

Deccan Education Society's

**Kirti M. Doongursee College of  
Arts, Science and Commerce  
(AUTONOMOUS)**



Affiliated to

**UNIVERSITY OF MUMBAI**

Syllabus for  
Program: Bachelor of Arts  
Course: S.Y.B.A  
Subject:  
**PSYCHOLOGY**

Choice Based Credit System (CBCS)  
with effect from  
Academic Year 2025-2026



## PROGRAM OUTCOMES

PO	Description
A student completing Bachelor's Degree in Arts Program will be able to	
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 a 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 centered 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.

Deccan Education Society's

**Kirti M. Doongursee College**

(autonomous) Proposed Curriculum as per

NEP 2020 Year of implementation-

2024-25

Name of the Department: PSYCHOLOGY

Semester	Course Code	Course Title	Vertical	Credit
III	24PSYMJ311	SOCIAL PSYCHOLOGY 1	Major	4
	24PSYMJ312	DEVELOPMENTAL PSYCHOLOGY 1	Major	4
	24PSYMR321	THE BIOLOGY OF MIND	Minor	2
	24PSYVC341	OBSERVATION SKILLS OF A COUNSELLOR	VSC	2
	24PSYOE331	PSYCHOLOGY BEHIND BEHAVIOUR	OE	2
IV	24PSYMJ411	SOCIAL PSYCHOLOGY 2	Major	4
	24PSYMJ412	DEVELOPMENTAL PSYCHOLOGY 2	Major	4
	24PSYMR421	MOTIVATION	Minor	2
	24PSYSEC451	MNEMONIC DEVICES	SEC	2
	24PSYOE431	PSYCHOLOGY AND MEMORY	OE	2



Course Code	MAJOR SEM – III	Credits	Lectures /Week
24PSYMJ311	SOCIAL PSYCHOLOGY	4	4
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the field of Social Psychology and its importance.</li> <li>• Facilitate an understanding of basic concepts in Social Psychology (Attitudes, Social Cognition and Social perception) and the processes involved in them.</li> <li>• Develop the critical evaluation of theories related to basic social behaviour processes.</li> <li>• Develop scientific approach towards the understanding of social processes.</li> </ul>			
Unit	Topics	No of Lectures	
I	<p>1) THE FIELD OF SOCIAL PSYCHOLOGY</p> <p>1.1 Social Psychology: what it is and what it does, Social Psychology: its cutting edge</p> <p>1.2 A brief look at history: the origins and early development of Social Psychology</p> <p>1.3 Research as the route to increased knowledge, The role of theory in Social psychology</p> <p>1.4 The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate balance</p>	15	
II	<p>2) SOCIAL COGNITION</p> <p>2.1 Schemas: Mental Frameworks for Organising and Using Social Information</p>	15	

	<p>2.2 Heuristics: How We Reduce Our Effort in Social Cognition</p> <p>2.3 Automatic and controlled processing: two basic modes of social thought, Potential Sources of Error in Social Cognition</p> <p>2.4 Affect and Cognition: how feelings shape thought and thought shapes feeling</p>	
III	<p>3) SOCIAL PERCEPTION</p> <p>3.1 Nonverbal Communication: The unspoken Language of Expressions</p> <p>3.2 Gazes and Gestures</p> <p>3.3 Attribution: Understanding the Causes of Others' Behaviour</p> <p>3.4 Impression Formation and Impression Management</p>	15
IV	<p>4) ATTITUDES</p> <p>4.1 Attitude Formation: How attitudes develop</p> <p>4.2 Attitude and Behaviour</p> <p>4.3 Persuasion: How attitudes are changed</p> <p>4.4 Cognitive Dissonance: What is it and how do we manage it</p>	15
<p>References:</p> <p>Textbooks:</p> <ul style="list-style-type: none"> <li>• Baron, R. A., Branscombe, N. R., &amp; Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009</li> </ul> <p>Additional References:</p> <ul style="list-style-type: none"> <li>• Aronson, E., Wilson, T. D., &amp; Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall</li> <li>• Baumeister, R. F., &amp; Bushman, B. J. (2008). Social Psychology and Human</li> </ul>		

Nature. International student edition, Thomson Wadsworth USA

- Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
- Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.
- Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4th edi.). Pearson Education Allyn and Bacon, Boston
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th edi.). New Delhi: Pearson Education

Course Code	MAJOR SEM – III	Credits	Lectures /Week
24PSYMJ312	DEVELOPMENTAL PSYCHOLOGY	4	4
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>• Comprehend the field of Developmental Psychology and different theoretical approaches in this field.</li> <li>• Summarize the importance of hereditary and environmental factors, and different phases of life span development in human development with research backing.</li> <li>• Facilitate Critical evaluation of the theoretical perspectives put forth to explain the developmental changes during Prenatal Period.</li> <li>• Illustrate Physical, Cognitive, Social and Personality changes occurring during Infancy.</li> <li>• Develop a scientific inquiry into the developmental changes during Prenatal, Neonatal and Infancy stage.</li> </ul>			
Unit	Topics	No of Lectures	
I	<p>AN INTRODUCTION TO LIFESPAN DEVELOPMENT</p> <p>1.1 An orientation to lifespan development</p> <p>1.2 Defining life span development</p> <p>1.3 Scope of the field (areas, age and individual differences)</p> <p>1.4 Basic influences in development (history, age, sociocultural, life events)</p>	15	
II	<p>2) THE START OF LIFE; BIRTH AND THE NEWBORN INFANT</p> <p>2.1 The Future Is Now; Earliest Development</p> <p>2.2 The Interaction of Heredity and Environment</p> <p>2.3 Prenatal Growth and Change</p> <p>2.4 Birth and the Newborn Infant</p>	15	
III	<p>3) PHYSICAL DEVELOPMENT IN INFANCY</p> <p>3.1 Growth and Stability</p>	15	

	3.2 Motor Development	
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	3.3 The development of Senses	
IV	4) COGNITIVE DEVELOPMENT IN INFANCY 4.1 Piaget's Approach to Cognitive Development 4.2 Information Processing Approaches to Cognitive Development 4.3 The roots of Language	15

References:

Textbooks:

- Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd.

Additional References:

- Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Course Code	MINOR SEM – III	Credits	Lectures /Week
24PSYMR321	THE BIOLOGY OF MIND	2	2

Course Outcomes:

After successful completion of this course, students would be able to

- Identify and describe the parts nervous system
- Understand the functioning of the nervous system
- Associate the behavioral changes with the changing chemical messengers
- Analyze the connection between mind and biology

Unit	Topics	No of Lectures
I	1) BIOLOGY AND MIND 1.1 Biology, behaviour and Mind 1.2 The Neural Communication: neurons, how they communicate, how neurotransmitters influence us 1.3 Peripheral Nervous System 1.4 Central Nervous System	15
II	BRAIN AND ENDOCRINOSYSTEM 2.1 Endocrine System 2.2 The Brain: discovery 2.3 The Brain: Structure 2.4 The Brain: Function	15

References:

- Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200
- Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York
- Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.
- Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw-Hill Publications, New York

Course Code	VOCATIONAL SKILL COURSE SEM – III	Credits	Lectures /Week
24PSYVC341	OBSERVATION AND INTERVIEW SKILLS OF A COUNSELOR	2	2
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>Remember the essential skills required for effective communication</li> <li>Understand the importance of self work in different states for effective communication</li> <li>Apply the learnt skills outside the classroom</li> <li>Enhance the skills required as a professional</li> </ul>			
Unit	Topics	No of Lectures	
I	1)OBSERVATION OF COUNSELING PROCESS 1.1 Observing the problem: problem presentation, structure, initiative 1.2 Observation of the surroundings affecting counseling 1.3 Self-observation: personal qualities affecting counseling process 1.4 Observing Non-Verbal communication	15	
II	INTERVIEWING SKILLS 2.1 Types of Interviews in counseling 2.2 Selecting the appropriate interview questions 2.3 Ethical considerations in the process of interview	15	
<p>References:</p> <ul style="list-style-type: none"> <li>Samuel, T.G. (2016) Counseling: A comprehensive Profession</li> <li>Gordon Emmerson (2006) Advanced Skills and Interventions in Therapeutic Counseling, Crown House Publishing Limited.</li> <li>Andrews, P. H., &amp; Herchel, R. T. (1996). Organizational communication: Empowerment in a technological society. Boston: Houghton Mifflin.</li> </ul> <p>Additional References:</p> <ul style="list-style-type: none"> <li>Braithwate, D. O., &amp; Wood, J. T. (Eds.). (2000). Case studies in interpersonal communication: Processes and problems. Belmont, CA: Wadsworth.</li> <li>Waldron, V. R., Caughlin, J., &amp; Jackson, D. (1995). Talking specifics: Facilitating effects of planning on AIDS talk in peer dyads. Health Communication, 7, 179–204.</li> <li>Allen, M. (1998). Comparing the persuasive effectiveness of one- and two-sided messages. In M. Allen &amp;</li> </ul>			

Course Code	OPEN ELECTIVES SEM – III	Credits	Lectures /Week
24PSYOE331	PSYCHOLOGY BEHIND BEHAVIOUR	2	2
Course Outcomes: After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>Remember the theoretical concepts related to Behaviour</li> <li>Understand the behavioral changes through experiments done</li> <li>Apply the CC and OC to understand behavioral patterns of humans</li> <li>Deepen the understanding of biological and cognitive processes involved in behaviour</li> </ul>			
Unit	Topics	No of Lectures	
I	1)IVAN PAVLOV 1.1Classical Conditioning 1.2Pavlov’s Experiments 1.3Principles of Classical Conditioning 1.4Biology, Cognition and Classical Conditioning	15	
II	2)B.F. SKINNER 2.1Operant Conditioning 2.2Skinner’s Experiments 2.3Principles of Operant Conditioning 2.4Biology, Cognition and Classical Conditioning 2.5Comparison of CC and OC	15	
References:			
<ul style="list-style-type: none"> <li>Ciccarelli, S. K. &amp; Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007</li> <li>Coon, D., &amp; Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200</li> <li>Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York</li> <li>Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.</li> <li>Zimbardo, P. G., Johnson, R. L., &amp; Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon</li> </ul>			
Additional References:			
<ul style="list-style-type: none"> <li>तडसरे, तं बाके उपयोजत मानसशा - फडके काशन</li> <li>ओक, अ8यंकर, गोळवीकर वत नाच शा - पिअरसन काशन</li> </ul>			

SEM IV

Course Code	MAJOR 1 SEM – IV	Credits	Lectures /Week
24PSYMJ411	Paper I - SOCIAL PSYCHOLOGY	4	4
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the social behaviours (Prejudices, Discrimination, Group Behaviour)</li> <li>• Facilitate a scientific view towards the different social behaviour through theoretical perspectives explaining the social behaviour.</li> <li>• Develop an awareness of different major problems and issues in society like aggression, prejudices, discrimination</li> <li>• Foster development of social skills so as to enable effective adjustment to social groups.</li> <li>• Develop research skills to analyse and interpret social situations effectively.</li> </ul>			
Unit	Topics	No of Lectures	
I	<p>1) STEREOTYPING, PREJUDICE AND DISCRIMINATION</p> <p>a) How members of different groups perceive inequality</p> <p>b) The Nature and Origins of Stereotyping</p> <p>c) Prejudice and Discrimination: feelings and actions toward Social groups</p> <p>d) Why Prejudice Is Not Inevitable: Techniques for Countering Its Effects</p>	15	
II	<p>2) SOCIAL INFLUENCE</p> <p>a) Conformity: Group Influence in Action</p> <p>b) Compliance: To Ask – Sometimes - Is to Receive</p> <p>c) Symbolic social influence: how we are influenced by others even when they are not there</p> <p>d) Obedience to Authority</p>	15	
III	3) AGGRESSION	15	

	a) Perspectives on Aggression: In Search of the Roots of Violence b) Causes of Human Aggression: Social, Cultural, Personal, and Situational c) Aggression in Long-term Relationships: Bullying and Aggression at Work d) The Prevention and Control of Violence: Some Useful Techniques	
IV	4) PROSOCIAL BEHAVIOUR a) Why do people help: Motives for Prosocial Behaviour b) Responding to an Emergency: Bystanders Effect c) Factors that increase or decrease the tendency to help d) Emotions and Prosocial Behaviour	15

References:

- Textbooks:
- a) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009
- Additional References:
- • Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
- • Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
- • Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
- • Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.
- • Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interacton.(4th edi.). Pearson Education Allyn and Bacon, Boston
- • Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology.(12th edi.). New Delhi: Pearson Education

Course Code	MAJOR 2 SEM – IV	Credits	Lectures /Week
24PSYMJ412	DEVELOPMENTAL PSYCHOLOGY	4	4
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>• Evaluate and discuss Physical and Cognitive changes occurring during Preschool Years</li> <li>• Appraise Social and Personality Development occurring during middle and Preschool Years.</li> <li>• Summarize Physical and Cognitive changes during middle and Childhood.</li> <li>• Demonstrate acceptance of the developmental changes and sensitivity towards the issues of the Childhood.</li> </ul>			
Unit	Topics	No of Lectures	
I	<p>1) PHYSICAL AND COGNITIVE DEVELOPMENT IN THE PRESCHOOL YEARS</p> <p>a) Physical Development - the Growing Body; the Growing Brain; Motor Development</p> <p>b) Piaget’s Approach</p> <p>c) Information Processing and Vygotsky’s Approach to Cognitive Development</p> <p>d) The Growth of Language and Learning</p>	15	
II	<p>2) SOCIAL AND PERSONALITY DEVELOPMENT IN PRESCHOOL YEARS</p> <p>a) Social and Personality Development - Feeling His Mother’s Pain;</p> <p>b) Forming a Sense of Self;</p> <p>c) Friends and Family: Preschoolers’ Social Lives;</p> <p>d) Moral Development and Aggression</p>	15	
III	<p>3) PHYSICAL AND COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD</p> <p>a) Physical Development - the Growing Body; Motor Development and Safety;</p> <p>b) Children with Special Needs</p> <p>c) Cognitive Development - Intellectual and</p>	15	

	Language	
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	Development d) Intelligence: Determining Individual Strengths, Schooling	
IV	4) SOCIAL AND PERSONALITY DEVELOPMENT IN MIDDLE CHILDHOOD a) Play Time; The Developing Self b) Relationships: Building Friendship in Middle Childhood c) Family Life in Middle Childhood	15

References:

Textbooks:

- Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd.

Additional References:

- Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Course Code	MINOR SEM – IV	Credits	Lectures /Week									
24PSYMR421	MOTIVATION	2	2									
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>• Incorporate different perspectives understanding Motivation</li> <li>• Critically evaluate the Association between physiological and psychological aspects of motivation</li> <li>• Apply the principles of motivation to deeply analyze hunger and the cultural aspects of it</li> <li>• Evaluate Sex and it's physiological and associated cultural aspects</li> </ul>												
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- Lahey, B. B. (2007). *Psychology: An Introduction*. (9th ed.). McGraw-Hill Publications, New York

Course Code	SKILL ENHANCEMENT COURSE SEM – IV	Credits	Lectures /Week									
24PSYSEC451	MNEMONIC DEVICES	2	2									
<p>Course Outcomes:</p> <p>After successful completion of this course, students would be able to</p> <ul style="list-style-type: none"> <li>Remember the essential learning mechanisms</li> <li>Understand the types of memory and forgetting</li> <li>Apply the learnt techniques to learn various material</li> <li>Evaluate various mnemonic devices and its applications</li> </ul>												
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Course Code	OPEN ELECTIVES SEM - IV	Credits	Lectures /Week
24PSYOE431	PSYCHOLOGY AND MEMORY	2	2
Course Outcomes: After successful completion of this course, students would be able to			
<ul style="list-style-type: none"> <li>• Understand the framework and the functioning of memory</li> <li>• Understand the perspectives on forgetting</li> <li>• Give new perspective to the daily remembering problems</li> </ul>			
Unit	Topics	No of Lectures	
I	1)MEMORY MODELS 1.1Classical models of memory 1.2Building Memories 1.3Memory storage: Retaining Information 1.4Biology of Memory	15	
II	2)FORGETTING 2.1Retrieval types 2.2Forgetting and the Two-Track Mind 2.3Encoding failure 2.4Storage Decay 2.5Retrieval Failure	15	
References:			
<ul style="list-style-type: none"> <li>• Ciccarelli, S. K. &amp; Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007</li> <li>• Coon, D., &amp; Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200</li> <li>• Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw-Hill Publications, New York</li> <li>• Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.</li> <li>• Zimbardo, P. G., Johnson, R. L., &amp; Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon</li> </ul>			
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## Evaluation Scheme for Second Year (UG) under NEP (4 credits)

### I. Internal Evaluation for Theory Courses – 40 Marks

- 1) Continuous Internal Assessment(CIA) Assignment - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 20 marks
- 2) Continuous Internal Assessment(CIA) ONLINE Unit Test – 20 marks

### II. External Examination for Theory Courses – 60

Marks Duration: 2 Hours

Theory question paper pattern:

Question	Based on	Marks
Q.1	Unit I	15
Q.2	Unit II	15
Q.3	Unit III	15
Q.4	Unit IV	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

NOTE: To pass the examination, attendance is compulsory in both  
Internal & External Examinations.

## Evaluation Scheme for Second Year (UG) under NEP (2 credits)

### I. Internal Evaluation for Theory Courses – 20 Marks

- 1) Continuous Internal Assessment(CIA) Assignment - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 10 marks
- 2) Continuous Internal Assessment(CIA) ONLINE Unit Test – 10 marks

### II. External Examination for Theory Courses – 30

Marks Duration: 1 Hours

Theory question paper pattern: All questions are compulsory.

Question	Based on	Marks
Q.1	Unit I	15
Q.2	Unit II	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

NOTE: To pass the examination, attendance is compulsory in both Internal & External Examinations.