



Deccan Education Society's
Fergusson College (Autonomous), Pune-4
Department of PSYCHOLOGY



Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE

Proposed Syllabus under NEP 1.0
for
B. A. (PSYCHOLOGY)

Syllabi NEP 1.0 Implemented from Academic Year 2025-26

T.Y.B.A Semester :V

Program Specific Outcomes (PSOs)

PSO	Outcomes
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.

T.Y. B.A. NEP 1.0						
Semester	Paper	Paper Code	Title	Type	Credits	Exam Type
V	Major	PSY-301	Social Dynamics	Theory	4	CE+ESE
		PSY - 302	Psychology Practical: Tests and Statistical Methods	Practical	4	CE+ESE
	Elective	PSY - 303 OR PSY - 304	Industrial and Organisational Psychology OR Sports Psychology	Elective-Theory	4	CE+ESE
	VSC	PSY-331	Psychology of well-Being	Theory	4	CE
	Minor	PSY-321	Psychology of Wellness	Theory	4	CE+ESE
	FP	PSY-345	Field Project	Theory / Practical	2	CE
VI	Major	PSY - 351	Counselling Psychology	Theory	4	CE+ESE
		PSY - 352	Psychology Practical: Experiments and Statistical Methods	Practical	4	CE+ESE
	Elective	PSY - 353 OR PSY - 354	Cognitive Psychology OR Educational Psychology	Theory	4	CE+ESE
	VSC	PSY-381	Health Psychology	Theory	4	CE
	Minor	PSY-371	Psychology of Health	Theory	4	CE+ESE
	OJT	PSY-395	OJT	Theory / Practical	4	CE

	PSY -301 -Social Dynamics Major -Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall fundamental concepts, theories, and terms in social psychology, focusing on self, social cognition, and group behavior	1
CO2	Explain fundamental principles and theories of social psychology and how they relate to individual and group behavior in various contexts.	2
CO3	Apply social psychological theories and concepts to understand and address real-world social interactions and behaviors.	3
CO4	Analyze social interactions and behaviors by identifying underlying psychological principles and theories.	4
CO5	Critically assess the effectiveness of social psychological concepts in understanding human behavior and improving social interactions.	5
CO6	Develop strategies or interventions that incorporate social psychological principles to address real-life challenges or improve group dynamics.	6

PSY -301-Social Dynamics**(Major- Theory)**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Understanding Social Psychology and Self 1.1 Nature and scope of social psychology 1.2 Sources of Self Knowledge 1.3 Aspects of self- Self regulation, self efficacy, social identity and self handicapping 1.4 Self esteem	15
2	Social Cognition and Social Perception 2.1 Heuristics- types 2.2 Schemas, Automatic and controlled processing of social thought 2.3 Theories of attribution and errors in attribution 2.4 Impression formation and impression management	15
3	Attitudes and Social Influence 3.1 Components of attitudes & attitude formation 3.2 Cognitive Dissonance and attitude change 3.3 Conformity- nature and factors affecting conformity 3.4 Compliance- nature and techniques to gain compliance 3.5 Obedience- nature and resisting destructive obedience	15
4	Group Behaviour and Prejudice 4.1 Social facilitation and Social loafing 4.2 Decision making by groups 4.3 Prejudice- Definition, causes and ways to reduce prejudice 4.4 Discrimination and stereotype	15

Learning Resources- References

Sr. No.	References
1.	Branscombe, N. Baron, R. & Kapur, P. (2017). <i>Social Psychology</i> (14th ed). Pearson
2.	Baumeister, R.F. & Bushman, B.J. (2023). <i>Social Psychology and Human Nature</i> . Cengage
3.	Taylor, S. E., Peplau, L. A., & Sears, D. O., (2006). <i>Social Psychology</i> (11th ed). Pearson.
4.	Deb, S., Gireesan, A. & Prabhavalkar, P, Deb, S (2023). <i>Social Psychology: Theories and Application</i> . Routledge India.

	PSY -302 -Psychology Practical: Tests and Statistical Methods Major - Practical	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify various standardized psychological tests used for assessing abilities, personality, adjustment, attitudes, and values.	1
CO2	Explain the purpose, structure, and application of the selected psychological tests.	2
CO3	Administer and score psychological tests for ability, personality, and adjustment following standardized procedures. Apply statistical techniques such as frequency distribution, measures of central tendency, measures of variability, normal distribution curve to analyse data.	3
CO4	Compare and contrast different psychological tests based on their purpose, psychometric properties, and target population.	4
CO5	Critically evaluate the reliability, validity, and cultural relevance of psychological tests for specific contexts.	5
CO6	Conduct a psychometric test, analyzing results and composing a comprehensive report referencing established norms and validity standards.	6

**PSY- 302- Psychology Practical: Tests and Statistical Methods
(Major- Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
1	General and Special Ability Testing (Any Two) Standard Progressive Matrices, Childrens Progressive Matrices, Malin's Verbal OR Performance Scale, Binet Kamath Test, Test of Creativity, Differential Aptitude Tests (DAT), Dexterity test, Multidimensional Aptitude Battery, David's Battery of Differential Abilities,	
2	Personality (Any Two) Eysenck Personality Questionnaire, NEO-FFI, Sentence Completion Test, 16 PF, Introversion-Extraversion Test, Interest inventory, Type A and Type B Personality Test, Rosenzweig Picture Frustration Test, Conflict thoughts inventory, Sacks Sentence Completion Test, Locus of Control	
3	Adjustment (Any One) Ojha's Bells Adjustment Inventory, Family, School, Marriage, Expectations from the Life Partner	

4	Attitudes And Values(Any One) Marriage, Religion, Optimism-Pessimism, Attitude towards the Mother Scale, Study of values, Differential Value test, Values Orientation	
5	Statistical Methods Frequency Distribution, Measures of Central Tendency, Measures of Variability, Normal Distribution Curve	

Learning Resources- References

Sr. No.	References
1.	Anastasi, A. & Urbina, S. (2009). <i>Psychological Testing</i> . N. D. Pearson Education.
2.	Kaplan R. M. & Saccuzzo D. P. (2005). <i>Psychological Testing, Principles, Applications and Issues</i> . Sixth Ed. Cengage Learning India, Pvt. Ltd.
3.	Mangal, S.K.(2012). <i>Statistics in Psychology and Education (2nd ed)</i> .PHI Learning Private Ltd
4.	Solso, R. L. (2004). <i>Cognitive Psychology</i> (6th ed.). Delhi: Pearson Education.
5.	Sternberg, R. J. (2007). <i>Cognitive Psychology</i> . Australia: Thomson Wadsworth
6.	Galotti, K. M. (2020). <i>Cognitive psychology: In and out of the laboratory</i> (6th ed.). SAGE Publications.

Guidelines

GUIDELINES FOR THE CONDUCT OF PRACTICAL

1. Each batch of students should consist of 12 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for practical conduct.
3. Each batch will conduct practical twice per week with two lecture periods per session.
4. Total workload per batch will be 4 lecture periods.
5. In addition, 1 separate lecture will be held for the statistical methods per week for the entire class.
6. The concerned teacher should verify the completion of practical journal report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination, the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the practicals are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.

7. The structure of the question paper will be as follows:

Question Paper / Preference Sheet for Practical:

- i. The question paper will contain only 1 sections
- ii. Section I will contain 4 questions based on tests.
- iii. The student will give 2 preferences for the section
- iv. Out of the 2 preferences given by the student, the final choice of the question to be attempted will be of the external examiner.

8. The duration for practical examination will be of three clock hours per batch.

TOTAL MARKS: 60 Marks (End Semester Exam)

Instructions and Conduction: 10 Marks

Practical Report: 20 Marks

Practical Viva: 15 Marks

Journal: 15 Marks

TOTAL Marks :40 Marks (Internal Exam)

Statistics : 20 Marks

Assignment : 20 Marks

	PSY -303-Industrial and Organisational Psychology Major Theory	
	Number of Credits: 4 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the scope, history, ethics, and challenges of I/O Psychology, including job analysis, performance appraisal, recruitment, selection, and training.	1
CO2	Analyze workplace processes, motivation, leadership, organizational behavior, and employee performance using psychological theories and assessment methods.	2
CO3	Apply job analysis, selection techniques, training models, and organizational development strategies to enhance employee performance and workplace productivity.	3
CO4	Evaluate the effectiveness of selection methods, training programs, job attitudes, leadership styles, and organizational development interventions.	4
CO5	Design evidence-based strategies for improving employee well-being, leadership effectiveness, job satisfaction, and organizational growth.	5
CO6	Critically assess workplace practices like selection, training, assessment and address workplace challenges, including conflict resolution, counterproductive behaviors, and change management, using I/O psychology principles.	6

**PSY -303- Industrial and Organisational Psychology
(Major- Theory)**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to I/O Psychology 1.1 What Is I/O Psychology? Activities and Settings of I/O Psychologists 1.2 I/O Psychology as a Profession, I/O Psychology as a Science, 1.3 History of the Field of I/O Psychology, Scientific management, and Human Relations Movement, 1.4 Ethics of the I/O Field, Contemporary Challenges for I/O Psychology 1.5 Domains of I/O Psychology: A Brief Overview	15
2	Assessment of Jobs, Performance and People 2.1 Job Analysis 2.2 Purposes of Job Analysis 2.3 Approaches to Collecting Job Analysis Information 2.4 Methods of Job Analysis 2.5 Competency Mapping - Methods 2.6 Performance Appraisal- Techniques 2.7 Organisational Conflict: Types, Causes, styles and resolution	15

3	Recruitment, Selection and Training 3.1 Human Resource Planning and Recruitment 3.2 Methods of Employee Selection (Utility and Effectiveness of Scientific Selection) 3.3 Assessment Methods- Job-Related Characteristics and Psychological Tests, Types of Tests (Cognitive, Psychomotor, Personality, Emotional Intelligence, Integrity), Interviews, and Work Samples, Assessment Centers and Electronic Assessment 3.4 Training Needs and Design- ADDIE Model 3.5 Training Methods – approaches; lectures, role-playing, simulations, e- learning, mentoring, and coaching.	15
4	Employee and the organisation 4.1 Theories of Motivation: Need Theories, Reinforcement Theory, Expectancy Theory, Goal-Setting Theory, Justice Theories, and Action Theory. 4.2 Job Attitudes and Emotions, Job Satisfaction: Antecedents, Assessment Methods (JDI, MSQ, JIG), and Effects on Performance and Well-being. 4.3 Productive and Counterproductive Work Behavior- Organizational Citizenship Behavior (OCB). Counterproductive Work Behavior (CWB): Withdrawal and Workplace Aggression. 4.4 Leadership and Power in Organizations-Theories of Leadership: Trait Approach, Behavioral Approach, Contingency Theories, Transformational Leadership, and LMX Theory 4.5 Organizational Development, Employee Acceptance of Change, Management by Objectives, Survey Feedback, Team Building, T-Group, Effectiveness of OD Programs	15

Learning Resources- References

Sr. No.	References
1	Spector, P. E. (2012). <i>Industrial and organizational psychology: Research and practice</i> (6th ed.). Wiley & Sons.
2	Aamodt, M. G. (2023). <i>Industrial/organizational psychology: An applied approach</i> (9th ed.). Cengage Learning.
3	Schultz, D. P., & Schultz, S. E. (2006). <i>Psychology and work today: An introduction to industrial and organizational psychology</i> (9th ed.). Pearson Education.
4	Muchinsky, P. M., & Culbertson, S. S. (2015). <i>Psychology applied to work</i> (11th ed.). Hypergraphic Press.
5	Robbins, S. P., & Judge, T. A. (2021). <i>Organizational behavior</i> (18th ed.). Pearson.

	PSY-304- Sports Psychology Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define and explain key concepts in sports psychology, including motivation, mental skills training, and the psychological factors influencing athletic performance.	1
CO2	Apply principles of motivation, mental skills training, and relaxation techniques to real-life athletic scenarios to improve performance.	2
CO3	Analyze the impact of psychological factors on athletic performance, using relevant theories and models.	3
CO4	Design and propose mental skills training programs based on the needs of athletes in different sports.	4
CO5	Evaluate the effectiveness of different psychological interventions in improving athletic performance and mental health.	5
CO6	Critically reflect on the role of sports psychologists in managing mental health issues, burnout, and performance anxiety in athletes, proposing strategies for intervention and support.	6

PSY-304- Sports Psychology**Elective Theory**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Sports Psychology 1.1 Definition and Scope of Sports Psychology 1.2 Historical Development of Sports Psychology 1.3 Key Areas of Sports Psychology 1.4 Role of Sports Psychologists: Interventions used by sports psychologists, including mental skills training, injury rehabilitation, and motivation enhancement.	15
2	Motivation in Sports 2.1 Understanding Motivation 2.2 Theories of Motivation 2.3 Motivational Techniques for Athletes 2.4 Challenges to Motivation	15
3	Mental Skills Training (MST) 3.1 Introduction to Mental Skills Training 3.2 Core Components of Mental Skills Training 3.3 Relaxation Techniques for Stress Management 3.4 Applying MST in Competitive Settings: Preparing athletes mentally before competitions: building confidence, focus, and mental toughness.	15

4	Psychological Factors Affecting Athletic Performance 4.1 Stress and Anxiety in Sports 4.2 Self-Confidence and Performance 4.3 Focus and Attention Control 4.4 Coping with Burnout and Mental Fatigue	15
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Learning Resources- References

Sr. No.	References
1	Dweck, C. S. (1986). Motivational processes affecting learning. <i>American Psychologist</i> , 41(10), 1040–1048. https://doi.org/10.1037/0003-066X.41.10.1040
2	Griffith, C. L. (1928). <i>Psychology and athletics</i> . The Macmillan Company.
3	Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68
4	Spielberger, C. D. (1966). <i>Theory and measurement of anxiety</i> . In C. D. Spielberger (Ed.), <i>Anxiety and Behavior</i> (pp. 3–20). Academic Press.
5	Vealey, R. S. (2007). <i>Mental skills training in sport</i> . In J. M. Williams (Ed.), <i>Applied sport psychology: Personal growth to peak performance</i> (5th ed., pp. 210–242). McGraw-Hill.
6	Weinberg, R. S., & Gould, D. (2018). <i>Foundations of sport and exercise psychology</i> (7th ed.). Human Kinetics.

	PSY -331-Psychology of Well Being VSC Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe and explain the fundamental assumptions, goals, and definitions of Positive Psychology, along with the concepts of hedonic happiness, subjective well-being, and eudaimonic well-being. Also, identify key human strengths and positive emotions contributing to flourishing.	1
CO2	Apply the Broaden and Build Theory to analyze how optimism, resilience, and forgiveness foster personal growth, demonstrating the role of positive emotions in flourishing and social well-being across life stages.	2
CO3	Analyze resilience sources in children and adults, linking growth through trauma to psychological well-being, virtues, strengths, and social well-being.	3
CO4	Evaluate Gallup's Clifton Strengths Finder and VIA Classification in identifying strengths and their impact on well-being and personal goals.	4
CO5	Develop strategies to cultivate positive emotions and design interventions fostering wisdom, resilience, and social well-being for personal growth.	5
CO6	Integrate positive emotions, human strengths, and virtues to create evidence-based approaches for enhancing individual and community well-being.	6

**PSY -331-Psychology of Well Being
(VSC- Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Positive Psychology 1.1 Assumptions, goals and definitions 1.2 Life above zero, Hedonic happiness and subjective well-being 1.3 Eudaimonic Basis of happiness: Emotional Well-Being 1.4 Psychological Well-Being, Social Well-Being	15
2	Positive Traits and Human strengths 2.1 Optimism 2.2 Resilience: Sources of resilience in children and adulthood, Growth through trauma 2.3 Wisdom as a foundational strength and virtue 2.4 Personal Goals and Wellbeing, Forgiveness, and gratitude	15
3	Positive emotions 3.1 The Broaden and build theory of positive emotions 3.2 Limits of positive emotions 3.3. Positive Emotions and Flourishing 3.4 Cultivating positive emotions: Flow experience, Savoring 3.5 Emotional intelligence theories-Bar-On, Daniel Goleman	15
4	Classifications and Measures of Human Strengths 4.1 Gallup's Clifton Strengths Finder 4.2 The VIA Classification of Strengths 4.3 The Search Institute's 40 Developmental Assets 4.4 Distinguishing Among the Measures of Human Strength 4.5 Identifying Your Personal Strengths	15

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Learning Resources- References

Sr. No.	References
1	Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications.
2	Carr, A. (2004). Positive psychology: The science of happiness and human strengths. Hove & New York: Routledge.
3	Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2009). Applied positive psychology: Improving everyday life, health, schools, work, and society. Taylor & Francis.
4	Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research, and applications. McGraw-Hill Education.
5	Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i> , 55(1), 5-14. https://doi.org/10.1037/0003-066X.55.1.5

	PSY-321-Psychology of Wellness Minor Theory	
	Number of Credits: 4 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Describe and explain the fundamental assumptions, goals, and definitions of Positive Psychology, along with the concepts of hedonic happiness, subjective well-being, and eudaimonic well-being. Also, identify key human strengths and positive emotions contributing to flourishing.	1
CO2	Apply the Broaden and Build Theory to analyze how optimism, resilience, and forgiveness foster personal growth, demonstrating the role of positive emotions in flourishing and social well-being across life stages.	2
CO3	Analyze resilience sources in children and adults, linking growth through trauma to psychological well-being, virtues, strengths, and social well-being.	3
CO4	Evaluate Gallup's Clifton Strengths Finder and VIA Classification in identifying strengths and their impact on well-being and personal goals.	4
CO5	Develop strategies to cultivate positive emotions and design interventions fostering wisdom, resilience, and social well-being for personal growth.	5
CO6	Integrate positive emotions, human strengths, and virtues to create evidence-based approaches for enhancing individual and community well-being.	6

**PSY-321: Psychology of Wellness
(Minor- Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Positive Psychology 1.1 Assumptions, goals and definitions 1.2 Life above zero, Hedonic happiness and subjective well-being 1.3 Eudaimonic Basis of happiness: Emotional Well-Being 1.4 Psychological Well-Being, Social Well-Being	15
2	Positive Traits and Human strengths 2.1 Optimism 2.2 Resilience: Sources of resilience in children and adulthood, Growth through trauma 2.3 Wisdom as a foundational strength and virtue 2.4 Personal Goals and Wellbeing, Forgiveness and gratitude	15
3	Positive emotions 3.1 The Broaden and build theory of positive emotions 3.2 Limits of positive emotions 3.3. Positive Emotions and Flourishing 3.4 Cultivating positive emotions: Flow experience, Savoring	15

4	Classifications and Measures of Human Strengths 4.1 Gallup's Clifton StrengthsFinder 4.2 The VIA Classification of Strengths 4.3 Distinguishing Among the Measures of Human Strength 4.4 Identifying Your Personal Strengths	15
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Learning Resources- References

Sr. No.	References
1	Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications.
2	Carr, A. (2004). Positive psychology: The science of happiness and human strengths. Hove & New York: Routledge.
3	Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2009). Applied positive psychology: Improving everyday life, health, schools, work, and society. Taylor & Francis.
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5	Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i> , 55(1), 5-14. https://doi.org/10.1037/0003-066X.55.1.5

PSY-345- Field Project FP Theory
Number of Credits: 2 No. of Hours:60

	PSY 351- Counselling Psychology Major Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Recall fundamental concepts related to the counseling process, techniques, and major theoretical approaches, including the roles and responsibilities of counseling psychologists.	1
CO2	Explain the principles and processes of counseling, including different types of helpers, counseling stages, techniques, and theoretical approaches.	2
CO3	Demonstrate appropriate counseling strategies by integrating techniques, process goals, and theoretical approaches in practical or case-based scenarios.	3
CO4	Compare and contrast counseling approaches and techniques by evaluating their application in different stages of the counseling process.	4
CO5	Assess the effectiveness of counseling interventions by critically examining techniques, core conditions, and theoretical perspectives in diverse client situations.	5
CO6	Formulate a comprehensive counseling intervention plan that synthesizes counseling principles, techniques, and theoretical approaches to address diverse client needs across different counseling contexts	6

PSY 351: Counselling
Psychology (Major- Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Nature of Counselling Process 1.1 Definition and nature of counselling 1.2 Different types of helpers 1.3 Features of counselling Psychology 1.4 Work of counselling psychologists	15
2	Counselling Process 2.1 Stages of counselling 2.2 Outcome goals of counselling 2.3 Process goals of counselling 2.4 Core conditions of counselling	15
3	Counselling Techniques 3.1 Non verbal techniques 3.2 Verbal techniques 3.3 Covert techniques 3.4 Interpersonal manner	15
4	Major Approaches in counselling 4.1 Psychoanalytic approach 4.2 Behavioural approach	15

	4.3 Cognitive approach 4.4 Humanistic approach	
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Learning Resources- References

Sr. No.	References
1.	Welfel, E.R. & Patterson, L.E. (2011). <i>The Counselling Process</i> . Cengage Learning India Pvt. Ltd.
2.	Gelso, C.J. & Fritz, B.R.(1995). <i>Counselling Psychology</i> . Prism Books Pvt Ltd.
3.	Capuzzi, D & Gross, D (2007). <i>Counselling & Psychotherapy- Theories & Interventions</i> . Pearson Education
4.	Nelson- Jones, R (2009) <i>Theory and Practice of Counselling and Therapy</i> (4th ed) Sage Publication.

	PSY -352-Psychology Practical: Experiments and Statistical Methods Major- Practical	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define and describe key concepts and processes, related to memory, learning, thinking, perception, attention, and statistical analysis	1
CO2	Explain the underlying theories and principles of cognitive processes, problem-solving strategies, and statistical methods applied in psychological experiments.	2
CO3	Conduct experiments and apply statistical techniques (e.g., correlation, t-test, ANOVA) to analyze data.	3
CO4	Analyze the design and results of experiments to identify factors influencing behavior and performance.	4
CO5	Evaluate the effectiveness of various experimental designs and statistical approaches in addressing research questions.	5
CO6	Design and conduct an experiment	6

PSY -352: Psychology Practical: Experiments and Statistical Methods (Major- Practical)

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Memory (Any One) Recall and Recognition, Retroactive Inhibition / Proactive Inhibition, Short Term Memory, Effect of suggestion on recall, Primacy and recency effect, Effect of Mnemonic strategies on memory, Visual sensory memory	
2	Learning (Any Two) Effect of Knowledge of Results, Habit Interference, Serial Learning, Paired-Associate learning, Concept Formation, Transfer of training	
3	Thinking and Problem Solving (Any One) Effect of Mental Set on Problem Solving, Maze Learning Problems Solving - Pyramid Puzzle / Wiggly Blocks/ Heart-and-Bow Puzzle/Tower of Hanoi	
4	Perceptual Processes (Any One) Illusion, Size Constancy, Retinal Color Zones, Reaction Time, Depth Perception.	
5	Attention (Any One) Stroop Effect, Divided Attention, Span of attention,	
6	Statistics - Correlation, t test and ANOVA	

Sr. No.	References
1.	Dandekar, W.N. (). <i>Fundamentals of Experimental Psychology</i> . Narendra Prakashan
2.	Mangal, S.K.(2012). <i>Statistics in Psychology and Education (2nd ed)</i> . PHI Learning Private Ltd
3.	Postman, L., & Egan, J. P. (1949). <i>Experimental psychology: an introduction</i> . Harper.
4.	Woodworth, R.S. & Schlosberg, H. (1971). <i>Experimental Psychology</i> . Oxford & IBH Publishing Co. PVT. Ltd
5.	Rajamanickam, M. (2004). <i>Experimental psychology with advanced experiments</i> (Vol. 1 & 2). Concept Publishing Company.

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8. The duration for practical examination will be of three clock hours per batch.

TOTAL MARKS: 60 Marks (End Semester Exam)

Instructions and Conduction: 10 Marks

Practical Report: 20 Marks

Practical Viva: 15 Marks

Journal: 15 Marks

TOTAL Marks :40 Marks (Internal Exam)

Statistics : 20 Marks

Assignment : 20 Mark

	PSY -353-Cognitive Psychology Major/Elective Theory	
	Number of Credits: 40 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the paradigms of cognitive psychology and methods of cognitive neuroscience, analyzing their role in selective attention and perception while evaluating their impact on memory processes.	1
CO2	Apply the knowledge of influence of cultural factors on perception and assess their implications for long-term memory, autobiographical memories, and neuroplasticity.	2
CO3	Analyze the relationship between selective attention, working memory, and decision-making processes, demonstrating how cognitive mechanisms shape problem-solving and creativity.	3
CO4	Evaluate different models of creativity and decision-making, exploring their connection to memory distortions, eyewitness testimony, and the ecological perspective of cognitive psychology.	4
CO5	Critically assess the role of universal grammar and brain areas associated with language in shaping cognitive processing, perception, and working memory functions.	5
CO6	Design innovative strategies to enhance memory and language processing by integrating insights from cognitive paradigms, neuroplasticity, and models of creativity.	6

**PSY -353- Cognitive
Psychology (Major/Elective-
Theory)**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Cognitive Psychology: Nature and Domains 1.1 Methods of Cognitive Neuroscience 1.2 Historical Antecedents 1.3 Paradigms of Cognitive Psychology Information processing approach Connectionist Approach Evolutionary perspective Ecological perspective 1.4 Methods of Cognitive neuroscience	15
2	Attention and Perception 2.1 Selective Attention: Filter Theories 2.2 Signal Detection Theory	15

	2.3 Perception: Bottom Up and Top Down Theories 2.4 Cultural Influence on Perception	
3	Memory 3.1 Sensory Memory - Nature and Types, Short Term Memory: Codes and Capacity, Working Memory 3.2 Long Term Memory - Types, Autobiographical Memories, 3.3 Eyewitness Testimony and Memory Distortions 3.4 Neuroplasticity 3.5 Memory disorders	15
4	Creativity, Decision Making and Language 4.1 Models of creativity: Divergent and convergent thinking. Assessment of creativity 4.2 Decision Making process 4.3 Language-Universal grammar 4.4 Perspective of Language: Modular, Whorfian Hypothesis 4.5 Brain areas associated with language	15

Learning Resources- References

Sr. No.	References
1	Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. N. D.: Sage Publications.
2	Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
3	Reed S. K. (1998). Cognition: Theory and Application (3rd ed.). California: Brooks /Cole Pub. Company.
4	Solso, R. L. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.
5	Sternberg, R. J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth
6	Galotti, K. M. (2020). <i>Cognitive psychology: In and out of the laboratory</i> (6th ed.). SAGE Publications.

	PSY -354- Educational Psychology Elective Theory	
	Number of Credits: 04 No. of Hours: 60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define and explain the key concepts and theories of educational psychology, including learning theories, cognitive development, and motivation.	1
CO2	Apply cognitive development and learning theories to practical teaching and classroom scenarios, demonstrating how to foster student growth and engagement.	2
CO3	Analyze individual differences in students, including cognitive abilities, learning styles, and special educational needs, and evaluate how these affect learning outcomes.	3
CO4	Critically evaluate various motivational strategies and classroom management techniques, and select the most effective methods for diverse classroom settings.	4
CO5	Design a comprehensive educational plan incorporating diverse learning needs, motivation techniques, and classroom management strategies that promote inclusive and effective learning.	5
CO6	Reflect on the implications of cultural diversity and individual differences on teaching and learning, synthesizing this understanding into an inclusive, student-centered educational framework.	6

**PSY -354- Educational Psychology
(Major/Elective- Theory)**

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Introduction to Educational Psychology 1.1 Definition and Scope of Educational Psychology 1.2 Historical Development 1.3 Theories of Learning 1.4 The role of educational psychology in understanding individual differences.	15
2	Cognitive Development and Learning Theories 2.1 Cognitive Development in Children 2.2 Memory and Information Processing 2.3 Constructivism and Learning 2.4 Practical teaching strategies based on cognitive development theories.	15

3	Motivation and Classroom Management 3.1 Theories of Motivation 3.2 Motivational Strategies for Teachers 3.3 Classroom Management Theories 3.4 Creating a Positive Learning Environment: Establishing routines, rules, and expectations	15
4	Individual Differences in Learning 4.1 Understanding Individual Differences 4.2 Special Educational Needs 4.3 Cultural Diversity and Learning 4.4 Gifted and Talented Learners	15

Learning Resources- References

Sr. No.	References
1.	Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.
2.	Emmer, E. T., & Sabornie, E. J. (2015). Handbook of classroom management (2nd ed.). Routledge.
3.	Slavin, R. E. (2018). Educational psychology: Theory and practice (12th ed.). Pearson Education.
4.	Piaget, J. (1972). The psychology of the child. Basic Books.
5.	Woolfolk, A. E. (2019). Educational psychology (14th ed.). Pearson.
6.	Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

	PSY 381 - Health Psychology VSC Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define health and related concepts.	1
CO2	Explain fundamental concepts and theories of health psychology.	2
CO3	Apply the concept of health, stress & management, and various perspectives towards Illness.	3
CO4	Analyse the causes of stress and other illnesses.	4
CO5	Evaluate different illnesses in relation to its effects on Physical and Mental Health.	5
CO6	Create a plan of healthy habits for management of stress and other lifestyle disorders.	6

PSY 381: Health Psychology
(VSC- Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Overview of Health & Stress 1.1 Definition of Health & need for Health Psychology 1.2 Biopsychosocial model 1.3 Importance of patient-provider communication 1.4 Genetics & Health 1.5 Complementary and Alternative Medicine(CAM)	15
2	Lifestyle Diseases 2.1 Hypertension & Coronary heart disease 2.2 Diabetes 2.3 Obesity 2.4 Prevention & management of lifestyle diseases 2.5 Health Enhancing Behaviours - exercise, diet, sleep	15
3	Other Major Illnesses 3.1 Psychoneuroimmunology 3.2 Cancer 3.3 Stroke 3.4 Arthritis 3.5 Pain and its management	15

4	Health Habits 4.1 Addiction - alcoholism, smoking & other addictions 4.2 Risky Sexual Behaviours 4.3 Practicing & changing health habits & its barriers 4.4 Transtheoretical Model of health behaviour change 4.5 CBT and health behaviour change	15
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Learning Resources- References

Sr. No.	References
1	Taylor, S. (2006). <i>Health Psychology (6th ed)</i> . Tata McGraw Hill.
2	Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., Sykes, C. M. (2005). <i>Health Psychology Theory, Research & Practice</i> . Sage.
3	Ghosh, M. (2014). <i>Health Psychology : Concepts in Health and Well-being</i> . Pearson
4	Sarafino, E. P., & Smith, T. W. (2022). <i>Health psychology: Biopsychosocial interactions (10th ed.)</i> . Wiley.
5	Brannon, L., Feist, J., & Updegraff, J. A. (2017). <i>Health psychology: An introduction to behavior and health (9th ed.)</i> . Cengage Learning.

	PSY-371 - Psychology of Health Minor Theory	
	Number of Credits: 04 No. of Hours: 60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Define health and related concepts.	1
CO2	Explain fundamental concepts and theories of health psychology.	2
CO3	Apply the concept of health, stress & management, and various perspectives towards Illness.	3
CO4	Analyse the causes of stress and other illnesses.	4
CO5	Evaluate different illnesses in relation to its effects on Physical and Mental Health.	5
CO6	Create a plan of healthy habits for management of stress and other lifestyle disorders.	6

**PSY-371 - Psychology of Health
Minor Theory
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
1	Overview of Health & Stress 1.1 Definition of Health & need for Health Psychology 1.2 Biopsychosocial model 1.3 Importance of patient-provider communication 1.4 Genetics & Health	15
2	Lifestyle Diseases 2.1 Hypertension & Coronary heart disease 2.2 Diabetes 2.3 Obesity 2.4 Prevention & management of lifestyle diseases	15
3	Other Major Illnesses 3.1 Psychoneuroimmunology 3.2 Cancer 3.3 Stroke 3.4 Arthritis	15
4	Health Habits 4.1 Addiction - alcoholism, smoking & other addictions 4.2 Risky Sexual Behaviours 4.3 Practicing & changing health habits & its barriers 4.4 Transtheoretical Model of health behaviour change	15

Learning Resources- References

Sr. No.	References
1.	Taylor, S. (2006). <i>Health Psychology (6th ed)</i> . New Delhi: Tata McGraw Hill.
2.	Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., Sykes, C. M. (2005). <i>Health Psychology Theory, Research & Practice</i> . Sage.
3.	Sarafino, E. P., & Smith, T. W. (2022). <i>Health psychology: Biopsychosocial interactions</i> (10th ed.). Wiley.
4.	Brannon, L., Feist, J., & Updegraff, J. A. (2017). <i>Health psychology: An introduction to behavior and health</i> (9th ed.). Cengage Learning.
5.	Ghosh, M. (2014). <i>Health Psychology : Concepts in Health and Well-being</i> . Pearson

	PSY-395- On Job Training OJT Theory/Practical	
	Number of Credits: 04 No. of Hours: 120	