

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: T.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- 2023-24
Name of the Department: PSYCHOLOGY

Semester	Course Code	Course Title	Vertical	Credit
V	25PSYMJ511	PRACTICAL	Major	4
	25PSYMJ512	ABNORMAL PSYCHOLOGY	Major	4
	25PSYIKS514	A JOURNEY BACK TO THE ROOTS: PSYCHOLOGY IN INDIA	IKS	2
	25PSYEL531	COGNITIVE PSYCHOLOGY	Elective	4
	25PSYMR521	SOCIAL PSYCHOLOGY	Minor	4
	25PSYVS541	PSYCHOLOGICAL TESTING AND ASSESSMENT	VSC	2
	25PSYFP5		FP	2
VI	25PSYMJ611	PRACTICAL	Major	4
	25PSYMJ612	ABNORMAL PSYCHOLOGY	Major	4
	25PSYMJ613	PSYCHOLOGICAL TESTING AND ASSESSMENT	Major	2
	25PSYEL631	COGNITIVE PSYCHOLOGY	Elective	4
	25PSYMR621	DEVELOPMENTAL PSYCHOLOGY	Minor	4
	25PSYOJT6		OJT	4

SEM V

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC141	Paper I – ABNORMAL PSYCHOLOGY	4	4
Course Outcomes: After successful completion of this course, students would be able to • CO 1 Develop an understanding of ‘abnormal behaviour’ and the different perspectives of abnormality • CO 2 Develop a scientific and comprehensive perspective towards abnormality and enhance critical evaluation of those perspectives • CO 3 Facilitate an understanding of the nature, factors and treatment of Anxiety disorders, Dissociative and Somatic Symptoms disorders • CO 4 Develop the competence in critically evaluating the different theories and interventions for Anxiety, Dissociative and Somatic Symptoms disorders. • CO 5 Understand the field of Clinical Psychology			
Unit	Topics	No of Lectures	
I	UNDERSTANDING ABNORMAL BEHAVIOR, DIAGNOSIS, TREATMENT AND ASSESSMENT 1.1 What is Abnormal Behavior? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behavior, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches 1.2 The Diagnostic and Statistical Manual of Mental Disorders, How the DSM Developed, controversial Issues Pertaining to the DSM, The Diagnostic and Statistical Manual (DSM-5), what’s new in the DSM5 – definition of a mental disorder 1.3 Characteristics of psychological assessment; Clinical Interview and Mental Status Examination; Behavioral, Multicultural, Neuropsychological Assessment; Neuroimaging	15	
II	THEORETICAL PERSPECTIVES 2.1 Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, 2.2 Behavioral perspectives, Cognitive perspectives	15	

	2.3 Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach	
III	ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA- AND STRESSOR-RELATED DISORDERS 3.1 Anxiety disorders 3.2 Obsessive-compulsive and related disorders 3.3 Trauma- and Stressor-related Disorders; the biopsychosocial perspective	15
IV	DISSOCIATIVE AND SOMATIC SYMPTOM DISORDERS 4.1 Dissociative disorders – major forms, theories and treatment 4.2 Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment 4.3 Psychological factors affecting medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective	15

Book for study:

Whitbourne, S. K., & Halgin, R. P. (2020). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (9th ed.). McGraw-Hill

Books for Reference:

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021). Kalpan & Sadock's Synopsis of Psychiatry. (11th ed.). Walter's Kluwer
2. Nevid JS & Rathus SA & Greene B (2018) Abnormal Psychology In Changing World, Pearson India
3. Butcher, Hooley & Mineka (2019) Abnormal Psychology (17th Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning
5. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall
6. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
7. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education
8. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd
9. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007
10. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons,

Singapore

11. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6 th ed., New Jersey: Pearson Prentice Hall
13. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA
14. Ray WJ. Adapted by Sovani A. (2018) *Abnormal Psychology- Neuroscience Perspectives on Human Behavior and Experience*, Sage Publication

Course Code	IKS SEM – V	Credits	Lectures /Week
	A JOURNEY BACK TO THE ROOTS: PSYCHOLOGY IN INDIA	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1: Develop an understanding of the roots of psychology • CO 2: Incorporate the historical context in understanding the current practices in India • CO 3: Critically analyze the journey of Psychology as a field • CO 4: Illustrate an understanding of the trends in the new millenium			
Unit	Topics	No of Lectures	
I	HISTORY OF PSYCHOLOGY IN INDIAN CONTEXT 1.1 20th century psychology in India: a western implant 1.2 Two worlds of Indian psychologists 1.3 Initiatives towards socially relevant research, Rapid but unplanned expansion 1.4 Western Influence	15	
II	A JOURNEY TOWARD INDIGENOUS PSYCHOLOGY 2.1 Crisis of identity 2.2 Cultural Influence (cognitive, symptoms, Therapy) 2.3 Psychology in the new millennium	15	
Book/articles for study: Dalal, Ajit K. (2010). A journey back to the roots: Psychology in India , Foundations of Indian Psychology, edited by M. Cornelisson, G. Misra & S. Verma, Publisher: Pearson, New Delhi)			
Additional reference: 1. Mansi S. (2021), Indian Psychology- Exploring the Historical Roots, Emerging Trends and Future Implications, The International Journal of Indian Psychology Bamett, L. Surves of research with psychological tests in India. Psycho1- Bull_ 1955, 42, 106-112. 2. Bhatt, L. J. Psychology as a profession. Presidential address of the Section of Psychology and Educational Sciences, Agra 19'6. 3. Hose, G. Progress of psycholog'Y in India during the past trventy-ji'lle years. Calcutta, Indian Science Congress Association, 1938. 4. Chothina, F. S., " Mahta, H. P. A brief account of vocational guidance movement in India J. Voc Eelu Guide 1955, 2, 107-109. 5. Dhanna Vir. Planning in psychology in India. Eeluc. " PS'Ychol., 1957,			

- 4, 1-16.
6. Dhanna Vir. Careers in psychology in India to be published by Manasayan, Delhi.
7. Maiti, H. P. "Special report on the teaching of social psychology". in the Teaching of the Social Sciences in India, 1956 Paris, Unesco.
8. Mitra, S. C. Progress of psychology in India. Ind. J. Psychol., 1955,30, 1-21.
9. Raj Narain, " Uday Pareek (Eds). Directory of Indian Psychologists. 1957 Delhi, Manasayan.
10. Twenty-five years of India Psychological Association. Calcutta, Indian Psychological Association 1950_

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC241	Paper I – COGNITIVE PSYCHOLOGY	4	4
Course Outcomes: After successful completion of this course, students would be able to • CO 1: Develop a deeper understanding of the cognitive processes- attention, perception and memory. • CO 2: Facilitate the understanding and analysis of theories put forth to explain different aspects of cognitive processes. • CO 3: Develop the ability to analyse and synthesize the research related to the cognitive processes. • CO 4: Develop the understanding of different techniques used to understand the cognitive processes • CO 5: Facilitate the ability to reflect on the ways in which cognitive processes may be influenced and enhanced.			
Unit	Topics	No of Lectures	
I	PERCEPTION: RECOGNIZING PATTERNS AND OBJECTS 1.1 Gestalt approaches to perception 1.2 Bottom-up processes and Top-down processes 1.3 Direct perception; Disruptions of perception: visual agnosias	15	
II	ATTENTION: DEPLOYING COGNITIVE RESOURCES 2.1 Selective Attention and Neural Underpinnings of Attention 2.2 Automaticity and the effects of practice 2.3 Divided Attention	15	
III	VISUAL IMAGERY AND SPATIAL COGNITION 3.1 Codes in Long Term Memory 3.2 Empirical Investigations and Nature of Mental Imagery 3.3 Neuropsychological Findings and spatial Cognition	15	
IV	WORKING MEMORY: FORMING AND USING NEW MEMORY TRACES	15	

	4.1 Traditional approaches to study of Memory, Short Term Memory 4.2 Working Memory- The Components 4.3 Neuropsychological studies of Memory processes	
• Book for study • Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5thed.). Sage Publications • Books for reference • Anderson, J. (2020). Cognitive Psychology and its Implication. Worth Publishers • Ashcraft, M. H. &. Radvansky, G. A. (2009). Cognition. (5thed), Prentice Hall, Pearson education • Francis, G., Neath, I., &VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition • Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory.Wadsworth New Delhi: Cengage Learnin • Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008 • Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, andEveryday Experience. Wadsworth/ Thomson Learning • Matlin, M.W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd. • Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons • Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning • Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology–Applying the science of the Mind. (2nded.). Pearson Education. New Delhi: Indian editionby Dorling Kindersley India pvt ltd. • Srinivasan, N., Gupta, A.K., &Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications • Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, andRemembering. New Delhi: Cengage learning India, Indian reprint 2009 • Solso, R.L., Maclin, O.H., &Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014 • Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadswort • Willingham, D. T. (2019). Cognition: The Thinking Animal. Prentice Hall PTR		

Course Code	MINOR SEM – V	Credits	Lectures /Week
24PSYMJ311	SOCIAL PSYCHOLOGY	4	4
Course Outcomes: After successful completion of this course, students would be able to • Develop an understanding of the field of Social Psychology and its importance. • Facilitate an understanding of basic concepts in Social Psychology (Attitudes, Social Cognition and Social perception) and the processes involved in them. • Develop the critical evaluation of theories related to basic social behaviour processes. • Develop scientific approach towards the understanding of social processes.			
Unit	Topics	No of Lectures	
I	1) THE FIELD OF SOCIAL PSYCHOLOGY 1.1 Social Psychology: what it is and what it does, Social Psychology: its cutting edge 1.2 A brief look at history: the origins and early development of Social Psychology 1.3 Research as the route to increased knowledge, The role of theory in Social psychology 1.4 The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate balance	15	
II	2) SOCIAL COGNITION 2.1 Schemas: Mental Frameworks for Organising and Using Social Information 2.2 Heuristics: How We Reduce Our Effort in Social Cognition 2.3 Automatic and controlled processing: two basic modes of social thought, Potential Sources of Error in Social Cognition 2.4 Affect and Cognition: how feelings shape thought and thought shapes feeling	15	
III	3) SOCIAL COGNITION 3.1 Schemas: Mental Frameworks for Organising and Using Social Information	15	

	3.2 Heuristics: How We Reduce Our Effort in Social Cognition 3.3 Automatic and controlled processing: two basic modes of social thought, Potential Sources of Error in Social Cognition 3.4 Affect and Cognition: how feelings shape thought and thought shapes feeling	
IV	4) PROSOCIAL BEHAVIOUR 4.1 Why do people help: Motives for Prosocial Behaviour 4.2 Responding to an Emergency: Bystanders Effect 4.3 Factors that increase or decrease the tendency to help 4.4 Emotions and Prosocial Behaviour	15
References: Textbooks: - 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 SEM – V	Credits	Lectures /Week
	PSYCHOLOGICAL TESTING AND STATISTIC	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1: Develop an understanding of the concept of testing and the different aspects of psychological tests. • CO 2: Facilitate an understanding of the different characteristics of psychological tests. • CO 3: Facilitate the analysis of different types of reliabilities and validity and its importance in Psychological testing • CO 4: Foster the understanding of values of ethical practices while conducting and interpreting psychological tests • CO 5: Develop the skill to undertake basic statistical analysis in the context of behaviour			
Unit	Topics	No of Lectures	
I	INTRODUCTION TO PSYCHOLOGICAL TESTING AND ASSESSMENT 1.1 Definition of Testing,Various tools , Process and Different questions addressed in Psychological Testing and Assessments. 1.2 Concerns of the profession & The four rights of test-takers. 1.3 Norms,Various assumptions in Psychological Testing	15	
II	RELIABILITY 2.1 The concept of Reliability; sources of error variance 2.2 Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability 2.3 Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test,Standard error of Measurement.	15	
Book for study: Cohen, J. R., & Swerdlik, M. E., (2018). Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill			

International edition. (Indian reprint 2018)

Books for reference:

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
4. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An Introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
5. Cooper, C. (2019). Psychological Testing: Theory and Practice. New York: Routledge
6. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.).
7. Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
8. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw Hill
9. Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
10. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
11. Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing-Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
12. Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications
13. Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill Publishing Company Ltd.
14. McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
15. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications
16. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
17. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC241	Paper I – PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1: Develop an understanding of concepts in experimental method and statistics • CO 2: Develop an understanding of concepts in psychological testing • CO 3 Initiate the development of skills to carry on manual experiments on basic psychological processes. • CO 4: Building skills to administer score and interpret basic psychological tests. • CO 5: Develop research skills like stating a problem, designing the experiment and writing research proposal • CO6: Foster scientific attitude and ethical practices in research.			
Unit	Topics	No of Lectures	
I	Research methodology in Psychology Basics of Experimentation – Introduction to Human Experimental Psychology, Types of Experiment, Sampling methods, Types of samples, Experimental Designs	10	
II	Describing data and drawing conclusions from data	10	
III	Introduction to administration and interpretation of psychological tests- Self Efficacy Scale and DBDA	10	
IV	Two Experiments in Cognitive Processes to be conducted and writing of reports for the same a. Designing an experiment up to the proposal level b. Report writing: APA style for research reports	30	
• Book for study • Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5thed.). Sage Publications			

- Books for reference
- Anderson, J. (2020). Cognitive Psychology and its Implication. Worth Publishers
- Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.
- Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
- Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology—Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
- Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth
- Willingham, D. T. (2019). Cognition: The Thinking Animal. Prentice Hall PTR

SEM VI

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC241	Paper I – ABNORMAL PSYCHOLOGY	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1 Develop understanding of symptoms, perspectives and treatment of different psychological disorders (Schizophrenia, Mood disorders, Sexual disorders and Personality disorders) • CO 2 Facilitating critical evaluation of the perspectives and treatment for different psychological disorders. • CO 3 Develop a scientific view towards mental disorders • CO 4 Initiate the Development of skill to diagnose the psychological disorders on the basis of case studies. • CO 5 Foster humanitarian values and attitude towards individuals suffering from mental disorders.			
Unit	Topics	No of Lectures	
I	Schizophrenia Spectrum and other Psychotic Disorders a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; c) Schizophrenia: the biopsychosocial perspective	15	
II	Depressive and Bipolar Disorders a) Depressive disorders; disorders involving alterations in mood b) Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives c) Suicide; depressive and bipolar disorders: the biopsychosocial perspective	15	
III	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria a) What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders and Sexual Dysfunctions	15	

	b) Gender Dysphoria c) The biopsychosocial perspective	
IV	Personality Disorders a) The nature of personality disorders b) Cluster A and Cluster B personality disorders c) Cluster C personality disorders; the biopsychosocial perspective	15
Book for study: - Whitbourne, S. K., & Halgin, R. P. (2020) .Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (9thed.). McGraw-Hill Books for Reference: 1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021).Kalpan & Sadock's Synopsis of Psychiatry.(11th ed.). Walter's Kluwer 2. Nevid JS & Rathus SA & Greene B (2018) Abnormal Psychology In Changing World, Pearson India 3. Butcher, Hooley & Mineka (2019) Abnormal Psychology (17th Edition) Pearson India 4. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach.(4th ed.). New Delhi: Wadsworth Cengage Learning 5. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall 6. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press 7. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16thed.). Pearson education 8. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd 9. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science,practice, and ethics. New Delhi, Pearson education, Indian reprint 2007 10. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). AbnormalPsychology. (12thed.). International student version, John Wiley & Sons, Singapore 11. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6thed.). New York: McGraw-Hill. 12. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6 th ed., New Jersey: Pearson Prentice Hall 13. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA 14. Ray WJ. Adapted by Sovani A. (2018) Abnormal Psychology- Neuroscience Perspectives on Human Behavior and Experience, Sage Publication		

Course Code	MAJOR SEM – VI	Credits	Lectures /Week
	PSYCHOLOGICAL TESTING AND STATISTIC	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1 Develop an understanding of theoretical basis of Test Construction and development • CO 2 Develop an understanding of different types of tests to measure Intelligence and personality • CO 3 Facilitate Critical analysis of different psychological tests used to measure intelligence and personality. • CO 4 Foster the development of skills to calculate and interpret statistical methods like t-test. • CO 5 Initiate the skill to construct a basic psychological test.			
Unit	Topics	No of Lectures	
I	VALIDITY 1.1 The concept of validity; Face validity 1.2 Types of validity- Content validity Criterion related validity and Construct validity 1.3 Validity, bias, and fairness	15	
II	MEASURES OF CENTRAL TENDENCY AND CORRELATION 2.1 Mean, median and mode and Comparison ,uses merits and limitations of measures of central tendency 2.2 Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots, Uses and limitations of correlation coefficient. Simple Regression and Multiple Regressions. 2.3 The Steps involved in the calculation of Spearman rho and calculation of Pearson r	15	
Book for study: Cohen, J. R., & Swerdlik, M. E., (2018). Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018) Books for reference:			

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
4. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An Introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
5. Cooper, C. (2019). Psychological Testing: Theory and Practice. New York: Routledge
6. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.).
7. Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
8. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw Hill
9. Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
10. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
11. Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing—Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
12. Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications
13. Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill Publishing Company Ltd.
14. McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
15. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications
16. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
17. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC241	Paper I – COGNITIVE PSYCHOLOGY	2	2
Course Outcomes: After successful completion of this course, students would be able to • CO 1 Develop a deeper understanding of the different cognitive processes (Memory, Thinking, Reasoning) • CO 2 Facilitate scientific analysis of the functioning of the cognitive processes. • CO 3 Facilitate critical analysis of the different theories put forth to explain cognitive processes. • CO4 Develop understanding of the theories put forth to describe and explain the cognitive phenomena and processes. • CO5 Develop skills to evaluate the different research and suggest appropriate modifications.			
Unit	Topics	No of Lectures	
I	RETRIEVING MEMORIES FROM LONG-TERM STORAGE a) Aspects and Subdivisions of Long-Term Memory b) The Levels-of-Processing view c) The reconstructive nature of memory; Amnesia	15	
II	KNOWLEDGE REPRESENTATION: STORING AND ORGANIZING INFORMATION IN LONG-TERM MEMORY a) Organizing Knowledge b) Forming concepts c) Categorizing new instances	15	
III	THINKING AND PROBLEM SOLVING a) Classic problems and general methods of solution; Blocks to problem solving b) The Problem Space hypothesis c) Expert systems; Finding creative solutions; Critical thinking	15	
IV	REASONING AND DECISION MAKING a) Reasoning : Meaning and Types of Reasoning	15	

	b) Decision Making :Cycle and Models; Cognitive illusions in decision making; c) Neuropsychological evidence on reasoning and decision making	
• Book for study • Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5thed.). Sage Publications • Books for reference • Anderson, J. (2020). Cognitive Psychology and its Implication. Worth Publishers • Ashcraft, M. H. &. Radvansky, G. A. (2009). Cognition. (5thed), Prentice Hall, Pearson education • Francis, G., Neath, I., &VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition • Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory.Wadsworth New Delhi: Cengage Learnin • Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008 • Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, andEveryday Experience. Wadsworth/ Thomson Learning • Matlin, M.W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd. • Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons • Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning • Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology–Applying the science of the Mind. (2nded.). Pearson Education. New Delhi: Indian editionby Dorling Kindersley India pvt ltd. • Srinivasan, N., Gupta, A.K., &Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications • Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, andRemembering. New Delhi: Cengage learning India, Indian reprint 2009 • Solso, R.L., Maclin, O.H., &Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014 • Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadswort • Willingham, D. T. (2019). Cognition: The Thinking Animal. Prentice Hall PTR		

Course Code	SEM – VI	Credits	Lectures /Week
K23UAPSYVC141	MINOR – DEVELOPMENTAL PSYCHOLOGY	4	4
Course Outcomes: After successful completion of this course, students would be able to • Comprehend the field of Developmental Psychology and different theoretical approaches in this field. • Summarize the importance of hereditary and environmental factors, and different phases of life span development in human development with research backing. • Facilitate Critical evaluation of the theoretical perspectives put forth to explain the developmental changes during Adolescence and Early Adulthood • Illustrate social and personality changes occurring during Adolescence. Develop an understanding of different developmental changes in Adolescence and Early Adulthood stages of development. • Develop a scientific inquiry into the developmental changes during Adolescence and Early Adulthood stage.			
Unit	Topics	No of Lectures	
I	AN INTRODUCTION TO LIFESPAN DEVELOPMENT 1.1 An orientation to lifespan development 1.2 Defining life span development 1.3 Scope of the field (areas, age and individual differences) 1.4 Basic influences in development (history, age, sociocultural, life events)	15	
II	2) PHYSICAL & COGNITIVE DEVELOPMENT IN ADOLESCENCE 2.1 Physical maturation: Growth Nutrition, Brain Development 2.2 Cognitive development: Piaget, Information Processing, Egocentrism 2.3 Threats to adolescent's wellbeing: Drugs, Alcohol, Tobacco, Sexually Transmitted Infections	15	
III	3) SOCIAL AND PERSONALITY DEVELOPMENT IN ADOLESCENCE	15	

	3.1 Identity: Self-Concept and Self-Esteem, 3.2 Identity Formation, Marcia's approach, 3.3 Religion and Spirituality, 3.4 Depression and Suicide 3.5 Relationships: Family Ties, Peers, Popularity and Conformity	
IV	4) PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY ADULTHOOD 4.1 Physical Development; Eating, Nutrition and Obesity; 4.2 Disabilities; Stress and Coping Cognitive development: 4.3 Intellectual Growth, Approaches to Postformal Thinking, 4.4 Intelligence Pursuing Higher Education- gender and college performance	15

Book for study:

Whitbourne, S. K., & Halgin, R. P. (2020). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (9th ed.). McGraw-Hill

Books for Reference:

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021). Kalpan & Sadock's Synopsis of Psychiatry. (11th ed.). Walter's Kluwer
2. Nevid JS & Rathus SA & Greene B (2018) Abnormal Psychology In Changing World, Pearson India
3. Butcher, Hooley & Mineka (2019) Abnormal Psychology (17th Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning
5. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall
6. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
7. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education
8. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd
9. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007
10. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore
11. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New

Jersey: Pearson Prentice Hall

13. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA

14. Ray WJ. Adapted by Sovani A. (2018) Abnormal Psychology- Neuroscience Perspectives on Human Behavior and Experience, Sage Publication

Course Code	SEM – V	Credits	Lectures /Week
K23UAPSYVC241	Paper I – PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	2	2
Course Outcomes:			
After successful completion of this course, students would be able to			
• CO 1 Develop an understanding of concepts in experimental method and statistics • CO 2 Develop an understanding of concepts in psychological testing • CO 3 Initiate the development of skills to carry on computer-based experiments on basic psychological processes. • CO 4 Building skills to administer scores and interpret basic psychological tests. • CO 5 Develop research skills like stating a problem, designing the experiment and writing research proposal • CO6 Foster scientific attitude and ethical practices in research.			
Unit	Topics	No of Lectures	
I	Applying experimental methods to different areas in Psychology	10	
II	Two Computer based Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	20	
III	Introduction to administration and interpretation of psychological tests-16 PF and MISIC	10	
IV	Conducting a research and report writing	20	
• Book for study • 1. Bordens K. S. & Abbott B. B. (2010). Research and design methods- A process approach. (8thed.). Tata McGraw Hill Publishing co. • 2. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human ExperimentalPsychology. New York: Oxford University Press. • 3. Cohen, J. R., Swerdlik, M. E., &Sturman, E. D. (2013). Psychological Testing andAssessment: An introduction to Tests and Measurement. (8thed.). New York. McGraw-Hill International edition. (Indian reprint 2015)			

- 4. Jhangiani, R. S., Chiang A. I., Cuttlet, C. & Leighton C. D. (2019). Research Methods in Psychology. (4th ed.).
- 5. Matlin, M. W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd.
- 6. McBride, D. M. (2019). The Process of Research and Statistical Analysis in Psychology. Sage Publication
- 7. Minium, E. W., King, B. M., & Bear, G. (2008). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 8. Wayne, H. K. (2015). Quantitative Research in Education: A Primer. (2nd ed.). Sage Publication

Evaluation Scheme for First 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 First 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.**