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
Phones :022-21631421, 221631423, 221631004 Fax : 022-221634262,
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Syllabus for B.A. Third Year Programme
Psychology

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

(June 2025 Onwards)

Board of Studies in Psychology

Submitted by

Department of Psychology
Vinayak Ganesh Vaze College of Arts, Science and Commerce (Autonomous)
Mithagar Road, Mulund (East) Mumbai-400081. Maharashtra, India.
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Vinayak Ganesh Vaze College of Arts, Science & Commerce
(Autonomous)

❖ Syllabus as per Choice Based Credit System (NEP 2020)
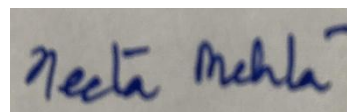
Syllabus for Approval

Subject: Psychology

Sr. No.	Heading	Particulars
1	Title of Programme	**Third Year BA Psychology: Semester V and VI**
2	Eligibility for Admission	The Second Year BA. examination of this university with Psychology as a Major or Minor subject or any other university recognized as equivalent thereto.
3	Passing marks	Minimum D Grade or equivalent minimum marks for passing at the Graduation level.
4	Ordinances/Regulations (if any)	---
5	No. of Years/Semesters	One year/Two semester
6	Level	U.G. Part-III: Level- 5.5
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic year	2025-2026

Date: 18/04/25   Signature:

BOS Chairperson: Dr. Neeta Mehta

Preamble

The Board of studies in Third 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 V and VI 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 V and VI semesters. The final syllabus incorporating all the suggestions was finally approved by the members of the Board of Studies in Psychology (UG) on 12th 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

Third Year B.A. Program in Psychology (Level 5.5)

Semester	Core Course & Credits		No. of Lectures	NSQF Course & Credits	No. of Lectures
Sem - V	**MAJOR**		No. of Lectures	**VSC/SEC**	No. of Lectures
	Mandatory*Credits 12 (4 x 3)			**VSC Credits 2**	
	Course 1 Cr. 4: Industrial Psychology		4L	Course 1 Cr. 2: Applied Organizational Behaviour: Developing Workplace Skills	4L
	Course 2 Cr. 4: Psychopathology I		4L		4L
	Course 3 Cr. 4: Practicals in Psychological Research: Experimentation and Statistical Tools		4L		4L
	Electives (selected anyone) Credits 4 (2+2)			**OJT/FP/CEP/CC/RP**	4L
	Course 1 Cr. 2: Counseling Psychology: Theories and Approaches		4L	**CEP Credits 2**	4L
	Course 1 Cr. 2: Educational Psychology		4L		4L
	MINOR Credits 2				
	Course 1 Cr. 2: Industrial Psychology		2L		2L
Sem - VI	**MAJOR**				
	Mandatory* Credits 12 (4x 3)			**VSC Credits 2**	4L
	Course 1 Cr. 4: Psychopathology II		4L	**-**	4L
	Course 2 Cr. 4: Cognitive Psychology		4L		4L
	Course 3 Cr. 4: Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools		4L		4L
	Electives (selected anyone) Credits 4 (2+2)			**OJT/FP/CEP/CC/RP**	4L
	Course 1 Cr. 2: Health Psychology		4L	**OJT Credits 4**	4L
	Course 1Cr. 2: Psychology of Consumer Behaviour		4L	Course 1 Cr. 2: Practical	8L
	MINOR Credits 2				
	Course 1 Cr. 2: Psychopathology		4L		2L
Total Cumulative credits = **24 + 08 + 04 + 02 + 06 = 44 Credits**					
Exit option: *Award of UG Degree in Major and Minor with 132 credits OR continue with Major & Minor*					

B. A. Program in Psychology: Cumulative Credit Structure

Level	Sem.	MAJOR		MINOR	VSC	OJT / CEP	Cum. Credits	Degree
		Mandatory*	**Electives Anyone**					
5.5	**Sem-V**	For Psychology						
		Credits 12 (4+4+4)	**Credits 4 (2+2)**	**Credits 2**	**Credits 2**	**Credits 2** CEP	**22**	
		Course 1 Cr. 4: Industrial Psychology Course 2 Cr. 4: Psychopathology I Course 3 Cr. 4: Practicals in Psychological Research: Experimentation and Statistical Tools	Course 1 Cr. 2: Counseling Psychology: Theories and Approaches OR Course1 Cr. 2: Educational Psychology	Course 1: Cr. 2: Industrial Psychology	Course 1 Cr. 2: Applied Organizational Behaviour: Developing Workplace Skills			**UG Degree** After 3-Yr UG
	Sem-VI	For Psychology						
		Credits 12 (4+4+4)	**Credits 4 (2+2)**	**Credits 2**	**Credits 2**	**Credits 4** OJT	**22**	
		Course 1 Cr. 4: Psychopathology II Course 2 Cr. 4: Cognitive Psychology Course 3 Cr. 4: Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools	Course 1 Cr. 2: Health Psychology OR Course1 Cr. 2: Psychology of Consumer Behaviour	Course 1: Cr. 2: Psychopathology	-			
Total Credits		**24**	**08**	**04**	**02**	**06**	**44**	

Programme Outcomes

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

PO1	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)
PO2	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).
PO3	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
PO4	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations
PO5	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:

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

The Detailed Semester and Course Wise Syllabus as follows:

The total minimum credits required for completing the B.A. in Psychology is **132**

Code	Course of Study – Major	T	P	Cr.
	Course 1 Cr. 4: Industrial Psychology	4	-	4
	Course 2 Cr. 4: Psychopathology I	4	-	4
	Course 3 Cr. 4: Practicals in Psychological Research: Experimentation and Statistical Tools	-	4	4
	Electives			
	Course 1 Cr. 4: Counselling Psychology: Theories and Approaches	4	-	4
	Course 1 Cr. 4: Educational Psychology	4		4
	MINOR Credits 2			
	Course 1 Cr. 2: Industrial Psychology	2	-	2
	VSC Credits 2			
	Course 1 Cr. 2: Applied Organizational Behaviour: Developing Workplace Skills	2	1	2
	CEP Credits 2			
Total		16	5	**22**

***** Note:** Students are allowed to select one elective out of two electives given in curriculum

Code	Course of Study - Major	T	P	C
	Course 1 Cr. 4: Psychopathology II	4	-	4
	Course 2 Cr. 4: Cognitive Psychology	4	-	4
	Course 3 Cr. 4: Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools		4	4
	Electives			
	Course 1 Cr. 4: Health Psychology	4	-	2
	Course 2 Cr. 4: Psychology of Consumer Behaviour	4	-	2
	MINOR Credits 2			
	Course 1 Cr. 2: Psychopathology	2	-	2
	OJT Credits 4	2	2	4
		16	06	**22**

***** Note:** Students are allowed to select one elective out of two electives given in curriculum

Proposed Draft Syllabus for TY. B.A. Psychology Semester V and VI
(Psychology Specialization)
Choice Based Credit System (NEP 2020)
(To be implemented from the academic year, 2025-2026)

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Major 1

Course Code: VAPS300

Credits: 04

Psychopathology I

Course Learning Objectives

1.	To understand and analyze the historical and contemporary perspectives on abnormal behavior and the process of clinical assessment and diagnosis.
2.	To examine various causal factors of abnormal behavior, including biological, psychological, and sociocultural influences and evaluate the neurodiversity paradigm as an emerging approach.
3.	To identify and differentiate common neurodevelopmental disorders in children and adolescents, including their clinical features, causes, and treatment approaches.
4.	To critically assess and differentiate personality disorders by analyzing their symptomatology, classification, sociocultural influences, and treatment strategies.

Course Outcome

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

CO1	Describe and compare various theoretical perspectives on abnormal behavior and demonstrate an understanding of clinical assessment and diagnosis.
CO2	Critically analyse various causal factors influencing abnormal behavior and evaluate the implications of different viewpoints, including the neurodiversity paradigm.
CO3	Identify and classify neurodevelopmental disorders in children and adolescents, explaining their symptoms, diagnostic criteria, and treatment approaches.
CO4	Explain, differentiate and critically analyse personality disorders based on their clusters, symptoms, sociocultural influences, and treatment methodologies.

COURSE CONTENT

Unit	Content	No. of lectures
Unit I	**Abnormality: Meaning, Historical and Contemporary Views, Clinical Assessment and Diagnosis** **1.1** What do we mean by Abnormality? **1.2** Historical and Contemporary Views of Abnormal Behaviour **1.3** Clinical Assessment **1.4** Diagnosis	12
Unit II	**Causal Factors and Viewpoints** **2.1** Causes and Risk factors for Abnormal Behaviour. **2.2** The Biological Viewpoint and Biological Causal Factors **2.3**The Psychological viewpoints and Psychological Causal Factors **2.4** The Sociocultural Viewpoints and Sociocultural Causal Factors	12

	2.5 Neurodiversity Paradigm: Alternative or Emerging Approaches	
Unit III	**Disorders of Childhood and Adolescence (Neurodevelopmental Disorders)** **3.1 Common Disorders of Childhood** 3.1.1Attention-Deficit/Hyperactivity Disorder, Disruptive, Impulse control and Conduct Disorder 3.1.2 Anxiety and Depression in Children and Adolescents: Anxiety Disorders of Childhood and Adolescence, Separation Anxiety Disorder, Childhood Depression and Bipolar Disorder 3.1.3Elimination Disorders (Enuresis, Encopresis), 3.1.4 Sleepwalking and Tics **3.2Neurodevelopmental Disorders** 3.2.1Autism Spectrum Disorder 3.2.2 Specific Learning Disorders 3.2.3 Intellectual Disability	**12**
Unit IV	**Personality Disorders** **4.1**Clinical features of Personality Disorders. **4.2** Cluster A, Cluster B and Cluster C Personality Disorders. **4.3**General Sociocultural Causal Factors **4.4**Treatments for Personality Disorders.	**12**

Text Book

1. Hooley, J. M.; Butcher, J. N.; Nock, M. K. & Mineka, S. (2017). Abnormal Psychology (17th ed. Global Edition). England: Pearson Education Ltd.

Reference Books

1. Barlow, D.H., & Durand, V.M. & Hoffmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. (8th ed.). New Delhi: Cengage Learning India Private Limited
2. Cockerham, W.C. (2017). Sociology of Mental Disorders. London: Routledge.
3. Flexner, W. (2006). Abnormal Psychology. New Delhi: Sarup & Sons.
4. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A Dimensional Approach. New Delhi: Cengage Learning India Private Limited
5. Nolen-Hoeksema, S. (2005). Abnormal Psychology. 3rd Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited.
6. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall
7. Sarason, I. G. & Sarason, B. R. (2020). Abnormal Psychology: The Problem of Maladaptive Behaviour. Pearson India Education Services Pvt Ltd.
8. Wenar, C. & Kerig, P. (2000). Developmental Psychopathology: From Infancy through Adolescence. 4th edition. New Delhi: McGraw Hill.
9. Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology : Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015)

Major 2

Course Code: VAPS301

Credits: 04

Practicals in Psychological Research: Experimentation and Statistical Tools

Course Learning Objectives

1.	To comprehend and analyse experimental research principles, including hypothesis formulation, variable control, randomization, and ethical considerations, to ensure methodological rigor.
2.	To conduct and evaluate CogLab and manual experiments, apply appropriate statistical tests (t-test, ANOVA), interpret findings, *and systematically document experimental work through APA-style research reports and structured journal writing.*
3.	To gain foundational knowledge of statistical software tools (SPSS & JASP) for data entry, basic data management and introductory analysis, enhancing awareness of quantitative research techniques.
4.	To apply psychological assessment techniques using cognitive screening tools (MMSE, MOCA) and employ statistical methods (descriptive & inferential) for real-world psychological evaluations and systematically document findings through APA-style research reports and structured journal writing.
5.	To design and present an original experimental research study, integrating theoretical knowledge with methodological skills to develop a well-structured research proposal.

Course Outcome

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

CO1	Explain and critically analyze experimental research principles, including hypothesis formulation, variable control, randomization, and ethical considerations, to evaluate methodological rigor.
CO2	Conduct and interpret CogLab and manual experiments by applying appropriate statistical tests (t-test, ANOVA), synthesize findings into APA-style research reports, and maintain comprehensive documentation of experimental work through structured journal writing.
CO3	Demonstrate foundational knowledge of statistical software tools (SPSS & JASP) by performing basic data entry, management, and introductory analysis for psychological research.
CO4	Administer and analyze cognitive screening tools (MMSE, MOCA), utilizing descriptive and inferential statistics to assess psychological functioning in applied settings.
CO5	Design and present an original experimental research proposal, integrating theoretical knowledge and methodological principles to develop a structured study plan.

COURSE CONTENT

Unit	Content	No. Of Lectures
	Revision of Research Methods in Psychology with focus on Experimentation as a Research Tool A. Types of variables: IV, DV and Control Variables B. Types of Hypotheses C. Types of Experimental Designs D. Randomization and Counterbalancing E. Confounding of Independent Variables F. Sampling G. Ethical Issues in Experiment H. 4 HRS	
Unit I	**Conduction and Report Writing of Two Coglab Experiment (t test and ANOVA: One Way)** **1.1** Conduction of two Coglab Experiments: **1.1.1** Simon Effect **1.1.2** Serial Position Effect **1.2** Analysis of Data: Manual and Excel **1.3** Analysis of Data Using Appropriate Statistical Tests **1.4** Report Writing Using APA Style **1.5** Psychopy: Software for Developing Coglab Experiments	12
Unit II	**Introduction, Conduction of Manual Experiment 1, 2, and 3, Analysis of Data and Report Writing (t test and ANOVA: One Way and Two Way)** **1.1** Introduction of the Experiment **1.2** Conduction of the Experiment 1, 2 and 3 **1.2.1** Accessibility vs Availability of Information in Memory, **1.2.2** Effectiveness of Mnemonics in Learning Foreign Vocabulary Words, **1.2.3** Exploring the Influence of Varying Degrees of Self-Disclosure and Relationship Context on Reciprocity: A Social Interaction Study **1.3** Analysis of data: Manual and Excel **1.4** Analysis of Data Using Appropriate Statistical Tests **1.5** Report Writing Using APA Style	12
Unit III	**Statistical Packages for Quantitative Data Analysis** **3.1** SPSS: Theory, Data Entry, File Conversion and Analysis **3.2** JASP: Theory, Data Entry, File Conversion and Analysis	12
Unit IV	**Unit 4: Application Based Practicals:** **4.1** Applied Psychological Assessment: Administration, Scoring, Analysis and Interpretation **4.1.1** Mini Mental Status Examination: Basic Cognitive Screening Tool. (Application of Concepts from Cognitive Psychology and Psychopathology) **4.1.2** Job Stress Scale (Application of concepts from Organizational Behaviour) Descriptive Statistics: Mean, standard deviation, and range for MMSE/Job Stress Scale scores. Correlation analysis to study relationships between MMSE/Job Stress Scale scores and other variables (e.g., age, education level). Inferential Statistics: t-test to compare groups	12
Unit V	**Designing an Experiment (Internal Component) (30 marks** Preparing a proposal for a new experiment and presenting the same.	12

Major 3
Course Code: VAPS302

Credits: 4
Industrial Psychology

Course Learning Objectives

1.	Understand and analyze the scope and evolution of Industrial and Organisational (I/O) Psychology, including its scientific basis, professional roles, global relevance, and ethical dimensions.
2.	Identify and evaluate methods for employee selection and training, with a focus on planning, designing, and evaluating effective HR practices.
3.	Apply various performance appraisal systems, considering their purposes, methods, technological influences, and legal implications.
4.	Apply key concepts and theories of organisational development and change, including models like Theory X/Y and Sociotechnical Systems, to enhance organisational effectiveness.

Course Outcome

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

CO1	Demonstrate foundational knowledge of I/O psychology as both a science and a profession, and articulate the ethical considerations and global perspectives that shape the field.
CO2	Design and critique selection and training programs, employing scientific principles and aligning with legal and organisational standards.
CO3	Assess employee performance using appropriate appraisal techniques, integrating objective and subjective measures, and understanding the impact of technology and feedback systems.
CO4	Interpret and compare major organisational development interventions and theories, and propose strategies for managing change and improving organisational culture and productivity.

COURSE CONTENT

Unit	Content	No. of lecture
Unit I	**Introduction to Industrial and Organisational Psychology** **1.1** What Is I/O Psychology? **1.2** Activities and Settings of I/O Psychologists **1.3** I/O Psychology as a Profession **1.4** I/O Psychology as a Science **1.5** History of the Field of I/O Psychology **1.6** I/O Psychology Beyond the United States and United Kingdom **1.7** What It Takes to Become an I/O Psychologist **1.8** Internet Resources for I/O Psychologists and Students **1.9** Ethics of the I/O Field **1.10** Humanitarian Work Psychology	**12**
Unit II	**Selecting and Training** **2.1** Selecting Employees - The Planning of Human Resource Needs, Recruiting Applicants, Selecting Employees, Getting Applicants to Accept and Keep Jobs Offered, The Utility of Scientific Selection, International Differences in Selection Practices, Legal Issues **2.2** Training - Needs Assessment, Objectives, Training Design, Delivery of a Training Program, Evaluation of a Training Program.	12
Unit III	**Performance Appraisal** **3.1** Why Do We Appraise Employees? - Administrative Decisions, Employee Development and Feedback, Research **3.2** Performance Criteria – Characteristics of Criteria, Criterion Complexity, Dynamic Criteria, Contextual Performance **3.3** Methods for Assessing Job Performance - Objective Measures of Job Performance and Subjective Measures of Job Performance, 360-Degree Feedback **3.4** The Impact of Technology on Performance Appraisal **3.5** Legal Issues in Performance Appraisal	12
Unit IV	**Organisational Development and Theories** **4.1** Organizational Development - Employee Acceptance of Change, Management by Objectives, Survey Feedback, Team Building, T-Group, Effectiveness of OD Programs **4.2** Organizational Theories - Bureaucracy Theory, Theory X/Theory Y, Open System Theory, Sociotechnical Systems Theory **4.3** Comparison of the Theories	12

Text Book

1. Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore : John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

Reference Books:

1. Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology,* 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
2. Luthans, F. (2005). *Organizational Behavior.* (10th ed.). McGraw Hill.
3. Muchinsky, P.M. (2003). *Psychology Applied to Work.(* 7th ed.). Wadsworth/ Thomson Learning
4. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill
5. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10thed.). Pearson Prentice Hall

Minor 1
Course Code: VAPS303

Credits: 02

Industrial Psychology

Course Learning Objectives

1.	To understand the foundational concepts, historical development, and global context of Industrial and Organisational Psychology—including its professional roles, ethical considerations, and humanitarian dimensions—and analyze how these aspects shape the field.
2.	To illustrate the employee selection and training processes by detailing key activities such as needs assessment, recruitment, and program design, and evaluate these processes through scientific methods, legal considerations, and performance criteria.

Course Outcome

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

CO1	To identify and explain the core elements of I/O Psychology—including its evolution, ethical practices, and international perspectives—to build a strong foundational understanding of the field.
CO2	To apply scientific and legal frameworks to design and assess effective employee selection and training programs, demonstrating an ability to integrate theoretical knowledge with practical HR strategies.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Introduction to Industrial and Organisational Psychology** **1.1** What Is I/O Psychology? **1.2** Activities and Settings of I/O Psychologists **1.3** I/O Psychology as a Profession **1.4** I/O Psychology as a Science **1.5** History of the Field of I/O Psychology **1.6** I/O Psychology Beyond the United States and United Kingdom **1.7** What It Takes to Become an I/O Psychologist **1.8** Internet Resources for I/O Psychologists and Students **1.9** Ethics of the I/O Field **1.10** Humanitarian Work Psychology	12

Unit II	Selecting and Training	12
	2.1 Selecting Employees - The Planning of Human Resource Needs, Recruiting Applicants, Selecting Employees, Getting Applicants to Accept and Keep Jobs Offered, The Utility of Scientific Selection, International Differences in Selection Practices, Legal Issues **2.2** Training - Needs Assessment, Objectives, Training Design, Delivery of a Training Program, Evaluation of a Training Program.	

Text Book

1.Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

Reference Books

1. Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology,* 4th Edition, John Wiley & sons, USA (Indian reprint 2015)

2.Luthans, F. (2005). *Organizational Behavior.* (10th ed.). McGraw Hill.

3.Muchinsky, P.M. (2003). *Psychology Applied to Work. (*7th ed.). Wadsworth/ Thomson Learning

4.Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill

5.Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10thed.). Pearson Prentice Hall

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Elective 1

Course Code: VAPS304

Credits: 04

Elective 1: Counselling Psychology: Theories and Approaches

Course Learning Objectives

1.	To understand, compare and contrast key psychodynamic and humanistic counseling approaches, examining their theoretical foundations and techniques.
2.	To comprehend behavioral and cognitive-behavioral counseling approaches and apply their techniques to case examples, demonstrating their principles and effectiveness.
3.	To examine and evaluate family systems therapy approaches, identifying their relevance in addressing relational and systemic issues.
4.	To assess and implement postmodern and crisis counseling approaches, demonstrating their practical application in real-world scenarios.

Course Outcome

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

CO1	Describe and critically analyze the theoretical principles, techniques, and applications of psychodynamic and humanistic counseling approaches.
CO2	Apply behavioral and cognitive-behavioral counseling strategies to address various psychological concerns, evaluating their effectiveness in therapeutic settings.
CO3	Explain and evaluate family systems therapy models by analyzing their core concepts, therapeutic goals, and impact on client relationships.
CO4	Critically analyse postmodern and crisis counseling interventions, assessing their role in contemporary counseling practice.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Psychodynamic and Humanistic Approaches** **1.1** Psychoanalytic Therapy **1.2** Adlerian Therapy **1.3** Existential Therapy **1.4** Person-Centered Therapy **1.5** Gestalt Therapy	12
Unit II	**Behavioural And Cognitive Behavioural Approaches** **2.1** Behavioral Therapy **2.2** Cognitive Behaviour Therapy **2.3** Choice theory/Reality Therapy	12
Unit III	**Family Systems Therapy Approaches** **3.1** Multigenerational Family Counseling **3.2** Structural Family Counseling **3.3** Strategic (Brief) Counseling	12
Unit IV	**Postmodern Approaches and Crisis Counseling** **4.1** Solution-focused Counseling **4.2** Narrative Counseling **4.3** Crisis Counseling	12

Text Book

1.Corey,G. (2017). Theory and Practice of Counseling and Psychotherapy. 10th Edition. New Delhi: Cengage Learning India Private Limited.

2.Gladding, S. T. & Batra, P. (2020) Counseling: A Comprehensive Profession. 8th Edition. Pearson India Education Services Pvt Ltd.

Reference Books

1.Baruth, L. G. & Manning, M. L. (1999). Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Second edition. New Jersey: Prentice Hall.

2.Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention. First Indian reprint 2009 by Cengage Learning India

3.McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/ McGraw-Hill Higher Education

4.Welfel, E. R., & Patterson, L. E. (2005). The Counseling Process: A Multitheoretical Integrative Approach. (6th ed.). Singapore: Thomson Brooks/ Cole

Elective 2

Course Code: VAPS305

Credits: 04

Educational Psychology

Course Learning Objectives

1.	To understand and analyze the role of educational psychology in teaching and learning by examining cognitive, emotional, and environmental influences on student development.
2.	To evaluate and apply cognitive and metacognitive strategies to enhance learning, incorporating theories of cognitive load, self-regulation, and constructivist approaches.
3.	To analyse, evaluate and apply effective teaching strategies, motivation theories, classroom management techniques, and assessment methods to foster an engaging learning environment.
4.	To apply and create solutions for diverse educational challenges by integrating knowledge of individual differences, social-emotional learning, mental health, and technological advancements in education.

Course Outcome

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

CO1	Explain and analyze the principles of educational psychology, demonstrating an understanding of cognitive, emotional, and environmental factors influencing student learning.
CO2	Apply cognitive and metacognitive strategies to enhance learning outcomes, critically evaluating cognitive load, self-regulation, and constructivist learning approaches.
CO3	Assess and implement effective instructional methods, motivation strategies, and classroom management techniques to create an inclusive and engaging learning environment.
CO4	Design and propose solutions for educational challenges by integrating knowledge of individual differences, social-emotional learning, mental health, and emerging technologies in education.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Foundations of Educational Psychology** **1.1** Introduction to Educational Psychology – Role, scope, and relevance in teaching and learning. **1.2** Cognitive and Emotional Development in the Classroom – How children's thinking and emotions evolve in an educational setting. **1.3** The Role of Experience and Environment in Learning – Influence of home, school, and cultural contexts on student learning. **1.4** The Psychology of Effective Teaching and Learning – How teachers' beliefs, expectations, and instructional methods impact student success.	12
UNIT II	**Cognitive and Metacognitive Processes in Learning** **2.1** Cognitive Load and Attention in Learning – Types of cognitive load (intrinsic, extraneous, germane), impact of attention and multitasking on learning. **2.2** Metacognition and Self-Regulated Learning – Definition, components, and strategies to enhance metacognition. **2.3** Constructivist Learning Approaches – Bruner, problem-based learning, discovery learning. **2.4** Creativity and Critical Thinking in Education – Teaching students to think critically and solve problems.	12
Unit III	**Effective Teaching and Classroom Management** **3.1** Instructional Strategies for Effective Teaching – Direct instruction, scaffolding, cooperative learning. **3.2** Motivation in Education – Theories of motivation (Maslow, expectancy-value, self-determination). **3.3** Classroom Management and Student Engagement – Creating a positive learning environment, discipline strategies. **3.4** Assessment and Evaluation – Types of assessment, formative vs. summative evaluation, feedback.	12
Unit IV	**Educational Psychology in Practice** **4.1** Individual Differences and Special Educational Needs – Intelligence, learning disabilities, giftedness. **4.2** Social and Emotional Learning (SEL) – Emotional intelligence, peer relationships, teacher-student dynamics. **4.3** Stress and Mental Health in Students – Test anxiety, academic stress, resilience-building strategies. **4.4** The Role of Technology in Education – Online learning, digital tools, AI in education.	12

Text Book

1.Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.) Boston, MA: Pearson.

Reference Book

1.Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2020). *Educational psychology: Developing learners* (10th ed., Loose-leaf version). Pearson.

VSEC

Course Code: VAPS306

Credits: 02

Applied Organizational Behaviour: Developing Workplace Skills

Course Learning Objectives

1.	To analyze key psychological theories related to workplace behavior, leadership, and motivation to understand their impact on organizational effectiveness.
2.	To evaluate communication strategies, teamwork dynamics, and conflict resolution techniques to enhance interpersonal and decision-making skills in professional settings.
3.	To understand, develop, and apply practical competencies stress management, and career readiness through experiential learning and real-world applications.

Course Outcome

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

CO1	Demonstrate an understanding of workplace behavior, personality traits, and leadership theories by applying psychological concepts to organizational scenarios.
CO2	Formulate effective communication, teamwork, and negotiation strategies to manage workplace relationships and conflicts successfully.
CO3	Implement stress management, time management, and employability strategies to enhance professional effectiveness and career growth.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Theoretical Foundations of Organizational Behavior** *(Theory-Based)* **1.1** Understanding Workplace Behavior and Personality – Exploring personality traits, attitudes, and individual differences that influence workplace behavior. **1.2** Job Attitudes - Job satisfaction, organisational commitment and employee engagement **1.3** Motivational Theories in the Workplace – Examining motivation models like Maslow's Hierarchy, Herzberg's Two-Factor Theory, and Self-Determination Theory. **1.4** Leadership Theories and Styles in Practice – Understanding transformational, transactional, servant, and situational leadership theories.	12

Unit II	**Applied Organizational Psychology for Workplace Performance** *(Theory-Based)*	**12**
	2.1 Effective Communication – Theoretical models of communication and their practical implications in workplace interactions. **2.2** Team Building and Group Dynamics – Psychological theories on group development, roles, and performance in organizations. **2.3** Conflict Management and Negotiation Strategies – Conflict resolution models, negotiation theories, and practical approaches. **2.4** Organizational Culture and Change Management – Frameworks for understanding workplace culture and strategies for managing change effectively.	
Unit III	**Workplace Skill Development** *(Practical-Based)*	**12**
	3.1 Stress Management – Role-playing exercises, case studies, and self-assessments on stress management and coping **3.2** Conflict Resolution and Negotiation Workshops – Interactive exercises and real-world case studies to practice conflict management and negotiation skills. **3.3** Time Management Strategies – Hands-on activities, self-reflection exercises, and productivity tools for managing time effectively. **3.4** Career Development and Employability Training – Resume building, mock interviews, personal branding and professional networking exercises.	

Reference Books

1.Robins, S.P., Judge, T.A & Vohra, N. (2020). Organizational Behavior (18th Ed). Pearson

2.Luthans, F. (2005). Organizational Behavior. (10th Ed.) McGraw Hill

3.Muchinsky, P.M. (2003). Psychology Applied to Work. (7th Ed.). Wadsworth /Thomson Learning

4.Newstrom, J.W., & Davis. K. (2002). Organizational Behavior: Human Behavior at Work (11 Ed.). Tata McGraw Hill

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Semester – VI

Major 1
Course Code: VAPS350
Credits: 4
Cognitive Psychology

Course Learning Objectives

1.	To understand and analyze the historical background, research methods, and paradigms that have shaped the study of cognitive psychology.
2.	To grasp the fundamental processes of perception and visual imagery, including their basic mechanisms, neural foundations, and common disruptions.
3.	To identify and differentiate the mechanisms of memory and metacognition, including working memory, long-term memory, amnesia, and factors influencing metamemory.
4.	To critically assess attention mechanisms by exploring selective and divided attention, neural processes, and the impact of automaticity on cognition.

Course Outcome

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

CO1	Describe and compare the historical influences, research methodologies, and paradigms in cognitive psychology.
CO2	Outline the fundamental processes of perception and visual imagery, demonstrating an understanding of their neural basis and common disruptions.
CO3	Identify and classify different types of memory systems and metacognitive processes, explaining their encoding, retrieval, and associated cognitive impairments.
CO4	Explain and differentiate attention-related processes, analyzing their neural underpinnings, cognitive effects, and practical implications in everyday life.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Cognitive Psychology: An Introduction** **1.1 History, Methods and Paradigms** 1.1.1 Influences on The Study of Cognition. 1.1.2 Research Methods in Cognitive Psychology 1.1.3 Paradigms of Cognitive Psychology **1.2 Individual difference in Cognition** 1.2.1 Ability Differences 1.2.2 Cognitive Styles, Learning Styles, Expert/Novice Differences 1.2.3 The effects of Aging on Cognition 1.2.4 Gender Differences in Cognition 1.2.5 Gender differences in Skills and Abilities 1.2.6 Gender differences in Learning and Cognitive Styles	12
Unit II	**Perception and Visual imagery** **2.1 Perception** 2.1.1 Bottom-Up Processes and Top-Down Processes 2.1.2 Direct Perception 2.1.3 Disruptions of Perception: Visual Agnosia's **2.2 Visual Imagery** 2.2.1 Codes in Long-Term Memory 2.2.2 Empirical investigations of Imagery 2.2.3 The Nature of Mental Imagery 2.2.4 Neuropsychological Findings	12
Unit III	**Memory and Metacognition** **3.1** The Classic Research on Working Memory (Short-Term Memory) **3.2** The Working-Memory Approach **3.3** Encoding in Long-Term Memory **3.4** Retrieval in Long-Term Memory **3.5** Amnesia **3.6** Factors that Influence People's Metamemory Accuracy	12
Unit IV	**Attention Deploying Cognitive Resources** **4.1** Selective Attention **4.2** Neural Underpinnings of Attention **4.3** Automaticity and the Effects of Practice **4.4** Divided Attention	12

Text Books:

1.Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)

2.Matlin, M.W. (1998). Cognition. (4th Edition). New York: Harcourt Brace College Publishers.

Reference Books:

1.Ashcraft, M. H. &. Radvansky, G. A. (2010). Cognition. (5th ed), New Delhi: Dorling Kindersley (India) Pvt Limited.

2.Best, J. B. (1999). Cognitive Psychology. 5th Edition. New York: Wadsworth Publishing Company.

3.Eysenck, M. W. & Keane, M. () Cognitive Psychology: A Student's Handbook. 5th Edition. New York: Psychology Press.

4.Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology. 7th Edition. New Delhi: Tata McGraw Hill.

5.Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). New Delhi: Dorling Kindersley India pvt ltd.
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Semester – VI

Major 2
Course Code: VAPS351
Credits: 4

Practicals in Psychological Research: Experimentation, Qualitative Research,

Psychological Testing and Statistical Tools

Course Learning Objectives

1.	To understand the principles of qualitative research, including data collection, coding, theme analysis and to introduce the use of qualitative data analysis software (QDAS) like NVivo.
2.	To conduct psychological experiments, apply appropriate nonparametric statistical tests, interpret results, and systematically document experimental work through APA-style research reports and structured journal writing.
3.	To administer, score, and interpret psychological tests, compute relevant statistics (Z-score, inter-item consistency, split-half reliability) and systematically document the work through APA-style research reports and structured journal writing.
4.	To implement applied psychological assessments, analyze quality of life and job stress data using descriptive and inferential statistical techniques, and interpret the findings in real-world contexts.
5.	To design and execute a qualitative research project, integrating literature review, data collection, thematic analysis, and report writing, and effectively present the research findings.

Course Outcome
Upon completing the course, the student will be able to….

CO1	To explain the principles of qualitative research, describe data collection methods, coding strategies, and theme analysis, and demonstrate an introductory understanding of qualitative data analysis software (QDAS) like NVivo.
CO2	To conduct psychological experiments, apply appropriate nonparametric statistical tests, interpret findings, and produce well-structured APA-style research reports and journal documentation.
CO3	To administer, score, and interpret psychological tests, compute statistical indices (Z-score, inter-item consistency, split-half reliability), and systematically document findings through APA-style research reports and structured journal writing.
CO4	To apply psychological assessments, analyze quality of life and job stress data using descriptive and inferential statistics, and critically interpret the results in applied settings and systematically document findings through APA-style research reports and structured journal writing.
CO5	To design, conduct and present a qualitative research project, integrating literature review, data collection, thematic analysis, and report writing, while demonstrating critical thinking and research communication skills.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Qualitative Research: An Introduction, Data Collection and Analysis, Software Packages for Qualitative Data Analysis** **1.1** Nature of Qualitative Research **1.2** Qualitative Research Methods **1.3** Data Collection and Analysis **1.4** Qualitative Data Analysis Software (QDAS): 1.4.1 Electronic File Conversion, Coding, Theme Analysis and Generating Report 1.4.2 NVivo: Importing of word docs, PDFs and audio, 1.4.3 Automated Transcription and Coding, Analysis and Report Writing	12
Unit II	**Introduction, Conduction of Experiment 1, 2, and 3. Analysis of Data and Report Writing** **2.1** Introduction of the Experiment 2.1.1 Retention as a function of Syntactic vs Semantic Aspect of a Sentence 2.1.2 Problem Solving by Analogy 2.1.3 The Ultimatum Game - Fairness and Decision-Making **2.2** Conduction of the Experiment 1, 2 and 3 **2.3** Recording and analysis of Data: Manual and Excel **2.4** Analysis of Data: Applying non-parametric tests and interpreting the data gathered **2.5** Report Writing Using APA Style	12
Unit III	**Administration, Scoring and Interpretation of 2 Psychological Tests and calculation of Related Statistics** **3.1** Administration **3.2** Scoring **3.3** Interpretation of test **3.4** Calculation of Z score and its interpretation **3.5** Inter-Item Consistency **3.6** Split-half Reliability	12
Unit IV	**Application Based Practicals** **4.1** Applied Psychological Assessment: Scoring, Analysis and Interpretation. 4.1.1 WHOQOL Test - Quality of Life and Health Assessment (Application of concepts from Health Psychology) 4.1.2 MOCA (Application of Concepts from Cognitive Psychology) **4.2** Descriptive Statistics: Mean, standard deviation, and range for scores, correlation analysis to study relationships between scores and other variables (e.g., age, education level), Inferential Statistics: t-test to compare groups	12
Unit V	**Executing and Presenting a Qualitative Research Project (Internal Component) (30 marks)** **5.1** Preparing a proposal of research project **5.2** Literature Review, Data Collection and Analysis and Writing Report **5.3** Presentation of the research project	12

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Major 3
Course Code: VAPS352
Credits: 4
Psychopathology II

Course Learning Objectives

1.	To understand, analyze and differentiate various anxiety disorders, obsessive-compulsive, and related disorders by examining their clinical characteristics, underlying mechanisms, and treatment approaches.
2.	To comprehend, analyze and differentiate various somatic symptoms and dissociative disorders, by examining their clinical characteristics, underlying mechanisms, and treatment approaches.
3.	To examine and critically assess schizophrenia spectrum and other psychotic disorders, identifying risk factors, causal mechanisms and the effectiveness of various treatment approaches.
4.	To compare and contrast various mood disorders by examining their symptoms, causal factors, and treatment approaches. Analyze and interpret psychological and sociocultural factors contributing to suicide, identifying risk indicators and prevention strategies.

Course Outcome

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

CO1	Explain and analyze the symptoms, classifications, and etiological factors of anxiety, obsessive-compulsive, and related disorders.
CO2	Differentiate and evaluate the characteristics, causes, and implications of somatic symptom and dissociative disorders.
CO3	Assess and apply theoretical perspectives and research findings to understand schizophrenia spectrum and other psychotic disorders, focusing on their symptoms, risk factors, and treatment outcomes.
CO4	Compare and contrast various mood disorders by examining their symptoms, causal factors, and treatment approaches. Analyze and interpret psychological and sociocultural factors contributing to suicide, identifying risk indicators and prevention strategies.

COURSE CONTENT

Units	Content	No. of Lectures
Unit I	**Anxiety Disorders, Obsessive Compulsive and Related Disorders** **1.1** The Fear and Anxiety Response Patterns **1.2** Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia. **1.3** Generalized Anxiety Disorder. **1.4** Obsessive-compulsive and Related Disorders.	12
Unit II	**Somatic Symptom and Dissociative Disorders** **2.1 Somatic Symptom Disorders** 2.1.1 Somatic Symptoms and Related Disorders 2.1.2 Somatic Symptoms Disorder 2.1.3 Hypochondriasis 2.1.4 Somatization Disorder 2.1.5 Pain Disorder 2.1.6 Illness Anxiety Disorder Conversion Disorder. **2.2 Dissociative Disorders** 2.2.1 Dissociative disorders 2.2.2Depersonalization/Derealization Disorder, 2.2.3 Dissociative Amnesia 2.2.4 Dissociative Fugue 2.2.5 Dissociative Identity Disorder.	12
Unit III	**Schizophrenia Spectrum and Other Psychotic Disorders** **3.1** Schizophrenia – Clinical Picture **3.2** Other Psychotic Disorders – Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder, Brief Psychotic Disorder **3.3** Risk and Causal Factors **3.4** Treatments and Outcomes	12
Unit IV	**Mood Disorders and Suicide** **4.1 Mood Disorders: Unipolar Depressive Disorders** 4.1.1 Dysthymia Disorder 4.1.2 Major Depressive Disorder. 4.1.3 Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders **4.2 Mood Disorders: Bipolar and Related Disorders** 4.2.1 Cyclothymic Disorder, 4.2.2 Bipolar Disorder (I and II) 4.2.3 Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors. 4.2.4 Sociocultural Factors Affecting Unipolar and Bipolar Disorders, 4.2.5 Treatment and Outcomes. **4.3Suicide: The Clinical Picture and the Causal Pattern.**	12

Text Book

1.Hooley, J. M.; Butcher, J. N.; Nock, M. K. & Mineka, S. (2017). Abnormal Psychology (17th ed. Global Edition). England: Pearson Education Ltd.

Reference Books

1.Barlow, D.H., & Durand, V.M. & Hoffmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. (8th ed.). New Delhi: Cengage Learning India Private Limited

2.Cockerham, W.C. (2017). Sociology of Mental Disorders. London: Routledge.

3.Flexner, W. (2006). Abnormal Psychology. New Delhi: Sarup & Sons.

4.Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A Dimensional Approach. New Delhi: Cengage Learning India Private Limited

5.Nolen-Hoeksema, S. (2005). Abnormal Psychology. 3rd Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited.

6.Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall

7.Sarason, I. G. & Sarason, B. R. (2020). Abnormal Psychology: The Problem of Maladaptive Behaviour. Pearson India Education Services Pvt Ltd.

8.Wenar, C. & Kerig, P. (2000). Developmental Psychopathology: From Infancy through Adolescence. 4th edition. New Delhi: McGraw Hill.

9.Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015)

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Minor 1
Course Code: VAPS353

Credits: 2
Psychopathology

Course Learning Objectives

1.	To explain the clinical features and diagnostic criteria of anxiety, obsessive-compulsive, and related disorders.
2.	To analyze the symptomatology, classification and course of schizophrenia spectrum and mood disorders.

Course Outcome

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

CO1	Students will be able to differentiate between various anxiety disorders and obsessive-compulsive related disorders by applying diagnostic criteria and evaluating clinical case examples.
CO2	Students will be able to critically appraise the clinical presentations and course of schizophrenia spectrum and mood disorders to formulate preliminary diagnostic impressions.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Anxiety Disorders, Obsessive Compulsive and Related Disorders** 1.1 The Fear and Anxiety Response Patterns 1.2 Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia 1.3 Generalized Anxiety Disorder 1.4 Obsessive-compulsive and Related Disorders	12
Unit II	**Schizophrenia Spectrum, Other Psychotic Disorders and Mood Disorders** **2.1** Schizophrenia – Clinical Picture **2.2** Other Psychotic Disorders – Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder, Brief Psychotic Disorder **2.3** Mood Disorders: Unipolar and Bipolar Disorders	12

Text Book:

1. Hooley, J. M.; Butcher, J. N.; Nock, M. K. & Mineka, S. (2017). Abnormal Psychology (17th ed. Global Edition). England: Pearson Education Ltd.

Reference Books:

1. Barlow, D.H., & Durand, V.M. & Hoffmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. (8th ed.). New Delhi: Cengage Learning India Private Limited

2. Cockerham, W.C. (2017). Sociology of Mental Disorders. London: Routledge.

3.Flexner, W. (2006). Abnormal Psychology. New Delhi: Sarup & Sons.

4.Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A Dimensional Approach. New Delhi: Cengage Learning India Private Limited

5.Nolen-Hoeksema, S. (2005). Abnormal Psychology. 3rd Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited.

6.Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. (6th ed.), New Jersey: Pearson Prentice Hall

7.Sarason, I. G. & Sarason, B. R. (2020). Abnormal Psychology: The Problem of Maladaptive Behaviour. Pearson India Education Services Pvt Ltd.

8.Wenar, C. & Kerig, P. (2000). Developmental Psychopathology: From Infancy through Adolescence. 4th edition. New Delhi: McGraw Hill.

9.Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015)

Semester – VI
Elective 1
Course Code: VAPS354
Credits: 4
Health Psychology

1.	To understand and analyze the foundations of health psychology, including the biopsychosocial model, psychoneuroimmunology, and health behavior change theories, and their applications in promoting well-being.
2.	To evaluate and apply knowledge of health-promoting and health-compromising behaviors, examining their psychological determinants and designing strategies for behavior modification and risk reduction.
3.	To analyze and implement psychological interventions for chronic health disorders, assessing emotional responses, coping mechanisms, and quality of life to improve patient outcomes.
4.	To comprehend, integrate and create evidence-based approaches for managing chronic and autoimmune conditions, incorporating psychological, behavioral, and medical perspectives to enhance health outcomes.

Course Outcome

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

CO1	Demonstrate an understanding of the core principles of health psychology, including the biopsychosocial model, psychoneuroimmunology, and health behavior change theories, and critically analyze their role in health promotion.
CO2	Apply and evaluate psychological theories and interventions to modify health-promoting and health-compromising behaviors, identifying their determinants and formulating strategies for risk reduction.
CO3	Analyze and implement psychological techniques to manage chronic health disorders, assessing emotional responses, coping mechanisms, and quality of life for effective patient care.
CO4	Integrate and create evidence-based strategies for the management of chronic and autoimmune conditions, synthesizing psychological, behavioral, and medical approaches to improve health outcomes.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Introduction to Health Psychology and Health Behaviour** **1.1 Introduction to Health Psychology** 1.1.1 Definition of Health Psychology 1.1.2 The Mind-Body Relationship: A Brief History 1.1.3 The Rise of the Biopsychosocial Method 1.1.4 Psychoneuroimmunology 1.1.5 The Need for Health Psychology **1.2 Introduction to Health Behaviour** 1.2.1 Health Promotion: An Overview 1.2.2 Changing Health Habits 1.2.3 Cognitive-Behavioural Approaches to Health Behaviour Change 1.2.4 The Transtheoretical Model of Behaviour Change 1.2.5 Changing Health Behaviors Through Social Engineering	12
Unit II	**Health-Promoting Behaviors and Health-compromising Behaviors** **2.1 Health-Promoting Behavior** 2.1.1 Exercise, its determinants, & interventions 2.1.2 Accident prevention 2.1.3 Vaccination and screening 2.1.4 Sun Safety Practices 2.1.5 Developing a healthy diet 2.1.6 Sleep 2.1.7 Rest, Renewal and Savouring **2.2 Health-compromising Behaviors** 2.2.1 Substance Abuse (Alcohol and Other Substance) 2.2.2 Tobacco and Nicotine Use 2.2.3 Eating Disorders	12
Unit III	**Management of Chronic Health Disorders** **3.1** Quality of Life **3.2** Emotional Responses to Chronic Health Disorders **3.3** Personal Issues in Chronic Health Disorders **3.4** Coping with Chronic Health Disorders **3.5** Co-management of Chronic Health Disorders **3.6** Psychological Interventions and Chronic Health Disorders	12
Unit IV	**Chronic and Autoimmune Conditions** **4.1 Chronic Conditions** 4.1.1 Coronary Heart Disease 4.1.2 Hypertension 4.1.3 Stroke 4.1.4 Diabetes Spectrum Disorders **4.2 Autoimmune Conditions** 4.2.1 HIV Infection And AIDS 4.2.2 Cancer 4.2.3 Arthritis	12

Text Book:

1.Taylor, Shelley E. (2018). Health Psychology (10th Ed). Chennai: McGraw Hill Higher Education. Indian Edition

Reference Books:

1.Davy, J. & Ellis, S. (2000). Counselling Skills in Palliative Care. Buckingham: Open University Press.

2.Mohan, J. & Sehgal, M (editors) (2006). Health Psychology: Recent Perspectives. Delhi: Abhijeet Publications.

3.Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth (Thomson Learning)

4.Khatoon, N. (Editor). (2012). Health Psychology. New Delhi: Dorling Kindersley (India) Pvt Ltd.
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Semester – VI

Elective 2
Course Code: VAPS355

Credits: 4
Psychology of Consumer Behaviour

Course Learning Objectives

1.	To remember and understand key components, psychological processes and importance of studying consumer behavior.
2.	To identify the factors that affect consumer motivation, such as goals, emotions, self-control, perceived risk, and attitude inconsistency and to examine the various personal and contextual factors (e.g., financial, cognitive, emotional, physical, social, and cultural resources) affect consumer ability to act.
3.	To Identify the different sources and analyse normative and informational influences and their effects on consumer behavior.
4.	Apply ethical principles and to assess potential challenges of incorporating social responsibility into a company's marketing strategy.

Course Outcome

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

CO1	Define key components, and understand psychological processes and importance of studying consumer behavior.
CO2	Identify and examine the factors that affect consumer motivation, such as goals, emotions, self-control, perceived risk, and attitude inconsistency and to examine the various personal and contextual factors (e.g., financial, cognitive, emotional, physical, social, and cultural resources) affect consumer ability to act.
CO3	Identify the different sources and differentiate normative and informational influences and their effects on consumer behavior.
CO4	Implement the ethical principles and to assess potential challenges of incorporating social responsibility into a company's marketing strategy.

COURSE CONTENT

Unit	Content	No. of Lectures
Unit I	**Understanding Consumer Behavior** **1.1 Defining Consumer Behavior** 1.1.1 Consumer Behavior Involves Goods, Services, Activities, Experiences, People, and Ideas 1.1.2 Consumer Behavior Involves More than Buying 1.1.3 Consumer Behavior Is a Dynamic Process 1.1.4 Consumer Behavior Can Involve Many People 1.1.5 Consumer Behavior Involves Many Decisions 1.1.6 Consumer Behavior Involves Emotions and Coping **1.2 What Affects Consumer Behavior?** 1.2.1 The Psychological Core: Internal Consumer Processes 1.2.2 The Process of Making Decisions 1.2.3 The Consumer's Culture: External Processes 1.2.4 Consumer Behavior Outcomes and Issues **1.3 Who Benefits from the Study of Consumer Behavior?** 1.3.1 Marketing Managers 1.3.2 Ethicists and Advocacy Groups 1.3.3 Public Policy Makers and Regulators	12
Unit II	**Motivation, Ability, and Opportunity** **2.1 Consumer Motivation and Its Effects** 2.1.1 High-Effort Behavior 2.1.2 High-Effort Information Processing and Decision Making 2.1.3 Felt Involvement **2.2 What Affects Motivation?** 2.2.1 Personal Relevance 2.2.2 Values 2.2.3 Need 2.2.4 Goals 2.2.5 Goals and Emotions 2.2.6 Self-Control and Goal Conflict 2.2.7 Perceived Risk 2.2.8 Inconsistency with Attitudes **2.3 Consumer Ability: Resources to Act** 2.3.1 Financial Resources 2.3.2 Cognitive Resources 2.3.3 Emotional Resources 2.3.4 Physical Resources 2.3.5 Social and Cultural Resources 2.3.6 Education and Age	12
Unit III	**Social Influences on Consumer Behavior** **3.1 Sources of Influence** 3.1.1 Marketing and Nonmarketing Sources 3.1.2 How Do These General Sources Differ? 3.1.3 Opinion leaders 3.1.4 Reference groups as sources of influence 3.1.5 Types of reference groups 3.1.6 Characteristics of reference groups **3.2 Reference Groups Affect Consumer Socialization** 3.2.1 Normative Influence 3.2.2 How Normative Influence Can Affect Consumer Behavior 3.2.3 What Affects Normative Influence Strength **3.3 Informational Influence**	12

	3.3.1 Factors Affecting Informational Influence Strength 3.3.2 Descriptive Dimensions of Information 3.3.3 The Pervasive and Persuasive Influence of Word of Mouth	
Unit IV	**Marketing, Ethics, and Social Responsibility in Today's Consumer Society** 4.1 **In Search of Balance** 4.1.1 Self-interest Versus the Interests of Others 4.1.2 Immediate Versus Long-Term Interests 4.1.3 "Dark Side" Versus "Bright Side" Outcomes **4.2 Marketing Ethics, Consumer Ethics, and Deviant Consumer Behavior** 4.2.1 Acquisition Controversies 4.2.2 Consumption Controversies 4.2.3 Disposition Controversies **4.3 Social Responsibility Issues in Marketing** 4.3.1 Environmentally Conscious Behavior 4.3.2 Social Influences on Consumer Behavior 4.3.3 Charitable Behavior 4.3.4 Community Involvement **4.4 How Can Consumers Resist Marketing Practices?**	**12**

Text Book:

1. Consumer Behavior, Sixth Edition Wayne D. Hoyer, Deborah J. MacInnis, and Rik Pieters

Reference Books:

1. Michael R. Solomon (2020)"Consumer Behavior: Buying, Having, and Being" (12th) Pearson Publishing Co. ltd

2. Leon G. Schiffman and Joseph L. Kanuk (2010)"Consumer Behavior" (11th Edition) Pearson

3. J. Paul Peter and Jerry C. Olson (2019) "Consumer Behavior and Marketing Strategy" (10th Edition) Publisher: McGraw-Hill Education

4. Michael R. Solomon (2018) "The Psychology of Consumer Behavior" 2nd Edition Routledge

5. Robert B. Cialdini (2006) "Influence: The Psychology of Persuasion" Revised Edition. Harper Business

6. Michael R. Solomon, Gary J. Bamossy, Soren Askegaard, and Margaret K. Hogg "Consumer Behavior: A European Perspective" 6th Edition (2019) Publisher: Pearson

7. John J. Cote (2017) "Understanding Consumer Behavior" (1st Edition). Routledge

8. Del I. Hawkins, David L. Mothersbaugh, and Amit Mookerjee Edition: "Consumer Behavior: A Strategic Approach" 13th Edition (2020) McGraw-Hill Education

9. Lior Arussy (2019) "The Consumer Mind: The Psychology of Marketing" 1st Edition Wiley

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