

# As Per NEP 2020

## University of Mumbai



### Title of the program

- A- U.G. Certificate in Psychology
- B- U.G. Diploma in Psychology
- C- B.A. (Psychology)
- D- B.A. (Hons.) in Psychology
- E- B.A. (Hons. with Research) in Psychology

### Syllabus for

### Semester – Sem I & II

Ref: GR dated 20<sup>th</sup> April, 2023 for Credit Structure of UG

**(With effect from the academic year 2024-25  
Progressively)**

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
<b>1</b>	<b>Title of program</b> O: _____ <b>A</b>	<b>A</b>	<b>U.G. Certificate in Psychology</b>
	O: _____ <b>B</b>	<b>B</b>	<b>U.G. Diploma in Psychology</b>
	O: _____ <b>C</b>	<b>C</b>	<b>B.A. (Psychology )</b>
	O: _____ <b>D</b>	<b>D</b>	<b>B.A. (Hons.) in Psychology</b>
	O: _____ <b>E</b>	<b>E</b>	<b>B.A. (Hons. with Research) in Psychology</b>
<b>2</b>	<b>Eligibility</b> O: _____ <b>A</b>	<b>A</b>	10+2 that is HSC OR Passed Equivalent Academic Level 4.0
	O: _____ <b>B</b>	<b>B</b>	Under Graduate Certificate in Psychology Academic Level 4.5
	O: _____ <b>C</b>	<b>C</b>	Under Graduate Diploma in Psychology Academic Level 5.0
	O: _____ <b>D</b>	<b>D</b>	Bachelors of Psychology with minimum CGPA of 7.5 Academic Level 5.5
	O: _____ <b>E</b>	<b>E</b>	Bachelors of Psychology with minimum CGPA of 7.5 Academic Level 5.5
<b>3</b>	<b>Duration of program</b> R: _____	<b>A</b>	One Year
		<b>B</b>	Two Years
		<b>C</b>	Three Years
		<b>D</b>	Four Years
		<b>E</b>	Four Years
<b>4</b>	<b>Intake Capacity</b> R: _____	<b>60 students / Division</b> (8 practical batches with Maximum 8 students per batch)	

5	<b>Scheme of Examination</b> R: _____	NEP -2020 40% Internal, 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ <b>Standards of Passing</b>	40%	
7	<b>Credit Structure</b> Sem. I - R: _____ <b>A</b> Sem. II - R: _____ <b>B</b>	Attached herewith	
	<b>Credit Structure</b> Sem. III - R: _____ <b>C</b> Sem. IV - R: _____ <b>D</b>		
	<b>Credit Structure</b> Sem. V - R: _____ <b>E</b> Sem. VI - R: _____ <b>F</b>		
8	<b>Semesters</b>	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2024-25	



**Sign of the BOS  
Chairman**  
Name of the Chairman  
Name of the BOS

**Sign of the  
Offg. Associate Dean**  
Name of the Associate Dean  
Name of the Faculty

**Sign of the  
Offg. Dean**  
Name of the Offg. Dean  
Name of the Faculty

# Preamble

## 1) Introduction

University of Mumbai is a premier education institution across the globe. It has a tradition of providing high-quality education that prepares students for challenges of life. With NEP2020, the opportunity for revision of the course has led to development of the present curriculum. This curriculum provides an opportunity to students and teachers to engage in teaching learning activity in a completely different perspective. The course provides an opportunity to learn major courses, minor courses, open, electives, vocational and skill enhancement courses, ability enhancement courses, and on-job training. This system of learning psychology will create the all-round development of a learner.

## 2) Aims and Objectives

1. To learn foundational concepts of psychology, like learning and memory, biological basis, etc.
2. To understand the role of psychology in real life, like stress, adjustment.
3. To understand aspects of psychology like emotions, and motivation.
4. To learn about history and fields of psychology
5. To acquire basic knowledge of research methods and data representation.
6. To know about vocational application of psychology
7. To elevate the skillset and knowledge of learners.
8. To provide opportunity to understand Indian thought about psychology.

## 3) Learning Outcomes

The students should be able to

1. Describe, critically evaluate and apply understanding of basic psychology.
2. Demonstrate knowledge about history and field of psychology.
3. Describe real life application of psychology.
4. Explain role of stress and wellbeing in human-life.
5. Explain role of coping strategies and adjustment in health and psychological disorders.
6. Calculate and interpret data for descriptive statistics and basic graphical presentation.
7. Demonstrate personal, social, thinking, problem-solving, life skills.
8. Explain concepts of Indian psychology.

## 4) Any other point (if any)

NA

**5) Credit Structure of the Program (Sem I, II, III, IV, V & VI)**

**Under Graduate Certificate in Psychology  
Credit Structure (Sem. I & II)**

R: _____ A											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
4.5	I	Introduction to Psychology (4) + Basics of Learning and Memory (2) = 6 credits		-	Stress Management (2+2)	Personal and Social Life Skills (VSC:2)  Methods for studying Psychology (SEC:2)	Basics of Indian Psychology (IKS:2)  AEC:2, VEC:2,	CC:2	22	UG Certificate 44	
	R: _____ B										
	II	Fundamentals of Psychology (4) + Psychology of Motivation and Emotion (2) = 6		Psychology: History and Fields (2)	Psychology of Adjustment (2+2)	Thinking and Learning Life Skills (VSC:2)  Describing and Graphical Presentation of data (SEC:2)	AEC:2, VEC:2	CC:2	22		
<b>Cum Cr.</b>		12	-	2	8	4+4	4+4+2	4	44		
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor											

**Under Graduate Diploma in \_\_\_\_\_**

**Credit Structure (Sem. III & IV)**

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	8		4	2	VSC:2,	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	8		4	2	SEC:2	AEC:2	CEP: 2 CC:2	22		
	<b>Cum Cr.</b>	28		10	12	6+6	8+4+2	8+4	88		
<p><b>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</b></p>											

B.A. ( \_\_\_\_\_ )

**Credit Structure (Sem. V & VI)**

R: _____ E										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
	V	10	4	4		VSC: 2		FP/CE P:2	22	UG Degree 132
R: _____ F										
5.5	VI	10	4	4				OJT :4	22	
	<b>Cum Cr.</b>	48	8	18	12	8+6	8+4+2	8+6+4	132	
<b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor</b>										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project ]

**Sem. - I**

# **Syllabus**

## **B.A. (Psychology) (Sem.- I)**

## Semester - I

### Course Vertical: Major (Mandatory)

### Course Title: Introduction to Psychology

### Course Credits: 4

#### Learning Objectives:

- 1) To learn about basic concepts in psychology.
- 2) To explore scientific methods in psychology
- 3) To learn about Individual differences.
- 4) To build an awareness of the study of brain behaviour link
- 5) To enhance understanding of different phases of Human Development
- 6) To orient students about issues related to mental & psychological health
- 7) To increase awareness about stressors, coping mechanisms and therapies

#### Course Outcomes:

- 1) Describe psychology as science.
- 2) Describe and Give examples of individual differences.
- 3) Evaluate role of individual differences and biological basis.
- 4) Appraise the biological basis of behavior.
- 5) Describe, and summarize the steps of development across life span.
- 6) Discuss issues about aspects of psychology.

### Introduction to Psychology

1. **Psychology: What is it?** (15 Hours)
  - a. Psychology- Definition, Goals, Perspectives
  - b. Psychology as a Science
  - c. Individual differences and Intelligence
  - d. Professionals in Psychology
  - e. Frequently asked questions in Psychology
2. **Biological Psychology** (15 Hours)
  - a. Neuron and Neurotransmitters
  - b. Endocrine system
  - c. Brain and Behaviour
  - d. Neuroplasticity and Brain Computer Interface
  - e. Hemispheric specialisation and language
3. **Development across the lifespan** (15 Hours)
  - a. Studying human development
  - b. Stages of development: prenatal, infancy and childhood
  - c. Classic studies in Psychology
  - d. Indian Adolescents
  - e. Late adulthood and ageing

#### 4. Stress and Health

(15 Hours)

- a. Stress and stressors
- b. Physiological factors
- c. Psychological factors
- d. Emotional factors
- e. Coping with stress

#### Books:

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology.5th edi. New Jersey: Pearson education

## **Semester I**

### **Course Vertical: Major (Mandatory)**

### **Course Title: Basics of Learning and Memory**

### **Course Credits: 2**

#### **Learning Objectives:**

- 1) To know basic ideas about learning to understand different types of learning and research is done on it
- 2) To know biological, cognitive aspects of learning relationship.
- 3) To understand social or vicarious learning.
- 4) To know how human memory works.
- 5) To understand theories of memory and to know and understand forgetting.

#### **Course Outcomes:**

- 1) Define learning, and understand its characteristics, highlight the main aspects in learning theories.
- 2) Explain the relationship between biology, cognition, and learning, understand observational learning, explore the effects of violence on aggression.
- 3) Understand the importance of studying the topic of memory, how memories are formed and stored, and how memorization can be improved
- 4) Understand how explicit and implicit memories are stored in the brain, how retrieval takes place, causes of forgetting, the techniques to improve memory

### **Basics of Learning and Memory**

#### **1. Learning - (15 Hours)**

- a. How do we learn?
- b. Classical conditioning and operant conditioning
- c. Biology, cognition and learning
- d. Learning by observation

#### **2. Memory - (15 Hours)**

- a. Studying Memory and Building memories
- b. Memory systems: Sensory memory, Working memory, and Long-Term memory
- c. Memory storage
- d. Retrieval and Forgetting
- e. Memory construction errors
- f. Improving Memory

#### **Books:**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

3.Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology.5th edi. New Jersey: Pearson education.

## **Semester I**

**Course Vertical: OE**

**Course Title: Stress Management**

**Course Credits: 2 + 2 = 4**

### **Learning Objectives:**

- 1) To understand concept of stress
- 2) To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
- 3) To foster interest in Stress Management as a field of study and research
- 4) To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context
- 5) To learn about psychophysiology and Stress and Illness/Disease
- 6) To understand the concept of Exercise and strategies for decreasing stressful behaviors and Occupational Stress
- 7) To learn about the impact of stress on family and elderly and role of family.

### **Course Outcomes:**

- 1) Students are able to find and explain various concepts of stress.
- 2) Students can explain the role of psycho physiology plays in stress, illness and disease. Students can give example and site researches for the same.
- 3) Students can elucidate the role exercise please in managing stress.
- 4) Students describe various types of occupational stress and its impact.
- 5) Students can demonstrate various techniques to deal with the occupational stress.
- 6) Students can compare different types of stressors and contrast to them to different kind of situations.
- 7) Students can evaluate role of family and elderly with reference to stress. Students can describe different interventions for family, an interview with reference to stress.

### **Part A (2 Credits)**

#### **1. Stress and stress psychophysiology and Stress and Illness/Disease and Intervention (15 Hours)**

- a. The pioneers, stress theory, the stressor, stress reactivity, definition of stress, stress management goals
- b. Stress psychophysiology: Brain, Endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress
- c. Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, posttraumatic stress disorder, stress and other conditions

- d. Intervention: a model of stress, setting up roadblocks, comprehensive stress management, eustress and a model, taking control and making a commitment

**2. Intrapersonal and interpersonal life-situation Interventions and Relaxation techniques (15 Hours)**

- a. Intrapersonal Interventions: eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis
- b. Interpersonal Interventions: asserting oneself, Conflict resolution, communication, time management, social support networking
- c. Meditation and autogenic training and Imagery
- d. Progressive relaxation, biofeedback and other relaxation techniques

**Part B (2 Credits)**

**1. Exercise and strategies for decreasing stressful behaviors and Occupational Stress (15 Hours)**

- a. Exercise and Health, the Healthy Way to Exercise, Principles of Exercise, Assessing Cardio-respiratory Fitness, Starting an Exercise Program, Choosing an Exercise Program, Exercise and the elderly, Where to get more information, Exercise – keep it going
- b. Strategies for decreasing stressful behaviors: Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques
- c. Occupational Stress Cycle, What is occupational stress, Why is occupational stress of concern, Gender and occupational stress, Disease and Occupational Stress, Occupational Stressors
- d. The Workaholic, Burnout, Women and Work Outside the Home, Sexual Harassment at Work, Working in the Home. Interventions. Managing Occupational Stress

**2. Stress: Family and Elderly**

**(15 Hours)**

- a. The Family, Marriage, Cohabitation, Divorce, Single-Parent Families, Gay and lesbian families. Family Stressors
- b. A Model of Family Stress, Interventions for family.
- c. The Elderly: A Description, Test of Knowledge About the Elderly, Adjustment in the Later Years, Exercise and the elderly
- d. Retirement, Care-giving; Death, Dying and Grief. Interventions for elderly and family.

**Book for Study:**

Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications

**Books for Reference:**

- 1) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 2) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 3) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.

## **Semester I**

**Course Vertical: VSC (VSEC)**

**Course Title: Personal and Social Skills**

**Course Credits: 2**

### **Learning Objectives:**

- 1) To learn about Personal Skill of Self Awareness
- 2) To understand Personal Skill of Empathy and its role in life.
- 3) To know about Communication and its type and role.
- 4) To learn about nature stages and process of interpersonal relationship

### **Course Outcomes:**

- 1) Describe Personal and Social Life Skills
- 2) Evaluate role of Personal and Social Life Skills in real life.
- 3) Find relevant literature regarding Personal and Social Life Skills
- 4) Give examples about Personal and Social Life Skills
- 5) Apply Personal and Social Life Skills to real life

## **Personal and Social Skills**

### **1. Personal Skill- Self Awareness and Empathy**

(15 Hours)

- a) Introduction to Personal and Social Life Skills, Defining Self-awareness
- b) Dimensions of Self-awareness, Understanding self through SWOC Analysis and Johari Window
- c) Empathy and Its Components
- d) Differentiating Empathy from Sympathy, Social and cultural practices to build Empathy

### **2. Social Skill- Communication and Interpersonal relations**

(15 Hours)

- a) Defining Communication, Communication Process
- b) Types of communication, Barriers in Communication
- c) Nature of Interpersonal relationships and Stages of forming interpersonal relationships
- d) Process of Team Building and Characteristics of effective teams

### **Reference Books:**

Nair, A.R. , Ranjan, S. , Hardikar, G. & Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai: Southern Book Star

Robbins, S.P., Judge, T. A., & Vohra, N., (2017). Chennai: Pearson India Education Services Pvt. Ltd.

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## **Semester I**

**Course Vertical: SEC (VSEC)**

**Course Title: Methods for Studying Psychology**

**Course Credit: 02**

### **Learning Objectives:**

1. To introduce students to various research methods used in psychological studies.
2. To help students develop the ability to critically evaluate research methodologies.
3. To ensure that students understand ethical guidelines and considerations in psychological research.
4. To help students apply learned methods in designing and conducting simple research studies.

### **Course Outcomes:**

After completing this course, students will be able to:

1. Identify and describe different research methods used in psychology.
2. Evaluate research studies for their methodological strengths and weaknesses.
3. Demonstrate an understanding of ethical considerations in psychological research.
4. Design and conduct basic experiments or studies using appropriate methods.
5. Communicate research findings effectively through written and oral presentations.

### **Units/Modules:**

#### **Unit 1: Introduction to Psychological Research Methods (15 Hours)**

- Overview of the scientific method and its application in psychology. Research Ethics in Psychology
- Understanding the goals and principles of psychological research.
- Overview of the steps in the scientific method: observation, hypothesis formation, data collection, analysis, and conclusion drawing.
- Variables in Psychological Research, Sampling: Random and non-random

#### **Unit 2: Quantitative and Qualitative Research Methods (15 Hours)**

- Experimental Research: Laboratory and field Experimental Research.
- Nonexperimental Research: Observational Research, Correlational Research, Case Study and Survey Research
- Introduction to Qualitative Research
- Qualitative Data Collection and Analysis Methods: Interviews, Observations, Focus groups, Document analysis. Introduction to qualitative data analysis techniques.

### **References**

- 1) Kumar R. (2011), 3<sup>rd</sup> Edition, Research Methodology a step-by-step guide for beginners. London: Sage Publications
- 2) Kerlinger, Fred N. () Foundations of Behavioural Research. New York: Harcourt Brace Jovanovich College Publishers - 150.7943, KER (12635)
- 3) Coolican, H. (2006) Introduction to Research Methods in Psychology. Great Briton: Hodder Arnold- 150.194 COO (31471)
- 4) Kothari, C. R. (2002) Research Methodology: Methods and Techniques. New Delhi: Wishwa Prakashan.

## Semester I

Course Vertical: IKS

Course Title: Methods for Studying Psychology

Course Credit: 02

### Basics of Indian Psychology

#### Learning Objectives :

- 1) To have students develop an interest in and an understanding of Indian psychology.
- 2) To understand the process of self and personality from a developmental perspective.
- 3) To understand role of Indian culture in self and personality involvement in health and healing.
- 4) To understand culture and social psychological process.

#### Course Outcomes:

- 1) Students can define concepts of Indian psychology
- 2) Students describe some psychological processes from Indian perspective
- 3) Students appraise the process of Indian psychological understanding.
- 4) Describe Indian Researches in self and personality and major findings
- 5) Summarize major trends in Indian psychology.

#### Unit – I -Introduction to Indian Psychology.

(15 Hours)

- Nature of Indian Psychology- Psychology in the Indian Tradition, history & Indian Psychology and Indigenous Psychology
- Model of Indian Psychology. States of consciousness and types of knowledge
- Indian Psychology as compared to western views of Psychology
- Indian Social Psychology

#### Unit -II - Concept of Self and Personality: Indian Perspective

(15 Hours)

- A Model of the Mind–Body Complex. Indriyas and the Sensory-Motor Apparatus
- Theories of the “SELF” in Indian Thought
- Svabhāva, Prakṛti, and tri-guna of Personality. Personality According to Āyurveda
- Indian Researches in self and personality and major findings

#### Books for reference

1. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
2. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.
3. Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.
4. Srivastava. K. (2012) .Concept of personality: Indian perspective. *Ind Psychiatry J.* 21(2):89-93. doi: 10.4103/0972-6748.119586. PMID: 24250038; PMCID: PMC3830173

**Semester I****Course Vertical: CC – Co-Curricular****Course Title: Co-Curricular for Psychology****Course Credit: 02**

The co-curricular in psychology focuses on learning skills that are important and critical for applying psychology. The course teacher/department can make decisions for finding suitable activity. This can be a group or individual activity.

**Evaluation Pattern:** Learner has to submit a report to the course teacher. Course teacher will assign marks out of 50 to the activity.

**Sem. – II**

# **Syllabus**

**B.A. (Psychology)**

**(Sem.- II)**

## Semester II

**Course Vertical: Major (Mandatory)**

**Course Title: Fundamentals of Psychology**

**Course Credit: 04**

### Fundamentals of Psychology

#### Learning Objectives:

- 1) To build the foundation necessary to study Psychology.
- 2) To equip the students with basic knowledge of behavioural aspects.
- 3) To impart knowledge of basic concepts and modern trends in Psychology.
- 4) To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology
- 5) To make the students aware of the applications of Psychological concepts in different areas of day to day life.

#### Course Outcomes:

After completing this course, students will be able to:

1. Students able to explain the history and fields of Psychology.
2. Recognize the areas of specialization and professionals related to psychology.
3. Describe the scientific research methods and ethics in psychological research.
4. Draw the neuron and describe structure and functions of neuron.
5. Students are able to discuss the effects of different types of neurotransmitters and endocrine glands.
6. Students are able to describe the structure of the nervous system.
7. Students are able to discuss the invasive and non-invasive techniques of studying human brain.
8. Evaluate the Gestalt principles of perceptual organization.

#### Unit 1: The Science of Psychology

**15 lectures**

- Nature and Scope of Psychology - Definition and Goals
- Modern Perspective-(Psychodynamic, Behavioural, Humanistic, Cognitive, Socio-cultural, Bio-psychological, Evolutionary),School of Psychology-(Psychodynamic, Functionalism, and Behaviourism)
- Applied fields of Psychology - (Clinical, Counselling, School, Industrial and Organizational, Community and Military)
- Psychological Professionals and Areas of Specialization
- Rise of Psychology in India

#### Unit 2: Biological View of Psychology -

**15 Lectures**

- Neurons and Nervous System - (Types, Structure, and Function ) ( Structure and Function)
- Overview of Neurotransmitters –
- The Endocrine System –
- Brain stem - Hindbrain and Midbrain
- Neuro-imaging Techniques: [a] Mapping structure –CT, MRI, [b] Mapping Function: EEG, MEG, PET, fMRI)

**Unit - 3- Sensation and Perception -****15 Lectures**

- Sensation - Definition, Attributes and Sensory threshold
- Perception - The ABCs of Perception: How We Organize Our Perceptions
- Depth Perception, Phi-Phenomenon and Gestalt approach
- Illusion - Definition, Types and Theories
- Application: Extra Sensory Perception

**Unit- 4- Overview of Personality****15 lectures**

- Nature and Definition of personality, Misconceptions about Personality
- Theories of Personality: Psychoanalytical Theory, Division of Personality and Psychosexual Stages and Learning Theories Bandura & Rotter Principles of observational learning
- The Third Force: Humanism and Personality
- Modern Trait Theories of Personality: The Big Five Model
- Assessment of Personality - Interviews, Behavioural Assessments, and Personality Inventories

**Book for Study**

- 1) Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology. 5<sup>th</sup> Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

**Additional Books for Reference**

- 1) Baron, R.A. and Mishra, G. (2015). Psychology. 5<sup>th</sup> Edition; Indian Subcontinent Edition. Pearson India Education Services Pvt.ltd.
- 2) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 3) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt. ltd.
- 4) Ciccarelli, S. K., & White, J. N. (2017). Psychology.4<sup>th</sup>edi. New Jersey: Pearson education
- 5) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Psychology and your life.2<sup>nd</sup>edi. New York: McGraw Hill publications
- 7) Feldman, R.S. (2013). Understanding Psychology.11<sup>th</sup>edi. New York: McGraw Hill publications
- 8) King, L.A. (2013). Experience Psychology.2<sup>nd</sup>edi. New York: McGraw Hill publication.
- 9) Lahey, B. B. (2012). Psychology: An Introduction. 11th Edi. New York: McGraw-Hill Publications.
- 10)Myers, D. G. (2013).Psychology.10<sup>th</sup> edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013.

## **Semester II**

**Course Vertical: Major (Mandatory)**

**Course Title: Psychology of Motivation & Emotion**

**Course Credit: 02**

### **Psychology of Motivation & Emotion**

#### **Learning Objectives:**

5. To introduce students to the concepts and components of motivation and emotion in psychological studies.
6. To prepare students to explain and compare physiological, evolutionary, and cognitive approaches to studying motivation.
7. To prepare students to explain the mechanism of biological motives such as hunger, thirst, sleep, and sex.
8. To prepare students to explain social needs, such as aggression and social attachment.
9. To prepare students to differentiate classic theories of emotion such as James-Lange, Cannon-Bard.
10. To prepare students to explain Fredrikson's Broaden and Build theory of positive emotions and optimism.

#### **Course Outcomes:**

After completing this course, students will be able to:

- 1) Identify and describe different motivation and emotions in daily life.
- 2) Students will be able to explain core concepts in psychology, including but not limited to areas like motivation and emotion.
- 3) Students will be able to demonstrate a comprehensive understanding of the various concepts of motivation, including their definition, types, and underlying theories and approaches.

#### **Unit-I: Foundations Of Motivation**

**15 hours**

- Concepts and Components of Motivation: Motivation Cycle. Intrinsic and Extrinsic, Biological and Social Motivation.
- Approaches to understanding motivation: Drive reduction, Arousal, and Humanistic.
- Physiological and Social Components of Hunger; Mechanism of sleep and sex
- Theories of Motivation -Maslow's Theory of Hierarchical Needs and McClelland's Theory of Needs

#### **Unit II: Foundations Of Emotion**

**15 hours**

- Concepts and Components of Emotion.
- Theories and Biological bases: James-Lange, Cannon-Bard, Schachter-Singer. Role of ANS, endocrine system, immune system, and limbic system.
- Positive Emotions: The Broaden--and --Build theory of positive emotions; Positive emotions and health.
- Positive emotions and well-being: a) Happiness and positive behavior, b) Positive emotions and success, c) Flow experiences, d) Savoring.

### **Book for Study**

- 1) Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology. 5<sup>th</sup> Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

### **Additional Books for Reference**

- 1) Baron, R. A. and Mishra, G. (2015). Psychology. 5<sup>th</sup> Edition; Indian Subcontinent Edition. Pearson India Education Services Pvt. Ltd.
- 2) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 3) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt. Ltd.
- 4) Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia.
- 5) Snyder, C. R.; Lopez, S. J.; & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.
- 6) Seligman, Martin A.P., (2007). Authentic Happiness, London: Nicholas Brealey Publishing.
- 7) Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
- 8) Buck, R. (1976) Human Motivation and Emotion, New York: Wiley.
- 9) Santrock J.W. (2006) *Psychology Essentials2*; Tata McGraw-Hill Edition

## **Semester II**

**Course Vertical: Minor (Mandatory)**

**Course Title: Psychology: History and Fields**

**Course Credit: 02**

### **Learning objective**

To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology

To understand the various fields of psychology

### **Course Outcomes:**

Describe history of psychology as scientific discipline.

Describe behaviors fields of psychology

Evaluate modern perspectives in psychology

Appraise historical role of nature-nurture debate and culture in development of psychology

Summarize major historical events and fields of psychology.

### **Unit I: The History of Psychology**

**15 hours**

- Contribution of early pioneers. Three influential approaches
- Nature vs nurture controversy. Culture and psychological process
- The field of psychology today – modern perspectives.
- History of Psychology in India.

### **Unit II: Fields of Psychology**

**15 hours**

- Types of psychological professionals, educational background and training
- Field of theoretical psychology
- Filed of applied psychology
- Areas of specialization in psychology and Interaction of psychology with other fields

### **Book for Study:**

- 1) Ciccarelli, S.K., White, J.N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

### **Additional Books for Reference:**

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Feldman, R.S. (2013). Understanding Psychology.11th edi. New York: McGraw Hill publication
- 3) Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1996). *Hilgard's introduction to psychology* (12th ed.). Harcourt Brace College Publishers.

## **Semester II**

**Course Vertical: OE**

**Course Title: Psychology of Adjustment**

**Course Credit: 02 + 02**

### **Learning Objectives:**

1. To introduce psychology of adjustment as a field of study to students.
2. To make students aware of health and coping with illness, understanding and managing motives and emotions
3. To familiarize students with mental health issues and ways of treating them

### **Course Outcomes**

After completing this course, students will able to ...

1. Demonstrate a comprehensive understanding of the psychology of adjustment as a distinct field of study
2. Acquire knowledge about various aspects of health, illness, and coping mechanisms.
3. Demonstrate an understanding of human motives and emotions, including how they influence behaviour and decision-making.
4. Gain familiarity with a range of mental health issues, including common disorders and their symptoms
5. Describe various treatment approaches used in addressing mental health issues

### **Part A (2 credits)**

#### **Unit I: Towards better health**

**15 hours**

- Health and the mind-body relationship
- Body image
- Coping with illness
- Promoting wellness

#### **Unit II: Taking charge and managing motives and emotions**

**15 hours**

- Personal control, decision making
- Decisions and personal growth
- Understanding human motivation
- Understanding human emotions

### **Part B (2 credits)**

#### **Unit I: Understanding Mental Disorders**

**15 hours**

- Concept of Psychological Disorders
- Anxiety Disorders
- Mood Disorders,
- Other Disorders

#### **Unit 2: Counselling, Psychotherapy and Interventions**

**15 hours**

- Counselling and Psychotherapy: What it is and who uses it
- Insight Therapies, Cognitive and Behavioral Therapies
- Process of counseling and psychotherapy
- Other Approaches to Therapy, How well does psychotherapy work?

**Book for Study:**

1. Kirsh, S. J.; Duffy, K. G. & Atwater, E. (2014). Psychology for Living: Adjustment, Growth and Behaviour Today. 11<sup>th</sup> Edition. New Jersey: Pearson.

**Books for Reference:**

1. Abascal, J.R., Brucato, L., & Chauhan, D. (2001). Stress Mastery: The Art of Coping Gracefully. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd.
2. Bam, B.P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd.

## **Semester II**

**Course Vertical: VSC (VSEC)**

**Course Title: Thinking and Learning Skills**

**Course Credit: 02**

### **Learning Objectives:**

- 1) To learn and acquire basic concept of Thinking and learning skills.
- 2) To understand concept of Creative Thinking
- 3) To learn about the characteristics of creative thinking.
- 4) To understand Importance of Critical Thinking
- 5) To learn about decision making skills and models.

### **Course Outcomes**

- 1) Define Critical Thinking
- 2) Describe Importance of Critical Thinking
- 3) Define a problem and its components
- 4) Give examples of real-life applications of thinking and learning skills.
- 5) Apply problem solving and decision-making skills to real life problems.
- 6) Summarize the field of creative thinking and problem solving skills.

### **Thinking and Learning Skills**

#### **1. Thinking Skill- Critical Thinking and Creative Thinking**

**15 Hours**

- Introduction to Thinking and Learning Life Skills. Defining Critical Thinking
- Importance of Critical Thinking. Practices to build Critical Thinking
- Creative Thinking: definition and Stages
- Characteristics of a creative individual and Ways to enhance creative thinking

#### **3. Learning skill- Problem Solving and Decision Making**

**15 Hours**

- Defining a problem and its components. Stages of problem solving.
- Problem solving strategies. Utilizing Fishbone model for problem solving.
- Decision Making: Definition and Process.
- Barriers to effective decision making. Models of decision making: POWER Model and 3 Cs Model

### **Books:**

Nair, A.R. , Ranjan, S. , Hardikar, G. & Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai: Southern Book Star

Robbins, S.P., Judge, T. A., & Vohra, N., (2017). Chennai: Pearson India Education Services Pvt. Ltd.

## Semester II

Course Vertical: SEC (VSEC)

Course Title: Describing and Graphical Presentation of data

Course Credit: 02

### Learning Objectives:

- 1) To learn and acquire basic concept of central tendency and variability.
- 2) To understand concept of normal distribution
- 3) To learn about the characteristics of Normal distribution.
- 4) To understand Importance of Z score and its usefulness
- 5) To learn graphical presentation of data.

### Course Outcomes

- 1) Define central tendency and variability
- 2) Describe Importance of normal distribution
- 3) Define and calculate a mean, median, mode, variance, sd, and z-score
- 4) Plot data using graphical presentation

### Describing and Graphical Presentation of data

#### 1. Measures of Central Tendency and Variability

15 Hours

- The importance of Measures of Central tendency. Characteristics of Mean.
- Uses and Calculations: Mean, Median, and Mode.
- The importance of Measures of Variability. Uses of Standard Deviation and Variance, Range, Quartile.
- Z score and its usefulness. Calculation of Variance, SD and Z Score

#### 2. Graphical representation and interpretation of data: Normal Curve and other methods

15 Hours

- a) Characteristics of a Normal distribution and normal curve. Plotting Z Score on normal curve.
- b) Skewness and kurtosis of normal distribution. Box plot.
- c) Line graph, Bar graph
- a) Histogram, Pie Chart.

### Reference Books

King, B. M., Rosopa, P.J., & Minium, E. W. (2018). Statistical reasoning in the behavioral sciences (7th ed.). John Wiley & Sons Inc.

Ghosh, B.N., (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.

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**Semester I****Course Vertical: CC – Co-Curricular****Course Title: Co-Curricular for Psychology****Course Credit: 02**

The co-curricular in psychology focuses on learning skills that are important and critical for applying psychology. The course teacher/department can make decisions for finding suitable activity. This can be a group or individual activity.

**Evaluation Pattern:** Learner has to submit a report to the course teacher. Course teacher will assign marks out of 50 to the activity.

# QUESTION PAPER PATTERN

## (External and Internal)

For a Four Credit courses

(A) External / Semester End Examination Marks: 60 Time: 2 Hours

- Q.1 Fill in the blanks (Based on all units). Marks 12  
Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 12  
Q.3 Essay Type Questions (Attempt Any One out of two on Unit II). Marks 12  
Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit III). Marks 12  
Q.5 Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV). Marks 12

(B) Continuous Internal Evaluation (CIE) Marks: 40

a) Question Paper Pattern for Class Test Examination (20 Marks)

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
3	Short Notes (Any <b>Three</b> out of Five)	15

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	15
2	Participation in Departmental Activities	05

For a Two Credit courses

(B) External / Semester End Examination Marks: 30 Time: 1 Hours

- Q.1 Fill in the blanks (Based on all units). Marks 10  
Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 10  
Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit II). Marks 10

(B) Continuous Internal Evaluation (CIE) Marks: 20

c) Question Paper Pattern for Class Test Examination (10 Marks)

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
3	Short Notes (Any <b>one</b> out of three)	5

**d) Completion of following activities as a part of CIE (10 Marks)**

<b>Sr. No.</b>	<b>Particular</b>	<b>Marks</b>
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	10

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**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>	<b>Grading Point</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0



## Justification for B.A. (Psychology)

1.	Necessity for starting the course:	The BA course in psychology provides a strong grounding for various career options and provides in depth understanding of psychology and its relevance to real life. This course, if completed for four years, may lead to admissions for higher research courses. The bachelors of psychology is essential qualification for pursuing Masters course in psychology, students can take up. This course provides a foundation which is very essential for any student to learn to think like a psychologist and choose careers in the same direction. This course provides entry into various courses of applied psychology like clinical psychology, counselling, psychology, industrial and organizational psychology, etc.
2.	Whether the UGC has recommended the course:	<b>YES</b>
3.	Whether all the courses have commenced from the academic year 2024-25	<b>SEM I and SEM II starts from academic Year 2024-25</b>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	<b>NA</b>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<b>U.G. Certificate in Psychology: One year</b> <b>U.G. Diploma in Psychology: Two Years</b> <b>B.A. (Psychology ): Three Years</b> <b>B.A. (Hons.) in Psychology: Four Years</b> <b>B.A. (Hons. with Research) in Psychology: Four years</b>  <b>Not possible to compress the course.</b>

6.	The intake capacity of each course and no. of admissions given in the current academic year:	<b>60 students / Division</b> (8 practical batches with Maximum 8 students per batch)
7.	Opportunities of Employability / Employment available after undertaking these courses:	<b>The bachelor's course in psychology has amazing employment opportunities. The students can get employment with NGOs, government offices, health, organizations, social service, organizations, etc.</b>

*Neelika*

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