

University of Mumbai

वेबसाईट - mu.ac.in

ईमेल - आयडी - dr.aams@fort.mu.ac.in
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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग (ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं - ०२२ - ६८३२००३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)

क.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमंलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Offg. Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Offg. Associate Dean</p> <p>2. Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>3. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>Faculty of Commerce & Management,</p> <p>Offg. Dean,</p> <p>1 Prin.Ravindra Bambardekar principal@model-college.edu.in</p> <p>Offg. Associate Dean</p> <p>2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

	<p>Faculty of Science & Technology</p> <p>Offg. Dean</p> <p>1. Prof. Shivram Garje ssgarje@chem.mu.ac.in</p> <p>Offg. Associate Dean</p> <p>2. Dr. Madhav R. Rajwade Madhavr64@gmail.com</p> <p>3. Prin. Deven Shah sir.deven@gmail.com</p>
	<p>Faculty of Inter-Disciplinary Studies,</p> <p>Offg. Dean</p> <p>1. Dr. Anil K. Singh aksingh@trcl.org.in</p> <p>Offg. Associate Dean</p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com</p> <p>3. Dr. Kunal Ingle drkunalingle@gmail.com</p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW direcotr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

AC – 20/05/2025

Item No. – 5.22 (N) M1-M2-M3

As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4 M1-M2-M3 Format (Scheme III)

Name of the Programme – B.A. (Psychology)

Faulty of Humanities

Board of Studies in Psychology

U.G. Second Year Programme

Exit
Degree

U.G. Diploma in
Psychology

Semester

III & IV

From the Academic Year

2025-26

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. Psychology
2	Exit Degree	U.G. Diploma in Psychology
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination <u>Individual Passing</u> in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem. III – R. HSU-505C (III) Sem. IV – R. HSU-505D (III)	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd /-

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Chairman
Prof. Dr. Vivek
Belhekar
Board of Studies in
Psychology

Sd/-

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Offg. Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities

Sd/-

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Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities

Sd/-

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Offg. Dean
Prof. Anil Singh
Faculty of
Humanities

Under Graduate Diploma in Psychology

Credit Structure (Sem. III & IV)

M1-M2-M3 Format (Scheme III)

Sem. III – R. HSU-505C (III)												
Level	Semester	Major (M1)	Major (M2)	Major (M3)	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.		
5.0	III	Developmental Psychology (4 Cr) + Introduction to Personality Psychology (2 Cr)	4 CR		4	Introducing Statistics for Psychology (SEC: 2 Cr)	AEC:2	Community Engagement Project (CEP) in Psychology (CEP: 2 Cr) / Field Project (FP) in Psychology (Cr 2), CC:2	22	UG Diploma 88		
	Sem. IV – R. HSU-505D (III)											
	IV	Fundamentals of Social Psychology (4 Cr) + Introduction to Health Psychology (2 Cr)	4 CR		4	Basics of Psychological Testing (VSC: 2 Cr)	AEC:2	Community Engagement Project (CEP) in Psychology (CEP: 2 Cr) / Field Project (FP) in Psychology (Cr 2), CC:2	22			
	Cum Cr.	20	16	8	10	6+6	6+4+2	6+4	88			
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor												

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

Sem. - III

Vertical – 1 Major (M1)

AC –
Item No. –

As Per NEP 2020

University of Mumbai



**Syllabus for Major
Syllabus for Major M1 (M1-M2-M3 format -Scheme III)**

Board of Studies in Psychology

UG Second Year Programme

Semester

III

Title of Paper

Credits

Developmental Psychology

4

From the Academic Year

2025-2026

Sr. No.	Heading	Particulars
1	Description of the course:	The course contains various components of human development for the students who are opting the course in Major M1 (M1-M2-M3 format -Scheme III) for Four Credits . The topics covered in the course include physical, cognitive, personality, and social development from birth till adolescence.
2	Vertical:	Major-1 (M1-M2-M3) Major/Minor/Open Elective/Skill Enhancement/Ability Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives)	<ol style="list-style-type: none"> 1) To learn about the process of labor, childbirth, birth complications, alternative birthing procedures, and in the context of Infancy the development which involves physical, Cognitive, Social and Personality development. 2) To enhance understanding of the Physical, Cognitive, Personality and Social development in the Preschool stage of development. 3) To orient students about the changes which happen in Middle Childhood regarding Physical, Cognitive, Personality and Social aspects. 1) To know basic changes that happen during Adolescence stage of development regarding Physical, Cognitive, Personality and Social aspects.
8	Course Outcomes: After completing the course, students will be able to:	<ol style="list-style-type: none"> 1) Describe the entire process of labour, childbirth, birth complications, alternative birthing procedures, and development in Infants with regard to physical, Cognitive, Social and Personality development 2) Evaluate and explain about the Physical, Cognitive, Personality and Social development which occur during the Preschool stage. 3) Discuss development happening in Middle Childhood about Physical, Cognitive, Personality and Social aspects. 4) Demonstrate and summarize the changes which happen during Adolescence stage, relating to Physical, Cognitive, Personality, and Social aspects.

9 **Modules:-** Per credit One module

Module 1: From Birth till Infancy

- a) Birth:**
 - i) Labor: The Process of Birth Begins
 - ii) Alternative Birthing Procedures
 - iii) Birth complications
- b) Physical Development in Infancy: Growth and Stability-**
 - i) Physical Growth: Four Principles of growth
 - ii) The Nervous System and Brain: The Foundations of Development
- c) Cognitive Development in Infancy:**
 - i) Piaget's Approach to Cognitive Development-**
 - a) The Sensorimotor Period
 - b) Appraising Piaget's Theory: Support and Challenges
 - ii) The Roots of Language
- d) Social and Personality Development in Infancy: Developing the Roots of Sociability-**
 - i) Stranger Anxiety and Separation Anxiety: It's Only Natural
 - ii) Attachment: Forming Social Bonds

Module 2: Physical, Cognitive, Personality, and Social Development in the Preschool Years

- a) Physical Development: Keeping Preschoolers Healthy-**
 - i) Brain Lateralization
 - ii) Motor Development
- b) Cognitive Development: Intellectual Development-**
 - i) Piaget's Stage of Preoperational Thinking
 - ii) Vygotsky's View of Cognitive Development-Taking Culture into Account
- c) Personality Development: Forming A Sense of Self: Gender Identity-**
 - i) Developing Femaleness and Maleness
 - ii) Biological Perspectives on Gender
 - iii) Psychoanalytic Perspectives
 - iv) Social Learning Approaches
 - v) Cognitive Approaches
- d) Social Development: Friends and Family: Preschoolers' Social Lives:**
 - i) Playing By the Rules: The Work of Play-**
 - a) Categorizing Play
 - b) The Social Aspects of Play
 - ii) Effective Parenting: Teaching Desired Behavior-**
 - a) Four Parenting Styles proposed by Baumrind
 - b) Cultural Differences in Childrearing Practices

Module 3: Physical, Cognitive, Personality, and Social Development in Middle Childhood

- a) Physical Development:**
 - i) Motor Development
 - ii) Physical and Mental Health during Middle Childhood
 - iii) Psychological Disorders
 - iv) Children With Special Needs
- b) Cognitive Development: Intellectual Development-**
 - i) Piaget's Approaches to Cognitive Development: The rise of Concrete Operational Thought
 - ii) Vygotsky's Approach to Cognitive Development and Classroom Instructions
 - iii) Below and Above Intelligence Norms: Intellectual Disabilities and the Intellectually Gifted

- c) **Personality Development: The Developing Self-**
 - i) Psychosocial Development in Middle Childhood
 - ii) Understanding One's Self: A New Response to 'Who Am I'?
 - iii) Self-Esteem: Developing a Positive or Negative View of the Self
- d) **Social Development: Families: The Changing Home Environment-**
 - i) Family Life: Still Important After All These Years
 - ii) When Both Parents Work Outside the Home: How Do Children Fare?
 - iii) Home And Alone: What Do Children Do?
 - iv) Divorce
 - v) Single-Parent Families
 - vi) Children With Gay and Lesbian Parents

Module 4: Physical, Cognitive, Personality, and Social Development during Adolescence

- a) **Physical Development : Physical Maturation-**
 - i) Growth During Adolescence: The Rapid Pace of Physical and Sexual Maturation
 - ii) Nutrition, Food, and Eating Disorders: Fueling the Growth of Adolescence
- b) **Cognitive Development and Schooling**
 - i) Piagetian Approaches to Cognitive Development: Using Formal Operations
 - ii) Threats to Adolescents' Well-Being- a) Illegal Drugs b) Sexually Transmitted Infections
- c) **Personality Development: Identity: Asking 'Who Am I'-**
 - i) Self-Concept and Self-Esteem
 - ii) Identity Formation: Change or Crisis?
 - iii) Marcia's Approach to Identity Development: Updating Erikson
- d) **Social Development: Dating, Sexual Behavior, and Teenage Pregnancy-**
 - i) Dating, and Sexual Relationships in the Twenty-First Century
 - ii) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism
 - iii) Teenage Pregnancies

10 Text Books:

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8th ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2nd ed.). New York: McGraw Hill Publications
3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd.

11 Reference Books:

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th edi. New Jersey: Pearson education.
4. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3rd ed.). Wadsworth Thomson Learning.

12 Internal Continuous Assessment: 40%

External, Semester End Examination: 60%

Individual Passing in Internal and External Examination: 40%

13	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document
14	Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document	

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BOS in Psychology

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Dean
Dr. Manisha Karne
Associate Dean, Humanities

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Dr. Anil Singh
Dean, Humanities

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Major	
Syllabus for Major (M1) for M1-M2-M3 format (Scheme III)	
Board of Studies in Psychology	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
Introduction to Personality Psychology	2
From the Academic Year	2025-26

Sr. No.	Heading	Particulars
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1	Description of the course:	The course contains various components of Introduction to Personality Psychology for the students who are opting the course in Major (M1) for M1-M2-M3 format (Scheme III) . The topics covered in the course include various concepts, theories and measurements related to Psychology of Personality.
2	Vertical:	Major -1 (M1-M2-M3) Major/Minor/Open Elective/Skill Enhancement/Ability Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) <ol style="list-style-type: none"> To learn about the Psychoanalytic Perspective and Behavioral Perspective of Personality Development. To enhance understanding about the Humanistic Perspective and Trait Theories of Personality. 	
8	Course Outcomes: (List some of the course outcomes) On completion of the course the student should be able to: <ol style="list-style-type: none"> Describe the concepts given by Psychodynamic Perspective (Freud and Neo-Freudians) and Behaviourists (Bandura and Rotter). Apprise about the Humanistic Orientation (Maslow, Roger) and describe, and evaluate Trait Theories of personality (Allport, Cattell, PEN; Big Five; and emerging approaches) 	
9	Modules:- Per credit One module	
	Module 1: The Psychodynamic and Behavioral and Social Cognitive View	
	<ol style="list-style-type: none"> Freud's Conception of Personality and Carl Jung's Analytic Theory: Alfred Adler's Social Psychological Theory and Erik Erikson's Contemporary Psychoanalytic Theory and Other approaches Albert Bandura and Social Learning Theory and Dollard and Miller's Stimulus-Response Theory: Rotter's Social Learning Theory 	
	Module 2: Trait and Humanistic Approaches to Personality	
	<ol style="list-style-type: none"> Motives and Personality -Abraham Maslow's Theory: Carl Roger's Propositions: Gordon Allport's work and Cattell's Factor-Analytic 16PF Theory; Eysenck's PEN Model. Big Five and emerging approaches: FFM, Measurement. Online Measures. 	

10	Text Books: <ol style="list-style-type: none"> Hall, C.S., Lindzey, G., & Campbell, J.B. (1998). Theories of Personality. New York: J Wiley & Sons. Schultz, D.P., & Schultz, S.E. (2017). Theories of Personality. Australia: Cengage Learning. Engler, B. (2014). Personality Theories: An Introduction. Belmont: CA: Wadsworth Cengage. 	
11	Reference Books: <ol style="list-style-type: none"> Ryckman, R.M. (2004). Theories of Personality (8th ed.). Belmont: CA: Wadsworth Cengage. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) Pvt. Ltd. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. (5th ed.). New Jersey: Pearson education. 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination: 60% Individual Passing in Internal and External Examination: 40%
13	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document
14	Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document	

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Dean, Humanities

Vertical - 4

SEC

AC –
Item No. –



NEP-2020

Syllabus for Skill Enhancement Course (SEC)

Syllabus for M1-M2-M3 format (Scheme III)

Board of Studies in Psychology	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
Introducing Statistics for Psychology	2
From the Academic Year	2025-26

Sr. No.	Heading	Particulars
1	Description the course:	The course contains various components of Introducing Statistics for Psychology , for the students who are opting the SEC course in M1-M2-M3 format (Scheme III) . The topics covered in the course include concepts related to fundamental statistical methods; data organize, analyze, and interpret psychological data in research.
2	Vertical:	Major/Minor/Open Elective/Skill Enhancement /Ability Enhancement/Indian Knowledge System (Choose By \surd)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives)	<ol style="list-style-type: none"> 1. To understand Fundamentals of Statistics for Psychology 2. To learn about Measures of Central Tendency and Variability
8	Course Outcomes: (List some of the course outcomes) After completing this course, students will able to ...	<ol style="list-style-type: none"> 1) Describe and explain role of statistical methods, graphs, and probability in psychology, and calculate and interpret percentile rank. 2) Describe, calculate, interpret, and apply measures of central tendency and variability.
9	Modules:- Per credit One module	<p>Module 1: Fundamentals of Statistics for Psychology</p> <ol style="list-style-type: none"> a) Introduction to Psychological Statistics – Definition, importance, and applications in psychology. b) Percentiles and Percentile Ranks – Meaning, calculation, and application in psychological assessment. c) Graphical Representation of Data – Frequency distributions, histograms, pie charts, and bar graphs. d) Basic Probability Concepts – Understanding probability, normal distribution, and its relevance in psychology.

Module 2: Measures of Central Tendency and Variability

- a) **Measures of Central Tendency** – Understanding and calculating mean, median, and mode.
- b) **Measures of Variability** – Range, variance, and standard deviation.
- c) **Normal Distribution and Its Importance** – Characteristics, significance in psychological testing.
- d) **Application of Central Tendency and Variability in Psychology**

10 Text Books:

- 1. Howitt, D., & Cramer, D. (2017). *Introduction to Statistics in Psychology* (6th ed.). Pearson.
- 2. King, B. M., Rosopa, P.J., & Minium, E. W. (2018). *Statistical reasoning in the behavioral sciences* (7th ed.). John Wiley & Sons Inc.

11 Reference Books:

- 1. Howel, D. (2020). *Statistical methods for psychology*. Cengage.
- 2. Field, A. (2017). *Discovering Statistics Using R*. (5th ed.). Sage Publications.
- 3. Aron, A., Coups, E. J., & Aron, E. N. (2018). *Statistics for the Behavioral and Social Sciences: A Brief Course* (6th ed.). Pearson.

12 Internal Continuous Assessment: 40%**External, Semester End Examination: 60%****Individual Passing in Internal and External Examination: 40%****13 Continuous Evaluation through:**As per the **QUESTION PAPER PATTERN at the end of the Document****14 Format of Question Paper:** for the final examinationAs per the **QUESTION PAPER PATTERN at the end of the Document**

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Dean, Humanities

Sem. - IV

Vertical – 1 Major (M1)

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Major

Syllabus for Major (M1) for M1-M2-M3 Format (Scheme III)

Board of Studies in Psychology

UG Second Year Programme

Semester

IV

Title of Paper

Credits

Fundamentals of Social Psychology

4

From the Academic Year

2025-26

Sr. No.	Heading	Particulars
1	Description of the course:	The course contains various components of Syllabus for Major SEM IV ; Social Psychology for the students who are opting the course in Major M1 for M1-M2-M3 Format (Scheme III) . The topics covered in the course include various concepts cognitive foundations of social behavior , process social information, formation of attitudes, prejudice and discrimination, underlying pro-social behavior and aggression.
2	Vertical:	Major M1 (M1-M2-M3) Major/Minor/Open-Elective/Skill-Enhancement/Ability-Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives)	<ol style="list-style-type: none"> 1) To understand the cognitive foundations of social behavior, that is, how individuals perceive, interpret and process social information. 2) To examine formation of attitudes, their influence along with the psychological mechanisms underlying stereotyping, prejudice and discrimination. 3) To analyze psychological principles underlying prosocial behavior and aggression 4) To evaluate the role of social influence and group processes, that is, how group membership, conformity, compliance, and obedience shape individual and collective behavior, including their effects on decision-making and social interactions.
8	Course Outcomes: (List some of the course outcomes)	<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate an understanding of social cognition by explaining how heuristics, schemas, attribution processes and impression management influence social perception and decision-making. 2) Analyze the development and impact of attitudes, stereotypes, and prejudice by applying psychological theories to real-world scenarios. 3) Evaluate factors influencing pro-social behavior and aggression by examining the role of social, cultural, personal, and situational determinants in shaping human interactions. 4) Critically assess the effects of social influence and group dynamics by illustrating how conformity, compliance, obedience and group decision-making processes affect individual and collective behavior

9	<p>Modules:- Per credit One module</p> <p>Module 1: Social Psychology and Its Cognitive Foundation</p> <p>a) Social Psychology: What it is and is not? b) Social Cognition i. Heuristics: How we employ simple rules in social Cognition ii. Schemas: Mental framework for organizing social information Potential Sources of Errors in Social Cognition: Why total rationality is rarer than you think c) Social Perception i. Attribution: Understanding the causes of behaviour ii. Impression Formation and Management: Combining information about others</p> <p>Module 2: Attitude, Stereotypes, Prejudice and Discrimination</p> <p>a) Attitude - i. How attitude develops? ii. When and why do attitude influence behaviour? iii. Science of Persuasion: How attitudes are changed? iv. Cognitive Dissonance: What is it? How do we manage it? b) Stereotypes: The Nature and the origins of stereotyping c) Prejudice & Discrimination: i. Feelings towards social groups and techniques for countering the effects of prejudice. ii. Discrimination- Prejudice in action.</p> <p>Module 3: Social Dynamics in Interpersonal Relationships</p> <p>A. Prosocial Behavior- Why people help? Motives for prosocial behaviour Responding to an Emergency – will bystander help? B. Aggression- Perspectives on Aggression: In search of roots of violence Causes of Human Aggression: Social, cultural, personal and situational C. Prevention and Control of Aggression: Some Useful Techniques</p> <p>Module 4: Group Processes and Social Influence</p> <p>A. Groups and Individuals- Groups: When we join and when we leave Effects of Presence of Others from Task Performance to Behaviour in Crowds B. Decision Making by Groups: How it occurs and the pitfalls it faces - C. Social Influence - Conformity: How groups and norms influence our behaviour Compliance: To ask – sometimes – is to receive Obedience to Authority – Would you harm someone if ordered to do so?</p>	
	10	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). <i>Social Psychology</i>, (14th Ed.). New Delhi: Pearson Education; Indian reprint. 2. Myers, D. G. (2013). <i>Social psychology</i> (11th ed.). NY: McGraw Hill Education.

11	Reference Books:	
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual: 60% Passing in Internal and External Examination: 40%
13	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document
14	Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document	

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AC –
Item No. –



NEP-2020

Syllabus for Major

Syllabus for Major (M1) for M1-M2-M3 Format (Scheme III)

Board of Studies in Psychology

UG Second Year Programme

Semester

IV

Title of Paper

Credits

Introduction to Health Psychology

2

From the Academic Year

2025-2026

Sr. No.	Heading	Particulars
1	Description the course:	The course contains various components of Introduction to Health Psychology , for the students who are opting the course Major (M1) for M1-M2-M3 Format (Scheme III) . The topics covered in the course include health, wellbeing, Patterns of illness, awareness and acceptance of need for health care Importance of exercise & interventions to real life.
2	Vertical:	Major M1 (M1-M2-M3) Major/Minor/Open Elective/Skill-Enhancement / Ability-Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1) To provide understanding of how psychological factors influence health and illness. 2) To recognize the health promoting and health compromising behaviours.	
8	Course Outcomes: (List some of the course outcomes) After completing the course, students will be able to: 1) Recognize and explain psychological and social influences on health and illness. 2) Identify the link between stress and health and able to practice health promoting behaviors.	

9	Modules:- Per credit One module
Module 1: Introduction to health psychology	
a) Definition of health psychology- Major concepts -disease, illness, health, wellbeing. b) Importance of health psychology – changing patterns of illness, awareness and acceptance of need for health care. c) Introduction to health behaviour -its role in disease and disorder, Health behaviours and habits, Barriers in modifying poor health behaviours.	

Module 2: Health-Promoting, Health Compromising Behaviours, and Interventions**a) Health-Promoting Behaviors**

- a) Importance of exercise & interventions
- b) Accident prevention
- c) Developing a healthy diet
- d) Sleep
- e) Rest, Renewal and Savoring

b) Health Compromising Behaviors

- o Alcoholism & Problem Drinking
- o Smoking

c) Interventions to address health compromising behaviors -

Exercise, Sleep, Dieting self-monitoring, stress management, social skills training, role of social support, family counseling.

10 Text Books:

1. Taylor, S.E. (2018) Health Psychology (10th Ed) Newyork: McGraw Hill

11 Reference Books:

1. Dalal, A. K., & Singh, A. K. (1992). Role of causal and recovery beliefs in the psychological adjustment to chronic disease. *Psychology and Health*, 6(3), 193-203
2. Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of clinical psychology*, 58(3), 307-321.
3. Richardson, G. E. (2011). Applications of the metatheory of resilience and resiliency in rehabilitation and medicine. *Human Development, Disability, and Social Change*, 19(1), 35-42. <https://doi.org/10.7202/1087261ar>

12 Internal Continuous Assessment: 40%**External, Semester End Examination: 60%****Individual Passing in Internal and External Examination: 40%****13 Continuous Evaluation through:**As per the **QUESTION PAPER PATTERN at the end of the Document****14 Format of Question Paper: for the final examination**As per the **QUESTION PAPER PATTERN at the end of the Document**

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Dean, Humanities

VSC

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Item No. –



NEP-2020

Syllabus for Vocational Skill Courses (VSC)
Syllabus for Vocation Skills Courses (VSC) in for M1-M2-M3
Format scheme (III)

Board of Studies in Psychology

UG Second Year Programme

Semester

IV

Title of Paper

Credits

Basics of Psychological Testing

2

From the Academic Year

2025-26

Sr. No.	Heading	Particulars
1	Description the course:	The course contains various components of Basics of Psychological Testing for the students who are opting the Syllabus for Vocation Skills Courses (VSC) in for M1-M2-M3 Format scheme (III) at Semester IV . The topics covered in the course include concepts related to reliability, validity, and standardization in test development & evaluate and interpret psychological tests in research.
2	Vertical:	Major/Minor/Open Elective/Skill Enhancement /-Ability-Enhancement/Indian Knowledge System (Choose By √)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) <ol style="list-style-type: none"> 1. Understand the principles and applications of psychological testing. 2. Learn the concepts of reliability, validity, and standardization in test and understand their applications. 	
8	Course Outcomes: (List some of the course outcomes) After completing this course, students will able to ... <ol style="list-style-type: none"> 1. Describe and explain principles and applications of psychological testing. 2. Describe and explain concepts of reliability, validity, and standardization in test and enumerate their applications. 	
9	Modules:- Per credit One module <p>Module 1: Fundamentals of Psychological Testing</p> <ol style="list-style-type: none"> A. Introduction to Psychological Testing – Definition, importance, and applications. B. Characteristics of a Good Test – Standardization, reliability, validity, and norms. C. Types of Psychological Tests – Intelligence, personality, aptitude, and achievement tests. D. Ethical Issues in Psychological Testing – Privacy, bias, and cultural considerations. <p>Module 2: Test Construction and Interpretation</p> <ol style="list-style-type: none"> A. Steps in Test Development – Test planning, item writing, and item analysis. Standardization and Norms B. Reliability– Types, significance, and methods of assessment. C. Validity – Types, significance, and methods of assessment. D. Application of Psychological Tests – Use in clinical, educational, and organizational settings. 	

10	Text Books: 1. Kaplan, R. M., & Saccuzzo, D. P. (2017). <i>Psychological Testing: Principles, Applications, and Issues</i> (9th ed.). Cengage Learning.	
11	Reference Books: 3. Cohen, R. J., & Swerdlik, M. E. (2017). <i>Psychological Testing and Assessment: An Introduction to Tests and Measurement</i> (9th ed.). McGraw-Hill.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination: 60% Individual Passing in Internal and External Examination: 40%
13	Continuous Evaluation through:	As per the QUESTION PAPER PATTERN at the end of the Document
14	Format of Question Paper: for the final examination As per the QUESTION PAPER PATTERN at the end of the Document	

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QUESTION PAPER PATTERN (External and Internal) For a Four Credit Theory Courses

(A) External / Semester End Examination Marks: 60

All Questions are compulsory

- Q.1 Fill in the Blanks/ match pairs/ MCQ/True False (based on all units). Marks 12
 Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 12
 Q.3 Essay Type Questions (Attempt Any One out of two on Unit II). Marks 12
 Q.4 Short Notes/Problem (Attempt Any Three out of five Based on Unit III). Marks 12
 Q.5 Short Notes/ Problems (Attempt Any Three out of five Based on Unit IV).Marks 12

(B) Continuous Internal Evaluation (CIE)

Marks: 40

a) Question Paper Pattern for Class Test Examination (20 Marks)

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
2	Short Notes (Any Three out of Five)	15

b) Completion of following activities as a part of CIE (20 Marks)

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	15
2	Participation in Departmental Activities	05

For a Two Credit Theory Courses

(A) External / Semester End Examination

Marks: 30

- Q.1 Fill in the blanks (Based on all units). Marks 10
 Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I). Marks 10
 Q.3 Short Notes/Problem (Attempt Any Three out of five Based on Unit II). Marks 10

(B) Continuous Internal Evaluation (CIE)

Marks: 20

c) Question Paper Pattern for Class Test Examination (10 Marks)

Question No.	Particular	Marks
1	Fill in the Blanks/ match pairs/ MCQ/True False (All are compulsory)	5
3	Short Notes (Any one out of three)	5

d) Completion of following activities as a part of CIE (10 Marks)

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments /Movie Review / Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	10

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd /-

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