qualitative research methods to design and conduct a qualitative research study, apply ethical principles and guidelines in the conduct of qualitative research, also apply qualitative data analysis techniques to analyze and interpret qualitative data collected from research studies.
4. Analyzing: Students will be able to analyze qualitative research studies in psychology to identify the research questions, data collection methods, and data analysis techniques employed by researchers, analyze the strengths and limitations of qualitative research methods in addressing research questions and generating rich, in-

depth insights into psychological phenomena, and analyze qualitative data collected from research studies to identify recurring themes, patterns, and variations within the data and draw meaningful conclusions from the analysis.

5. Evaluating: Students will be able to evaluate the quality and rigor of qualitative research studies in psychology, including assessing the trustworthiness, credibility, and transferability of research findings, evaluate the appropriateness of qualitative research methods for addressing specific research questions and objectives, considering factors such as the nature of the research topic, the research context, and evaluate the ethical implications of qualitative research practices and make informed judgments about the ethical conduct of qualitative research studies.
6. Creating: Students will be able to design and implement a qualitative research study in psychology, and create written reports or presentations that effectively communicate the findings of qualitative research studies, including describing the research design, presenting qualitative data, and discussing key findings and implications.

### **Course content:**

#### Section A

- Introduction to qualitative methods: importance, application, pitfalls; some classic qualitative studies in psychology
- Distinctive features of qualitative research, ethical considerations in qualitative research, research questions, sampling strategies
- Introduction to grounded theory, ethnography, thematic analysis, interpretative phenomenological analysis (IPA) and other methods
- Data collection methods: interviews and focus groups, participant observation, document analysis, field notes, narrations, e-content and social media

#### Section B

- Conduct qualitative research analysis and prepare a comprehensive report. The report should mention the problem, research method, transcripts (if applicable), and other such details.

### Books for Study:

1. Bourne, V., Kevin, J. & Smith, W. (2021). Understanding Quantitative and Qualitative Research in Psychology: A Practical Guide to Methods, Statistics, and Analysis. Oxford University Press
2. Lune, H. & Berg, B. (2017). Qualitative Research Methods for the Social Sciences (9e). Pearson
3. Creswell, J. D. & Creswell, J. W. (2022). Research Design- Qualitative, Quantitative, and Mixed Methods Approaches (6e). Sage
4. Coolican, H. (2014). Research Methods and Statistics in Psychology (6e). Psychology Press
5. Moorling, B. (2018). Research methods in psychology (3e). W. W. Norton & Company, Inc.

6. Goodwin, K. A. & Goodwin, C. J. (2017). Research in psychology - methods and design (8e). Wiley
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## **SECTION III: PSYCHOLOGY MINOR**

### **SEMESTER III**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSMN301T	III	Psychology in Social Context	4	60	40	100

### **Psychology in Social Context**

(4 lectures per week)

#### Course Objectives:

- Gain an understanding of the mental frameworks for organizing social information and guiding social perception and interpretation
- Analyze the role of nonverbal communication in social perception, including expressions, gazes, gestures, scents, and also its role in deception.
- Evaluate the mechanisms of social influence and their impact on individual behavior.
- Analyze the nature, causes, and control of aggression, and the factors contributing to aggressive behavior in social, cultural, personal, and situational contexts.

#### Course Outcomes:

1. Remembering: Students will be able to recall key concepts and theories related to social cognition, social perception, and the main forms of social influence and their behavioral implications.
2. Understanding: Students will demonstrate an understanding of the cognitive processes involved in social cognition, the role of nonverbal communication in social perception and the importance of nonverbal cues in detecting deception, and the mechanisms of social influence and their impact on individual behavior.
3. Applying: Students will be able to apply knowledge of heuristics and schemas to analyze and interpret social situations and behavior, apply understanding of nonverbal communication to interpret social cues and detect deceptive behavior, and apply knowledge of social influence mechanisms to analyze real-world examples of conformity and compliance in social contexts.
4. Analyzing: Students will be able to analyze the effectiveness of heuristics and schemas in guiding social cognition and influencing behavior, analyze the role of nonverbal communication in shaping social perceptions and interactions, and analyze the factors contributing to conformity and compliance in social situations and evaluate their impact on individual behavior.
5. Evaluating: Students will be able to evaluate the strengths and limitations of heuristics and schemas in facilitating social cognition and decision-making, evaluate the accuracy and reliability of nonverbal cues in detecting deception and making social judgments, and evaluate the ethical implications of social influence techniques, such as conformity and compliance, and their impact on individual autonomy and well-being.

6. Creating: Students will be able to design strategies for improving social cognition by minimizing the use of biased heuristics and promoting critical thinking, develop interventions for enhancing nonverbal communication skills and improving accuracy in detecting deception, and create initiatives for promoting social influence techniques that encourage pro-social behavior and reduce negative outcomes, such as aggression and conformity pressure.

Unit I: Social Cognition – How we think about the social world

- A. Heuristics: how we reduce our effort in social cognition
- B. Schemas: mental frameworks for organizing social information

Unit II: Social Perception – Perceiving and Understanding Others

- A. Nonverbal communication: the unspoken language of expressions, gazes, gestures, and scents
- B. Recognizing deception: How we recognize deception, importance of nonverbal cues

Unit III: Social Influence - Changing Others' Behaviour

- A. Conformity: Group Influence in Action
- B. Compliance: To Ask – Sometimes - Is to Receive

Unit IV: Aggression - Its Nature, Causes, and Control

- A. Perspectives on aggression: in search of the roots of violence
- B. Causes of human aggression: social, cultural, personal, and situational

Book for Study:

1. Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology*. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014

Books for Reference:

2. Branscombe, N. R., Baron, R. A., & Kapoor, P (2017). *Social Psychology*. (14th edi), New Delhi: Pearson Education
  3. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th edi.), New Jersey: Pearson Education Prentice Hall
  4. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Social Psychology*. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
  5. Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
  6. Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th edi.), Thomson Wadsworth International student edition, USA
  7. Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York: McGraw Hill co.
  8. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th edi.). Pearson Education Allyn and Bacon, Boston
  9. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
  10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th edi.). New Delhi: Pearson Education
  11. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections (1e)*. McGraw-Hill
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SEMESTER IV

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSMN401T	IV	Adolescence and Youth	4	60	40	100

**Adolescence and Youth**

(4 lectures per week)

Course Objectives:

- Gain a comprehensive understanding of physical and cognitive development during adolescence, explore the social and personality development of adolescents.
- Understand the transitions and challenges associated with early adulthood, including the development of intimate relationships.
- Analyze the biological, psychological, and social factors influencing physical and cognitive development during adolescence and adulthood.
- Examine the impact of family dynamics, peer relationships, cultural influences, and societal expectations on social and personality development, and to analyze the role of life events, transitions, and socio-economic factors in shaping developmental trajectories across adolescence and adulthood.

Course Outcomes:

1. Remembering: Students will be able to recall key theories and concepts in developmental psychology related to physical and cognitive development during adolescence and adulthood, remember the major milestones and stages of development, and recall the key factors influencing social and personality development in these years.
2. Understanding: Students will demonstrate an understanding of the biological, cognitive, and socio-emotional changes that occur during adolescence, including puberty, brain development, and identity formation, and understand the cognitive advances and transitions associated with early adulthood.
3. Applying: Students will be able to apply knowledge of developmental principles to analyze and interpret real-world examples of physical, cognitive, social, and personality development in adolescence and adulthood, and apply developmental theories and concepts to understand and address challenges and transitions experienced by individuals during adolescence and adulthood.
4. Analyzing: Students will be able to analyze factors contributing to variations in developmental trajectories across individuals and cultures during adolescence and adulthood, and analyze the impact of environmental influences, such as socio-economic status and cultural values, on developmental outcomes.
5. Evaluating: Students will be able to evaluate the strengths and limitations of developmental theories and research methodologies in explaining and predicting developmental outcomes, and evaluate the effectiveness of interventions and

programs aimed at promoting healthy development and addressing developmental challenges in adolescence and adulthood.

6. Creating: Students will be able to design interventions and educational programs to promote positive development and address developmental challenges during adolescence and adulthood, and develop strategies for avoiding addictions and fostering resilience in individuals facing developmental transitions and life challenges.

#### Unit I. Adolescence: Physical and Cognitive development

- A. Physical maturation
- B. Nutrition, Food, and eating disorders
- C. Threats to adolescents' wellbeing

#### Unit II. Adolescence: Social and Personality Development

- A. Identity: Asking "Who am I?"; Self-concept and self-esteem
- B. Identity formation: Change or crisis?
- C. Relationship with peers: the importance of belonging

#### Unit III: Challenges in Adolescence

- A. Dating, sexual behaviour, and teenage pregnancy
- B. Addictions and violence
- C. Role of media, social media

#### Unit IV. Early Adulthood

- A. Forging relationships: Interpersonal attraction
- B. Intimacy, liking, and loving in early adulthood
- C. Defining the indefinable: what is love?

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### Book for study

1. Feldman, R. S. (2014). *Development across the Life Span*. (7th Ed). New Jersey: Pearson Education

#### Books for reference

2. Berk, L. E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
3. Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
4. Cook, J. L., & Cook, G. (2009). *Child Development: Principles and Perspectives*. Boston: Pearson Education
5. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). *Human Development*. (9th Ed). New York: McGraw Hill co. Inc.
6. Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5th Ed). McGraw Hill co.

7. Feldman, R. S., & Babu, N. (2011). *Discovering the Life Span*. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
  8. Kail, R. V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
  9. McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3rd Ed). New Jersey: Pearson Education Inc.
  10. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). McGraw Hill, international Edition
  11. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007
  12. Feist, G. & Rosenberg, E. (2009). *Psychology- making connections* (1e). McGraw-Hill
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## **SECTION IV: PSYCHOLOGY – OPEN ELECTIVES**

### **SEMESTER III**

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSOE301T	III	Psychology of Stress Management	3	45	30	75

### **Psychology of Stress Management**

(3 lectures per week)

#### Course Objectives:

- Develop a comprehensive understanding of stress, including its meaning, impact, and various sources within the person, family, community, and society, and to understand the physiological and psychosocial aspects of stress.
- Apply knowledge of stress measurement techniques to evaluate individual stress levels, and apply critical thinking skills to assess the potential positive and negative effects of stress on physical and mental health,
- Implement effective stress management and coping strategies to enhance resilience and promote wellbeing in various domains of life, and apply a variety of coping methods, and engage in stress-reducing activities such as exercise, meditation, and relaxation techniques.

#### Course Outcomes:

1. Remembering: Students will be able to recall key concepts related to stress, including its meaning, impact, sources, and dimensions, and remember the physiological and psychosocial aspects of stress, including biological responses and psychosocial stressors.
2. Understanding: Students will be able to understand the multifaceted nature of stress, including its biological, psychological, and social determinants, and the various sources of stress within individuals, families, communities, and societies, and their impact on mental and physical health.
3. Applying: Students will be able to apply knowledge of stress measurement techniques to evaluate individual stress levels, and apply understanding of stress management and coping strategies to real-life situations, such as enhancing social support, improving personal control, and engaging in stress-reducing activities.
4. Analyzing: Students will be able to analyze the potential positive and negative effects of stress on physical and mental health, and its role in motivation and performance, and analyze the effectiveness of different coping methods and stress management techniques in reducing stress levels and promoting wellbeing.
5. Evaluating: Students will be able to evaluate the efficacy of stress measurement techniques in accurately assessing individual stress levels, and the effectiveness of stress management and coping strategies in enhancing resilience and promoting overall wellbeing.

6. Creating: Students will be able to create personalized stress management plans tailored to individual needs and preferences, incorporating a variety of coping methods and stress-reducing activities, and develop innovative approaches to stress management and coping strategies, integrating evidence-based practices with novel interventions to address unique stressors and challenges.

#### Unit I

Stress – its meaning, impact, and sources: What Is Stress?, Appraising Events as Stressful, Dimensions of Stress; Biological Aspects of Stress, Psychosocial Aspects of Stress; Sources within the Person, Sources in the Family, Sources in the Community and Society

#### Unit II

Measuring Stress: Physiological Arousal, Life Events, Daily Hassles, Chronic Stressors in Specific Domains; Can Stress Be Good for You?

#### Unit III

Coping with and reducing stress: What Is Coping?, Functions and Methods of Coping; Enhancing Social Support, Managing Interpersonal Problems, Improving One's Personal Control, Organizing One's World Better, Exercising, Preparing for Stressful Events; Stress Management, Medication, Behavioral and Cognitive Methods, Massage, Meditation, and Hypnosis; Modifying Type A Behavior, Treating Hypertension

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### Books for Study:

1. Sarafino, E. P. & Smith. T. W. (2017). Health Psychology – Biopsychosocial Interactions (9e). Wiley
  2. Taylor, S. E. (2015). Health Psychology (9e). McGraw-Hill Education
  3. Ogden, J. (2007). Health Psychology (4e). McGraw-Hill Education
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SEMESTER IV

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSOE401T	IV	Essentials of Wellbeing	3	45	30	75

**Essentials of Wellbeing**

(3 lectures per week)

Course Objectives:

- Develop an understanding of the essential components of wellbeing, including leisure, flow, mindfulness, peak performance, excellence, creativity, and genius.
- Gain insight into the relationship between leisure activities, flow experiences, and subjective wellbeing, and their impact on overall quality of life.
- Explore factors contributing to personal excellence, such as passion, resilience, grit, and the pursuit of mastery in one's chosen endeavors.
- Investigate the role of aesthetics, creativity, and genius in fostering personal growth, fulfillment, and the pursuit of the good life.

Course Outcomes:

1. Remembering: Students will be able to remember key concepts and theories related to leisure, flow, mindfulness, peak performance, excellence, creativity, and genius, and recall the defining characteristics and components of flow experiences, mindfulness practices, and peak performance in various domains.
2. Understanding: Students will be able to understand the significance of leisure activities in promoting subjective wellbeing and enhancing overall quality of life, and understand the psychological mechanisms underlying flow experiences, mindfulness practices, and peak performance, and their contributions to personal growth and fulfillment.
3. Applying: Students will be able to apply knowledge of leisure, flow, mindfulness, and peak performance concepts to identify and design activities that promote optimal experiences and enhance subjective wellbeing, and apply strategies for cultivating mindfulness, savoring positive experiences, and achieving peak performance in various domains.
4. Analyzing: Students will be able to analyze the factors contributing to the development of excellence, including passion, grit, resilience, and the pursuit of mastery, and the role of aesthetics, creativity, and genius in fostering personal growth, fulfillment, and the pursuit of the good life.
5. Evaluating: Students will be able to evaluate the effectiveness of leisure activities, flow experiences, and mindfulness practices in promoting subjective wellbeing and enhancing overall quality of life, and the impact of factors such as passion, grit, and creativity on personal excellence and the pursuit of the good life.
6. Creating: Students will be able to design personalized plans for enhancing wellbeing and achieving personal excellence, incorporating principles of leisure, flow,

mindfulness, and peak performance, and generate innovative ideas for promoting creativity, fostering resilience, and cultivating a sense of purpose and meaning in life.

#### Unit I

Leisure: leisure and well-being, what turns an activity into “leisure”?; flow and optimal experience: definition of flow, characteristics of flow, contexts and situations of flow, unique qualities of flow, flow and subjective well-being, absorption and curiosity,

#### Unit II

Mindfulness: approaches to mindfulness, savoring; peak performance: peak performance in sports, peak performance in elite athletes, comments on flow, mindfulness, savoring, and peak performance

#### Unit III

The foundations of excellence, the development of excellence, resonance, passion, grit; Aesthetics And The Good Life; Creativity: what is creativity?, research perspectives on creativity, how to enhance the potential for creativity; Genius: genius and “madness”

### **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

#### Books for Study:

1. Compton, W. & Hoffman, E. (2013). Positive Psychology – the science of happiness and flourishing (2e); Wadsworth
  2. Hafferson, K. & Boniwell, I. (2011). Positive Psychology – theory, research and applications; Mc Graw Hill
  3. Boniwell, I. (2012). Positive Psychology in a Nutshell – the science of happiness (3e); McGraw Hill
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## **SYLLABUS FOR TYBA (PSYCHOLOGY)**

**CORE/ELECTIVE/ SEC/FP/OJT COURSES**

**SEMESTER V**

Course Code	Course	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC501T	Core	Psychological Testing & Assessment	4	60	40	100
BAPSDC502T	Core	Abnormal Psychology-I	4	60	40	100
BAPSDC503T	Core	Industrial/ Organizational Psychology-I	2	30	20	50
BAPSDE501T	Elective	Cognitive Psychology-I	4	60	40	100
BAPSDE502T	Elective	Positive Psychology-I	4	60	40	100
BAPSSE501P	SEC	Applied Psychometric Testing	4	100	00	100
BAPSP501P	FP	Field Project	4	100	00	100

Note: A student can opt for any one elective course

**Psychological Testing & Assessment**

(4 lectures per week)

**Objectives**

- i. To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- ii. To create awareness about measurement of intelligence and assessment of personality
- iii. To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation
- iv. To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics

**Course Learning Outcomes**

1. Demonstrating an ability to understand the basic principles of psychological assessment and testing.

2. Developing an ability to identify individual differences and distinguish between various behavioural domains
3. Understanding the applications of psychological assessment in varied life situations and intricacies of measurement issues and techniques in psychological inquiry
4. Applying rules of measurement to behavioural testing and assessment, and the limitations of assigning measurement principles to human behaviour
5. Analysing personal, environmental, sociocultural, and tester influences on scores of psychological tests and the application and contextual interpretation of data from psychological measurement
6. Critically evaluating the application of appropriate tools of assessment to specific populations and situations, and sanctity of the testing procedure that would protect the rights of test-takers

### **Unit 1. Psychological Testing and Assessment, Tests, Testing and Norms**

- A. Definition of testing and assessment; the process and tools of assessment
- B. The parties and types of settings involved; How assessments are conducted; assessment of people with disabilities; Reference sources for authoritative information about tests
- C. Various assumptions about Psychological Testing and Assessment
- D. What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference
- E. Concerns of the profession - Test user qualifications, testing people with disabilities, CAPA; the four rights of test-takers

### **Unit 2. Reliability**

- A. The concept of Reliability; sources of error variance
- B. Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency–Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- C. Using and interpreting a coefficient of Reliability–purpose of the Reliability coefficient, nature of the test, true score model of measurement and alternatives to it
- D. Reliability and individual scores: SEM and SE-Difference

### **Unit 3. Validity**

- A. The concept of validity; Face and Content validity
- B. Criterion-related validity and Construct validity
- C. Validity, bias, and fairness

### **Unit 4. Test Development**

- A. Test conceptualization and Test construction
- B. Test tryout and Item analysis
- C. Test revision

## **Internal Marks**

Internal marks will be based on continuous internal evaluation (CIE) throughout the year. This will include performance of the student on any of class tests, library hours, workshops, seminars, projects, presentations, visits, and other such activities carried out throughout the year. Teachers of the department will maintain a record of all activities.

## **Book for Study:**

1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York: McGraw-Hill International edition. (Indian reprint 2015)

## **Book for Reference:**

2. Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
3. Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
5. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
6. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
7. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
8. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
9. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
10. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
11. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
12. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
13. McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
14. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
15. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
16. Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

## **Abnormal Psychology-I**

(4 lectures per week)

### **Objectives**

- i. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- ii. To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- iii. To create awareness about Mental Health problems in society
- iv. To create a foundation for higher education and a professional career in Clinical Psychology

### **Course Learning Outcomes:**

1. Demonstrating an ability to understand the basic principles and classification used in defining normal and abnormal behaviour.
2. Developing an ability to identify and distinguish between the causes and clinical symptoms of various psychological disorders
3. Understanding the various viewpoints and perspectives of abnormality as theorized by different psychologists
4. Applying the understanding of stresses, anxieties and other common behavioural domains for enhancing personal wellbeing and happiness
5. Analysing biological, environmental, sociocultural, and familial factors affecting psychological disorders and their practical implications on behaviour
6. Critically evaluating the role of social stigma on the reluctance to openly accept psychological problems and seek competent guidance.
7. Creating content for spreading awareness about psychological disorders and the need for a compassionate approach to mental illness.

### **Unit 1. Understanding Abnormal behavior, Diagnosis, Treatment and Assessment**

- A. Introduction to abnormality: What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality;
- B. Theoretical Perspectives: Biological, Trait theory, Psychodynamic, Behavioral, Cognitive, Humanistic, Sociocultural, Biopsychosocial
- C. Diagnostic Process & Classification system: Psychological disorder: experiences of client and clinician; the diagnostic process, DSM-5, ICD-11, culture-bound syndromes
- D. Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

### **Unit 2. Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders**

- A. Anxiety disorders
- B. Obsessive-compulsive and related disorders
- C. Trauma- and Stressor-related Disorders; the biopsychosocial perspective

### **Unit 3. Dissociative and Somatic Symptom Disorders**

- A. Dissociative disorders – major forms, theories and treatment
- B. Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment
- C. Psychological factors affecting medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective

#### **Unit 4. Depressive and Bipolar Disorders;**

- A. Depressive disorders; disorders involving alterations in mood
- B. Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
- C. Suicide; depressive and bipolar disorders: the biopsychosocial perspective

#### **Internal Marks**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

#### **Book for Study:**

1. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7<sup>th</sup> ed.). McGraw-Hill (Indian reprint 2015)

#### **Book for Reference:**

2. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
3. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
4. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
5. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson education
6. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
7. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
8. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12<sup>th</sup> ed.). International student version, John Wiley & Sons, Singapore
9. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
10. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
11. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

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**Industrial/Organizational Psychology-I**

(2 Credits; 2 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC601T	V	Industrial/Organizational Psychology-I	2	30	20	50

**Objectives**

- i. To impart knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology
- ii. To create awareness about the role and importance of psychological factors and processes in the world of work
- iii. To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour

**Course Learning Outcomes:**

1. Demonstrating an ability to understand the conceptual and theoretical bases of organizational behaviour.
2. Developing an ability to identify various employee motives and attitudes that affect productivity
3. Understanding the various theoretical perspectives of organizational change and development
4. Applying the understanding of various theoretical viewpoints to develop leadership skills for better team management and conflict resolution.
5. Analysing various factors affecting job motivation for various job levels and work conditions.
6. Critically evaluating the importance of psychometric assessment methods in employee selection and training.
7. Creating a personal profile on future goals, preparedness, and the need for skill development and training for self-betterment.

**Unit 1. Introduction to I/O Psychology and Research Methods**

- a) What is I/O Psychology? Activities and settings
- b) I/O Psychology as a profession, I/O Psychology as a science,
- c) History of the field of I/O Psychology, what it takes to become an I/O Psychologist
- d) Research questions, important research designs concepts, research designs

**Unit 2. Assessment Methods for Selection and Placement, and Selecting Employees**

- a) Job-Related characteristics; psychological tests; various types of tests; Biographical information, interviews, work samples, assessment centres; electronic assessment
- b) Selecting employees – The planning of human resource needs, recruiting applicants; selecting employees, conducting a validation study; validity generalization; how predictor information is used for selection; getting applicants to accept and keep job offered; the utility of scientific selection

**Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

**Book for Study:**

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

**Book for Reference:**

2. Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning
3. Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases*, 4<sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
4. Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
5. French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
6. Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2<sup>nd</sup> ed., Pearson Education, 6<sup>th</sup> Indian reprint 2004
7. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning
8. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8<sup>th</sup> ed., Pearson, Dorling Kindersley India, New Delhi. 3<sup>rd</sup> Indian reprint 2009
9. Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
10. Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
11. Landy, F. J., & Conte, J. M. (2013). *Work In the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology*, 4<sup>th</sup> Edition, John Wiley & sons, USA (Indian reprint 2015)
12. Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup> ed.). McGraw Hill.
13. Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press
14. McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook*. 4<sup>th</sup> ed., Psychology Press, 1<sup>st</sup> Indian reprint 2009
15. Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
16. Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
17. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup> ed.). Tata McGraw- Hill
18. Pareek, U. (2003). *Training Instruments in HRD and OD* (2<sup>nd</sup> ed.), Tata McGraw- Hill Publishing Company, Mumbai
19. Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi

20. Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
21. Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup> ed., Response books, Sage publications
22. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8<sup>th</sup> ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
23. Sekaran, U., (2004). *Organisational Behaviour: Text and Cases*. ( 2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
24. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8<sup>th</sup> ed.). McGraw Hill
25. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. ( 10<sup>th</sup> ed.). Pearson Prentice Hall
26. Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
27. Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications
28. Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

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## **Cognitive Psychology-I**

(4 lectures per week)

### **Objectives**

- i. To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
- ii. To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology
- iii. To provide the theoretical orientation and background for the courses on Practical in Cognitive Processes
- iv. To create a foundation for higher education and a career in the field of Cognitive Psychology

### **Course Learning Outcomes:**

1. Demonstrating an ability to understand the key assumptions as well as distinguishing features of cognitive psychology.
2. Developing an ability to understand the models and applications that explain ways in which humans engage in information processing
3. Understanding the basic process involved in various cognitive functions like attention, perception, memory, and problem solving.
4. Applying the understanding of underlying processes to improve personal cognitive functions like decision making and problem solving
5. Analysing the various approaches to cognitive processes in view of observations in real life situations.
6. Critically evaluating the role of culture, ethnicity, gender, and other sociocultural constructs in decision making.
7. Creating content to understand some basic cognitive processes like memory and attention as observed in everyday life.

### **Unit 1. Perception: Recognizing Patterns and Objects**

- A. Gestalt approaches to perception
- B. Bottom-up processes and Top-down processes
- C. Direct perception; Disruptions of perception: visual agnosias

### **Unit 2. Attention: Deploying Cognitive Resources**

- A. Selective Attention; Neural Underpinnings of Attention
- B. Automaticity and the effects of practice
- C. Divided Attention

### **Unit 3. Working Memory: Forming and Using New Memory Traces**

- A. Traditional Approaches to the study of memory; Working Memory
- B. Executive Functioning
- C. Neurological studies of memory processes

### **Unit 4. Retrieving Memories from Long-Term Storage**

- A. Aspects and Subdivisions of Long-Term Memory

- B. The Levels-of-Processing view
- C. The reconstructive nature of memory; Amnesia

### **Internal Marks**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

### **Book for Study:**

1. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5th ed.). Sage Publications (Indian reprint 2015)

### **Book for Reference:**

2. Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
5. Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
6. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
7. Matlin, M.W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology, 8th ed.*, international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
10. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
11. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
12. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
13. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
14. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

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## **Positive Psychology-I**

(4 lectures per week)

### **Objectives**

- i. To impart knowledge and understanding of the origin and scope of Positive Psychology
- ii. To generate interest in the various applications of Positive Psychology
- iii. To promote a better understanding of oneself and the world around from the perspective of mental health

### **Course Learning Outcomes:**

1. Demonstrating an ability to understand the origin and early approaches to positive psychology.
2. Developing an ability to differentiate between the various overlapping fields of psychology wrt to positive psychology
3. Understanding the basic approaches and theories of positive psychology
4. Applying the understanding of contemporary issues and challenges to a positive psychology
5. Analysing the role of well-being in various aspects of life.
6. Critically evaluating the role of religion and spirituality in health and well-being.
7. Creating awareness on the importance of leisure, flow, mindfulness, creativity, excellence, aesthetics and well-being in life.

### **Unit 1. Positive Psychology and the role of emotions, motivation and the nature of well-being**

- A. Dimensions and scope of positive psychology
- B. Basic themes of positive psychology
- C. Basic emotions, the components of emotions, moods and well-being
- D. Positive psychology and motivation, well-being and positive emotion, definition of happiness and well-being

### **Unit 2. Leisure, Flow, Mindfulness and Peak Performance**

- A. Leisure and well-being
- B. Flow and optimal experience
- C. Mindfulness; savouring
- D. peak performance

### **Unit 3. Love and Well-Being**

- A. Genes, hormones, and marriage
- B. The varieties of love, finding romance and love
- C. Relationship satisfaction, relationship stability, and minding relationships
- D. Positive families, what hurts relationships, how to nurture positive relationships that last

### **Unit 4. Positive Health**

- A. Wellness, positive health
- B. Psychological factors important to health
- C. Hardiness and mindfulness meditation
- D. Positive aging, positive coping

**Internal Marks**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits, and other such activities carried out throughout the year.

**Book for Study:**

1. Compton, W. C. & Hoffman, E. (2013). *Positive Psychology – the science of happiness and flourishing*. (2<sup>nd</sup> Ed.). Wadsworth Cengage Learning, New Delhi.

**Book for Reference:**

2. Achor, S. (2011). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. New York, NY: Random House
3. Csikszentmihalyi, M (2008). *Flow: The Psychology of Optimal Experience*. (1st edition). Harper Perennial Modern Classics
4. Hefferon, K. & Boniwell, I. (2011). *Positive Psychology – Theory, Research and Applications*. McGraw Hill Open University Press
5. Seligman, M. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Atria Books
6. Seligman, M. (2012). *Flourish (A Visionary New Understanding of Happiness and Well-Being)*. 1<sup>st</sup> edition. Atria Books

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SKILL ENHANCEMENT COURSE (SEC)

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSSE601P	VI	Applied Psychometric Testing	4	100	00	100

**Applied Psychometric Testing**

(8 lectures per week)

**Objectives:**

- i. Understand and Administer Psychometric Tests: Gain proficiency in preparing and administering various psychometric tests, such as intelligence, aptitude, and interest assessments for career guidance and counseling.
- ii. Apply Mental Health Screening Tests: Apply psychometric tests to screen for mental health conditions, including anxiety, depression, and suicide ideation, to support mental health assessments.
- iii. Utilize Projective Techniques: Develop the skills to administer and interpret projective techniques such as the Rorschach Inkblot Test and Thematic Apperception Test (TAT) for psychological evaluation.
- iv. Assess Children-Specific Disabilities: Administer and interpret specialized psychometric tests for children with disabilities, such as dyslexia screening, to assist in early identification and intervention.

**Course Learning Outcomes:**

1. Recall key psychometric tests used for career guidance, mental health screening, and children-specific disabilities.
2. Explain the purpose, administration procedures, and scoring methods of various psychometric tests, including intelligence, aptitude, and projective techniques.
3. Apply psychometric tests in real-world scenarios for career counseling, mental health screenings, and the assessment of children-specific disabilities.
4. Analyze test results to identify patterns, trends, and implications for further assessment or intervention in the areas of mental health, career guidance, and disabilities.
5. Evaluate the effectiveness and limitations of different psychometric tests in diagnosing psychological issues or guiding career choices.
6. Interpret the results of projective techniques like the Rorschach and TAT, understanding the psychological insights they provide.
7. Design test administration plans, including choosing appropriate psychometric tools for specific assessment purposes, and develop customized intervention strategies based on the test results.

**Course content:**

Preparing and administering test bouquets for any one of the following. Prepare at least three sample profiles.

1. Career guidance and counseling
2. Mental health screening
3. Projective techniques
4. Children-specific disabilities

**Book for Reference:**

1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
2. Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
3. Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
4. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
5. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
6. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
7. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
8. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
9. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
10. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
11. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
12. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
13. McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
14. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
15. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
16. Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

### **Field Project**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSFP501P	V	Field Project	4	100	00	100

#### **Objectives**

- i. To observe and understand psychological, emotional, and behavioral patterns in a naturalistic or institutional setting.
- ii. To apply theoretical knowledge of psychology to real-life contexts through structured field-based learning.
- iii. To critically reflect on the psychological needs, challenges, and support mechanisms relevant to the target population.

#### **Course Learning Outcomes:**

1. Recall key psychological concepts relevant to the field setting such as development, learning, behavior, and adjustment.
2. Explain the social, emotional, cognitive, and behavioral characteristics of individuals or groups observed during field work.
3. Apply theoretical knowledge of psychology to analyze real-world scenarios and human behavior in the field setting.
4. Differentiate between various psychological issues and interpret observations using appropriate psychological frameworks.
5. Critically assess the effectiveness of existing practices, interventions, or systems in place to support the psychological well-being of the target population.
6. Design and present a structured field report integrating theoretical insights, observations, and ethical considerations to propose suggestions or interventions.

Students will work on the field in any one of the following settings:

1. School
2. Underprivileged children (through NGO)
3. Special School
4. Orphanage
5. Juvenile Justice Home
6. Learning Disability Centre
7. Career Guidance Centre
8. Counseling Centre in school/college/university

There will be 120 hours of field work. Students will work under the guidance of a supervisor in any one setting. The field work will include:

#### **A. Planning Stage**

1. Select the Field Area

- Based on interest, career goals, and availability.
  - Obtain necessary permissions from the host organization.
2. Define Objectives
    - Clear goals: e.g., “To understand the emotional impact of institutionalization on orphans aged 6–12.”
  3. Review Literature
    - Read 3–5 studies related to your field area
    - Include findings in the introduction of your report.
  4. Design Tools (if applicable)
    - Observation schedule, interview questions, or rating scales
    - Get tools validated by your guide/faculty.

## **B. Field Work Phase**

1. Duration
  - Minimum of 20 hours spread over 2-4 weeks
  - Keep a daily log/diary of activities
2. Methods of Data Collection
  - Observation
  - Informal/formal interviews
  - Case studies
  - Administration of psychological tools (if trained and with permission)
  - Group activities or participation
3. Ethical Practices
  - Informed consent
  - Respect confidentiality
  - Maintain professional behavior

## **C. Report Structure**

1. Cover Page
  - Title, University Name, College Name, Department, Student Name, Roll Number, Supervisor, Date.
2. Certificate (From college and the host institution)
  - Acknowledgement
  - Table of Contents
3. Introduction
  - Relevance of the selected field
  - Brief literature review
  - Statement of the problem
  - Objectives
4. Methodology
  - Field setting description.
  - Participants (if any)

- Tools used
- Duration and schedule of visits
- 5. Observations & Experiences
  - Detailed descriptions of observations.
  - Summaries of interviews or case studies (without identifying details)
  - Personal reflections: challenges, learning, insights
- 6. Findings / Discussion
  - Interpret findings in light of psychological theories
  - Compare with past research
  - Highlight significant observations
- 7. Conclusion
  - Summary of learning outcomes
  - Suggestions for future work/interventions
- 8. References
  - APA Style referencing of all sources.
- 9. Appendices
  - Tools, consent forms, raw data (if applicable), photographs (with consent), diary pages.

### **Marking Scheme**

Total marks = 100, Credits = 04

Breakup of marks:

- 40 marks – Report
- 20 marks – Rating by supervisor
- 20 marks – Presentation
- 20 marks – Viva

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SEMESTER VI

Course Code	Course	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC601T	Core	Counseling Psychology	4	60	40	100
BAPSDC602T	Core	Abnormal Psychology-II	4	60	40	100
BAPSDC603T	Core	Industrial/ Organizational Psychology-II	2	30	20	50
BAPSDE601T	Elective	Cognitive Psychology-II	4	60	40	100
BAPSDE602T	Elective	Positive Psychology-II	4	60	40	100
BAPSSE601P	SEC	Statistical Techniques and Data Analysis	4	100	00	100
BAPSOJ601P	OJT	On-the-Job Training	4	100	00	100

Note: A student can opt for any one elective course

SEMESTER VI

**Counseling Psychology**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC601T	VI	Counseling Psychology	4	60	40	100

**Objectives**

- i. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
- ii. To generate interest in the various applications and fields of counseling
- iii. To create a foundation for higher education in Counseling and a career as a professional counsellor

**Course Learning Outcomes:**

1. Demonstrating an ability to understand the scientific and objective approaches to personal problems.
2. Developing an ability to understand the basics of a counselling profession
3. Understanding the basic approaches, theories and techniques in counselling
4. Applying the understanding of contemporary issues and challenges to a counselling session
5. Analysing the importance of rapport, trust, control, objectivity, observation, and detachment in a counselling relationship.
6. Critically evaluating the role of culture, ethnicity, gender, sexual orientation and spirituality in counselling.
7. Creating awareness on the importance of psychological support and guidance in making decisions and maintaining harmonious relationships.

**Unit 1. Personal, Professional and Ethical Aspects of Counseling**

- a) Definition of counseling, The personality and background of the counselor; Professional aspects of counselling, Attribution and systemic framework
- b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations

**Unit 2. Theoretical Approaches to Counseling**

- a) Psychoanalytic theories, Adlerian theory, Humanistic theories
- b) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling
- c) Crisis and trauma counseling approaches

**Unit 3. Building a Counseling Relationship**

- a) Factors that influence the counseling process
- b) Types of initial interviews; conducting the initial interview
- c) Exploration and the identification of goals

#### **Unit 4. Working in a Counseling Relationship**

- a) Various counselor skills in the working stage of counseling
- b) Transference and counter-transference; the real relationship
- c) Closing a counselling relationship, timing and issues in closing

#### **Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits, internship and other such activities carried out throughout the year.

#### **Book for Study:**

1. Gladding, S. T. (2014). *Counseling: A Comprehensive Profession*. (8th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

#### **Book for Reference:**

2. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
3. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
4. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5th ed.). New Jersey: Pearson Education
5. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
6. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
7. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
8. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
9. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
10. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
13. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley India pvt ltd.
14. McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education
15. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition
16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications

17. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
18. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

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**Abnormal Psychology-II**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC602T	VI	Abnormal Psychology-II	4	60	40	100

**Objectives**

- i. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- ii. To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- iii. To create awareness about Mental Health problems in society
- iv. To create a foundation for higher education and a professional career in Clinical Psychology

**Course Learning Outcomes:**

1. Demonstrating an ability to understand the basic principles and classification used in defining normal and abnormal behaviour.
2. Developing an ability to identify and distinguish between the causes and clinical symptoms of various psychological disorders
3. Understanding the various viewpoints and perspectives of abnormality as theorized by different psychologists
4. Applying the understanding of stresses, anxieties and other common behavioural domains for enhancing personal wellbeing and happiness
5. Analysing biological, environmental, sociocultural, and familial factors affecting psychological disorders and their practical implications on behaviour
6. Critically evaluating the role of social stigma on the reluctance to openly accept psychological problems and seek competent guidance.
7. Creating content for spreading awareness about psychological disorders and the need for a compassionate approach to mental illness.

**Unit 1: Schizophrenia Spectrum and other Psychotic Disorders**

- a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders
- b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective

**Unit 2. Personality Disorders**

- a) The nature of personality disorders
- b) Cluster A and Cluster B personality disorders
- c) Cluster C personality disorders; the biopsychosocial perspective

**Unit 3: Development-related Disorders**

- a) Mental retardation, characteristics, treatment; Pervasive Developmental Disorders, autistic disorder; Attention Deficit and Disruptive Disorder; Learning, Communication, and Motor Skills Disorder

- b) Separation Anxiety Disorder; other disorders that originate in childhood
- c) Development-Related Disorders: the biopsychosocial perspective

**Unit 4: Eating Disorders and Impulse-Control Disorders**

- a) Eating Disorders: Anorexia Nervosa, Bulimia
- b) Impulse-control Disorders: Kleptomania, Pyromania, Sexual impulsivity, Trichotillomania, Intermittent Explosive Disorder
- c) Internet Addiction: characteristics, theories and treatment; Self-injurious behaviour: characteristics, theories and treatment

**Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

**Book for Study:**

- 1. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7<sup>th</sup> ed.). McGraw-Hill (Indian reprint 2015)

**Book for Reference:**

- 2. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
- 3. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
- 4. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
- 5. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson education
- 6. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
- 7. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
- 8. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12<sup>th</sup> ed.). International student version, John Wiley & Sons, Singapore
- 9. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
- 10. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
- 11. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

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**Industrial/Organizational Psychology-II**

( Credits; 2 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDC602T	VI	Industrial/Organizational Psychology-II	2	30	20	50

**Objectives**

- i. To impart knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology
- ii. To create awareness about the role and importance of psychological factors and processes in the world of work
- iii. To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour

**Course Learning Outcomes:**

1. Demonstrating an ability to understand the conceptual and theoretical bases of organizational behaviour.
2. Developing an ability to identify various employee motives and attitudes that affect productivity
3. Understanding the various theoretical perspectives of organizational change and development
4. Applying the understanding of various theoretical viewpoints to develop leadership skills for better team management and conflict resolution.
5. Analysing various factors affecting job motivation for various job levels and work conditions.
6. Critically evaluating the importance of psychometric assessment methods in employee selection and training.
7. Creating a personal profile on future goals, preparedness, and the need for skill development and training for self-betterment.

**Unit 1. Job Analysis**

- a) What is job analysis? Purposes of job analysis; How job analysis information is collected
- b) Methods of job analysis; Reliability and validity of job analysis information; Job evaluation

**Unit 2. Training & Performance Appraisal**

- a) Needs assessment; objectives; training design: trainee characteristics, design factors that affect transfer of training, work environment, training methods, electronic training, mentoring, executive coaching
- b) Delivery of a training program; evaluation of a training program
- c) Why do we appraise employees? Performance criteria
- d) Objective and subjective methods for assessing job performance; the impact of technology on performance appraisal; legal issues in performance appraisal

**Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

**Book for Study:**

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

**Book for Reference:**

2. Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning
3. Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases*, 4<sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
4. Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
5. French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
6. Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2<sup>nd</sup> ed., Pearson Education, 6<sup>th</sup> Indian reprint 2004
7. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning
8. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8<sup>th</sup> ed., Pearson, Dorling Kindersley India, New Delhi. 3<sup>rd</sup> Indian reprint 2009
9. Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
10. Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
11. Landy, F. J., & Conte, J. M. (2013). *Work In the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology*, 4<sup>th</sup> Edition, John Wiley & sons, USA (Indian reprint 2015)
12. Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup> ed.). McGraw Hill.
13. Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press
14. McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook*. 4<sup>th</sup> ed., Psychology Press, 1<sup>st</sup> Indian reprint 2009
15. Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
16. Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
17. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup> ed.). Tata McGraw- Hill
18. Pareek, U. (2003). *Training Instruments in HRD and OD* (2<sup>nd</sup> ed.), Tata McGraw- Hill Publishing Company, Mumbai
19. Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi

20. Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
21. Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup> ed., Response books, Sage publications
22. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8<sup>th</sup> ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
23. Sekaran, U., (2004). *Organisational Behaviour: Text and Cases*. ( 2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
24. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8<sup>th</sup> ed.). McGraw Hill
25. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. ( 10<sup>th</sup> ed.). Pearson Prentice Hall
26. Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
27. Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications
28. Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

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**ELECTIVE COURSES:** There will be elective courses offered in semester V and VI. The student can opt for any one course in each semester.

Elective-1: Cognitive Psychology-II (BAPSDE601T)

OR

Elective-2: Positive Psychology-I (BAPSDE602T)

**Cognitive Psychology-II**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDE601T	VI	Cognitive Psychology-II	4	60	40	100

**Objectives**

- i. To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
- ii. To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology
- iii. To provide the theoretical orientation and background for the courses on Practical in Cognitive Processes
- iv. To create a foundation for higher education and a career in the field of Cognitive Psychology

**Course Learning Outcomes:**

1. Demonstrating an ability to understand the key assumptions as well as distinguishing features of cognitive psychology.
2. Developing an ability to understand the models and applications that explain ways in which humans engage in information processing
3. Understanding the basic process involved in various cognitive functions like attention, perception, memory, and problem solving.
4. Applying the understanding of underlying processes to improve personal cognitive functions like decision making and problem solving
5. Analysing the various approaches to cognitive processes in view of observations in real life situations.
6. Critically evaluating the role of culture, ethnicity, gender, and other sociocultural constructs in decision making.
7. Creating content to understand some basic cognitive processes like memory and attention as observed in everyday life.

**Unit 1. Knowledge Representation: Storing and Organizing Information in Long-Term Memory**

- a) Organizing Knowledge
- b) Forming concepts and categorizing new instances

**Unit 2. Visual Imagery and Spatial Cognition**

- a) Codes in Long-Term Memory
- b) Empirical investigations of imagery; the nature of mental imagery
- c) Neuropsychological findings; Spatial cognition

**Unit 3. Thinking and Problem Solving**

- a) Classic problems and general methods of solution; Blocks to problem solving
- b) The Problem Space hypothesis
- c) Expert systems; Finding creative solutions; Critical thinking

**Unit 4. Reasoning and Decision Making**

- a) Reasoning; Types of Reasoning
- b) Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making
- c) Neuropsychological evidence on reasoning and decision making

**Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits and other such activities carried out throughout the year.

**Book for Study:**

1. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5th ed.). Sage Publications (Indian reprint 2015)

**Book for Reference:**

2. Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
5. Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
6. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
7. Matlin, M.W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
10. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
11. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications

12. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
13. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
14. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

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## Elective-2

### **Positive Psychology-II**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Theory	Internal	Total
BAPSDE602T	VI	Positive Psychology-II	4	60	40	100

### **Objectives**

- i. To impart knowledge and understanding of the origin and scope of Positive Psychology
- ii. To generate interest in the various applications of Positive Psychology
- iii. To promote a better understanding of oneself and the world around from the perspective of mental health

### **Course Learning Outcomes:**

1. Demonstrating an ability to understand the origin and early approaches to positive psychology.
2. Developing an ability to differentiate between the various overlapping fields of psychology wrt to positive psychology
3. Understanding the basic approaches and theories of positive psychology
4. Applying the understanding of contemporary issues and challenges to a positive psychology
5. Analysing the role of well-being in various aspects of life.
6. Critically evaluating the role of religion and spirituality in health and well-being.
7. Creating awareness on the importance of leisure, flow, mindfulness, creativity, excellence, aesthetics and well-being in life.

### **Unit 1. Excellence, Aesthetics, Creativity, and Genius**

- a) The Pursuit of Excellence
- b) Aesthetics and the Good Life
- c) Creativity
- d) Genius

### **Unit 2. Well-Being Across the Lifespan**

- a) Well-Being Over the Lifespan
- b) Different Paths to Maturity: Individual Differences in Lifespan Development
- c) Adjusting to Difficult Life Events

### **Unit 3. Optimal Well-Being**

- a) What Wisdom Did King Solomon Have?
- b) Early Psychodynamic Ideas of Optimal Personality
- c) Existentialism and Authenticity, Humanistic Perspectives
- d) The Optimal Personality: Common Themes, Your Own Inner Hero

### **Unit 4. Religion, Spirituality, and Well-Being**

- a) Religion and Subjective Well-Being
- b) Sense of Meaning and Purpose in Life, The Sacred Emotions
- c) Religious Experiences, Contemplative Spirituality
- d) Contemplative Religious Traditions, Mysticism and the Brain, Psychological Theories of Religious Maturity

### **Internal Marks (40)**

Internal marks will be assigned based on the performance of the student on continuous evaluation throughout the year. These will include any of class tests, seminars, projects, presentations, visits, internship and other such activities carried out throughout the year.

### **Book for Study:**

1. Compton, W. C. & Hoffman, E. (2013). *Positive Psychology – the science of happiness and flourishing*. (2<sup>nd</sup> Ed.). Wadsworth Cengage Learning, New Delhi.

### **Book for Reference:**

2. Achor, S. (2011). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. New York, NY: Random House
3. Csikszentmihalyi, M (2008). *Flow: The Psychology of Optimal Experience*. (1st edition). Harper Perennial Modern Classics
4. Hefferon, K. & Boniwell, I. (2011). *Positive Psychology – Theory, Research and Applications*. McGraw Hill Open University Press
5. Seligman, M. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Atria Books
6. Seligman, M. (2012). *Flourish (A Visionary New Understanding of Happiness and Well-Being)*. 1<sup>st</sup> edition. Atria Books

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**SKILL ENHANCEMENT COURSE (SEC)**

**SEMESTER VI**

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSSE501P	VI	Statistical Analysis in Psychology	4	100	00	100

**Statistical Analysis in Psychology**

(8 lectures per week)

**Objectives:**

- i. Understand Key Statistical Concepts: Gain a solid understanding of central tendencies (mean, median, mode) and dispersion measures (variance, standard deviation, quartile deviation) along with concepts of skewness and kurtosis.
- ii. Apply Graphical Representation Techniques: Learn to create and interpret various graphs, such as frequency polygons, histograms, bar diagrams, pie charts, error bars, and box plots, for visualizing statistical data.
- iii. Analyze Correlation and Regression: Apply correlation techniques (Person's  $r$ , Spearman's Rho, Kendall's Tau) and regression methods (simple and multiple regression) to analyze relationships between variables.
- iv. Conduct Inferential Statistical Analyses: Use statistical software to perform inferential statistical tests, including t-tests, ANOVA, ANCOVA, and multivariate ANOVA, for hypothesis testing and drawing conclusions from sample data.

**Course Learning Outcomes:**

1. Recall key statistical concepts, including measures of central tendency, dispersion, and correlation methods.
2. Explain the principles behind statistical measures such as variance, skewness, and kurtosis.
3. Apply statistical software (SPSS, Jamovi, R, Excel) to perform basic statistical analyses and generate results.
4. Analyze data using correlation and regression techniques, interpreting relationships between variables.
5. Evaluate the appropriateness of different statistical tests (e.g., t-tests, ANOVA, ANCOVA) for specific research questions.
6. Design and implement statistical analyses for a variety of research scenarios using relevant statistical methods.
7. Interpret the results of statistical analyses, including visualizing data through graphs and understanding statistical outputs.

**Course content:**

Use of statistical analysis software SPSS and other tools like Jamovi, R, and MS Excel for the following statistics:

1. Central tendencies: mean, median, mode; dispersion: variance, standard deviation, quartile deviation; skewness and kurtosis; testing normality
2. Graphical representation: frequency polygon, bar diagram, histogram, pie chart; error bar, box plot and other graphs relevant to inferential statistics
3. Correlation & Regression: Person's  $r$ , Spearman's  $Rho$ , Kendall's  $Tau$ ; simple and multiple regression
4. Inferential statistics: independent and paired samples  $t$  test; randomized and repeated measures analysis of variance (ANOVA); analysis of covariance (ANCOVA); multivariate ANOVA

**Book for Reference:**

1. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
2. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
3. McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
4. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley

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**ON-THE-JOB TRAINING (OJT)**

(4 Credits; 4 lectures per week)

Syllabi to be implemented from the Academic year 2025-2026

Course Code	Semester	Course Title	Credits	Marks		
				Practical	Internal	Total
BAPSOJ601P	VI	On-The-Job Training (OJT)	4	100	00	100

**Objectives**

- i. To provide practical exposure to basic counseling skills through real-life interactions and simulated settings.
- ii. To familiarize students with the use of psychometric tests and interpretation of results in applied settings.
- iii. To encourage student participation in school outreach programs to understand the psychosocial issues faced by children and adolescents.
- iv. To develop skills in designing and delivering workshops and career guidance sessions as part of psychological support initiatives.

**Course Learning Outcomes:**

1. Recall key concepts and procedures related to counseling, testing, and career guidance.
2. Explain the purpose, structure, and application of various psychometric tools and basic counseling techniques.
3. Demonstrate basic counseling skills and administer selected psychometric tests under supervision in real or simulated environments.
4. Identify psychological issues in school students through observation and interaction, and suggest appropriate intervention strategies.
5. Assess the effectiveness of counseling and career guidance approaches used during school outreach and training activities.
6. Design and deliver structured workshops, role-plays, or awareness sessions addressing common psychosocial challenges faced by students.

**Course content:**

120 hours of course work that will include:

- Internship in a Counseling Centre (Minimum 30 hours): Students will intern at a recognized counseling centre to observe professional counseling practices, understand ethical protocols, assist in basic tasks, and develop micro-skills in counseling under supervision.
- Outreach Initiatives in Field Settings: Visits will be organized to a variety of settings such as regular schools, special schools, old age homes, orphanages, rehabilitation centres, and other facilities working with special populations. These visits aim to expose students to real-life psychological issues and related challenges.
- Assessment of Problems and Support in Special Settings: Students will identify emotional, behavioral, or developmental concerns in target populations and explore the use of basic psychological tools or support strategies suited to each setting.

- **Interactive Sessions with School Students:** Students will participate in or conduct one-on-one sessions, group sessions, and workshops on relevant topics such as emotional regulation, academic stress, self-esteem, bullying, peer relationships, exam anxiety, and general mental well-being.
- **Mental Health Awareness Programmes:** Students will help conceptualize and implement awareness initiatives focusing on issues such as depression, anxiety, substance use, cyberbullying, and stigma around mental illness. Methods may include poster campaigns, interactive activities, presentations, or street plays.

### **Marking Scheme**

Total marks = 100, Credits = 04

Breakup of marks:

- 30 marks – Report
- 30 marks – Rating by supervisor
- 20 marks – Presentation
- 20 marks – Viva

## Evaluation Structure and Marking Scheme of Assessment

### Scheme of Examination and Passing for Faculty of Humanities:

- The student will have to have minimum of 75% attendance in each head of evaluation.
- Candidates will have to pass separately in Theory (External), Theory (Internal) and practical examination. Minimum marks for passing in the subject would be 40 % in each separate head of evaluation for Theory (External), Theory (Internal) and practical examination.
- 60% External Assessment and 40% Internal Assessment only for theory-based papers (No internal assessment for practical).
- Internal Assessment: Internal assessment to be conducted by department teachers (Continuous Internal Evaluation). Internal assessment marks should be submitted to the University one month prior to the final examination.
- The distribution of 20/30/40 marks for evaluation of internal assessment will cover at least five of the following activities, and no single activity will carry more than 04/06/08 mark each respectively. The department must maintain documented proofs of the evaluation methods/activities.
  - i. Written test
  - ii. Presentations
  - iii. Book/ research paper review
  - iv. Seminar (presentation)
  - v. Workshop (participation)
  - vi. Group discussion (active participation is must)
  - vii. Library hours (record to be maintained)
  - viii. Field visit
  - ix. Project work
  - x. Any other academic activity conducted by the department in the semester
- Practical evaluation will carry 25 marks per credit.  
Practical examination will be conducted at end of each semester. The student will have to be present with the duly certified journal/report, failing which they will not be allowed for the practical examination. In case of loss of journal/report, a letter must be obtained from the head / coordinator failing which the student will not be allowed to appear for the practical examination.
- The Duration for External Theory examination will be as follows:

Marks	Duration
30 Marks	1.5 Hr
45 Marks	2 Hrs
60 Marks	2.5 Hrs
90 Marks	3 Hrs

- Projects, industrial training, industrial /field visits will be conducted as per the need in the curriculum.

**QUESTION PAPER PATTERN**

FACULTY OF HUMANITIES  
SUBJECT: PSYCHOLOGY

**EVALUATION FOR THEORY COURSES (EXTERNAL EXAMINATION)**

i. **2 CREDIT COURSES**

Distribution of marks for external & internal exam = 60:40

Total marks = 50

Theory (external) exam = 30 marks; Min marks for passing = 12

Internal exam = 20 marks; Min marks for passing = 08

Separate passing for theory (external) and internal exam

**EXTERNAL EXAM FOR 2 CREDIT COURSES**

Time: 1 Hour 30 mins

Total marks: 30 marks

Note: All questions are compulsory. All sub-questions carry equal marks.

Q1) Fill in the blanks (02 marks)

i. A (Unit I)

ii. B (Unit II)

Q2) Answer in brief (04 marks)

i. A (Unit I)

ii. B (Unit II)

Q3) Short notes (08 marks)

i. A (Unit I)

ii. B (Unit II)

Q4) Answer the following (16 marks)

i. A (Unit I)

ii. B (Unit II)

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P.T.O.

ii. **3 CREDIT COURSES**

Distribution of marks for external & internal exam = 60:40

Total marks = 75

Theory (external) exam = 45 marks; Min marks for passing = 18

Internal exam = 30 marks; Min marks for passing = 12

Separate passing for theory (external) and internal exam

EXTERNAL EXAM FOR 3 CREDIT COURSES

Time: 2 hours

Total marks: 45 marks

Note: All questions are compulsory. All sub-questions carry equal marks.

Q1) Fill in the blanks (03 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)

Q2) Answer in brief (06 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)

Q3) Short notes (12 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)

Q4) Answer the following (24 marks)

- i. A (Unit I)
- ii. B (Unit II)
- iii. C (Unit III)

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iii. **4 CREDIT COURSES**

Distribution of marks for external & internal exam = 60:40

Total marks = 100

Theory (external) exam = 60 marks; Min marks for passing = 24

Internal exam = 40 marks; Min marks for passing = 16

Separate passing for theory (external) and internal exam

EXTERNAL EXAM FOR 4 CREDIT COURSES

Time: 2 hours 30 Mins

Total marks: 60 marks

Note: All questions are compulsory. All sub-questions carry equal marks.

Q1) Fill in the blanks (04 marks)

- iv. A (Unit I)
- v. B (Unit II)
- vi. C (Unit III)
- vii. D (Unit IV)

Q2) Answer in brief (08 marks)

- iv. A (Unit I)
- v. B (Unit II)
- vi. C (Unit III)
- vii. D (Unit IV)

Q3) Short notes (16 marks)

- iv. A (Unit I)
- v. B (Unit II)
- vi. C (Unit III)
- vii. D (Unit IV)

Q4) Answer the following (32 marks)

- iv. A (Unit I)
- v. B (Unit II)
- vi. C (Unit III)
- vii. D (Unit IV)

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P.T.O.

**EVALUATION FOR VSC/SEC COURSES/ LAB WORK**

**(PRACTICAL EXAMINATION)**

**i. 2 CREDIT COURSES**

Total marks = 50

Passing marks = 20

Internal marks = Nil

Time: 3 hours

Distribution of marks (for one experiment/test):

10 marks = Record Book

10 marks = Instructions

15 marks = Conduct & Report

15 marks = Viva

**ii. 3 CREDIT COURSES**

Total marks = 75

Passing marks = 30

Internal marks = Nil

Time: 3 hours

Distribution of marks (for Survey/Qualitative):

40 marks = Report (signed by teacher in-charge and HoD)

10 marks = Viva

25 marks = Theory/Problems (5 questions/problems for 5 marks each)

**iii. 4 CREDIT COURSES**

Total marks = 100

Passing marks = 40

Internal marks = Nil

Time: 4 hours

Distribution of marks (one experiment/test):

20 marks = Record Book

10 marks = Instructions

15 marks = Conduct & Report

15 marks = Viva

40 marks = Theory/Problems (8 problems for 5 marks each)