

UNIVERSITY SCHOOL OF LIBERAL ARTS

Guru Gobind Singh Indraprastha University

4-Year Bachelor of Arts under 5-Year BA-MA scheme

Liberal Arts (Curriculum Scheme)

SCHEME OF EXAMINATION

&

SYLLABUS

(for the Academic Year 2024-25 onwards)

Psychology Minor Scheme

For Bachelor of Arts / Master of Arts (Dual Degree Programmes) Scheme and Syllabus for:

- a. History Major Discipline
- b. Political Science Major Discipline
- c. Sociology Major Discipline
- d. **Psychology Minor Discipline**

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka



Guru Gobind Singh Indraprastha University

Sector 16C, Dwarka, Delhi – 110078 [INDIA]

www.ipu.ac.in

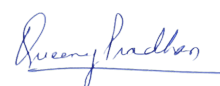
Approval History

- Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS: 18/03/2025
- Fifth-Eight Semester Minor Scheme of Psychology approved by 9th BOS: 28/04/2026
- Fifth-Eight Semester Minor Scheme of Psychology approved by 9th BOS: 28/04/2026 approved in the meeting of the Sub-committee of Academic Council: 12/05/2026.



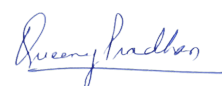
The Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate of hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focusing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and the environment.



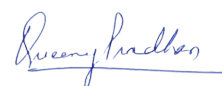
Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts, and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase ‘critical thinking abilities, higher-order thinking and deeper learning, mastery of content, problem-solving, teamwork and communication skills’ by bridging the gap between different disciplines. The NEP places on record that ‘strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive’ is the need of the hour and hence, proposes to bring cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of Indian Philosophy, and social diversity.



Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts on its own campus (not at the affiliated institution of the University). In the event of any difficulty of implementation, and/or interpretation of any clause of the document, the same may be brought to the notice of the Dean of the University School of Liberal Arts. The decision of the Dean, of the University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean, of the School and the Board of Studies approval), the decision already taken by the Dean of the school shall stand. The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is, 3 credits for lectures and 2 tutorials will constitute 1 credit. The intake in the programme shall be 60 with the addition of supernumerary seats as per the policy of the university.



Programme Outcomes

1. **PO 1 (Knowledge):** Provide a holistic education across disciplines.
2. **PO 2 (Understanding):** Enhance the cognitive and critical skills of students in different disciplines
3. **PO 3 (Synthesis):** Synthesis of knowledge from multiple disciplines and preparation for entering the teaching profession or engaging in welfare and community activities.
4. **PO 4 (Application):** The courses will offer new employment opportunities in Galleries, Libraries, Archives, and Museums (GLAM), along with other conventional fields-teaching, research, administrative jobs, and non-state organizations.
5. **PO 5 (Research):** Students can enter the professional field after graduation or could pursue research.



Course / Paper Group Codes:

Definitions:

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline

Minor specialization shall mean

Paper / Course shall be treated as synonyms.

Acronyms:

APC: Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.

BOS: Board of Study of the school

USLA: University School of Liberal Arts.

L: Number of Lecture hours per week

T/P: Number of Tutorial/ Practical Hours per week

C: Number of credits assigned to a course/paper

COE: Controller of Examinations of the Examinations Division of the University.

SGPA/CGPA: Semester/Cumulative Grade Point Average.

NUES: No term-end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.

DSC: Discipline-Specific Core Course

DSE: Discipline-Specific Elective Course

OE: Open Elective Course

SEC: Skill Enhancement Course

AEC: Ability Enhancement Course

VAC: Value Addition Course

RP: Research Project

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT THE DWARKA CAMPUS.

The new curriculum framework has the following features, as per UGC guidelines:

- i. Flexibility to move from one discipline of study to another
- ii. Opportunities for learners to choose the courses of their interest in all disciplines



- iii. Facilitating multiple entry and exit options with UG certificate/UG diploma or degree depending upon the number of credits secured.
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning.
- v. Flexibility to switch to alternative modes of learning (offline, ODI, Online learning, and hybrid modes of learning).

Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor Disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Awarding UG Certificate, UG Diploma, and Degrees

- UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- 3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing ... credits and satisfying the minimum credit requirement as given in the table.



- 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in the table.
- 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure ...credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).
- UG Degree Programmes with Single Major: A student has to secure a minimum of 50 % DSCs, FCs, and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns 96 credits in History from DSCs', FCs' and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).
- UG Degree Programmes with Minor Streams is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns 32 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

Note: * Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation



Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

- i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits as given in the table. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.
- ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.



DETAILED SYLLABUS OF BA-MA (Hons.) IN LIBERAL ARTS (BA IN LIBERAL ARTS) WITH MAJOR AND MINOR IN HISTORY, SOCIOLOGY, POLITICAL SCIENCE AND MINOR IN PSYCHOLOGY

Scheme of Evaluation

The student will undertake individual assignments which include assignments and presentations.

Internal Assessment: A student will be evaluated on the basis of his/her performance through continuous assessment. The marks assigned for interval evaluation are 40. The break-up is given as follows

- Minor Test – 10
- Presentation- 05
- Practical Exam (Viva Voce, Written Exam and Class Assessment) – 25

Instruction for the End-Term Examination

The marks prescribed for the external examination is 60.

It will be based on the course content. There will be 5 questions in total. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.

COs and POs to be kept in mind while setting the questions.

Pedagogy

- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative and Peer Learning Through Group Projects, Seminars, and Workshops.

Note: The course instructor can prescribe additional readings, apart from the ones mentioned in the syllabus in order to further explain a topic/ sub-topic or a theme/ sub-theme.



Distribution of Credits 2024-25 Batch

Semester	(FC)	(DSC)	(MSC)	(IDC)	(SEC)	DSC (E) Workshop/ Seminar	AEC	VAC	Skill based vocational course Internship/ apprenticeship	Dissertation/ Seminar	Statutory Course NSS/Cultural Activity/ Community Outreach	Minimum Credits Required	Total Credits	
Sem 1	12			3	3	----	2	4	-----	-----	-----	24	24	
Sem 2	12			3	3	-----	2	4	-----	-----	-----	24	24	
Students exiting the Programme after securing 48 credits will be awarded Undergraduate Certificate in Liberal Arts , provided they secure 4 credits in work-based vocational courses, such as internship/ Apprenticeship offered during summer vacations, after the first and second semesters/First year. The students who wish to exit after 2nd semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.														
Sem 3		12	4	3	3	----	2	----	-----	-----	-----	24	24	
Sem 4		12	8	-----	-----	2	2	----	-----	-----	-----	24	24	
Students exiting the Programme after securing 96 credits will be awarded Undergraduate Diploma in Liberal Arts , provided they secure additional 4 credits in work-based vocational courses such as Internship/Apprenticeship offered during summer vacations, after the third and fourth semesters/Second Year. The students who wish to exit after 4th semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation.														
Sem 5		16	4	-----	-----	2	-----	----	-----	-----	-----	22	22	
Sem 6		12	8	-----	-----	----	-----	----	2	-----	2	24	24	
Total Credits after 3 Years – 142 + 2 = 144														
Students exiting the Programme after completing 6 semesters or 3 years shall secure 142 + 02* = 144 credits. Students must complete their internship/apprenticeship and statutory course by the end of the sixth semester. The credits of the same will be added in the sixth semester. This will include the 02 credits of Internship/Apprenticeship and 02 credits of Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. The students will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation. At the end of Sixth Semester/3 rd Year, total 144 credits shall be earned for the award of a Bachelor of Arts in Liberal Arts degree with a Major and Minor .														
Sem 7		16	8	-----	-----	----	-----	----	-----	-----	-----	24	24	
Sem 8 A		4	4	-----	-----	-----	-----	----	-----	12	-----	20	20	
Sem 8 B		16	4									20		
Credits after 4 Years- 188														
Students will be awarded a BA Liberal Arts (Honours) with a Major and Minor or BA Liberal Arts (Honours with Research) with a Major and Minor provided they secure 188 credits .														
Total Credits Offered (Scheme A)	24	72	36	9	9	4	8	8	2	12	2	188	188	
Total Credits offered (Scheme B)	24	84	36	9	9	4	8	8	2	--	2	188	188	
* The Course ‘Science and Practice of Happiness’ is a 2 Credit Open Elective Compulsory Course which students can undertake in any of the first six Semesters. Note 1: Students must complete their internship and statutory course by the end of the sixth semester. The credits of the same will be added at the end of sixth semester for Exit. Note 2: Total number of credits for skill-based vocational courses/internship/apprenticeship at the time of Exit (4 credits each). One each to be undertaken after the 2nd & 4th Semester). Note 3: All Foundation Courses are DSCs.														
FC- Foundation Course		DSC- Discipline Specific Course		MSC- Minor Stream Course		IDC- Inter- Disciplinary Course		SEC- Skill Enhancement Course		AEC- Ability Enhancement Course		DSC (E) – Discipline Specific Course Elective		VAC- Value Addition Course

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University School of Liberal Arts

Scheme for Psychology Minor for 2024-2025 Batch

Semester	Course ID	Course Code	Papers	Mode of Examination	Credits	L	P
III		BALAY205	Introduction to Psychology	UES	4	3	1
IV (Choose any Two)		BALAY206	Personality and Individual Differences	UES	4	3	1
		BALAY210	Introduction to Social Psychology	UES	4	3	1
		BALAY212	Development Across Lifespan	UES	4	3	1
V (Choose any One)		BALAY313	Introduction to Cognitive Processes	UES	4	3	1
		BALAY315	Introduction to Statistics in Psychology	UES	4	3	1
		BALAY317	Educational Psychology	UES	4	3	1
VI (Choose any Two)		BALAY316	Fundamentals of Abnormal Psychology	UES	4	3	1
		BALAY318	Introduction to Positive Psychology	UES	4	3	1
		BALAY320	Research Methods	UES	4	3	1
VII (Choose any Two)		BALAY411	Organizational Psychology	UES	4	3	1
		BALAY413	Applied Psychology	UES	4	3	1
		BALAY415	Criminal and Forensic Psychology	UES	4	3	1
VIII (Choose any One)		BALAY410	Counselling and Guidance	UES	4	3	1
		BALAY412	Psychology of Consumer Behaviour	UES	4	3	1
		BALAY414	Introduction to Bio-Psychology	UES	4	3	1

Applicable from the batch admitted in the Academic Session 2024- 25. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Scheme and syllabus approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR COURSES (2024-2025 BATCH): 3rd to 8th SEMESTER

THIRD SEMESTER
INTRODUCTION TO PSYCHOLOGY

Name of the Course: MS
Semester: III
Course Code: BALAY205
Credits: 4 (L3, P1)
External: 60

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40

Course Objectives:

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

Course Outcomes:

CO 1 (Knowledge): Define and explain basic psychological concepts.

CO 2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.

CO 3 (Synthesis): Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.

CO 4 (Application): Apply principles of psychology in academics and everyday life.

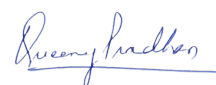
Course Content

Unit I: What is Psychology? (15 Hours)

- a. Concept of Psychology
- b. Psychology as a scientific discipline
- c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and
- d. Socio-Cultural)
- e. Sub-Fields of Psychology; Scope of Psychology
- f. Psychology in India

Unit II: Learning and Memory (15 Hours)

- a. Nature of Learning
- b. Principles and Applications of Classical Conditioning
- c. Principles and Applications of Operant Conditioning; Observational Learning
- d. Definition and Models of Memory (Information Processing approach; Levels of
- e. Processing Model)
- f. Forgetting; Techniques for improving memory



Unit III: Motivation and Emotion (15 Hours)

- a. Nature of Motivation

- b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
- c. Nature and function of emotion
- d. Theories of Emotion
- e. Culture and Emotion; Indian View of Emotion

Unit IV (30 Hours)

Practicum (Any one experiment based on unit 2 or 3)

Pedagogy

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing.
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world.



FOURTH SEMESTER
PERSONALITY AND INDIVIDUAL DIFFERENCES

Name of the Course: MS
Semester: IV
Course Code: BALAY206
Credits: 4 (L3, P1)
External: 60

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40

Course Objectives:

The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

Course Outcomes:

CO1 (Knowledge): Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

CO2 (Understanding): explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives.

CO3 (Synthesis): integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

CO4 (Application): apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

Course Content

Unit I: Personality (15 Hours)

- a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
- b. Biological Foundations of Personality
- c. Culture, Gender and Personality
- d. Indian Conception of Self and Personality

Unit II: Intelligence (15 Hours)

- a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence
- b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
- c. Emotional Intelligence
- d. Heredity, environment and intelligence

Unit III: Psychological Testing/Testing of Individual Differences (15 Hours)

- a. Features and Purpose of Psychological Test
- b. Types of Personality Test
- c. Reliability, Validity, Norms of Psychological Testing

Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS held on 18th March, 2025.
 Approved in the 9th Board of Studies meeting held on 28th April 2026. Approved in the Meeting of the Sub-Academic committee of Academic Council held on 12th May 2026.

- d. Ethical Issues in Psychological testing

Unit IV: Practicum (30 Hours)

Any one psychological test (Based on Intelligence or Personality).

Pedagogy

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings:

- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.



FOURTH SEMESTER
INTRODUCTION TO SOCIAL PSYCHOLOGY

Name of the Course: MS
Semester: IV
Course Code: BALAY210
Credits: 4 (L3, T1)
External: 60

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40

Course Objectives:

1. To introduce students to the basic concepts and principles of social psychology.
2. To develop an understanding of how individual behavior is influenced by social contexts.
3. To familiarize students with key social psychological processes operating at individual and group levels.
4. To encourage application of social psychological concepts through practical work.

Course Outcomes:

CO 1 (Knowledge): Describe core concepts, theories, and approaches in social psychology.

CO 2 (Understanding): Explain how social contexts influence thoughts, feelings, and behavior.

CO 3 (Analysis): Analyze social behavior using major social psychological concepts and models.

CO 4 (Application): Apply social psychological principles to everyday social issues and interactions.

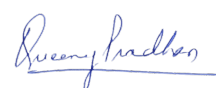
Course Content

Unit I: Introduction to Social Psychology (15 Hours)

- a. Meaning, nature, and scope of social psychology
- b. Historical development of social psychology
- c. Social psychology in the Indian context

Unit II: Attitudes and Prejudice (15 Hours)

- a. Concept, nature, and formation of attitudes
- b. Theories of attitude change:
 - Cognitive Dissonance Theory (Leon Festinger)
 - Balance Theory (Fritz Heider)
 - Congruity Theory (Charles Osgood & Percy Tannenbaum)
- c. Prejudice: nature and sources; strategies for prejudice reduction



Unit III: Social Influence and Group Processes (15 Hours)

- a. Social influence: conformity, compliance, and obedience
- b. Group processes: nature of groups, group formation, and group decision-making
- c. Prosocial behavior and aggression: basic concepts and determinants

Unit IV: Social Cognition and Interpersonal Processes (15 Hours)

- a. Social cognition: concept and components
- b. Person perception: social schemas, stereotypes, and impression formation
- c. Attribution processes: types and basic theories

Pedagogy

- Lectures
- Class discussions
- Field-based studies
- Assignments and presentations
- Audio-visual material

Textbooks

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2017). *Social psychology* (9th ed.). Pearson.
- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.

Recommended Readings

- Misra, G. (2009). *Psychology in India: Theoretical and methodological developments*. Pearson.
- Myers, D. G. (2010). *Social psychology* (10th ed.). Tata McGraw-Hill.
- Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology* (8th ed.). Pearson.
- Kassin, S., Fein, S., & Markus, H. R. (2017). *Social psychology* (10th ed.). Cengage.



FOURTH SEMESTER

DEVELOPMENT ACROSS LIFESPAN

Name of the Course:

Semester: IV

Course Code: BALAY212

Credits: 4 (L3, P1)

External: 60

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal: 40

Course Objectives:

1. To develop a basic understanding of human development across the lifespan.
2. To familiarize students with key developmental theories and domains.
3. To examine developmental changes across childhood and adolescence.
4. To encourage application of developmental concepts through practicum.

Course Outcomes:

After finishing this course, students will be able to:

CO 1 (Knowledge): Describe major concepts, principles, and theories in lifespan development.

CO 2 (Understanding): Explain developmental changes across physical, cognitive, and moral domains.

CO 3 (Analysis): Compare developmental processes across childhood and adolescence using theoretical and empirical insights.

CO 4 (Application): Apply developmental principles to real-life contexts, educational settings, and developmental challenges.

Course Content

Unit I: Foundations of Lifespan Development (15 Hours)

- a. Meaning, scope, and characteristics of lifespan development
- b. Key developmental issues: nature-nurture, continuity-discontinuity, stability-change
- c. Approaches (Psychoanalytic, Cognitive, Ecological) and Methods of studying development (observational, cross-sectional, longitudinal)

Unit II: Core Developmental Domains (15 Hours)

- a. Cognitive development (major processes; brief overview of Piaget & Vygotsky)
- b. Language development (emergence and early mechanisms)
- c. Moral development (Kohlberg)

Unit III: Developmental Stages Across the Lifespan (15 Hours)

- a. Prenatal development and birth
- b. Infancy and early childhood (key physical and motor milestones across domains)
- c. Middle childhood and adolescence (growth patterns, identity, peer relations)

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Unit IV: Practicum (30 Hours)

Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS held on 18th March, 2025.
Approved in the 9th Board of Studies meeting held on 28th April 2026. Approved in the Meeting of the Sub-Academic committee of Academic Council held on 12th May 2026.

Any ONE practicum-based on Unit II-III.

Pedagogy

- Lectures
- Class discussions
- Field-based studies
- Assignments
- Audio-visual material

Textbooks

- Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson.
- Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill

Recommended Readings

- Kail, R. V., & Cavanaugh, J. C. (2019). Human development: A lifespan view (8th ed.). Cengage.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2012). Human development (12th ed.). McGraw-Hill.
- Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. Indian Journal of Psychological Medicine, 15(1), 77-82.
- Feldman, R. S., & Babu, N. (2017). Development across the life span (8th ed.). New Delhi: Pearson.
- Feldman, R. S., & Babu, N. (2011). Discovering the life span. New Delhi: Pearson.
- Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and Adolescence. Indian reprint: Thomson Wadsworth



FIFTH SEMESTER
INTRODUCTION TO COGNITIVE PROCESSES

Name of the Course:

Semester: V

Course Code: BALAY313

Credits: 4 (L3, P1)

External: 60

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal: 40

Course Objectives:

1. To introduce students to the basic concepts, scope, and methods of cognitive psychology.
2. To develop an understanding of core cognitive processes involved in human information processing.
3. To familiarize students with major theoretical models explaining cognitive functioning.
5. To encourage application of cognitive concepts through observation and simple experimental tasks.

Course Outcomes:

CO 1 (Knowledge): Define key concepts and approaches in cognitive psychology.

CO 2 (Understanding): Explain fundamental cognitive processes such as attention, perception, memory, and thinking.

CO 3 (Analysis): Examine everyday cognitive phenomena using basic cognitive models.

CO 4 (Application): Apply cognitive psychology concepts to learning, decision-making, and real-life situations.

Course Content

Unit I: Introduction to Cognitive Psychology: Nature and Perspectives (15 Hours)

- a. Nature, scope and historical development of cognitive psychology
- b. Approaches to cognitive psychology: Information processing approach, Connectionist approach
- c. Contemporary perspectives: Modern Theories of Consciousness and Meta Cognition

Unit II: Cognitive processes: Sensation, Perception, and Attention (15 Hours)

- a. Sensation and perception: from sensory input to mental representation
- b. Bottom-up and top-down processing in perception
- c. Nature of attention and major theoretical perspectives

Unit III: Problem Solving and Decision Making (15 Hours)

- a. Nature of problem solving : insight and non-insight problems
- b. Stages of problem solving and common blocks
- c. Strategies and techniques of problem solving and decision making



Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

- Lectures
- Class discussions
- Practical demonstrations
- Assignments and presentations
- Audio-visual material
- Game based learning

Textbooks

- Goldstein, E. B. (2014). *Cognitive psychology: Connecting mind, research, and everyday experience* (4th ed.). Cengage Learning.
- Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Cengage Learning.
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.

Recommended Readings

- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.
- Solso, R. L., MacLin, M. K., & MacLin, O. H. (2008). *Cognitive psychology* (8th ed.). Pearson.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2021). *Psychology: Core concepts* (8th ed.). Pearson.



FIFTH SEMESTER
INTRODUCTION TO STATISTICS IN PSYCHOLOGY

Name of the Course: MS
Semester: V
Course Code: BALAY315
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To develop students' foundational knowledge and conceptual understanding of statistical applications in psychology.
2. To enable students to select and apply appropriate statistical techniques in psychological research.
3. To foster critical thinking skills for interpreting and evaluating statistical results in psychological studies.
4. To equip students with the ability to use statistical reasoning for evidence-based decision-making in psychology.

Course Outcomes:

CO1 (Knowledge): Identify and classify psychological variables and select appropriate measurement scales for research purposes.

CO2 (Understanding): Apply descriptive statistical techniques to summarize, present, and report psychological data effectively.

CO3 (Analysis): Use inferential statistical methods to test hypotheses and draw valid conclusions from research data.

CO4 (Application): Critically analyze and interpret statistical findings in psychological research for evidence-based decision-making.

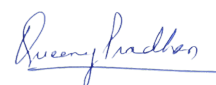
Course Content

Unit I : Introduction to Statistics for Psychological Research (15 Hours)

- a. Nature & purpose of statistics in psychological research
- b. Data Organization & Representation: frequency distributions, percentiles, and percentile ranks
- c. Graphic representation of data: histogram, frequency polygon, bar diagram and pie chart

Unit II : Measures of Central Tendency and Variability (15 Hours)

- a. Definition & properties of central tendency
- b. Concept, properties, and comparison of range, semi-interquartile range, variance, and standard deviation



- c. Calculation from raw scores and grouped data (central tendency) & calculation of variance and standard deviation from raw and deviation scores

Unit III : Standard Scores and Normal Distribution (15 Hours)

- a. Meaning and characteristics of common standard scores
- b. Nature & properties of Normal Probability Curve
- c. Deviations from normality: skewness and kurtosis

Unit IV : Correlation Analysis (15 Hours)

- a. Meaning & purpose
- b. Concept of Pearson's correlation coefficient and Spearman's rank-order correlation
- c. Calculation of Pearson's correlation coefficient and Spearman's rank-order correlation from raw scores and deviation scores.

Pedagogy

- Lectures
- Class discussions
- Data-Based Exercises
- Assignments and presentations
- Audio-visual material

Textbooks

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.).Noida: Wiley.
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). Delhi: Prentice Hall of India.
- Howitt, D and Cramer, D. (2011). Introduction to Statistics in Psychology. London, UK: Pearsons Education Ltd.

Recommended Readings

- Garrett, H.E (2005). Statistics in Psychology and Education. Delhi: Cosmo Publications.
- Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers.
- Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.



FIFTH SEMESTER

EDUCATIONAL PSYCHOLOGY

Name of the Course: MS
Semester: V
Course Code: BALAY317
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To understand how psychology informs real classroom practices.
2. To examine the role of teachers, classroom climate, and instructional planning.
3. To familiarize students with classroom management, assessment, and use of technology in education.
4. To develop sensitivity towards exceptional learners and inclusive classrooms.

Course Outcomes:

CO 1 (Knowledge): Describe the role of psychology in classroom teaching and learning.

CO 2 (Understanding): Explain classroom management, instructional planning, and assessment practices.

CO 3 (Analysis): Analyze the needs of exceptional and diverse learners in classrooms.

CO 4 (Application): Apply psychological principles to create inclusive and effective learning environments.

Course Content

Unit I: The Educational Process and the Role of the Teacher (15 Hours)

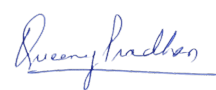
- a. Education vs schooling; psychology in education
- b. Role of the teacher: facilitator, gardener, dialogic teacher; teacher expectations
- c. Creating positive classroom climate and belongingness

Unit II: Managing the Classroom and Planning Instruction (15 Hours)

- a. Classroom management: discipline, control, behavioural objective myth
- b. Planning instruction: instructional strategies, active learning, collaborative learning
- c. Use of technology in teaching and learning

Unit III: Learners with Exceptional and Diverse Needs (15 Hours)

- a. Individual differences in learning: intelligence, learning styles myth, multiple abilities
- b. Gifted, learning disabilities, slow learners
- c. Working with parents and school support systems of learners



Unit IV: Inclusive Education (15 Hours)

- a. Meaning and importance of inclusive education
- b. Addressing classroom diversity: gender, SES, caste, language, disability, ethnicity
- c. Towards inclusive classroom practices: implications and challenges in Indian context

Pedagogy

- Lectures
- Class discussions
- Case studies
- Audio-visual material: Films and Documentaries
- Assignments and presentations

Textbooks

- Santrock, J. W. (2017). *Educational Psychology*. McGraw Hill.
- Woolfolk, A., & Kapur, P. (2019). *Educational Psychology*. Pearson.

Recommended Readings

- Combs, A. (1979). *Myths in Education*. Allyn & Bacon.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*.
- UNESCO (2005). *Guidelines for Inclusive Education*.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations. *American Psychologist*.



SIXTH SEMESTER
FUNDAMENTALS OF ABNORMAL PSYCHOLOGY

Name of the Course: MS
Semester: VI
Course Code: BALAY316
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce the concept of abnormal behaviour.
2. To familiarise students with major psychological models explaining abnormality.
3. To provide an overview of classification systems and common mental disorders.

Course Outcomes

CO1: Define abnormal behaviour using different criteria.
CO2: Describe major psychological models of abnormality.
CO3: Identify broad categories of mental disorders.
CO4: Understand the role of classification in mental health.

Course Content

Unit I: Defining Abnormal Behaviour (15 Hours)

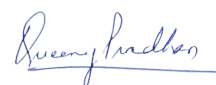
- a. Criteria of abnormality
- b. Historical perspectives
- c. Cultural relativity and stigma
- d. Overview of DSM-5-TR, ICD-10 and ICD-11

Unit II: Models of Abnormal Behaviour (15 Hours)

- a. Biological model
- b. Psychodynamic model
- c. Behavioural and cognitive models
- d. Humanistic and socio-cultural models

Unit III: Mental Disorders: Types (15 Hours)

- a. Anxiety, Stress-related disorders
- b. Depressive disorders
- c. Schizophrenia spectrum disorders
- d. Personality and substance use disorders



Practicum (30 Hours)

Any ONE practicum based on assessment of any disorders mentioned in unit III using techniques such as clinical interview, testing, etc.)

Textbooks

- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (10th ed.). Worth Publishers.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2022). *Understanding abnormal behavior* (12th ed.). Cengage Learning.

Recommended Readings

- Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An integrative approach* (8th ed.). Cengage Learning.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing.
- World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics (11th rev.; ICD-11)*. World Health Organization.
- Davison, G. C., & Neale, J. M. (2001). *Abnormal psychology* (8th ed.). John Wiley & Sons.



SIXTH SEMESTER
INTRODUCTION TO POSITIVE PSYCHOLOGY

Name of the Course: MS

Semester: VI

Course Code:

Credits: 4 (L3, P1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal: 40

External: 60

Course Objectives:

1. To introduce students to the foundational concepts and scope of positive psychology as a scientific sub-field of psychology.
2. To familiarize students with key components of psychological well-being and positive human functioning.
3. To examine the roles of positive emotions, strengths, and cognitive states in enhancing well-being.
4. To encourage application of positive psychological principles through practicum.

Course Outcomes:

CO 1 (Knowledge): Describe major concepts, goals, and perspectives in positive psychology.

CO 2 (Understanding): Explain key positive emotional states, traits, and cognitive processes that contribute to well-being.

CO 3 (Analysis): Analyze well-being and flourishing using major theories and constructs in positive psychology.

CO 4 (Application): Apply positive psychology principles to enhance well-being and to design basic interventions or activities.

Course Content

Unit I: Introduction to Positive Psychology (15 Hours)

- a. Meaning, nature, and scope of positive psychology
- b. Emergence of positive psychology: shift from pathology to strengths
- c. Eastern and Indian perspectives on well-being

Unit II: Positive Emotional States (15 Hours)

- a. Happiness and subjective well-being: affective and cognitive components
- b. Hope, Optimism, Flow and optimal experience
- c. Mindfulness and positive engagement

Unit III: Applications of Positive Psychology (15 Hours)

- a. Positive psychology in educational, work and organizational settings
- b. Positive psychology in everyday life: family and interpersonal relationships across lifespan



- c. Cultivating positive emotions: practicing gratitude, nurturing relationships and growth mindset)

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Pedagogy

- Lectures
- Class discussions
- Experiential activities
- Assignments and presentations
- Audio-visual material

Textbooks

- Seligman, M. E. P. (2011). *Flourish*. Free Press.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. Routledge.

Recommended Readings

- Baumgardner, S. R., & Crothers, M. K. (2010). *Positive psychology*. Pearson.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Lyubomirsky, S. (2007). *The how of happiness*. Penguin Press.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2007). *Positive psychology*. Sage.



SIXTH SEMESTER **RESEARCH METHODS**

Name of the Course: MS
Semester: VI
Course Code: BALAY320
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives

1. To introduce students to the scientific foundations of psychological inquiry.
2. To develop understanding of diverse research approaches used in psychology.
3. To equip students with skills required for designing and conducting research.
4. To familiarize students with ethical and reporting standards in psychological research.

Course Outcomes

CO1 (Knowledge): Demonstrate competence in distinguishing major theoretical frameworks and methodological approaches in the study of human development.

CO2 (Understanding): Identify and explain key developmental milestones across multiple domains of human development throughout the lifespan.

CO3 (Analysis): Analyze the role of socio-cultural contexts in shaping patterns of human development.

CO4 (Application): Examine key developmental challenges and issues within the Indian socio-cultural context.

Course Content

Unit I: Fundamentals of Psychological Inquiry (15 Hours)

- a. Paradigms of research: positivist, post-positivist and constructivist
- b. Nature, purpose and steps of psychological research
- c. Types of research in psychology

Unit II: Approaches to Psychological Research (15 Hours)

- a. Quantitative, Qualitative and Mixed Methods
- b. Sampling: Probability and Non-Probability Methods
- c. Ethical principles in Psychological Research

Unit III: Methods of Data Collection (15 Hours)

- a. Quantitative Research Techniques: Survey and Questionnaire
- b. Qualitative Research Techniques: Interview, Observation, Case Study and Focus Group Discussion



c. Techniques of Analysis: Thematic Analysis

Practicum (30 Hours)

Any ONE practicum based on Units II-III.

Textbooks

- Goodwin, J. C. (2010). *Research in psychology: Methods and design* (6th ed.). Wiley.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Sage Publications.
- Howitt, D., & Cramer, D. (2008). *Introduction to research methods in psychology* (2nd ed.). Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 26-41.
- Pretorius, L. (2024). Demystifying research paradigms: Navigating ontology, epistemology, and axiology in research. *The Qualitative Report*, 29(10).
- Turin, T. C., Raihan, M. M. H., & Chowdhury, N. A. (2024). Paradigms of approaches to research. *BSMMU Journal*.
- Coolican, H. (2018). *Research methods and statistics in psychology*. Routledge.
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. American Psychological Association.

Recommended Readings

- Bordens, K. S., & Abbott, B. B. (2014). *Research design and methods: A process approach* (9th ed.). McGraw-Hill Education.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.



SEVENTH SEMESTER
ORGANIZATIONAL PSYCHOLOGY

Name of the Course:

Semester: VII

Course Code: BALAY411

Credits: 4 (L3, P1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal: 40

External: 60

Course Objectives:

1. To introduce students to foundational concepts in organisational behaviour.
2. To develop understanding of motivational and attitudinal processes in work settings.
3. To examine leadership and organisational structures influencing behaviour at work.

Course Outcomes:

CO 1 (Knowledge): Define key concepts in organisational behaviour.

CO 2 (Understanding): Describe motivational and job satisfaction theories.

CO 3 (Analysis): Analyse leadership and organisational structures in context.

CO 4 (Application): Apply organisational behaviour principles to workplace scenarios.

Course Content

Unit I: Introduction to Organisational Behaviour (15 Hours)

- a. Nature and scope of organisational behaviour
- b. Historical antecedents of organisational behaviour
- c. Organisational behaviour in the Indian context

Unit II: Job Satisfaction and Work Motivation (15 Hours)

- a. Job satisfaction: meaning, antecedents, consequences
- b. Work motivation: meaning and early theories of motivation (Maslow, McClelland, Herzberg/Two-Factor)
- c. Contemporary theories of motivation (Goal Setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign)

Unit III: Organisational Culture and Leadership (15 Hours)

- a. Organisational culture: meaning, components, and functions
- b. Meaning and types of leadership
- c. Theories of leadership (Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership - Charismatic and Transformational Leadership)

Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS held on 18th March, 2025.

Approved in the 9th Board of Studies meeting held on 28th April 2026. Approved in the Meeting of the Sub-Academic committee of Academic Council held on 12th May 2026.

Practicum (30 Hours)

Any ONE practicum based on Units II-III (e.g., case analysis of leadership styles; motivation survey).

Textbooks

- Luthans, F. (2011). *Organizational behaviour*. Tata McGraw-Hill.
- Robbins, S. P., & Judge, T. A. (2011). *Organizational behaviour*. Pearson.
- Jex, S. M. (2010). *Organizational psychology*. Wiley India.

Recommended Readings

- Blum, M. L., & Naylor, J. C. (1984). *Industrial psychology*. CBS Publishers.
- Schultz, D. P., & Schultz, S. E. (2011). *Psychology and work today*. Pearson.



SEVENTH SEMESTER
APPLIED SOCIAL PSYCHOLOGY

Name of the Course: MS
Semester: VII
Course Code: BALAY413
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To apply principles of social psychology to real-world social issues and contexts.
2. To develop an understanding of social psychological interventions in community, health, and organisational settings.
3. To examine contemporary social problems through applied social psychological perspectives.
4. To encourage practical engagement with social issues using social psychological tools.

Course Outcomes:

CO 1 (Knowledge): Identify major domains of application in social psychology.

CO 2 (Understanding): Explain how social psychological principles are used to address social problems.

CO 3 (Analysis): Analyse social issues using applied social psychological frameworks.

CO 4 (Application): Apply social psychological concepts to design basic interventions and solutions.

Course Content

Unit I: Applied Social Psychology - Nature and Scope (15 Hours)

- a. Meaning, scope and levels of analysis of applied social psychology (individual, interpersonal, group and societal)
- b. Applications of social psychology in health, environment and legal system
- c. Ethical issues in applied social psychological research

Unit II: Social Problems and Social Change (15 Hours)

- a. Contemporary social problems: inequality, discrimination, and social exclusion
- b. Understanding of collective behaviour and social movements
- c. Role of applied social psychology in promoting social change

Unit III: Social Intervention and Indian Context (15 Hours)

- a. Nature and process of social psychological intervention
- b. Designing and implementing interventions in community settings
- c. Case illustrations of social psychological interventions in the Indian context



Practicum (30 Hours)

Any ONE practicum based on Units II-III

Pedagogy

- Lectures
- Case studies
- Group discussions
- Field-based observations
- Assignments and presentations

Textbooks

- Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology*. Pearson.
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2012). *Applied social psychology: Understanding and addressing social and practical problems*. Sage.

Recommended Readings

- Misra, G. I. R. I. S. H. W. A. R., Jain, U., & Bhargava, S. (1990). Applied social psychology in India: Challenges and possibilities. *Applied social psychology in India*, 295-306.
- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2017). *Social psychology* (9th ed.). Pearson.
- Misra, G. (Ed.). (2011). *Handbook of psychology in India*. Oxford University Press.
- Myers, D. G. (2010). *Social psychology* (10th ed.). Tata McGraw-Hill.
- Jain, U. (1987). *The psychological consequences of crowding*. Sage Publications, Inc.



EIGHTH SEMESTER
CRIMINAL AND FORENSIC PSYCHOLOGY

Name of the Course: MS
Semester: VIII
Course Code: BALAY415
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To introduce foundational concepts in criminal and forensic psychology.
2. To develop understanding of criminal behaviour and legal applications of psychology.
3. To familiarize students with psychological techniques used in forensic settings.

Course Outcomes:

CO 1 (Knowledge): Describe the fundamental concepts, theories, and principles of crime, criminology, criminal behaviour, and forensic psychology.

CO 2 (Understanding): Explain the scope, functions, specializations, and applications of forensic psychology in legal, correctional, victimology, and criminal justice settings.

CO 3 (Analysis): Analyze criminal behaviour, juvenile delinquency, violent behaviour, and criminal personalities using psychological, biological, and sociological perspectives.

CO 4 (Application): Apply forensic assessment and investigative techniques, including criminal profiling, psychological assessment, and scientific methods, in forensic and criminal justice contexts.

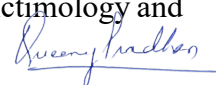
Course Content

Unit I: Foundations of Crime and Criminology (15 Hours)

- a. Nature and definitions of crime: social, psychological, and legal perspectives
- b. Scope and significance of criminology in contemporary society
- c. Major schools and sociological theories of criminology

Unit II: Basics of Forensic Psychology (15 Hours)

- a. Meaning, scope, and functions of forensic psychology
- b. Roles, specializations, and career pathways in forensic settings
- c. Branches: Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim services, Legal Psychology, Correctional Psychology)



Unit III: Criminal Behaviour and Violence (15 Hours)

- a. Juvenile delinquency: nature and patterns

- b. Psychological, biological, and social perspectives on violent behaviour
- c. Criminal personalities: psychopathy and forms of homicide

Unit IV: Techniques in Forensic Assessment (15 Hours)

- a. Criminal profiling: approaches and methods
- b. Psychological assessment in forensic contexts (case history and mental status)
- c. Scientific techniques: polygraph, narco-analysis, and BEOS

Textbooks

- Bartol, C. R., & Bartol, A. M. (2008). *Introduction to forensic psychology: Research and application*. Sage Publications.
- Huss, M. T. (2008). *Forensic psychology: Research, clinical practice, and applications* (2nd ed.). Wiley.
- Nagle, Y. K., Srivastava, K., & Gupta. (2014). *A handbook of forensic psychology*. Author House.

Recommended Readings

- Petherick, W. (2009). *Serial crime: Theoretical and practical issues in behavioral profiling*. Elsevier.
- Veeraraghavan (2009). *Handbook of forensic psychology*. Amity University.
- Wrightsman, L. S., & Fulero, S. (2008). *Forensic psychology*. Wadsworth.



EIGHTH SEMESTER
COUNSELLING AND GUIDANCE

Name of the Course: MS
Semester: VIII
Course Code: BALAY410
Credits: 4 (L3, P1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To introduce students to the nature and scope of counselling psychology.
2. To develop basic counselling and helping skills required for effective interaction.
3. To familiarize students with the counselling process from intake to termination.
4. To build awareness about professional ethics and applications of counselling in different settings.

Course Outcomes:

CO 1 (Knowledge): Describe the meaning, goals and scope of counselling psychology.

CO 2 (Understanding): Explain the core counselling skills required to build a helping relationship.

CO 3 (Analysis): Understand the stages and dynamics involved in the counselling process.

CO 4 (Application): Apply ethical principles and basic counselling skills in real-life helping situations.

Course Content

Unit I: Understanding Counselling (15 Hours)

- a. Meaning, goals, and Ethical considerations in counselling
- b. Counselling, guidance and psychotherapy: differences
- c. Characteristics and qualities of an effective counsellor
- d. Counselling in the Indian socio-cultural context (school, family, career etc)

Unit II: The Counselling Process (15 Hours)

- a. Stages of counselling (intake, working and termination)
- b. Case history taking and problem identification
- c. Goal setting and planning intervention
- d. Resistance, transference, counter-transference and record keeping

Unit III: Core Counselling Skills (15 Hours)

- a. Attending behaviour, listening and empathy
- b. Questioning, paraphrasing and summarising



- c. Non-verbal communication and use of silence
- d. Building rapport and establishing a helping relationship

Practicum (30 Hours)

Any ONE practicum based on Units II-III (role play, mock counselling session, case analysis, or skill demonstration).

Pedagogy

- Lectures
- Role plays and demonstrations
- Class discussions
- Case illustrations
- Audio-visual material

Textbooks

- Egan, G. (2014). *The Skilled Helper*. Cengage.
- Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. Sage.
- Rao, S. N. (2013). *Counselling and Guidance*. Tata McGraw Hill.

Recommended Readings

- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage.
- McLeod, J. (2013). *An Introduction to Counselling*. Open University Press.
- Gibson, R. & Mitchell, M. (2008). *Introduction to Counseling and Guidance*. Pearson.
- American Counseling Association. (2014). *ACA Code of Ethics*.



EIGHTH SEMESTER
PSYCHOLOGY OF CONSUMER BEHAVIOUR

Name of the Course: MS
Semester: VIII
Course Code: BALAY412
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To understand the psychological processes underlying consumer behavior.
2. To analyze internal dynamics of consumers and their role in shaping purchasing behavior.
3. To examine persuasive communication strategies used in marketing and advertising.
4. To apply psychological principles to interpret real-world consumer behavior and marketing practices.

Course Outcomes:

CO1 (Knowledge): Define key concepts and theories in consumer and market psychology.

CO2 (Understanding): Explain psychological processes underlying consumer behavior and decision-making.

CO3 (Analysis): Analyze the influence of psychological and socio-cultural factors on consumer choices.

CO4 (Application): Apply psychological principles to evaluate marketing and advertising strategies.

Course Content

Unit I : Foundations of Consumer Psychology (15 Hours)

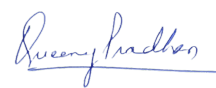
- a. Nature and scope of consumer psychology
- b. Evolution and historical development of consumer psychology
- c. Interdisciplinary linkages with marketing and behavioral sciences

Unit II : Theoretical Models of Consumer Behaviour (15 Hours)

- a. Learning models (Classical conditioning, Operant conditioning, Observational learning)
- b. Decision Models (Engel-Kollat-Blackwell Model & Howard-Sheth Model)
- c. Contemporary Models (Technology Acceptance Model - Fred Davis & Dual Process Model - Daniel Kahneman)

Unit III : Psychological Processes in Consumer Behaviour (15 Hours)

- a. Perception and consumer interpretation of marketing stimuli
- b. Motivation and needs in consumer choice
- c. Attitudes and attitude change in consumer decision making



Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS held on 18th March, 2025.
 Approved in the 9th Board of Studies meeting held on 28th April 2026. Approved in the Meeting of the Sub-Academic committee of Academic Council held on 12th May 2026.

Unit IV : Social and Post-Purchase Behaviour (15 Hours)

- a. Social and cultural influences on consumer behaviour
- b. Consumer satisfaction and post-purchase evaluation
- c. Consumer loyalty and contemporary consumption trends

Textbooks

- Hawkins, D. I., Mothersbaugh, D. L., & Best, R. J. (2007). *Consumer behavior: Building marketing strategy* (10th ed.). McGraw-Hill.
- Solomon, M. R. (2019). *Consumer behavior: Buying, having, and being*. Pearson.

Recommended Readings

- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of consumer psychology*. Psychology Press.
- Gunter, B. (2019). *The psychology of consumer profiling in a digital age*. Routledge.
- Journal of Consumer Psychology; Journal of Consumer Behaviour.



EIGHTH SEMESTER
INTRODUCTION TO BIO-PSYCHOLOGY

Name of the Course: MS
Semester: VIII
Course Code: BALAY414
Credits: 4 (L3, T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal: 40
External: 60

Course Objectives:

1. To introduce students to the foundational concepts, scope of biopsychology and its relevance to human behavior.
2. To acquaint students with the structures of the human brain, their functions and impact on human behaviour.
3. To develop critical thinking skills for using scientific methods in biological psychology and to build awareness of the ethical issues involved.
4. To encourage the application of biopsychological principles through practicum and real-life examples.

Course Outcomes:

CO1 (Knowledge): Describe major concepts, goals, and perspectives in biopsychology.

CO2 (Understanding): Explain the biological bases of behavior, including brain structures and physiological processes.

CO3 (Analysis): Analyze psychological processes and behaviors using biopsychological theories and scientific methods.

CO4 (Application): Apply biopsychological principles to interpret everyday behavior and mental processes using practical exercises and basic experimental activities.

Course Content

Unit I : Introduction to Biopsychology (15 Hours)

- a. Nature and Scope
- b. Divisions of Biopsychology
- c. Methods and Ethics in Biopsychology

Unit II : Neurons & Its Transmission (15 Hours)

- a. Neurons: Structure & Types
- b. Functions of Neurons: Information Reception, Processing, and Transmission
- c. Transmission of Nerve Impulse: Electrical Conduction and Synaptic Communication

Unit III : Central & Peripheral Nervous System (15 Hours)

- a. Major Divisions: CNS (Brain & Spinal Cord), PNS (Somatic & Autonomic)
- b. Structure & Functions
- c. Role of CNS & PNS in Behavior

Queeny Paulson

Third to Fourth Year Minor Scheme of Psychology approved by 7th BOS held on 18th March, 2025.

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Unit IV : The Endocrine System (15 Hours)

- a. Structure & Functions
- b. Major types of Hormones
- c. Abnormalities of Major Glands

Pedagogy

- Lectures
- Class discussions
- Case based examples
- Assignments and presentations
- Audio-visual material

Textbooks

- Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). New Delhi: Pearson Education.
- Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi: Sage Texts.

Recommended Readings

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sunderland, Massachusetts: Sinauer Associates.
- Leukel, F. (1976). Introduction to Physiological Psychology. New Delhi: Pearson.
- Levinthal, C.F. (1983). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. New Delhi: Pearson Education.



Internship Evaluation		
Activity	Weightage	Evaluator
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee
Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation. Table 1		

NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs Evaluation
Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester. However for Multiple Entry/Exit Students, the duration of work/assessment shall be from the 3rd semester to the 8th semester.

Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.			
S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	Stage 1: Under Graduate Certificate (Level 6)	Exit 1: After Successful Completion of Semester II	48 Credits + 4 Credits of Vocational Course/Internship after the end of II nd Semester.
2.	Stage 2: Undergraduate Diploma (Level 7)	Exit II: After Successful Completion of Semester IV	96 Credits + 4 Credits of Vocational Course/Internship after the end of IV th Semester.
3.	Stage 3: 3 Year Under Graduate Degree Bachelor of Arts in Liberal Arts with Major and Minor (Level 8)	Exit III: After Successful Completion of Semester VI	142 Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

Table 2

Entry Policy for non-GGSIPU Students: In line with the provisions of the National Education Policy (NEP) 2020, which allows for multiple entry and exit options (according to University Norms), the BA Liberal Arts Programme at USLA, GGSIPU is designed to accommodate student mobility across institutions. Students from any UGC recognized university in India who have exited a similar programme at any stage with a relevant qualification/degree may seek admission to the BA Liberal Arts Programme at GGSIPU, provided they meet the minimum eligibility criteria as per [University Norms](#) and UGC under NEP 2020.

Table 3

Credit completion Rule for Students from other Universities under UGC Multiple Entry/Exit

USLA provision for Credit completion as per USLA scheme:

1. Those students who will be joining under multiple entry/exit schemes and are running short of credits under the existing USLA scheme will earn extra credits by opting for both MS courses in the seventh and eighth semesters, depending upon the credit requirements.
2. The degree will be awarded to the student only after acquiring the minimum credits in the regular courses of the scheme of study as prescribed by USLA.

Table 4

