Deccan Education Society's

Fergusson College (Autonomous) Pune

Learning Outcomes-Based Curriculum

for 3 years B.A Programme

as per guidelines of

NEP-2020

for

F. Y. B. A. (Psychology)

With effect from Academic Year

2023-2024

Program Outcomes (POs) for B.A Programme	
PO1	**Disciplinary Knowledge:** Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	**Critical Thinking and Problem solving :** Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	**Social competence :** Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	**Research-Related Skills:** Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an research project be it in field or otherwise under supervision.
PO5	**Personal and professional competence:** Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	**Effective Citizenship and Ethics :** Demonstrate empathetic social concern and equity centred national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	**Environment and Sustainability :** Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development.
PO8	**Self-directed and Life-long learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Program Specific Outcomes(PSOs) for F.Y. B.A. Psychology	
PSO No.	**Program Specific Outcomes(PSOs)** **Upon completion of this programme the student will be able to**
PSO1	**Academic competence:** i) Develop sound knowledge about the fundamental concepts in Psychology pertaining to different sub fields like Positive Psychology, Health Psychology, Social Psychology, Psychometry amongst others ii) Develop critical thinking skills and distinguish between concepts studied in different courses. iii) Formulate psychology related problems and apply appropriate concepts and methods to solve them.
PSO2	**Personal and Professional Competence:** i) Develop positive attributes such as empathy, compassion, social participation, and accountability ii) Develop effective communication skills like listening, speaking, and observational skills. Appreciate and tolerate different perspectives. iii) Carry out tasks independently as well as in teams and show leadership qualities.
PSO3	**Research Competence:** i) Develop strong theoretical foundations of research methodology used in Psychology ii) Apply the knowledge to conduct research projects in an ethical way iii) Learn the use of Statistical software to analyse the data and present the findings in an appropriate manner
PSO4	**Ethical/Social competence:** i) Display a commitment towards the health and wellbeing of different stakeholders (Individuals, groups, society). ii) Analyze social problems, social dynamics and create solutions to manage them effectively. iii) Respect intellectual property rights and is aware of the implications of engaging in unethical means.

Department of Psychology
Course Structure

Semester	Paper	Paper Code	Paper Title	Type	Credits
I	Major	PSY-100	Personality	Theory	2
	Major	PSY-101	Foundations of Psychology	Theory	4
	Minor	PSY-111	Stress Management	Theory	2
	OE-1	PSY-120	Stress Management	Theory	2
II	Major	PSY-150	Learning and Memory	Theory	2
	Major	PSY-151	Basic Cognitive Processes	Theory	4
	Minor	PSY-161	Emotional Intelligence	Theory	2
	OE-2	PSY-170	Emotional Intelligence	Theory	2

OE – Open Elective

Teaching and Evaluation (Only for FORMAL education courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory / Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	3 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Eligibility: As per the rules and regulations of Savitribai Phule Pune University (SPPU)

F. Y. B.A. Semester I		
(PSY 101)	**Foundations of Psychology** **(Major- Theory)**	**Number of Credits : 04**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO1	Describe the nature and scope of psychology and discuss the evolution of psychology as a science	1
CO2	Explain the biological and theoretical basis of behavioural phenomenon	2
CO3	Use psychological concepts related to motivation, emotion, stress and coping to interpret behaviour in real life settings	3
CO4	Examine the influence of biological, psychological and environmental factors on motivation, emotion, stress and coping	4

Unit No	Title of Unit and Contents	No. of Lectures
I	**Psychology as a Science of Mind and Behaviour** • 1.1 Psychology: Definition, Goals and Fields ofPsychology, • 1.2 Historical Perspectives in Psychology • 1.3 Modern Perspectives in Psychology • 1.4 Scientific Methods - • 1.4.1 Steps used in Scientific Method • 1.4.2 Descriptive Methods: Naturalistic Observation,Laboratory Observation, Case Study, Survey and Correlation • 1.4.3 Experimental methods • 1.5 Ethics in Psychological Research	1 2
II	**Biological Bases of Human Behaviour** • 2.1 Neuron: Structure and Function • 2.2 Neurotransmitters - Serotonin, Dopamine,GABA, Acetylcholine • 2.3 Nervous system - Central Nervous System andPeripheral Nervous System • 2.4 Glandular System - Pituitary, Thyroid,Parathyroid, Adrenal, Gonads	1 2

III	**Motivation and Emotion**	1
	• 3.1 What is Motivation?	2
	• 3.2 Approaches:	
	• 3.2.1 Instinct and Evolutionary	
	• 3.2.2 Need and Drives	
	• 3.2.3 Arousal	
	• 3.2.4 Incentive	
	• 3.2.5 Humanistic (Maslow)	
	• 3.3 Emotion: Definition and Elements	
	• 3.4 Theories of emotion:	
	• 3.4.1 James-Lange	
	• 3.4.2 Canon Bard	
	• 3.4.3 Schachter and Singer and Cognitive ArousalTheory	
	• 3.4.4 Lazarus and Cognitive Mediational Theory	
Unit- IV	**Stress and Coping**	12
	• 4.1 What is Stress?	
	• 4.2 Different types of stressors	
	• 4.2.1 Environmental factors in stress	
	• 4.2.2 Psychological factors in stress	
	• 4.2.3 Personality factors in stress	
	• 4.2.4 Social factors in stress	
	• 4.2.5 Cultural factors in stress	
	• 4.3 Coping with Stress	
	• 4.3.1 Problem Focused Coping	
	• 4.3.2 Emotion Focused Coping	
	• 4.3.3 Meditation and Relaxation as a coping mechanism	

References

1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Feldman, R. S. (8th ed.) (2008). Understanding psychology. TMH.
3. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (2014). Introduction to Psychology. McGraw-Hill Book Co.

F. Y. B.A Semester I		
(PSY 100)	**Personality** **(Major- Theory)**	**Number of Credits : 02**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO1	Define and recognize the nature of personality, debunking myths, and misconceptions	1
CO2	Differentiate Freud's Psychodynamic perspective and Neo-Freudian perspectives, understanding divisions, structures, and developmental stages.	2
CO3	Relate modern psychological perspectives, including Behaviorist, Social-Cognitive, Humanistic, Type and Trait approaches to real-world personality scenarios.	3

Unit No	Title of Unit and Contents	No. of Lectures
I	**Early perspective of Personality** 1.1 Definition and Nature of Personality 1.2 Misconceptions of Personality 1.3. Freud's Psychodynamic Perspective • 1.3.1 Freud's division of personality • 1.3.2 Stucture of personality • 1.3.3 Stages of personality development • 1.3.4 Defense mechanisms 1.4 NEO-Freudians • 1.4.1 Jung • 1.4.2 Adler • 1.4.3 Horney • 1.4.4 Erickson	12
II	**Modern perspectives Of Personality** 2.1 The Behaviourist and Social-Cognitive View 2.2 HumanisticView of Personality • 2.2.1 Carl Rogers and Self Concept 2.3 Type approach to personality • 2.3.1 Hippocretes • 2.3.2 Sheldon • 2.3.3 Krechmer • 2.3.4 Friedman and Rosenman. 2.4 Trait Approaches to Personality- • 2.4.1 Allport's Approach • 2.4.2 Eysenck's PEN Model • 2.4.3Cattell's16PF • 2.4.4 Mc Crae and Costa Model	12

References:

1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Feldman, R. S. (8th ed.) (2008). Understanding psychology. TMH.
3. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (2014).Introduction to Psychology. McGraw-Hill Book Co.

F. Y. B.A. Semester I		
(PSY120)	**Stress Management** **(OE-1)**	**Number of Credits : 2**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO1	Recognise the nature of Stress.	1
CO2	Distinguish between healthy and unhealthy coping strategies.	2
CO3	Apply healthy coping strategies to improve psychological well-being.	3

Unit No	Title of Unit and Contents	No. of Lectures
I	**Introduction to Stress** 1.1 What is stress? 1.2 Different types of Stressors 1.3 Stress and Physiology 1.4 Stress and Perception	12
II	**Coping with Stress - Healthy and Unhealthy Strategies** **2.1 Cognitive coping strategies -** 2.1.1 Appraisal of Stress **2.2 Emotional coping strategies** 2.2.1 Cathersis 2.2.2 Social Support **2.3 Behavioural coping Strategies** 2.3.1 Relaxation techniques 2.3.2 Assertiveness 2.3.3 Time Management 2.3.4 Healthy health habits	12

References:

1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
3. Taylor, S. (2006). Health Psychology (6th ed). New Delhi: Tata McGraw Hill.
4. Greenberg, J.S. (2012). Comprehensive Stress Management (13th ed). New Delhi:Tata McGraw Hill.

5. Joshi, V. V. (2009). Stress: from Burnout to Balance. New Delhi: Sage PublicationInc

F. Y. B.A. Semester I		
(PSY111)	**Stress Management** **(Minor- Theory)**	**Number of Credits : 2**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO1	Recognise the nature of Stress.	1
CO2	Distinguish between healthy and unhealthy coping strategies.	2
CO3	Apply healthy coping strategies to improve psychological well-being.	3

Unit No	Title of Unit and Contents	No. of Lectures
I	**Introduction to Stress** 1.1 What is stress? 1.2 Different types of Stressors 1.3 Stress and Physiology 1.4 Stress and Perception	12

II	**Coping with Stress - Healthy and Unhealthy Strategies**
	Cognitive coping strategies -
	    2.1.1 Appraisal of Stress
	  2.2 Emotional coping strategies
	    2.2.1 Cathersis
	    2.2.2 Social Support
	  2.3 Behavioural coping Strategies
	    2.3.1 Relaxation techniques
	    2.3.2 Assertiveness
	
	    2.3.3 Time Management
	
	    2.3.4 Healthy health habits
		12

References:
1. Ciccarelli, S. & White, J.H. (2012). Psychology. N.Y.: Prentice Hall
2. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
3. Taylor, S. (2006). Health Psychology (6th ed). New Delhi: Tata McGraw Hill.
4. Greenberg, J.S. (2012). Comprehensive Stress Management (13th ed). New Delhi:Tata McGraw Hill.

5. Joshi, V. V. (2009). Stress: from Burnout to Balance. New Delhi: Sage Publication Inc

	F. Y. B.A. Semester II	
(PSY151)	**Basic Cognitive processes** **(Major- Theory)**	**Number of Credits : 04**
	Course Outcomes (COs) **On completion of the course, the students will be able to:**	Bloom's cognitive level
CO 1	Define and describe the basic concepts involved in cognitive processes	1
CO 2	Differentiate between the various cognitive processes namely consciousness, sensation, attention, perception, intelligence and thinking	2
CO 3	Demonstrate the application of theories of perception, intelligence, and problem-solving strategies to daily life	3
CO 4	Examine the theoretical basis of the concepts related to higher cognitive processes	4

Unit No	Title of Unit and Contents	No. of Lectures

I	**States of Consciousness**
	1.1. Definition of Consciousness and altered states of Consciousness
	1.2 Stages of Sleep and Sleep Disorders
	1.3 Dreams and Theories of Dreams
	    1.3.1 Freud's interpretation of dreams
	    1.3.2 Activation synthesis hypothesis
	    1.3.3 Activation information mode model
	1.4 Hypnosis
	    1.4.1 Steps in hypnotic induction
	    1.4.2 Fact and myths of hypnosis
	    1.4.3 Theories of hypnosis
	      1.4.3.1 Hypnosis as dissociation
	      1.4.3.2 Hypnosis as social role playing
		12

II	**Sensation, Attention and Perception**
	1.1 Sensation
	    1.1.1 What is Sensation?
	    1.1.2 Sensory thresholds
	    1.1.3 Habituation and Sensory adaptation
	1.2 Attention
	    1.2.1 What is attention?
	      1.2.2 Types of attention
	    1.2.3 Division and Span of Attention
	    1.2.4 Determinants of attention
	1.3 Perception
	    1.3.1 What is perception?
	    1.3.2 Gestalt Principles of perception
	    1.3.3 Perceptual illusions
	    1.3.4 Depth perception
		12

III	**Intelligence**		12
	1.1 What is intelligence		
	1.2 Theories of intelligence		
	1.2.1 Spearman's G factor		
	1.2.2 Gardner's multiple intelligence		
	1.2.3 Sternberg's Triarchic theory		
	1.3 Measuring intelligence		
	1.3.1 Binet's mental ability test		
	1.3.2 Stanford-Binet and IQ		
	1.3.3 Weschler's Intelligence tests		
	1.3.4 Standardization of IQ test		
	1.4 Extremes of Intelligence		
	1.4.1 Intellectual disability		
	1.4.2 Giftedness and Emotional intelligence		
IV	**Thinking and Problem Solving**		12
	1.1 How people think		
	1.1.1 Mental imagery		
	1.1.2 Concepts and prototypes		
	1.2 Problem Solving and Decision Making		
	1.2.1 Strategies in problem solving and decision making		
	1.2.2 Barriers to problem solving and decision making		
	1.3 Creativity		
	1.3.1 Convergent thinking		
	1.3.2 Divergent thinking		

References

1. Ciccarelli, S. & White, J.H. (2012). *Psychology*. New York: PrenticeHall

2. Feldman, R.S. (2008). *Understanding Psychology (8th ed).* New Delhi: Tata McGraw Hill

3. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J.(2014). *Introduction to Psychology*. New Delhi:McGraw-Hill Book Co.

4. Abhyankar, S.C., Oke, A. & Golwilkar, S.A. (2014). *Manasashastra: Vartanache Shastra.* New Delhi: Peason Education

F. Y. B.A. Semester II		
(PSY150)	**Learning and Memory** **(Major- Theory)**	**Number of Credits : 02**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO 1	Define and describe the key concepts related to learning and memory	1
CO 2	Explain the nature and the theories related to learning and memory	2
CO 3	Demonstrate an understanding of how the theories of learning and memory can be used to understand human behaviour	3

Unit No	Title of Unit and Contents	No. of Lectures

I	**Learning**
	1.1 Learning: Definition, and Nature
	1.2 Classical and Operant Conditioning
	    1.2.1 Elements of classical conditioning
	    1.2.2 Stimulus generalization and discrimination
	    1.2.3 Extinction and spontaneous recovery
	    1.2.4 Higher order conditioning
	    1.2.5 Reinforcement and Punishment
	    1.2.6 Schedules of reinforcement
	1.3 Cognitive Learning
	    1.3.1 Latent learning
	    1.3.2 Insight learning
	    1.3.3 Learned helplessness
	1.4 Observational Learning
	    1.4.1 Bandura and the Bobo doll experiment
	    1.4.2 Elements of Observational Learning
		12

II	**Memory and Forgetting**
	2.1 Memory: Definition and processes of memory
	2.2 Type of memory
	    2.2.1 Sensory memory (iconic and echoic)
	    2.2.2 Short term memory
	    2.2.3 Long term memory
	Forgetting and Causes of Forgetting
	Health and Memory
		12

References

1. Ciccarelli, S. & White, J.H. (2012). *Psychology*. New York: PrenticeHall

2. Feldman, R.S. (2008). *Understanding Psychology (8th ed).* New Delhi: Tata McGraw Hill

3. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J.(2014). *Introduction to Psychology*. New Delhi:McGraw-Hill Book Co.

4. Abhyankar, S.C., Oke, A. & Golwilkar, S.A. (2014). *Manasashastra: Vartanache Shastra.* New Delhi: Peason Education

F. Y. B.A. Semester II		
(PSY161)	**Emotional Intelligence** **(Minor- Theory)**	**Number of Credits : 02**
Course Outcomes (COs) **On completion of the course, the students will be able to:**		Bloom's cognitive level
CO 1	Define and describe the basic concepts related to emotions and emotional intelligence	1
CO 2	Differentiate between the various emotions and different models of emotional intelligence along with its measurement	2
CO 3	Demonstrate an understanding of the importance of emotional intelligence and ways to enhance it.	3

Unit No	Title of Unit and Contents	No. of Lectures
I	**Emotional Intelligence** 1.1 Meaning of emotion and elements of emotions (cognitive, physical, and behavioural) 1.2 Types of emotions, comparison of positive and negative emotions 1.3 Intelligence Quotient and Emotional Quotient 1.4 Different models of emotional Intelligence **Measurement of Emotional Intelligence**	12

II	**Enhancing Emotional Intelligence**
	
	2.1 Importance of Emotional Intelligence
	2.2 Techniques of enhancing Emotional Intelligence
	    2.2.1 Cognitive Techniques
	    2.2.2 Behavioral Techniques
	    2.2.3 Emotional Techniques
		12

References

1. Snyder, C. R. and Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. N. D.: Sage Pub.
2. Carr Alan (2007). Positive Psychology: The Science of Happiness and Human Strengths, Routledge, Taylor and Francis Group - London.
3. Goleman, D. (1995). Emotional intelligence. Bantam Books, Inc.

F. Y. B.A. Semester II		
(PSY170)	**Emotional Intelligence** **(OE-2)**	**Number of Credits : 02**
	Course Outcomes (COs) **On completion of the course, the students will be able to:**	Bloom's cognitive level
CO 1	Define and describe the basic concepts related to emotions and emotional intelligence	1
CO 2	Differentiate between the various emotions and different models of emotional intelligence along with its measurement	2
CO 3	Demonstrate an understanding of the importance of emotional intelligence and ways to enhance it.	3

Unit No	Title of Unit and Contents	No. of Lectures
I	**Emotional Intelligence** 1.1 Meaning of emotion and elements of emotions (cognitive, physical, and behavioural) 1.2 Types of emotions, comparison of positive and negative emotions 1.3 Intelligence Quotient and Emotional Quotient 1.4 Different models of emotional Intelligence **Measurement of Emotional Intelligence**	12

II	**Enhancing Emotional Intelligence**
	2.1 Importance of Emotional Intelligence
	2.2 Techniques of enhancing Emotional Intelligence
	    2.2.1 Cognitive Techniques
	    2.2.2 Behavioral Techniques
	    2.2.3 Emotional Techniques
		12

References:
1. Snyder, C. R. and Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. N. D.: Sage Pub.
2. Carr Alan (2007). Positive Psychology: The Science of Happiness and Human Strengths, Routledge, Taylor and Francis Group - London.
3. Goleman, D. (1995). Emotional intelligence. Bantam Books, Inc3. Goleman, D. (1995). Emotional intelligence. Bantam Books, Inc3. Goleman, D. (1995). Emotional intelligence. Bantam Books, Inc3. Goleman, D. (1995). Emotional intelligence.