Vivekanand Education Society's

College of Arts, Science and Commerce

(Autonomous)

Sindhi Society, Chembur, Mumbai, Maharashtra–400071.

Accredited by NAAC "AGrade" in 3rd Cycle-2017
Best College Award – Urban Area, University of Mumbai (2012-13)
Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the

University of Mumbai

Syllabus for

Program: B.A. (Psychology)

(Programcode:UMMPYS5)

As per Choice Based Semester and Grading System
(CBSGS)witheffectfromAcademic Year 2023- 2024

Program Outcomes (PO):

A leaner completing B.A .will be able to:

PO1	Demonstrate analytical skills in applying appropriate arts principles and Methodologies to solve a wide range of problems.
PO2	Design, carry-out research and analyze results by accounting for uncertainties in Different quantities measured using various social/scientific instruments.
PO3	Demonstrate professional behavior of being unbiased, and truthful in all aspects of Work as an individual as well a steam.
PO4	Be generally imbibed with realization of human values.
PO5	Develop a sense of social service.
PO	Become a responsible and dutiful citizen.
6P	Develop a critical temper and creative
O7	ability.
PO 8	Acquaint the learner with knowledge of subjects like Economics, Psychology, Sociology, Business and Commerce.

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Program Specific Outcomes (PSO's)

On completion of BA Psychology program, learners will be enriched with knowledge and be able to

PSO1	Develop an understanding of fundamental concepts in Psychology.
PSO2	Able to apply principles of psychology to everyday life.
PSO3	Research human behavior using psychological principles.
PSO4	Able to statistically analyze and comprehend complex psychological phenomenon empirically.

VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF ARTS, SCIENCE AND COMMERCE (AUTONOMOUS)

NEP HOLISTIC DEVELOPMENT BASED CURRICULUM FRAMEWORK

For T. Y. B. A. PSYCHOLOGY
Undergraduate Program

TERM I

From

Academic

year

2025-2026

T.Y.B. A.(Psychology) SEMESTER-V

Major /Core Course- I

COURSE TITLE: ABNORMAL PSYCHOLOGY – I

Course Learning Objective

The objective of this course is:

1. To help students in building knowledge of the basic concepts and modern trends in Abnormal Psychology.
2. Educate about early and contemporary theories & research in Abnormal psychology
3. To facilitate understanding of human behavior.
4. To foster interest in Abnormal Psychology as a field of study.

Course Learning Outcomes

After completing the course:

a) Learner will
1. Develop understanding of the basic concepts and theories of Abnormal Psychology.
2. Develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
3. Become more sensitized to and equipped to deal with various issues related to Mental Health in society.

b) Knowledge of Abnormal Psychology will help learner for higher education and also to pursue a professional career in Clinical Psychology.

Module 1	Name of the module	[60L]
Unit 1:	**Understanding Psychopathology: An Integrative Approach to Psychopathology** a) Understanding Psychopathology: What is a Psychological Disorder? The science & historical conceptions of abnormal behavior. b) One-Dimensional Vs Multidimensional Models c) Genetic contributions to Psychopathology d) Neuroscience and its Contribution to Psychopathology e) Behavioural & Cognitive Science.	(15L)
Unit 2:	**Clinical Assessment & Diagnosis** a) Assessing Psychological Disorders: Key concepts, clinical interview, physical examination, behavioural assessment, psychological testing, neuropsychological testing, neuroimaging, psychophysiological assessment. b) Diagnosing Psychological Disorders: Classification issues, diagnosis before 1980, DSM-III to DSM-5, creating a diagnosis.	(12L)
Unit 3:	**Anxiety, Trauma & Stressor related, and Obsessive Compulsice and related disorders** a) The complexity of Anxiety Disorders b) Anxiety Disorders: GAD, Panic and Agoraphobia, Specific Phobia, Social Anxiety Disorder. c) Post Traumatic Stress Disorder (PTSD)	(18L)

	d) Obsessive –Compulsive Disorder (OCD) e) Body Dysmorphic Disorder f) Other Obsessive-compulsive and related disorders: Hording Disorder, Trichotillomania and Excoriation.	
Unit 4:	**Somatic Symptom & related Disorders and Dissociative Disorders** a) Somatic Symptom and Related Disorder: Somatic Symptom Disorder, Illness Anxiety Disorder, Psychological factors affecting medical condition, Conversion Disorder. b) Dissociative Disorders: Depersonalization-Derealization Disorder, Dissociative Amnesia, Dissociative Identity Disorder.	(15L)
Ref	**Book for Study** **Barlow, D. H., Durand, V.M., Hofman, S. G. (2021).** *Abnormal Psychology: An Integrative Approach.* **(8th Ed), CENGAGE Learning India.** **Books for reference:** 1. Butcher, J.N; Hooley, J.M; Mineka, S; &Dwivedi, C.B. (2020). *Abnormal Psychology.* (16th ed.). Pearson 2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall 3. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press 4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education 5. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd 6. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007 7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore 8. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill. 9. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall 10. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA	

11. Whitbourne, S. K., &Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw

COURSE CODE: UMMPYS5-301 [CREDITS-04]

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/Minor Subject Course (Theory)	1.Internal(40%) **(Table2)**	4- Credit	-	**40**
	2.Semester-end Examination(60%)		2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluation type
1. Assignments.
2. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
3. Class Test (Objective-Multiple Choice Questions/ Subjective).
4. Active participation in class activities.
5. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)

Attempt all questions	
(Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	**10Marks**
Q.2 Essay Type: A or B(based onModule2)	**10Marks**
Q.3 Essay Type: A or B (based onModule3)	**10Marks**
Q.4 Essay Type: A or B (based onModule4)	**10Marks**
Q.5Short Notes any 4 out of 8(two from each module)	**20Marks**

T.Y.B. A.(Psychology) SEMESTER-V
Major /Core Course- I

COURSE TITLE: COGNITIVE PSYCHOLOGY – I

COURSE CODE: UMMPYS5-302 [CREDITS-04]

CourseLearningObjective
The objective of this course is: 1. To help students in building knowledge of the basic concepts and modern trends in Cognitive Psychology. 2. Educate about early and contemporary theories & research in Cognitive psychology. 3. To facilitate understanding of human cognition. 5. To foster interest in Cognitive Psychology as a field of study.

Course Learning Outcomes
After completing the course students will be able to: a). Learner will 1. Develop understanding of the basic concepts and theories of Cognitive Psychology. 2. Develop insight into theoretical aspects of cognitive processes b). Knowledge of Cognitive Psychology will help learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

Module 1	Name of the module	[60L]

Unit 1:	**Perception: Recognizing Patterns and Objects**
	
	  a) Introduction & Fundamental Concepts
	  b) Human Perceptual Systems
	  c) Recognition
	  d) Social Perception
		(15L)

Unit 2:	**Attention and Consciousness**
	  a) Introduction
	  b) Attention
	  c) Consciousness
		(12L)

Unit 3:	**Sensory, Short Term and Working Memory**	(18L)
	a) Introduction b) Sensory Memory c) Short Term Memory d) Working Memory	
Unit 4:	**Long-Term Memory**	(15L)
	a) Introduction b) Memory and amnesia c) The structure of LTM d) Non-declarative memory e) Declarative memory	
Ref:	**Book for Study** **Gilhooly, K.; Lyddy,F.&Pollick F. (2014). Cognitive Psychology, McGraw Hill Education** **Books for reference:** 1) Ashcraft, M. H. &. Radvansky, G. A. (2009). *Cognition.* (5th ed), Prentice Hall, Pearson education 2) Francis, G., Neath, I., &VanHorn, D. (2008). *Coglab 2.0 on a CD.* Wadsworth Cengage Learning, international student edition 3) Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015) 4) Goldstein, E. B. (2007). *Psychology of sensation and perception.* New Delhi: Cengage learning India, Indian reprint 2008 5) Matlin, M.W. (2013). *Cognitive Psychology, 8th*ed., international student version, John Wiley & sons 6) Reed, S. K. (2004). *Cognition: Theory and Applications.* (6th ed.), Wadsworth/ Thomson Learning	

7) 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.

8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science.* Volume 1, New Delhi, Sage publications

9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering.* New Delhi: Cengage learning India, Indian reprint 2009

10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology.* Pearson education, New Delhi, first Indian reprint 2014

11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader.* Thomson Wadsworth

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ MinorSubjectCourse (Theory)	1.Internal(40%)**(Table2)**	4-Credit	-	**40**
	2.Semester-endExamination(60%)		2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluationtype
6. Assignments.
7. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
8. Class Test (Objective-Multiple Choice Questions/ Subjective).
9. Active participation in class activities.
10. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions	
(Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	**10Marks**
Q.2 Essay Type: A or B(based onModule2)	**10Marks**
Q.3 Essay Type: A or B (based onModule3)	**10Marks**
Q.4 Essay Type: A or B (based onModule4)	**10Marks**
Q.5Short Notes any 4 out of 8(two from each module)	**20Marks**

T.Y.B. A.(Psychology) SEMESTER-V

MINOR - PAPER-4
COURSE TITLE: PSYCHOLOGY OF HUMAN BEHAVIOUR AT
WORK– I

COURSE CODE: UMMPYS5-302 [CREDITS-04]

CourseLearningObjective

The objective of this course is:

4. To help students in building knowledge regarding organizational behaviour in general applicable to a variety of work environments.
5. to acquaint them with topics like attitudes and job satisfaction that a vital in all work environments.
6. To familiarize students with principals of motivation that guide human behaviour at work.
6. To understand the nature and types of leadership found at work places.

Course Learning Outcomes

After completing the course learner will

     1. Develop understanding of the basic concepts and theories of Organizational Behaviour

     2.   Develop insight into theoretical aspects of attitudes, motivation, job satisfaction and leadership as applied to workplace.

Module 1	Name of the module	[60L]
Unit 1:	**What is Organizational Behaviour?** a) The importance of interpersonal skills b) What managers do - management functions, roles, and skills c) Defining organizational behaviour; Disciplines that contribute to the OB field d) Challenges and Opportunities for OB - Responding to globalization; managing workforce diversity; coping with "temporariness"; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour.	(15L)
Unit 2:	**Attitudes and Job Satisfaction** a) Attitudes - Main components of attitudes; Major Job Attitudes b) Job Satisfaction - Measuring job satisfaction. What causes jobsatisfaction? The impact of satisfied and dissatisfied employees on the workplace	(12L)

Unit 3:	**Motivation Concepts**	(18L)
	a) Defining Motivation; 4 early theories of motivation b) Contemporary theories of motivation - Goal Setting Theory, EquityTheory/ Organizational justice, Expectancy Theory	
Unit 4:	**Leadership**	(15L)
	a) What is Leadership? Trait theories, Behavioural theories b) Contingency Theory – The Fiedler Model c) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; characteristics of transactional leaders; characteristics of transformational leaders d) Leading for the future: Mentoring	
Ref:	**Book for Study** **Robbins, S. P. Judge, T. A. & Vohra, N. (2013). Organizational Behavior. (15th ed.), Indian subcontinent adaptation, New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.** **Books for reference:** 1. Aquinas, P. G. (2013). Organisational Behavior Concepts Realities Application and Challenges. (2nd ed.)New Delhi: Excel Books 2. Ashliegh, A. M. (2012). The psychology of people in organizations. Pearson Education 3. Baltus, R. (2012). Personal psychology for work and life. Tata McGraw Hill 4. Dash, C. (2013). Organisational behavior. New Delhi: International Book House 5. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). Organisations: Behaviour, Structure, Processes. TataMcGraw Hill 6. Greenberg, J. (2013). Behaviour in organizations (10th ed.). PHI Learning Private Limited. 7. Luthans, F. (2013). Organisational behaviour: An evidence –based approach. Tata McGraw Hill 8. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill,New Delhi. 9. Pareek, U. & Khanna, S. (2011). Understanding organizational behavior. Oxford University Press	

	10. Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). Business organization management. (2nd Revised ed.)New Delhi: International Book House.	

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ MinorSubjectCourse (Theory)	1.Internal(40%)**(Table2)**	4-Credit	-	**40**
	2.Semester-endExamination(60%)		2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluationtype
11. Assignments.
12. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
13. Class Test (Objective-Multiple Choice Questions/ Subjective).
14. Active participation in class activities.
15. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions (Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	10Marks
Q.2 Essay Type: A or B(based onModule2)	10Marks
Q.3 Essay Type: A or B (based onModule3)	10Marks
Q.4 Essay Type: A or B (based onModule4)	10Marks
Q.5Short Notes any 4 out of 8(two from each module)	20Marks

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Best College Award – Urban Area, University of Mumbai (2012-13)
Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the

University of Mumbai

Syllabus for

Program: B.A. (Psychology)

(Program code:UMMPYS5)

As per Choice Based Semester and Grading System (CBSGS)
with effect from Academic Year 2025- 2026

Program Outcomes (PO):

A leaner completing B.A .will be able to:

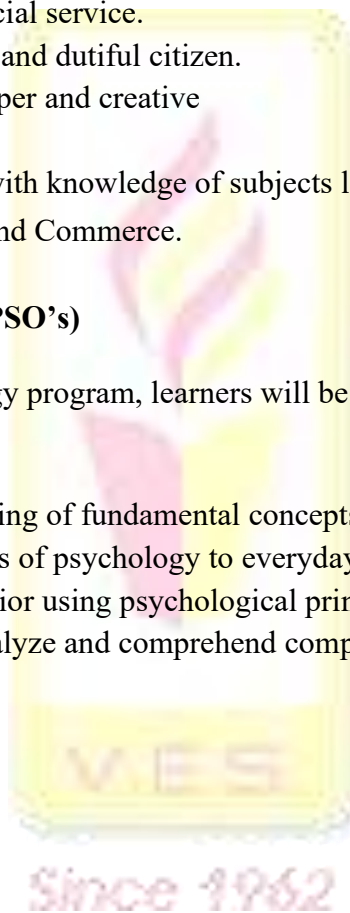|	
PO1	Demonstrate analytical skills in applying appropriate arts principles and Methodologies to solve a wide range of problems.
PO2	Design, carry-out research and analyze results by accounting for uncertainties in Different quantities measured using various social/scientific instruments.
PO3	Demonstrate professional behavior of being unbiased, and truthful in all aspects of Work as an individual as well a steam.
PO4	Be generally imbibed with realization of human values.
PO5	Develop a sense of social service.
PO	Become a responsible and dutiful citizen.
6P	Develop a critical temper and creative
O7	ability.
PO 8	Acquaint the learner with knowledge of subjects like Economics, Psychology, Sociology, Business and Commerce.

….

Program Specific Outcomes (PSO's)

On completion of BA Psychology program, learners will be enriched with knowledge and be able to

PSO1	Develop an understanding of fundamental concepts in Psychology.
PSO2	Able to apply principles of psychology to everyday life.
PSO3	Research human behavior using psychological principles.
PSO4	Able to statistically analyze and comprehend complex psychological phenomenon empirically.

VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF ARTS, SCIENCE AND COMMERCE (AUTONOMOUS)

NEP HOLISTIC DEVELOPMENT BASED CURRICULUM FRAMEWORK

For T. Y. B. A. PSYCHOLOGY
Undergraduate Program

TERM II

From

Academic

year

2025-2026

T.Y.B. A.(Psychology) SEMESTER-VI

Major /Core Course- I

COURSE TITLE: ABNORMAL PSYCHOLOGY – II

COURSE CODE: UMMPYS6 -301[CREDITS-04]

CourseLearningObjective
The objective of this course is: 1. To help students in building knowledge of the basic concepts and modern trends in Abnormal Psychology. 2. Educate about early and contemporary theories & research in Abnormal psychology 3. To facilitate understanding of human behavior. 4. To foster interest in Abnormal Psychology as a field of study.
Course Learning Outcomes

After completing the course:
 	
a) Learner will
    1. Develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
    2. Become more proficient in understanding common Mental disorders and their facets for a better career trajectory as well as in society.
 	
b) Knowledge of Abnormal Psychology will help learner for higher education and also to pursue a professional career in Clinical Psychology.

Module 1	Name of the module	[60L]

Unit 1:	**Schizophrenia Spectrum and Other Psychotic Disorders**
	
	  a) Schizophrenias: Perspectives on Schizophrenia,
	  b) Clinical description, Symptoms and Subtypes,
	  c) Prevalence & causes of Schizophrenia
		(12L)

Unit 2:	**Mood Disorder and Suicide**
	  a) Understanding and defining Mood Disorders.
	  b) Prevalence of Mood Disorders.
	  c) Causes of Mood Disorders.
	  d) Suicide
		(18L)

Unit 3:	**Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria.**
	  a) Sexual Dysfunctions: What is Normal Sexuality?
	    An overview of Sexual dysfunctions, Assessing sexual Behaviour, Causes of Sexual dysfunctions.
	  b) Paraphilic Disorders: Clinical descriptions and causes.
	  c) Gender Dysphoria.
		(15L)

Unit 4:	**Personality Disorders**	(15L)
	a) An overview of Personality Disorders b) Cluster A Personality Disorders. c) Cluster B Personality Disorders. d) Cluster C Personality Disorders	
Ref:	**Book for Study** **Barlow, D. H., Durand, V.M., Hofman, S. G. (2021).** *Abnormal Psychology: An Integrative Approach.* **(8th Ed), CENGAGE Learning India.** **Books for reference:** **1. Butcher, J.N; Hooley, J.M; Mineka, S; &Dwivedi, C.B. (2020).** *Abnormal Psychology.* **(16th ed.). Pearson** **2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall** **3. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press** **4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education** **5. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd** **6. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007** **7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore** **8. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.** **9. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall** **10. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA** **11. Whitbourne, S. K., &Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw**	

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ MinorSubjectCourse (Theory)	1.Internal(40%)**(Table2)**	4-Credit	-	**40**
	2.Semester-endExamination(60%)		2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluationtype
16. Assignments.
17. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
18. Class Test (Objective-Multiple Choice Questions/ Subjective).
19. Active participation in class activities.
20. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions	
(Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	**10Marks**
Q.2 Essay Type: A or B(based onModule2)	**10Marks**
Q.3 Essay Type: A or B (based onModule3)	**10Marks**
Q.4 Essay Type: A or B (based onModule4)	**10Marks**
Q.5Short Notes any 4 out of 8(two from each module)	**20Marks**

T.Y.B. A.(Psychology) SEMESTER-VI

Major /Core Course- I

COURSE TITLE: COGNITIVE PSYCHOLOGY – II

COURSE CODE: UMMPYS6-302 [CREDITS-04]

CourseLearningObjective
The objective of this course is: 7. To help students in building knowledge of the basic concepts and modern trends in Cognitive Psychology.   8. Educate about early and contemporary theories & research in Cognitive psychology.   9. To facilitate understanding of human cognition.   7. To foster interest in Cognitive Psychology as a field of study.

Course Learning Outcomes
After completing the course students will be able to: a). Learner will   1. Develop understanding of the concepts and theories of Cognitive Psychology used in daily life.   2. Develop insight into cognitive processes involved in higher order intellectual functions.   b). Knowledge of Cognitive Psychology will help learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

Module 1	Name of the module	[60L]

Unit 1:	**Learning, Forgetting and Imagery**
	      a) Introduction
	      b) Learning: Encoding, storage and retrieval
	      c) Forgetting
	      d) Everyday/ Real world memory
	      e) Imagery and Concepts
		(15L)

Unit 2:	**Problem Solving**
	      a) Introduction
	      b) Problems and problems types
	      c) Brief history and background
	      d) Insight revisited
	      e) Knowledge rich (expert) problem solving
	      f) Creative problem solving
		(12L)

Unit 3:	**Decision Making**
	  a) Introduction
	  b) Expected value theory
	  c) Utility and prospect theory
	  d) Subjective probability and prospect theory
	  e) Making probability judgments
	  f) The affect heuristic
	  g) Decision processes for multi-attribute alternatives
	  h) Two-system approaches to decision making
	  i) Fast and frugal heuristic: the adaptive toolbox
	  j) Naturalistic decision making
	  k) Neuroeconomics: Neuroscience approaches to decision making
		(18L)

Unit 4:	**Reasoning**
	  a) Introduction
	  b) Deductive reasoning
	  c) Inductive reasoning: Testing and generating hypotheses
		(15L)

Ref:	**Book for Study** **Gilhooly, K.; Lyddy,F.&Pollick F. (2014). <u>Cognitive Psychology,</u> McGraw Hill Education** **Books for reference:** 1) Ashcraft, M. H. &. Radvansky, G. A. (2009). <u>*Cognition.*</u> (5th ed), Prentice Hall, Pearson education 2) Francis, G., Neath, I., &VanHorn, D. (2008). *Coglab 2.0 on a CD.* Wadsworth Cengage Learning, international student edition 3) Galotti, K.M. (2014). <u>Cognitive Psychology: In and Out of the Laboratory</u>. (5th ed.). Sage Publications (Indian reprint 2015) 4) Goldstein, E. B. (2007). *Psychology of sensation and perception.* New Delhi: Cengage learning India, Indian reprint 2008 5) Matlin, M.W. (2013). *Cognitive Psychology, 8th*ed., international student version, John Wiley & sons	

6) Reed, S. K. (2004). *Cognition: Theory and Applications.* (6th ed.), Wadsworth/ Thomson Learning

7) 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.

8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science.* Volume 1, New Delhi, Sage publications

9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering.* New Delhi: Cengage learning India, Indian reprint 2009

10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology.* Pearson education, New Delhi, first Indian reprint 2014

11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader.* Thomson Wadsworth

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ MinorSubjectCourse (Theory)	1.Internal(40%)**(Table2)**	4-Credit	-	**40**
	2.Semester-endExamination(60%)		2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluation type
21. Assignments.
22. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
23. Class Test (Objective-Multiple Choice Questions/ Subjective).
24. Active participation in class activities.
25. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions	
(Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	**10 Marks**
Q.2 Essay Type: A or B(based onModule2)	**10 Marks**
Q.3 Essay Type: A or B (based onModule3)	**10 Marks**
Q.4 Essay Type: A or B (based onModule4)	**10 Marks**
Q.5 Short Notes any 4 out of 8(two from each module)	**20 Marks**

T.Y.B. A.(Psychology) SEMESTER-V

MINOR - PAPER-4
COURSE TITLE: PSYCHOLOGY OF HUMAN BEHAVIOUR AT
WORK– I

COURSE CODE: UMMPYS5-302 [CREDITS-04]

CourseLearningObjective

The objective of this course is:
 	
  10. To help students understand work teams and how they can function.
  11. To acquaint them with conflict management and negotiation skills.
  12. To familiarize students with psychological concepts of emotion and mood and their impact on human behaviour at work.
   8. To help students understand organizational change and stress management at work places.

Course Learning Outcomes

After completing the course learner will
        1. Develop understanding of the intricate behavioural aspects impacting efficiency at work such as
 	
   a.   How teams work.
   b.   The type of conflict that can occur and how conflict can be managed.
   c.   How negotiations can be done
   d.   How emotions and moods play a role in and affect work environments
   e.   How and when organizational change occurs and how that stress can be managed.

Module 1	Name of the module	[60L]
Unit 1:	**Understanding Work Teams** a) Differences between groups and teams; Types of teams b) Creating effective teams	(15L)
Unit 2:	**Conflict and Negotiation** a) Defining Conflict; transitions in conflict thought b) The Conflict Process c) Negotiation: Bargaining strategies; the negotiation process	(12L)
Unit 3:	**Emotions and Moods** a) What are Emotions and Moods? The basic emotions; sources of emotions and moods ` b) Emotional Intelligence c) Organizational Behaviour applications of emotions and moods.	(18L)

Unit 4:	**Organizational Change and Stress Management**	(15L)
	a) Forces for Change b) Work Stress and its Management	
Ref:	**Book for Study** **Robbins, S. P. Judge, T. A. & Vohra, N. (2013). Organizational Behavior. (15th ed.), Indian subcontinent adaptation, New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.** **Books for reference:** 7. Aquinas, P. G. (2013). Organisational Behavior Concepts Realities Application and Challenges. (2nd ed.)New Delhi: Excel Books 8. Ashliegh, A. M. (2012). The psychology of people in organizations. Pearson Education 9. Baltus, R. (2012). Personal psychology for work and life. Tata McGraw Hill 10. Dash, C. (2013). Organisational behavior. New Delhi: International Book House 11. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). Organisations: Behaviour, Structure, Processes. TataMcGraw Hill 12. Greenberg, J. (2013). Behaviour in organizations (10th ed.). PHI Learning Private Limited. 11. Luthans, F. (2013). Organisational behaviour: An evidence –based approach. Tata McGraw Hill 12. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill,New Delhi. 13. Pareek, U. & Khanna, S. (2011). Understanding organizational behavior. Oxford University Press 14. Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). Business organization management. (2nd Revised ed.)New Delhi: International Book House.	

Evaluation:

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/	1.Internal(40%)**(Table2)**		-	**40**

MinorSubjectCourse (Theory)	2.Semester-endExamination(60%)	4-Credit	2hrs	**60**

Table-2

Theory-Mode of assessment-Continuous Internal Assessment [40%]

Evaluationtype
26. Assignments.
27. Project-based learning activities (Group Discussion Research/ Case-studies/ Reports/ Assignments/ Presentations/ Skit/ Poster/ etc.).
28. Class Test (Objective-Multiple Choice Questions/ Subjective).
29. Active participation in class activities.
30. Overall conduct as a responsible student with respect to good behaviour, qualities, interpersonal skills etc.

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)	
Attempt all questions	
(Short notes can be asked in any two out of the four questions in Part B)	
Q.1 Essay Type: A or B(based onModule1)	**10Marks**
Q.2 Essay Type: A or B(based onModule2)	**10Marks**
Q.3 Essay Type: A or B (based onModule3)	**10Marks**
Q.4 Essay Type: A or B (based onModule4)	**10Marks**
Q.5Short Notes any 4 out of 8(two from each module)	**20Marks**