



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.

Programme Structure
Department of Psychology
B.A. Psychology

Semester	Paper Code	Paper Title	Credits
I	PSY-100 (Major)	Personality	2
	PSY-101 (Major)	Foundations of Psychology	4
	PSY-120 (GE/OE)	Stress Management	2
	IKS-101 (IKS)	Indian Knowledge Systems	2
II	PSY-150 (Major)	Learning and Memory	2
	PSY-151 (Major)	Basic Cognitive Processes	4
	PSY-170 (GE/OE)	Emotional Intelligence	2

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)

PAPER CODE: PSY-101 Title Foundations of Psychology [Credits -4]		
Course Learning Outcomes The learner will able to: CO1 Recognise the influence of biological factors on human behaviour CO2 Identify different types of stressors. CO3 Examine the human behaviour from the scientific perspective. CO4 Differentiate between different scientific methods that are used to carry out a scientific inquiry in psychology. CO5 Distinguish between different types of theories of emotions and motivation. CO6 Use effective coping strategies to manage different types of stressors.		
	Contents	No. of Lectures
Unit-I	Psychology as a Science of Mind and Behaviour 1.1 Psychology: Definition, Goals and Fields of Psychology, 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	15
Unit- 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 and Peripheral Nervous System 2.4 Glandular System - Pituitary, Thyroid, Parathyroid, Adrenal, Gonads	15
Unit-III	Motivation, Emotion and Stress 3.1 What is Motivation? 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	15

	• 3.4 Theories of emotion: • 3.4.1 James-Lange • 3.4.2 Canon Bard • 3.4.3 Schachter and Singer and Cognitive Arousal Theory • 3.4.4 Lazarus and Cognitive Mediational Theory	
Unit- IV	Stress and Health • 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	15

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.

PAPER CODE: PSY-100 Title: PERSONALITY [Credits -2]		
Course Learning Outcomes The learner will able to: • CO1 Recognize Psychological perspective of Personality • CO2 Describe Freudian and Neo freudian Perspectives to Personality • CO3 Identify Modern perspectives of Personality		
	Contents	No. of Lectures
Unit-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	15
Unit-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 Hippocrates • 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	15

	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

Subject: Psychology

Open Elective Paper 1 (PSY-120): Paper title: Stress Management

[Credits-2]

Course Outcomes

Learner will able to:

- **CO1** Recognise the nature of Stress.
- **CO2** Distinguish between healthy and unhealthy coping strategies.
- **CO3** Use Healthy Coping strategies to improve Psychological Wellbeing.

Contents	No. of
Unit - 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	15
Unit 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 Catharsis 2.2.2 Social Support 2.3 Behavioural coping Strategies 2.3.1 Relaxation techniques 2.3.2 Assertiveness 2.3.3 Time Management 2.3.3 Healthy health habits	15

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. Psychology SEMESTER I (IKS)		
Title of the course and course code	ECO-141: Indian Knowledge Systems	Number of credits: 2
Course Outcomes		
CO1	Recall the basic concepts of Indian Knowledge System (IKS)	
CO2	Articulate the foundation of IKS and explain historical and cultural context of Indian knowledge systems	
CO3	Use the knowledge of IKS to understand discipline specific case studies.	
CO4	Develop critical thinking and problem-solving skills in the context of Indian knowledge systems.	

Unit No.	Title of Units and Contents	No of Hours
I	Overview of IKS - Survey of IKS Domains: A broad overview of disciplines included in the IKS, and historical developments. - Sources of IKS knowledge, classification of IKS texts, - a survey of available primary texts, translated primary texts, and secondary resource materials. Differences between a sutra, bhashya, karika, and vartika texts. Fourteen/eighteen vidyasthanas, tantrayukti - Vocabulary of IKS: Introduction to Panchamahabhutas, concept of a sutra, introduction to the concepts of non-translatables (Ex. dharma, punya, aatma, karma, yagna, shakti, varna, jaati, moksha, loka, daana, itihaasa, puraana etc.) and importance of using the proper terminology. Terms such as praja, janata, loktantra, prajatantra, ganatantra, swariva, surajya, rashtra, desh. - Philosophical foundations of IKS: Introduction to Samkhya, vaisheshika and Nyaya - Methods in IKS: Introduction to the concept of building and testing hypothesis using the methods of tantrayukti. Introduction to pramanas and their validity, upapatti; Standards of argumentation in the vada traditions (introduction to concepts of vaada, samvaada, vivaada, jalpa, vitanda). Concept of poorvapaksha, uttarapaksha.	15
II	Case Studies (Few of these may be selected as appropriate) - Mathematics of Madhava, Nilakantha Somayaji - Astronomical models of Aryabhata - Wootz steel, Aranumula Mirrors, and lost wax process for bronze castings - Foundational aspects of Ayurveda - Foundational aspects of Ashtanga yoga - Foundational aspects of Sangeeta and Natva Shastra - Discipline Specific Case Study	10

III	India and the World: Influence of IKS on the world, knowledge exchanges with other classical civilizations. and inter-civilizational exchanges	5
-----	--	---

References:

1. An Introduction to Indian Knowledge Systems: Concepts and Applications, B Mahadevan, V R Bhat, and Nagendra Pavana R N; 2022 (Prentice Hall of India).
2. Indian Knowledge Systems: Vol I and I, Kapil Kapoor and A K Singh; 2005 (D.K. Print World Ltd).
3. The Beautiful Tree: Indigenous India Education in the Eighteenth Century. Dharampal, Biblia Impex, New Delhi, 1983. Reprinted by Keerthi Publishing House Pvt Ltd. Combatore, 1995.
4. Indian Science and Technology ni the Eighteenth Century, Dharampal. Delhi: Impex India, 1971. The British Journal for the History of Science.
5. The Wonder That Was India, Arthur Llewellyn Basham, 1954, Sidgwick& Jackson.
6. The India they saw series (foreigner visitors on India ni history from 5CE to 17th century), Ed. Meenakshi Jain and Sandhya Jain, Prabhat Prakashan

PAPER CODE: PSY-151 Title Basic Cognitive Processes [Credits -4]		
Course Learning Outcomes The learner will able to: CO1 Recognise different levels of consciousness CO2 Differentiate between the cognitive processes such as sensation, attention and perception CO3 Explain different theories of intelligence CO4 Detect barriers to effecting problem solving CO5 Critically evaluate different types of intelligence tests CO6 Use different problem solving strategies.		
	Contents	No. of Lectures
Unit-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 interpretaion of dreams 1.3.2 Activatation systhesis 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	15
Unit-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	15

	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	
Unit III	Intelligence 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 Standardisation of IQ test 1.4 Extremes of Intelligence • 1.4.1 Intellectual disability • 1.4.2 Giftedness and Emotional intelligence	15
Unit IV	Thinking and Problem Solving 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	15

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.

PAPER CODE: PSY-150 Title Learning and Memory [Credit -2]		
Course Learning Outcomes The learner will able to: • CO1 Identify elements and characteristics of learning • CO2 Describe different perspectives of learning • CO3 Differentiate between types of memories • CO4 Relate health with memory		
	Contents	No. of Lectures
Unit-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 generalisation 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	15
Unit- 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 2.3 Forgetting and Causes of Forgetting 2.4 Health and Memory	15
	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. 4. Abhyankar, S. C., Oke, A., & Golwilkar, S. A. (2014). Manasashastra: Vartanache Shashtra. New Delhi: Pearson Education	

F.Y.B.A Semester II

Open Elective Paper 2

Title of the Course - Emotional Intelligence

Course Code (PSY-160)

Number of Credits: 02

Course Outcomes**Learner will able to:**

- CO1 Recognize different types of emotions.
- CO2 Distinguish between IQ and EQ
- CO3 Develop ways to enhance Emotional Intelligence.

Unit No	Contents	No. of lectures
Unit 1:	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	15
Unit: 2	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	15

Learning Resources –

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.

