



The Kelkar Education Trust's  
**Vinayak Ganesh Vaze College of Arts, Science & Commerce**  
**AUTONOMOUS**

Mithaghar Road, Mulund East, Mumbai-400081, India

**College with Potential for Excellence**

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**Syllabus for Program F.Y. B. A.**

**Psychology Major & Minor**

Syllabus as per Choice Based Credit System (NEP-2020)

**(June 2025 Onwards)**

**Submitted by**

**Department of Psychology**

**Vinayak Ganesh Vaze College of Arts, Science and Commerce**

Mithagar Road, Mulund ( East) Mumbai-400081. Maharashtra, India.

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The Kelkar Education Trust's  
**Vinayak Ganesh Vaze College of Arts, Science & Commerce**  
(AUTONOMOUS)

❖ **Syllabus as per Choice Based Credit System (NEP-2020)**

Name of the Programme	❖ F. Y. B. A. Psychology : CBCS (NEP-2020)	
The F. Y. B. A. in Psychology course is a one Year Full Time Course consisting of two semesters, to be known as Semester I and Semester II. Each semester consists of one major course and one minor course along with other courses- OE, VSEC, AEC, FP, CEP and CC		
1. Course Code	VAPS100	VAPS151
	VAPS101	VAPS152
2. Course Title	PSYCHOLOGY MAJOR AND MINOR	
3. Semester wise Course Contents	Copy of the detailed syllabus Enclosed	
4. References and additional references	Enclosed in the Syllabus	
5. No. of Credits per Semester	4	
6. No. of lectures per Unit	10 Hrs.	
7. No. of lectures per week	12	
8. No. of Tutorial per week	--	
9. Scheme of Examination	Semester End Exam: <b>60 marks</b> (4 Questions of 15 marks each)	
	Internal Assessment : <b>40 marks</b>	
	Class Test : 15 marks	
	Project/ Assignment : 15 marks	
	Class Participation : 10 marks	
10. Special notes, if any	No	
11. Eligibility, if any	As laid down in the College Admission brochure / website	
12. Fee Structure	As per College Fee Structure specifications	
13. Special Ordinances / Resolutions, if any	No	

## Preamble

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The Board of studies in First Year Psychology headed by Dr. Neeta Mehta, the Chairman, Department of Psychology, Vinayak Ganesh Vaze College of Arts, Science and Commerce (Autonomous), Mithagar Road, Mulund (East) Mumbai, University of Mumbai had the thorough discussions on the syllabus of I and II semester Psychology for BA Psychology courses using the syllabus provided by the NEP Psychology syllabus drafting Committee. This syllabus has to be accepted for the academic year 2025-26. The Core committee consisting of the faculty members of the Psychology department with specializations in Clinical and Industrial Psychology which comprising the BOS and also additional faculty members from other Colleges of University of Mumbai have made effective joint brainstorming discussions and arrived at a Syllabus in Psychology for I and II semesters. The final syllabus incorporating all the suggestions was finally approved by the members of the Board of Studies in Psychology (UG) on 12<sup>th</sup> April, 2025. The following Faculty Members of the Core Committee were involved in the preparation of the Psychology Syllabus.

1. Dr. Neeta Mehta (Head, Vice Principal)
2. Dr. Reeta Kamble
3. Ms. Sharvari Gupte
4. Ms. Priyal Karania

Sd/-

Dr. Neeta Mehta  
Chairman  
BOS Psychology

The Kelkar Education Trust's  
**Vinayak Ganesh Vaze College of Arts, Science & Commerce, (AUTONOMOUS)**

**Programme Structure and Course Credit Scheme:**

SEMESTER	MAJOR		MINOR	OE	VSC/SEC	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	TOTAL	CUM. CR/SEM
	<b>Mandatory</b>	<b>Elective</b>							
I	4 (4L) (2 PAPER)	--	4(4L) (1 PAPER)	4 (3L+1P)/4 L (1PAPER)	VSEC 4 L (1 PAPER)	AEC, VEC, IKS (1PAPER EACH)	-	22	<b>20-22</b>
II	4 (4L) (1 PAPER)	--	4(4L) (1 PAPER)	4 (3L+1P)/4 L (1PAPER)	VSEC 4 L (1 PAPER)	AEC, VEC (1PAPER EACH)	CC	22	<b>20-22</b>
<b>TOTAL</b>	<b>8</b>		<b>8</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>2</b>	<b>44</b>	
<b>CU.CR</b>	<b>8</b>		<b>8</b>	<b>8</b>	<b>4+4</b>	<b>6+4</b>	<b>2</b>	<b>44</b>	<b>40-44</b>

**Programme: F. Y. B. A.**

Semester	Course	Course Title	Course Code	Credits
<b>I</b>	Major	Course 1: FUNDAMENTALS OF PSYCHOLOGY: BASIC CONCEPTS AND PROCESSES	VAPS100 / VAPS101	4
	Minor (ANY ONE)	1. History	VAHIS101	4
		2. Political Science	VAPO101	4
		3. Economics	VAEC101	4
		4. Sociology	VASO101	4
	Open Elective (OE) (ANY ONE)	Cosmetology decoded by Botanicals	VCD125	4
		Citizens Rights and Legal Empowerment I	VCR132	4

		Chemistry in Daily Life-I	VCH127	4
		Commercial Geography	VCG133	4
		Wildlife Ecotourism	VWE131	4
		Physics in Everyday Life	VPH130	4
		Cosmetology decoded by Botanicals	VCD125	
	Vocational skill Courses (VSEC)	Research Methods In Psychology	VAPS102	2
	Ability Enhancement Courses (AEC) (ANY ONE)	Business Communication 1 (Dept Of English)	VBC135	2
	Value Education Course (VEC)	Constitution Of India (Dept. Of History)	VCI136	2
	Indian Knowledge System (IKS)	Indian Mythology in Translation	VIM140	2
		Performing Arts in Ancient and Medieval India	VPA141	2
		Ayurveda and Herbal Science	VAH139	2
	Total Credits			22
II	Major	Course 1: Fundamentals Of Psychology: Theories And Perspectives	VAPS150 / VAPS151	4
	Minor	History	VAHIS151	4
		Political Science	VAP0151	4
		Economics	VAEC151	4
		Sociology	VASO151	4
	Open Elective (OE) ONE COURSE FROM THE SAME DEPARTMENT AS SEM III OE	Indoor Gardening	VCR182	2
		Citizens Rights and Legal Empowerment I	VCH177	2
		Chemistry in Daily Life-II	VCG183	2
		Commercial Geography	VSC181	2

		Scientific Communication	VPH180	2
		Physics of Human Health	VCR182	2
	Vocational Skill Enhancement Courses (VSEC)	Statistics In Psychology	VAPS152	2
	Ability Enhancement Courses (AEC)	Business Communication 2 (Dept Of English)	VBC185	2
	Value Education Course (VEC)	Human Rights (Dept. Of History)	VHR186	2
	Co-Curricular	CULTURAL ACTIVITIES	VCA189	2
		COMMUNITY ENGAGEMENT ACITIVITIES	VCE190	2
		NATIONAL SERVICE SCHEME	VNS191	2
		SPORTS ACTIVITIES	VSA192	2
		YOGA	VYG193	2
		Student Will Select Any ONE Co-Curricular Course		
	Total Credits			22

❖ **Semester-wise Details of Psychology Course**

Semester – I									
Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major	04	---	4	15	15	10	100	NA	100
Minor	04	---	4	15	15	10	100	NA	100

VSEC	02	2	2	---	--	---	----	100	100
OE	03	01	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
VEC	02	4	2	15	15	----	----	-----	50
IKS	02	4	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650

CIA-II : Assignment/Project

CIA-III : APICID &A

Max. Time, End Semester Exam (Theory) : 2 .00 Hrs.

## Semester – II

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major P-I	04	---	4	15	15	10	100	NA	100
Minor	04	---	4	15	15	10	100	NA	100
VSEC	04	---	2	---	--	---	----	100	100
OE	03	01	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
VEC	02	4	2	15	15	----	----	-----	50
CC	-----	---	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650

CIA-II : Assignment/Project

CIA-III : APICID &A

Max. Time, End Semester Exam (Theory) : 2 .00 Hrs.

- L - Lectures
- T - Tutorials
- P - Practical
- C - Credits

### Programme Outcomes

Upon successful completion of the B.A. course from Vaze College graduates can expect the following outcomes:

<b>PO1</b>	Exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature)
<b>PO2</b>	Demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO3</b>	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
<b>PO4</b>	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations
<b>PO5</b>	Effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

### Programme Specific Outcomes

Upon successful completion of the B.A. (Psychology) course from Vaze College graduates can expect the following outcomes:

<b>PSO1</b>	Understand basic concepts and modern trends in the various fields of Psychology
<b>PSO2</b>	Develop a compassionate approach and empathize with people having minor or major psychological issues.
<b>PSO3</b>	Apply the knowledge of psychological principles to address various psychosocial issues in various settings.
<b>PSO4</b>	Undertake research in the various fields of Psychology.
<b>PSO5</b>	Understand and commit to the ethical guidelines prescribed by professional regulatory bodies
<b>PSO6</b>	Pursue higher education in the field of psychology.



## **Semester – I**

### **Major**

**Course Code: VAPS100/ VAPS101**

**Credits: 4**

## **Fundamentals of Psychology : Basic Concepts and Processes**

### **Course Learning Objectives**

<b>1.</b>	To describe and examine the foundations of psychology as a science, the key issues and controversies, and the fundamental processes underlying motivation and emotion.
<b>2.</b>	To explain and differentiate various states of consciousness and perceptual processes by analyzing mechanisms like sleep, dreams, meditation, and perceptual illusions.
<b>3.</b>	To understand, analyze, and evaluate models of memory, processes of remembering and forgetting, and major theories related to intelligence including the roles of nature and nurture.
<b>4.</b>	To critically assess and apply concepts of thinking, problem solving, and language acquisition, and explore the relationship between language and thought.

### **Course Outcome**

Upon completing the course, the student will be able to....

<b>CO1</b>	Explain the nature of psychology as a scientific discipline, analyze motivational and emotional processes, and discuss cultural influences on emotions.
<b>CO2</b>	Describe and differentiate between various altered states of consciousness, and evaluate perceptual processes involved in constructing reality.
<b>CO3</b>	Analyze the cognitive processes underlying memory formation and forgetting, and evaluate various theories and types of intelligence.
<b>CO4</b>	Apply concepts of thinking, problem-solving strategies, and language development theories to real-life scenarios, and critically reflect on the interplay between language and thought.

## COURSE CONTENT

Unit	Content	No. of lecture
Unit I	<p><b>Introduction to Psychology and Motivation and Emotions</b></p> <p>1.1 Psychology as a Science</p> <p>1.2 Psychologists at Work</p> <p>1.3 Roots of Psychology</p> <p>1.4 Psychology's Key Issues and Controversies</p> <p><b>1.5 Motivation</b></p> <p>1.5.1 Defining Motivation</p> <p>1.5.2 Approaches to Understanding Motivation</p> <p>1.5.3 Human Needs and Motivation: Eat, Drink and Be Daring</p> <p><b>1.6 Emotions</b></p> <p>1.6.1 Defining Emotions</p> <p>1.6.2 Understanding Emotional Experiences</p> <p>1.6.3 Functions of Emotions</p> <p>1.6.4 Labeling our Feelings</p> <p>1.6.5 Roots of Emotions</p> <p>1.6.6 Culture and Emotions: Emotions in the Indian Tradition</p>	12
Unit II	<p><b>States of Consciousness and Perception</b></p> <p>2.1. States of Consciousness</p> <p>2.1.1 Sleep and Dream</p> <p>2.1.2 Hypnosis and Meditation</p> <p><b>2.2 Perception</b></p> <p>2.2.1 Constructing Our View of the World</p> <p>2.2.2 Top-down and Bottom-up Processing</p> <p>2.2.3 Depth Perception</p>	12

	<b>2.2.4</b> Perceptual Constancy <b>2.2.5</b> Motion Perception <b>2.2.6</b> Perceptual Illusions	
<b>Unit III</b>	<b>Memory and Intelligence</b> <b>3.1 Memory</b> <b>3.1.1</b> The Foundations of Memory <b>3.1.2</b> Three Basic Processes <b>3.1.3</b> Models of Memory <b>3.1.4</b> Recalling Long-Term Memories <b>3.1.5</b> Constructive Processes in Memory <b>3.1.6</b> Forgetting: When Memory Fails  <b>3.2 Intelligence</b> <b>3.2.1</b> What is intelligence? <b>3.2.2</b> Theories of Intelligence: <b>3.2.3</b> Practical and Emotional Intelligence <b>3.2.4</b> The Nature/Nurture Issue Regarding Intelligence	<b>12</b>
<b>Unit IV</b>	<b>Thinking, Problem Solving and Language</b> <b>4.1 Thinking and Reasoning</b> <b>4.1.1</b> Mental Images <b>4.1.2</b> Concepts <b>4.1.3</b> Reasoning  <b>4.2 Problem Solving</b> <b>4.2.1</b> Preparation: Understanding and Diagnosing Problems production: Generating <b>4.2.2</b> Solutions Judgment: Evaluating Solutions impediments to Solutions  <b>4.3.2</b> Creativity and Problem Solving	<b>12</b>

	<b>4.3 Language</b> <b>4.3.1 The Levels of Language Analysis</b> <b>4.3.2 Language Development</b> <b>4.3.3 Understanding Language Acquisition</b> <b>4.3.4 The Relationship between Language and Thought</b> <b>4.3.5 Animal Studies in Language</b>	
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### Text Book:

1. Feldman, R. S. (2017). *Essentials of Understanding Psychology*, (12<sup>th</sup> edition). New Delhi: Tata McGraw Hill
2. Ciccarelli, S. K., & White, J. N. Adapted by Girishwar Misra (2018). *Psychology*. 5<sup>th</sup> ed. New Delhi: Pearson Education

### Reference Books

1. Passer, M.W. & Smith, R. E. (2007). *Psychology: The Science of Mind and Behaviour*. 3<sup>rd</sup> Edition. New Delhi: Tata McGraw Hill Publishing Company Ltd.
2. Baron, R. A., & Misra, G. (2016). *Psychology*. (5<sup>th</sup> Edition). India: Pearson India Education Services Pvt Limited
3. Ciccarelli, S. K. & Meyer, G. E. (2008). *Psychology*. New Delhi: Dorling Kindersley (India) pvt ltd.
4. Pinel, J. P. J. (2012). *Biopsychology*. 6<sup>th</sup> Edition. New Delhi: Dorling Kindersley (India) Pvt Limited
5. Rathus, S. A. (2018). *Psych: Introductory Psychology*. (5<sup>th</sup> Edition). Delhi: Cengage Learning India Pvt Limited
6. Myers, D. G. (2013). *Psychology*. 10<sup>th</sup> edition. Delhi: Macmillan Publishers India Limited
7. Smith, E. E; Nolen-Hoeksema, S. Fredrickson, B & Loftus, G. R. (2003). Atkinson & Hilgards's *Introduction to Psychology*. (14<sup>th</sup> Edition) Singapore: Thomson- Wadsworth
8. Wade, C. & Tavis, C. (2007). *Psychology*. (8<sup>th</sup> ed.). New Delhi: Dorling Kindersley (India) Pvt Limited

**Semester – I**  
**VSEC**  
**Course Code: VAPS102**  
**Credits: 4**  
**Research Methods in Psychology**

**Course Learning Objectives**

1.	To understand and apply the scientific method, explore sources of research ideas, develop research questions, and critically engage with ethical principles in psychological research.
2.	To differentiate and evaluate various psychological research methods, including qualitative, nonexperimental, and experimental designs, and identify appropriate research tools and instruments
3.	To explain and analyze different sampling methods, address sampling biases, and apply basic descriptive and inferential statistical techniques for psychological data analysis.
4.	To integrate and synthesize research design principles by formulating a structured psychological research proposal according to APA guidelines.

**Course Outcome**

Upon completing the course, the student will be able to....

<b>CO1</b>	Describe and apply the scientific method in psychology, formulate research questions, conduct literature reviews, and adhere to ethical research practices.
<b>CO2</b>	Differentiate, select, and evaluate appropriate qualitative and quantitative research methods and tools suitable for various psychological investigations.
<b>CO3</b>	Apply sampling techniques, analyze data using descriptive and inferential statistics, and address sampling biases and confounding variables.
<b>CO4</b>	Design and develop a structured research proposal incorporating methodological rigor, ethical standards, and APA formatting guidelines.

## COURSE CONTENT

Unit	Content	No. of lecture
Unit 1. <b>Beginning Psychological Research: Search and Ethics</b>	<p><b>1.1 Introduction</b></p> <p>1.1.1 Overview of the scientific method and its application in psychology.</p> <p>1.1.2 Understanding the goals and principles of psychological research.</p> <p>1.1.3 Methodological Issues: Internal Validity and External Validity of Research</p> <p><b>1.2 Search for Ideas, Literature Review and Developing the Research Proposal</b></p> <p>1.2.1 Sources of Research Ideas</p> <p>1.2.2 Developing and Evaluating a Research Question/ Research Problem</p> <p>1.2.3 Reviewing the Literature</p> <p>1.2.4 Specifying the Variables</p> <p>1.2.5 Generating Testable Hypotheses</p> <p>1.2.6 Conducting Pilot Research</p> <p><b>1.3 Research Proposal Writing: APA (American Psychological Association) style guidelines.</b></p> <p><b>1.4 Ethical Issues in Conducting of Psychological Research</b></p>	<b>12</b>
Unit 2. <b>Psychological Research Methods and Tools</b>	<p><b>2.1 Psychological Research Methods</b></p> <p><b>2.2 Differentiating between Qualitative and Quantitative Approaches to research.</b></p> <p>2.2.1 Qualitative Approaches to Research</p> <p>2.2.2 Nonexperimental Research</p> <ul style="list-style-type: none"> <li>○ Observational Research</li> <li>○ Correlational Research</li> <li>○ Archival Research</li> <li>○ Case Study and Survey Research</li> </ul> <p>2.2.3 Experimental Research: Laboratory/ Quasi, Basic and advanced</p> <p><b>2.3 Tools of Psychological Research</b></p> <p>2.3.1 Apparatus and Stimulus Material</p>	<b>12</b>

	2.3.2 Interviews, Focus Groups, Questionnaire, Behavioural Coding, Rating Scales and Standardized Tests and Inventories, Psychophysiological measures. 2.3.3 Personal Documents and Archival Measures  <b>2.4 Using the Internet</b>	
Unit 3. <b>Sampling and Treatment of Data</b>	<b>3.1 Sampling</b>  3.1.1 Types of Samples 3.1.2 Issues related to sample size and representativeness. 3.1.3 Participant recruitment 3.1.4 Dealing with biases and confounding variables.  <b>3.2 Treatment of Data: Statistical concepts and techniques used in psychological research</b>  3.2.1 Descriptive Statistics 3.2.2 Inferential Statistics  <b>3.3 Qualitative Data Analysis</b>	<b>12</b>
Unit 4. <b>Practical Component</b>	Research Proposal Writing using the inputs received in Unit 1, 2 and 3	<b>12</b>

#### Text Book:

1. Coolican, H. (2006) *Introduction to Research Methods in Psychology*. Great Briton: Hodder Arnold- 150.194 COO (31471)
2. Kothari, C. R. (2002) *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan

#### Reference Books

1. Agarwal, Chetan & Sharma, Vijay (2012). *Research Methods in Psychology*. Delhi: Commonwealth. Publishers Pvt Ltd - 150, AGA/SHA (39781)
2. Elmes, David, G.; Kantowitz, Barry H. and Roediger III, Henry L. (2013). *Research Methods in Psychology*. New York: Brooks/Cole Publishing Company - 150.724, ELM (18797)
3. Kerlinger, Fred N. (2009). *Foundations of Behavioural Research*. New York: Harcourt Brace Jovanovich College Publishers - 150.7943, KER (12635)
4. McBurney, Donald H. (2001). *Research Methods*. USA: Wadsworth-Thomson Learning - 150.72 MCB (30878)

## **Semester – II**

### **Major**

**Course Code: VAPS150 / VAPS151**

**Credits: 4**

### **Fundamentals of Psychology : Theories and Perspectives**

#### **Course Learning Objectives**

<b>1.</b>	To understand and analyze biological, evolutionary, and trait-based perspectives on behavior, including the neurocognitive basis of behavior and personality traits.
<b>2.</b>	To examine and compare psychoanalytic theories and the contributions of major neo-Freudians toward understanding personality development.
<b>3.</b>	To evaluate and differentiate behavioral and cognitive theories of learning and personality, focusing on key models such as classical conditioning, operant conditioning, observational learning, and attribution theories.
<b>4.</b>	To critically appraise and apply humanistic and socio-cultural theories in understanding individual development, self-actualization, and the influence of culture and society on behavior

#### **Course Outcome**

Upon completing the course, the student will be able to....

<b>CO1</b>	Explain the biological underpinnings of behavior, analyze evolutionary influences, and differentiate major trait theories of personality.
<b>CO2</b>	Describe and critically assess the psychoanalytic approach of Freud and the contributions of key neo-Freudians toward expanding the psychodynamic perspective.
<b>CO3</b>	Differentiate and evaluate major behavioral and cognitive theories related to learning, motivation, and personality development.
<b>CO4</b>	Apply and critically reflect on humanistic and socio-cultural perspectives in explaining individual growth, self-theories, and cultural influences on behavior.



## **COURSE CONTENT**

<b>Unit</b>	<b>Content</b>	<b>No. of lecture</b>
<b>Unit I</b>	<b>Introduction to Psychology and Motivation and Emotions</b> <b>1.1</b> Psychology as a Science <b>1.2</b> Psychologists at Work <b>1.3</b> Roots of Psychology <b>1.4</b> Psychology's Key Issues and Controversies  <b>1.5 Motivation</b> <b>1.5.1</b> Defining Motivation <b>1.5.2</b> Approaches to Understanding Motivation <b>1.5.3</b> Human Needs and Motivation: Eat, Drink and Be Daring  <b>1.6 Emotions</b> <b>1.6.1</b> Defining Emotions <b>1.6.2</b> Understanding Emotional Experiences <b>1.6.3</b> Functions of Emotions <b>1.6.4</b> Labeling our Feelings <b>1.6.5</b> Roots of Emotions <b>1.6.6</b> Culture and Emotions: Emotions in the Indian Tradition	<b>12</b>
<b>Unit II</b>	<b>States of Consciousness and Perception</b> <b>2.1. States of Consciousness</b> <b>2.1.1</b> Sleep and Dream <b>2.1.2</b> Hypnosis and Meditation  <b>2.2 Perception</b> <b>2.2.1</b> Constructing Our View of the World <b>2.2.2</b> Top-down and Bottom-up Processing <b>2.2.3</b> Depth Perception	<b>12</b>

	<p><b>2.2.4</b> Perceptual Constancy</p> <p><b>2.2.5</b> Motion Perception</p> <p><b>2.2.6</b> Perceptual Illusions</p>	
<b>Unit III</b>	<p><b>Memory and Intelligence</b></p> <p><b>3.1 Memory</b></p> <p><b>3.1.1</b> The Foundations of Memory</p> <p><b>3.1.2</b> Three Basic Processes</p> <p><b>3.1.3</b> Models of Memory</p> <p><b>3.1.4</b> Recalling Long-Term Memories</p> <p><b>3.1.5</b> Constructive Processes in Memory</p> <p><b>3.1.6</b> Forgetting: When Memory Fails</p> <p><b>3.2 Intelligence</b></p> <p><b>3.2.1</b> What is intelligence?</p> <p><b>3.2.2</b> Theories of Intelligence:</p> <p><b>3.2.3</b> Practical and Emotional Intelligence</p> <p><b>3.2.4</b> The Nature/Nurture Issue Regarding Intelligence</p>	<b>12</b>
<b>Unit IV</b>	<p><b>Thinking, Problem Solving and Language</b></p> <p><b>4.1 Thinking and Reasoning</b></p> <p><b>4.1.1</b> Mental Images</p> <p><b>4.1.2</b> Concepts</p> <p><b>4.1.3</b> Reasoning</p> <p><b>4.2 Problem Solving</b></p> <p><b>4.2.1</b> Preparation: Understanding and Diagnosing Problems production: Generating  <b>4.2.2</b> Solutions Judgment: Evaluating Solutions impediments to Solutions</p> <p><b>4.3.2</b> Creativity and Problem Solving</p> <p><b>4.3 Language</b></p>	<b>12</b>

	<b>4.3.1</b> The Levels of Language Analysis <b>4.3.2</b> Language Development <b>4.3.3</b> Understanding Language Acquisition <b>4.3.4</b> The Relationship between Language and Thought <b>4.3.5</b> Animal Studies in Language	
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1. Feldman, R. S. (2017). *Essentials of Understanding Psychology*, (12<sup>th</sup> edition). New Delhi: Tata McGraw Hill
2. Ciccarelli, S. K., & White, J. N. Adapted by Girishwar Misra (2018). *Psychology*. 5<sup>th</sup> ed. New Delhi: Pearson Education

### Reference Books

1. Passer, M.W. & Smith, R. E. (2007). *Psychology: The Science of Mind and Behaviour*. 3<sup>rd</sup> Edition. New Delhi: Tata McGraw Hill Publishing Company Ltd.
2. Baron, R. A., & Misra, G. (2016). *Psychology*. (5<sup>th</sup> Edition). India: Pearson India Education Services Pvt Limited
3. Ciccarelli, S. K. & Meyer, G. E. (2008). *Psychology*. New Delhi: Dorling Kindersley (India) pvt ltd.
4. Pinel, J. P. J. (2012). *Biopsychology*. 6<sup>th</sup> Edition. New Delhi: Dorling Kindersley (India) Pvt Limited
5. Rathus, S. A. (2018). *Psych: Introductory Psychology*. (5<sup>th</sup> Edition). Delhi: Cengage Learning India Pvt Limited
6. Myers, D. G. (2013). *Psychology*. 10<sup>th</sup> edition. Delhi: Macmillan Publishers India Limited
7. Smith, E. E; Nolen-Hoeksema, S. Fredrickson, B & Loftus, G. R. (2003). Atkinson & Hilgards's *Introduction to Psychology*. (14<sup>th</sup> Edition) Singapore: Thomson- Wadsworth
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**Semester – II**  
**Major**  
**Course Code: VAPS152**  
**Credits: 4**  
**Statistics in Psychology**

**Course Learning Objectives**

1.	To understand and apply fundamental statistical concepts including types of scores, scales, frequency distributions, graphic representations, and measures of central tendency.
2.	To explain and calculate probability, characteristics of the normal probability curve, skewness, kurtosis, standard scores, and measures of variability in psychological research.
3.	To analyze and compute correlation, regression, and perform hypothesis testing using both parametric and non-parametric inferential statistical methods.
4.	To implement and integrate the theoretical and statistical knowledge in practical research through data collection, graphical representation, application of inferential statistics, and interpretation.

**Course Outcome**

Upon completing the course, the student will be able to....

<b>CO1</b>	Identify, apply, and summarize different types of scores, scales, frequency distributions, graphical methods, and measures of central tendency in psychological data.
<b>CO2</b>	Explain, compute, and interpret concepts of probability, normal distribution, skewness, kurtosis, standard scores, and measures of variability, and their relevance in data analysis.
<b>CO3</b>	Analyze and evaluate relationships among variables using correlation and regression techniques and conduct hypothesis testing using t-tests, ANOVA, and chi-square tests.
<b>CO4</b>	Design, conduct, and present a psychological research project using appropriate data collection methods, descriptive and inferential statistics, and interpret the findings meaningfully.

Unit	Content	No. of lecture
<b>Unit 1.</b>  <b>A) Types of scores, Types of scales, Frequency Distribution, Graphic representations</b>  <b>B) Measures of Central Tendency</b>	<b>1.1 Types of Scores</b> 1.1.1 Continuous and Discrete Scores – Meaning and Difference <b>1.2 Scales of Measurement</b> <b>1.3 Preparing a Frequency Distribution;</b> Advantages and Disadvantages of Preparing a Frequency Distribution; Smoothed Frequencies: Method of Running Averages <b>1.4 Graphic Representations:</b> Frequency Polygon, Histogram, Cumulative Frequency Curve, Ogive, Polygon of Smoothed Frequencies <b>1.5 Summarization of data through descriptive statistics -</b> Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean  <b>1.6 Comparison of measures of central tendency:</b> Merits, limitations, and uses of mean, median and mode	12
<b>Unit 2</b>  <b>A) Concept of Probability, Normal Probability Curve, Skewness and Standard Scores</b>  <b>B) Measures of Variability</b>	<b>2.1 The concept of Probability; laws of Probability</b> 2.1.1 Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve  2.1.2 Skewness - positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation  2.1.3 <b>Standard scores</b> – Z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores  <b>2.2 Calculation of 4 measures of variability:</b> 2.2.1 Range, Average Deviation, Quartile Deviation and Standard Deviation  2.2.2 Comparison of 4 measures of Variability: Merits, Limitations and Uses.  2.2.3 Calculation of Percentile ranks and Percentile Scores.  2.2.4 Percentiles – nature, merits, limitations, and uses.	12

Unit 3. <b>Correlation, Scatterplots, Regression Drawing Conclusions through Inferential statistics</b>	<b>3.1 Understanding data through Associational Statistics</b> 3.1.1 Meaning and Types of Correlation, Factors Affecting Correlation; Graphic representations of Correlation - Scatterplots 3.1.2 Calculation of Pearson's Product-Moment Correlation Coefficient 3.1.3 Calculation of Rho by Spearman's Rank-Difference Method 3.1.4 Uses and Limitations of Correlation Coefficient <b>3.2 Simple Regression and Multiple Regression</b> <b>3.3 Hypothesis Testing</b> <b>3.4 Parametric Tests</b> 3.4.1 t test 3.4.2 ANOVA <b>3.3 Non-parametric Tests</b> 3.3.1 Chi Square	12
Unit 4. <b>Practical Unit</b>	<b>Research Conduction:</b> Data collection, Graphic Representation, Application of Inferential Statistics and Interpretation	12

#### Text Book:

1. Mangal, S.K. (2002). *Statistics in Psychology and Education*. 2<sup>nd</sup> Edition. New Delhi: Prentice Hall of India Pvt. Limited
2. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.) Pearson Education, Indian reprint 2007.

#### Reference Books

1. Minium, E. W., King, B. M., & Bear, G. (2004). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley & Sons.
2. Garrett, H.E & Woodworth, R.S. (1985). *Statistics in Psychology and Education*. Bombay: Mrs. A. F. Shaikh for Vakils, Feffer and Simons Ltd.

