

B.A. PSYCHOLOGY IInd Year (NEP) SYLLABUS (For 2025 Batch)
(For 2025 Batch) SecondYear–NHEQFLevel-5

Course Category	Semester-III				Semester-IV			
	Subject/Title	No. of papers	Credits		Subject/Title	No. of papers	Credits	
			T	P			T	P
Major-I (One Subject)	DSC Major-I Introduction to Social Psychology	1	4	2	DSC Major-II Statistical Methods and Psychological Research	1	4	2
Minor-I (One Subject)	DSC Minor-I Applications of Social Psychology	1	2	2	DSC Minor-I Psychological Statistics	1	2	2
SEC	SEC Major-I Developing Emotional Competencies	1	2	-	SEC Major-II Effective Decision Making	1	2	-
M.D/I.D	M.D/I.D-III Community Psychology	1	4	-	M.D/I.D-IV Gender Psychology	1	4	-
AEC (Language based courses)	Indian, Modern, Regional Language-I (To be offered by university)	1	2	-	Indian, Modern, Regional Language-II (To be offered by university)	1	2	-
VAC/AEC	IKS Or Culture, Traditions and Moral Values (To be offered by university)	1	2	-	IKS Or Culture, Traditions and Moral Values (To be offered by university)	1	2	-
Total		6	14	6		6	14	6
NHEQF Level5	<i>Student on exit after successfully completing Second year (i.e., securing minimum required 80 credits + 4 credits in one vocational course/skills-enhancement course of 4 credits) will be awarded "Undergraduate Diploma" of two year, in related field/discipline/subject.</i>							

KC Barmale

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Dr. Barmale

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SEMESTER-III

DSC Major-I: INTRODUCTION TO SOCIAL PSYCHOLOGY

(Credits: 4+2)

Course Outcomes:

CO1: Explain the nature, scope, history (including Indian contribution), levels of social behavior, and approaches in Social Psychology.

CO2: Analyze person perception processes including attribution theories, biases, and errors in social cognition.

CO3: Apply concepts of attitudes including formation, change, and resistance to change in social contexts.

CO4: Apply interpersonal processes such as attraction, pro-social behavior, bystander effect, and aggression theories to real-life situations.

CO5: Analyze group dynamics including cooperation, conflict, group decision-making, facilitation, and social loafing.

UNITS:

1. Introduction:

- i. Nature and scope of Social Psychology, Brief History of Social Psychology (special emphasis on India),
- ii. Levels of Social Behavior, Approaches towards social behaviour (Cognitive, Biological and Sociocultural).

2. Individual Level Processes:

- i. Person Perception: Attribution-theories, biases and errors.
- ii. Attitude: formation, change and resistance to change.

3. Interpersonal Processes:

- i. Interpersonal Attraction (Factors affecting Attraction), Pro-Social Behaviour (Determinants and Bystander Effect)
- ii. Aggression (Frustration Aggression Hypothesis, Excitation Transfer and General Aggression Model), Causes and Managing Aggression.

4. Group Dynamics: Key aspects of groups, cooperation and conflict, group decision making and group interaction (Facilitation, Loafing).

PRACTICAL: (2 Experiments/ Tests)

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References:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
3. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
4. Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Upper Saddle Rives, New Jersey: Prentice Hall.

DSC Minor-I: APPLICATIONS OF SOCIAL PSYCHOLOGY**(Credits: 2+2)****Course Outcomes:**

CO1: Explain the nature, scope, and relevance of Applied Social Psychology in everyday contexts.

CO2: Describe research methods in applied social psychology including observation, survey, field study, and action research.

CO3: Analyze cognitive dissonance theory in relation to attitude and behavior change.

CO4: Apply social learning theory to understand behavior acquisition in real-life situations.

CO5: Analyze group processes using groupthink and diffusion of responsibility in social contexts.

UNITS:

1. Introduction: Nature and scope of Applied Social Psychology; Research Methods: Observation, survey, field study and action research; Social Psychology in Everyday Life.

2. Theories of Applied Social Psychology: Cognitive dissonance, Social leaning, Groupthink and Diffusion of Responsibility Theory.

PRACTICAL: (2 Experiments/ Tests)**References:**

1. Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). Social Psychology, 9th edition, Delhi: Pearson.
2. Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw Hill.
3. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology Across Cultures. New Delhi: Sage Publications.

SEC Major-I: DEVELOPING EMOTIONAL COMPETENCIES

(Credits: 2)

Course Outcomes:

CO1: Explain the concept, types, and importance of emotional competencies in Emotional Intelligence in self and others.

CO2: Describe the process of building emotional competence and emotional awareness.

CO3: Analyze the components of emotional competence including self-awareness, self-regulation, and self-motivation.

CO4: Apply social skills and emotional awareness to manage interpersonal relationships effectively.

CO5: Analyze how emotional competencies influence behavior and interpersonal functioning in real-life situations.

UNITS:

1. Introduction to Emotional Competencies: Meaning, Types (Personal competence and Social competence), Building Emotional Competence, Importance of recognizing and understanding emotions in oneself and others (Identify and Understand Emotions, Emotional Awareness in oneself and others).

2. Components of Emotional Competencies: Self-awareness, Self-regulation, Self-motivation, Self-Awareness, and Social skills

References:

1. Black, R. S., & Ornelles, C. (2001). Assessment of social competence and social networks for transition. *Assessment for Effective Intervention*, 26(4), 23-39
2. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
3. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
4. Saarni, C. (2000). Emotional competence: A developmental perspective. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (p. 68-91). Jossey-Bass.

M.D./I.D.-III: COMMUNITY PSYCHOLOGY

(Credits: 4)

Course Outcomes:

CO1: Explain the definition, types of communities, core values, and ecological systems approach in Community Psychology.

CO2: Describe community structure, social capital, stress-coping models, and mutual help groups in community settings.

CO3: Analyze empowerment approaches in community mental health including prevention, treatment, and community-based rehabilitation in India.

CO4: Apply community psychology principles to work with vulnerable groups including maternal-child health, disaster-affected, and tribal communities.

CO5: Analyze community-level mental health issues using ecological and contextual perspectives to understand and address social problems.

UNITS:

1. Introduction to Community Psychology:

Definition and types of communities; working with communities in India; Nature and core values of community psychology; Ecological system perspective in community psychology.

2. Understanding Communities:

Types and levels of communities; Importance of community: social capital; Stress and coping: an ecological-contextual model; Mutual help groups

3. Community Mental Health and Empowerment:

Empowerment as a goal for community psychologists; Community Mental Health; Changing public notions; prevention and treatment of mental health problems at the community level; community-based rehabilitation.

4. Working with Vulnerable Communities:

Community-based work on maternal and child health; Community-based work with communities facing natural disasters; community-based work with indigenous (tribal) communities.

References:

1. Deb, S., Sunny, A.M., & Sanyal, N. (2020) .*Community Psychology: Theories and Applications: Sage Publications India Pvt. Ltd.*
2. Rudkin, J.K. (2003). *Community psychology: Guiding principles and orienting concepts.* Pearson College Division.
3. Kloos b. Hill, J. Thomsan, Wandersman, A., Elias, M.J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

SEMESTER-IV

DSC Major-II: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH (Credits: 4+2)

Course Outcomes:

CO1: Explain scales of measurement and graphical representation of data in Psychological Statistics.

CO2: Compute and analyze measures of central tendency, standard deviation, correlation, and properties of the normal probability curve.

CO3: Describe psychological testing including characteristics, reliability, validity, norms, and types of tests.

CO4: Apply qualitative research methods including interview, observation, and case study techniques.

CO5: Analyze and interpret psychological data using both quantitative and qualitative methods.

UNITS:

1. Introduction: Scales of measurement, Graphical Representation of Data and Properties of Normal Probability Curve (NPC).

2. Data Analysis:

i. Measures of Central Tendency: Mean, median, mode (properties and computation).

ii. Standard Deviation: properties and computation.

iii. Correlation: Pearson and Spearman methods.

3. Psychological Testing:

i. Introduction to Psychological Testing.

ii. Characteristics of Test, Reliability, Validity, Norms, types of tests.

4. Qualitative Methods: Interview, Observation, Case Study.

PRACTICAL: (2 Experiments/ Tests)

DSC Minor-II: PSYCHOLOGICAL STATISTICS

(Credits:

2+2)

Course Outcomes:

- CO1: Explain scales of measurement and graphical representation of data in Statistics in Psychology.
- CO2: Describe measures of central tendency including mean, median, and mode.
- CO3: Analyze the normal probability curve and its properties in data interpretation.
- CO4: Apply methods of data collection including interview, observation, questionnaire, and survey techniques.
- CO5: Analyze and interpret data using appropriate statistical and graphical methods.

UNITS:

1. Introduction: Scales of measurement. Graphical representation of data; Methods of data collection- Interview, Observation, Questionnaires and Survey method.
2. Data Analysis: Measures of central tendency: Mean, Median and Mode; Normal Probability Curve and its properties.

References:

1. Garrett, H.E. & Woodworth, R.S. (1987). *Statistics in Psychology and Education*. Mumbai: Vakils, Frffer& Simons Pvt. Ltd.
2. Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). PHI Learning.

PRACTICAL: (2 Experiments/ Tests)

SEC Major-II: EFFECTIVE DECISION MAKING

(Credits: 2)

Course Outcomes:

- CO1: Describe the meaning, importance, and factors influencing decision making.
- CO2: Explain the steps involved in decision making using different Models.
- CO3: Apply decision-making skills in career planning and vocational choices.
- CO4: Analyze interpersonal conflicts and negotiation processes in relationships.
- CO5: Evaluate effective decision-making strategies for personal and interpersonal situations.

UNITS:

1. Introduction: Meaning, Importance and Factors influencing Decision Making, Steps in Decision Making (Arkansas Programme and OCER Model).
2. Applications of Decision Making:

- i. Regarding Career: Discovering Self and Creating a Healthy Acceptance of Self; Learning to Connect with Self with Vocational Choices/Career
- ii. Interpersonal Context: Learning About Conflict Management in Interpersonal Relations; Negotiation

References:

1. Adler, R.B., & Proctor, R.F. (2009). Communication Goals and Approaches. Delhi: Wadsworth Cengage Learning.
2. Chadha, N.K. & Bhatia, H. (2014). Career Development: Different Voices, Different Choices. New Delhi: The Readers Paradise.
3. Lewicki, R.J., Barry, B., & Saunders, D.M. (2015). Essentials of Negotiation. Dubuque: McGraw-Hill Education.

M.D/I.D-IV: GENDER PSYCHOLOGY**(Credits:4)****Course Outcomes:**

CO1: Explain the concept, measurement, and historical development of gender roles and gender role attitudes in Gender Psychology.

CO2: Analyze sex-related differences in cognitive abilities, social domains, and biological factors.

CO3: Compare major theories of gender including psychoanalytic, neo-analytic, evolutionary, social learning, social structural, and gender schema theories.

CO4: Apply concepts of gender sensitization, equality, equity, and gender-neutral parenting to contemporary social issues.

CO5: Analyze current issues in gender psychology including prevention of sexual harassment and promotion of gender equality in society.

UNITS:

1. Introduction: Conceptualization and measurement of gender roles and gender role attitude (gender stereotypes), History of Gender in Psychology.

2. Sex related comparison: Cognitive abilities, social domains and biological factors.

3. Theories of Gender: Psychoanalytic, Neo- Analytic, Evolutionary, Cognitive social learning theory, Social structural theory and Gender schema theory.

4. Current Frontiers in Psychology of Gender; Gender Sensitization; Prevention of sexual harassment; Promoting equality and equity; Gender neutral parenting.

References:

1. Valentine-French, S., & Lally, M. (2025). *The psychology of gender* (2nd ed.). College of Lake County.
2. Bird, C. E., & Rieker, P. P. (2008). *Gender and Health: The effects of constrained choices and social policies*. Cambridge University Press.
3. Chrisler, J. C., & McCreary, D. R. (Eds.). (2010). *Handbook of gender research in psychology: Vol. 1. Gender Research in General And Experimental Psychology*. Springer Science & Business Media.