



**Shri Vaishnav Vidyapeeth Vishwavidyalaya**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
**Semester VI (2023-2026)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL			L	T	P
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAPSY601</b>	<b>Major</b>	<b>Introduction to Organizational Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit; Q/A – Quiz/Assignment/Attendance MST Mid Sem Test

**Course Educational Objectives (CEOs):**

**CEO1:** Define concepts, nature and principles of organizational behavior in the light of its historical background.

**CEO2:** Discuss factors affecting changes in behavior in various settings in organizations.

**CEO3:** Know the various types of leadership with the help of theories.

**CEO4:** Differentiate between Leadership and Authentic Leadership with ethics of leadership.

**CEO5:** Narrate key organizational development interventions

**Course Outcomes (COs):**

**CO1:** Develop an understanding of Motivation, Leadership Organizational Culture

**CO2:** Utilize work attitude and job motivation in organizations.

**CO3:** Analyze organizational development interventions program

**CO4:** Utilize the knowledge of various types of leadership in organizational setting.

**CO5:** Demonstrate the techniques for improving QWL.



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**BAPSY601**  
**Introduction to Organizational Psychology**

**Contents**

**Unit – I**

**Introduction:** Definition and Scope of Organizational Psychology, Brief History of Organizational Psychology, Current Status of Organizational Psychology, Organizational Psychology in the Indian Context. Ethical Values in the Workplace.

**Unit- II**

**Introduction to Work Related Attitudes, Work Motivation and Stress:** Job satisfaction and Its Management and Organizational Commitment, Work Motivation: Concept, Theories of Work Motivation: Drive based theories, Expectancy theory.

**Unit-III**

**Group and Group Dynamics:** Meaning and Characteristics, Types of Groups, Five- stage model, Balance theory, Exchange theory, Group Processes and Factors Influencing Group Dynamics and Group Cohesiveness.

**Unit-IV**

**Leadership:** Nature and Characteristics of Leadership. Theories of Leadership: Trait theories, Behavior theories of leadership; Contingency theories: Fiedler model and situational leadership theory; Path goal theory; Leader – member exchange (LMX) theory, Transformational Leadership Perspective.

**Unit-V**

**Organizational Processes:** Organizational Structure: its elements, Departmentalization, Organizational Culture: Its elements and Importance. Organizational change: Levin's Force field theory, Approaches to Organizational Change.

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**List of Practical –**

- Work Motivation
- Job Satisfaction
- Leadership Effectiveness Scale
- Job Involvement Scale
- Perceived Work Environment Scale
- Organizational Culture Scale

**Recommended Readings:**

- Aamodt, M. G. (2001). *Industrial Organizational Psychology*. India: Cengage Learning
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
- Muchinsky, P.(2006). *Psychology applied to work: An Introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.
- Pareek, U.(2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.
- Singh, K. (2010). *Organizational Behaviour: Texts & Cases*. India. S Chand.



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<b>BAPSY602</b>	<b>Major</b>	<b>Clinical Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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**\*Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objective (CEOs):** The students will be able to:

**CEO1:** Know the role of a clinical psychologist in different fields.

**COE2:** Familiarity with different models and perspectives of clinical psychology

**COE3:** Understand the methods of evaluating clinical intervention, problems involved in evaluation of clinical intervention

**COE4:** Familiarity with the application and practical approach in clinical psychology

**COE5:** Familiar with different therapeutic models of India.

**Course Outcome (COs):**

**CO1:** Understand the role of clinical psychologist in different areas.

**CO2:** Explore applied side of clinical psychology.

**CO3:** Identify application & practical approach in clinical psychology.

**CO4:** Explore different career options in clinical psychology.

**CO5:** Apply the various Indian therapeutic model in clinical setting.



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**BAPSY602**  
**Clinical Psychology**

## Contents

### Unit I

**Introduction of Clinical Psychology:** Meaning, Nature, Brief History, Development of Clinical Psychology in India, Role Clinical Psychology and Other Fields of Psychology.

### Unit II

**Models of Clinical Psychology:** Psychodynamic Model, Behavioral Model, Humanistic - Existential Model and Elective approach.

### Unit III

**Clinical Assessment:** Meaning, Types, Purpose, Stages/Process of Clinical Assessment.

**Techniques of Clinical Assessment:** Case Study, Clinical Interview, Mental Status Examination.

### Unit IV

**Clinical Intervention:** Methods, and Problems Involved in Evaluation of Clinical Intervention, Ethical and professional issues, Policies related to mental health in India.

### Unit V

**Clinical Interventions from Indian Perspective:** Yoga, Integrative approach – The Panch Kosh Theory, Ayurveda, Bhagavad Gita

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**Recommended Readings:**

- Pomerantz, A. M. (2016). *Clinical psychology: Science, practice, and culture*. Sage Publications.
- Korchin, S.J. (1976). *Modern Clinical Psychology*. CBS Publication, Delhi.
- Wolman, B.B. (ed.) (1975). *Handbook of Clinical Psychology*. New York: McGraw-Hill.
- Goldenberg, H. (1983). *Contemporary Clinical Psychology* (2nd Ed.) New York.
- Wolman, B.B. (1978). *Clinical Diagnosis of Mental Disorders: A Handbook*. N.Y. Plenum.
- Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). *Introduction of Clinical Psychology* (5th Ed.). New Jersey: Prentice Hall.
- Rao, K. R., Paranjpe, A., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian Psychology*. Foundation Books.



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<b>BAPSY603</b>	<b>DSE</b>	<b>Guidance and Counseling</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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**Course Educational Objectives (CEOs):**

- CEO1: To understand the nature and scope of guidance.
- CEO2: To comprehend the goals of counseling.
- CEO3: To learn about various techniques of counseling.
- CEO4: To familiarize students with counseling applications.
- CEO5: To explore contemporary trends in counseling.

**Course Outcomes (COs):** The student will be able to:

- CO1: Explain the areas of guidance, including personal, educational, vocational, and medical guidance.
- CO2: Evaluate the counseling relationship and understand the role of the counselor.
- CO3: Describe various counseling techniques such as psychoanalytic, behavioral, and cognitive techniques.
- CO4: Discuss the applications of counseling in crisis intervention, stress management, and conflict resolution.
- CO5: Assess contemporary trends in counseling, including technology integration and Indian approaches like yoga and meditation.



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**BAPSY603**  
**Guidance and Counselling**

**Contents**

**Unit I**

Nature and Scope of Guidance- Definition and objectives of guidance, Basic principles involved in guidance, Areas of guidance: Personal, educational, vocational, and medical contexts, Differences between guidance, counseling, and psychotherapy.

**Unit II**

Introduction and Goals of Counseling- Definition and goals of counseling, Counseling as a profession: Training, skills, and ethical considerations, Characteristics of an effective counselor: Personality and self-awareness, The counseling process and the importance of the therapeutic relationship.

**Unit III**

Techniques of Counseling- Overview of counseling techniques, Psychoanalytic techniques (e.g., free association, transference), Behavioral techniques (e.g., reinforcement, exposure therapy), Cognitive techniques (e.g., cognitive restructuring), Rational Emotive Behavior Therapy (REBT) techniques.

**Unit IV**

Applications of Counseling- Crisis intervention strategies, Counseling in specific contexts: Grief counseling, Sexual abuse and trauma counseling, Stress management techniques, Conflict resolution strategies.



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### Unit V

Contemporary Trends in Counseling- Indian approaches to counseling: Yoga and meditation practices, Integration of technology in counseling: Teletherapy and online counseling platforms, Expressive techniques in counseling: Art, Music, and Dance Therapy.

### Recommended Readings:

- Cozolino, L. (2020). *The making of a therapist: A practical guide for the inner journey* (2nd ed.). W. W. Norton & Company.
- Hackney, H., & Bernard, J. M. (2017). *The professional counselor: A process guide to helping* (8th ed.). Pearson.
- Sanders, P., Williams, P. J., & Rogers, A. (2021). *First steps in counseling: A students' companion for introductory courses* (3rd ed.). Sage.
- Cozolino, L. (2020). *The neuroscience of psychotherapy: Healing the social brain* (3rd ed.). W. W. Norton & Company.
- Wheeler, S. (2020). *Cognitive behavioral therapy: A comprehensive guide to using CBT to overcome depression, anxiety, and emotional trauma*. Independently Published.
- Rao, K. R., Paranjpe, A., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian Psychology*. Foundation Books.



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<b>BAPSY604</b>	<b>DSE</b>	<b>Workplace Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	

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**Course Educational Objectives (CEOs):**

**CEO1:** To understand the theories of work psychology with respect to individual differences.  
**CEO2:** To gain knowledge of methods of personnel selection.  
**CEO3:** To understand attitude and behavior of people at work.  
**CEO4:** To explain decision making in team and group and workplace stress.  
**CEO5:** To understand organizational culture change, leadership, and career management.

**Course Outcome (Cos):** Students will be able to:

**CO1:** Practice and research concepts of work psychology.  
**CO2:** Analyzing jobs, selection effectiveness in personnel selection.  
**CO3:** Assessing motivation behind attitude and behavior of people at work.  
**CO4:** Outline the workplace stressors, decision making in groups and team.  
**CO5:** Evaluate organizational culture change, leadership, and career management.



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<b>BAPSY604</b>	<b>DSE</b>	<b>Workplace Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

**BAPSY604**  
**Workplace Psychology**

**Contents**

**Unit I**

Introduction to Work Psychology, Theories and Practice in Work Psychology, Individual Differences.

**Unit-II**

Personnel Selection: Analyzing Jobs, Competencies, and Selection Effectiveness; Assessment Methods.

**Unit III**

Assessing People at Work, Attitudes at Work, Work Behavior and Work Motivation.

**Unit IV**

Decisions, Groups, and Teams at Work; Stress in the Workplace.

**Unit V**

Leadership, Career Management, and Understanding Organizational Change and Culture.

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**Recommended Readings:**

- Grant, A. M. (2017). *The flourishing of human beings: Positive psychology and the life well-lived*. Oxford University Press.
- Duffy, M. K., & Ganster, D. C. (Eds.). (2017). *Managing relationships in organizations: Theoretical and conceptual perspectives*. Routledge.
- Tims, M., & Bakker, A. B. (Eds.). (2019). *Work engagement: A handbook of essential theory and research*. Psychology Press.
- Antoniou, A.-S. G., & Cooper, C. L. (Eds.). (2016). *New directions in organizational psychology and behavioral medicine*. Gower Publishing.
- Cortina, L. M. (2020). *The Oxford handbook of sexual harassment in the workplace*. Oxford University Press.
- Leiter, M. P., & Bakker, A. B. (Eds.). (2010). *Work engagement: A handbook of essential theory and research*. Psychology Press.



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<b>BAPSY605</b>	<b>DSE</b>	<b>Culture and Human Behaviour</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

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**Course Educational Objectives (CEOs):**

- CEO1:** To understand the concept of culture and its impact on human behavior.
- CEO2:** To explore the different approaches within cross-cultural and cultural psychology.
- CEO3:** To learn various research methods used in cultural psychology.
- CEO4:** To analyze the relationship between culture and perception.
- CEO5:** To develop cultural competence and understand its implications in diverse contexts.

**Course Outcomes (COs):** The student will be able to:

- CO1:** Define key concepts related to culture, cross-cultural psychology, and multiculturalism.
- CO2:** Evaluate various research methods, including their types, advantages, and relevance in cultural studies.
- CO3:** Understand the processes of sensation and perception and how they vary across cultures.
- CO4:** Analyze the influence of culture on emotions and the complexities involved in emotional expression.
- CO5:** Assess the concept of cultural competence (CQ), its determinants, and its applications in real-world settings.

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**BAPSY605**  
**Culture and Human Behavior**

## Contents

### Unit I:

Introduction - Concept of culture, Cross-cultural psychology, Cultural psychology, Socio-biological approaches, Eco-cultural approaches, Ethnocentrism, Cultural relativism, Multiculturalism

### Unit II:

Methods of Study- Observation methods, Survey methods, Interview methods, Types of methods, Advantages of methods, Relevance of qualitative methods, Ethnography research

### Unit III:

Cultural Aspects in Sensation and Perception - Sensory preferences, Colour perception, Depth perception, Interpreting patterns, Perception of time

### Unit IV:

Culture and Emotion- Similarities in emotions, Differences in emotions, Physiological arousal, Evaluation processes, Experience of emotions, Expression of emotions, Emotion and judgment

### Unit V:

Cultural Competence- Meaning and nature of cultural competence, Concept of Cultural Intelligence (CQ), Applications of CQ, Measurement of CQ, Determinants of CQ



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<b>BAPSY605</b>	<b>DSE</b>	<b>Culture and Human Behaviour</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

**Recommended Readings:**

- Huang, Y., & Su, Y. (2023). *Culture and Psychology: A Multidimensional Perspective*. Oxford University Press.
- Matsumoto, D., & Juang, L. (2021). *Culture and Psychology* (7th ed.). Cengage Learning.
- Chiu, C. Y., & Hong, Y. Y. (2020). *Cultural Psychology: A New Perspective*. Cambridge University Press.
- Ting-Toomey, S., & Chung, L. (2019). *Understanding Intercultural Communication* (3rd ed.). Oxford University Press.
- Smith, P. B., & Bond, M. H. (2022). *Social Psychology Across Cultures* (3rd ed.). Routledge.



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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**BA Psychology**  
**Semester VI (2023-2026)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>BAPSY606</b>	<b>DSE</b>	<b>Sports and Exercise Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

#### **Course Educational Objectives (CEOs):**

**CEO1:** To understand the evolving field of sports psychology and exercise psychology.

**CEO2:** To learn the role of personality in sports.

**CEO3:** To comprehend the relationship between motivation and performance in sports.

**CEO4:** To explore strategies for enhancing confidence in athletes on the ground.

**CEO5:** To develop social and psychological skills for building trusting relationships in athletes.

#### **Course Outcomes (COs):**

**CO1:** Familiarize students with the evolving field of sports and exercise psychology as a profession, focusing on its specialties, particularly clinical-sport psychology and educational psychology.

**CO2:** Develop a critical understanding of general personality approaches and sport-specific personality approaches.

**CO3:** Understand the motivational processes for sport and exercise participation, especially in the context of achievement motivation and strategies to enhance it.

**CO4:** Recognize key aspects of designing and implementing a psychological skills training program, including essential psychological skills such as focusing attention, arousal regulation, enhancing confidence, and improving motivation.

**CO5:** Develop effective social and psychological skills to foster trusting relationships in sportspersons.



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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>BAPSY606</b>	<b>DSE</b>	<b>Sports and Exercise Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**BAPSY606**  
**Sports and Exercise Psychology**

**Contents:**

**Unit-I**

Introduction: Meaning and History of sport and exercise psychology, Sport psychology specialties: Clinical-sport psychology, Role of exercise and sport psychologists – teaching, research and consultation.

**Unit-II**

Personality and sport: Meaning and Approaches of personality, Personality testing in sport and exercise, Sport personality questionnaire, Personality type and sport performance.

**Unit-III**

Motivation: Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation in sports persons.

**Unit-IV**

Enhancing Performance and Self-Confidence: Psychological skills training (PST): PST knowledge base and its effectiveness, Defining self-confidence; Sports injuries and Dealing with Failure

**Unit-V**

Social and Psychological Dimensions: Teams and Team Performance: Aggression, Cohesion and Audience Effect, Leadership in Sports; Competition and Cooperation.

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<b>BAPSY606</b>	<b>DSE</b>	<b>Sports and Exercise Psychology</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Recommended Readings:**

- Schuler, J., Wegner, M., Plessner, H., & Eklund, R. C. (2022). *Sport and Exercise Psychology: Theory and Application*. Springer.
- Tenenbaum, G., Eklund, R. C., & Kamata, A. (2021). *Measurement in Sport and Exercise Psychology*. Human Kinetics.
- Sonkeng, K. (2023). *Essentials of Exercise and Sport Psychology: An Open Access Textbook*. Open Textbook Library.in sport psychology. USA: Human Kinetics Publishers.
- Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BA607	P/I/C	Research Project	0	0	0	60	40	0	0	12	6	

**BA607**  
**Research Project**

- The students must prepare a research project proposal which must have a brief title to clearly indicate its subject and aim. The introduction of the proposed research work must cover the research problem and variables, review of relevant literature, rationale of the study, objectives and proposed research methodology.
- The bachelor's degree culminates in a research project of the student's own design. This project is documented by a final research report. The student's work is guided by an academic supervisor. Students are expected to collect authentic data and construct a research project that includes original research, deliberate and well considered methodological choices, and shows relevance to significant conversations within the discipline. The research project should represent the very best research and analysis a student can produce.
- Submission of the research report must be done in the form of three hard-bound copies, to be completed and submitted by the end of the semester. This is followed by the end semester practical examination.

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