

NEP and Learning Outcome-based Curriculum Framework (LOCF)

For

Under Graduate Programme

B.A. Psychology

(To be effective from the Academic Session 2024-25)



Department of Psychology

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Syllabus Verified

Page No. 01 to 35

Shivani

Semester 3

| Course Code | Course Title | Course ID | L | T | P | L | T | P | Credits | MARKS | | | | |
|-------------------------------|------------------------------|-----------|-------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | (Hrs) | | | Credits | | | | TI | TE | PI | PE | Total |
| Core Course(s) | | | | | | | | | | | | | | |
| CC-A7 | Experimental Psychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| CC-A8 | Biopsychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| CC-A9 | Intelligence & Assessment | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| Minor/ Vocational Course(s) | | | | | | | | | | | | | | |
| MIC-3 | One from the University Pool | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| Multidisciplinary Course(s) | | | | | | | | | | | | | | |
| MDC-3 | One from the University Pool | | 2 | | 2 | 2 | | 1 | 3 | 15 | 35 | 5 | 20 | 75 |
| Ability Enhancement Course(s) | | | | | | | | | | | | | | |
| AEC-3 | One from the University Pool | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |
| Total Credits | | | | | | | | | 20 | | | | | 50 |

Semester 4

| Course Code | Course Title | Course ID | L | T | P | L | T | P | Credits | MARKS | | | | |
|-------------------------------|------------------------------|-----------|-------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | (Hrs) | | | Credits | | | | TI | TE | PI | PE | Total |
| Core Course(s) | | | | | | | | | | | | | | |
| CC-A10 | Youth Psychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| CC-A11 | Eastern Psychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| CC-A12 | Cognitive Psychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| Minor/ Vocational Course(s) | | | | | | | | | | | | | | |
| MIC4/V OC-1 | One from the University Pool | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |
| Ability Enhancement Course(s) | | | | | | | | | | | | | | |
| AEC-4 | One from the University Pool | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |
| Value-added Course(s) | | | | | | | | | | | | | | |
| VAC-3 | One from the University Pool | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |
| Total Credits | | | | | | | | | 20 | | | | | 500 |

(Scheme UG A2: Undergraduate Programmes (Single Major))
Multidisciplinary Course in from the department for pool of the Courses in the University
(These courses are to be offered to students of different discipline/Subject)

Semester 3

| Course Code | Course Title | Course ID | L | T | P | L | T | P | Credits | MARKS | | | | |
|-------------|--------------------|-----------|-------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | (Hrs) | | | Credits | | | | TI | TE | PI | PE | Total |
| | | | | | | | | | | | | | | |
| MDC-3 | Health & Wellbeing | | 2 | | 2 | 2 | | 1 | 3 | 15 | 35 | 5 | 20 | 75 |

Minor Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department to gain a broader understanding beyond the major discipline)

Semester 3

| Course Code | Course Title | Course ID | Semester 3 | | | | | | Credits | MARKS | | | | |
|-------------|---------------------|-----------|------------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | L | T | P | L | T | P | | TI | TE | PI | PE | Total |
| | | | (Hrs) | | | Credits | | | | | | | | |
| MIC-3 | Psychology of media | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |

Semester 4

| Course Code | Course Title | Course ID | Semester I | | | | | | Credits | MARKS | | | | |
|-------------|----------------------|-----------|------------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | L | T | P | L | T | P | | TI | TE | PI | PE | Total |
| | | | (Hrs) | | | Credits | | | | | | | | |
| MIC-4 | Community Psychology | | 2 | | 4 | 2 | | 2 | 4 | 15 | 35 | 15 | 35 | 100 |

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

NONE

Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 3

| Course Code | Course Title | Course ID | Semester 3 | | | | | | Credits | MARKS | | | | |
|-------------|---|-----------|------------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | L | T | P | L | T | P | | TI | TE | PI | PE | Total |
| | | | (Hrs) | | | Credits | | | | | | | | |
| | | | | | | | | | | | | | | |
| AEC-3 | English LanguageandCommunication: 3 OR हिंदीभाषाएव. सम्प्रेषण-3 OR संस्कृतभाषाएव. सम्प्रेषण-3 | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |

Semester 4

| Course Code | Course Title | Course ID | Semester - I | | | | | | Credits | MARKS | | | | |
|-------------|--|-----------|--------------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | L | T | P | L | T | P | | TI | TE | PI | PE | Total |
| | | | (Hrs) | | | Credits | | | | | | | | |
| | | | | | | | | | | | | | | |
| AEC-4 | English LanguageandCommunication:Level-4 OR हिंदीभाषाएव. सम्प्रेषण-4 OR संस्कृतभाषाएव. सम्प्रेषण-4 | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |

Value Added Course
Semester 4

| Course Code | Course Title | Course ID | Semester 1 | | | | | | Credits | MARKS | | | | |
|-------------|---|-----------|------------|---|---|---------|---|---|---------|-------|----|----|----|-------|
| | | | L | T | P | L | T | P | | TI | TE | PI | PE | Total |
| | | | (Hrs) | | | Credits | | | | | | | | |
| | | | | | | | | | | | | | | |
| VAC-3 | Art of happiness or Social & Emotional learning | | 2 | | | 2 | 2 | | 2 | 15 | 35 | | | 50 |

| Nature of Work | Course Credits | Contact hours per week | Contact hours per semester (15 weeks) |
|---|----------------|------------------------|---------------------------------------|
| Lecture | 01 | 01 | 15 |
| Tutorial per paper | 01 | 01 | 15 |
| Practical, Seminar, Internship, field practice/project, or community engagement, etc. | 01 | 02 | 30 |

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

| Courses | Total Credits | L (Credits) | T (Credits) | P (Credits) | MARKS | | | |
|-----------------------------------|------------------------------|----------------|----------------|----------------|-------|----|----|----|
| | | | | | TI | TE | PI | PE |
| Only Theory | 4 | 3 (3 hrs) | 1 | - | 30 | 70 | - | - |
| | 3 | 2 (2 hrs) | 1 | - | 25 | 50 | - | - |
| | 2 | 1 | 1 | - | 15 | 35 | - | - |
| Theory and Practicum | 4 | 3 (3 hrs) | - | 1 (2 hrs) | 25 | 50 | 5 | 20 |
| | 4 (Where pract. is dominant) | 2 (2 hrs) | - | 2 (4 hrs) | 15 | 35 | 15 | 35 |
| | 3 | 2 (2 hrs) | - | 1 (2 hrs) | 15 | 35 | 5 | 20 |
| | 2 | 1 | - | 1 (2 hrs) | 5 | 20 | 5 | 20 |
| When Practicum is separate course | 2 | - | - | 2 (4 hrs) | - | - | 15 | 35 |
| | 3 | - | - | 3 (6 hrs) | - | - | 25 | 50 |
| | 4 | - | - | 4 (8 hrs) | - | - | 30 | 70 |
| AEC/VAC | 2 | 2 (2 hrs) | | | 15 | 35 | - | - |
| SEC | 3 | 2 (2 hrs) | | 1 (2 hrs) | 15 | 35 | 5 | 20 |
| | 2 | 1 | | 1 (2 hrs) | 5 | 20 | 5 | 20 |
| DSEC | 4 | 3 (3 hrs) | | 1 (2 hrs) | 25 | 50 | 5 | 20 |
| Minor/VOC | 4 | 2 (2 hrs) | | 2 (4 hrs) | 15 | 35 | 15 | 35 |
| Internship | 4 | -- | -- | 4 (8 hrs) | | | 30 | 70 |

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

Programme outcomes in B.A. (Hons.) Psychology

PO1: Understanding of historical context, major concepts, theoretical perspectives and various sub fields of psychology.

PO2: Ability to plan, design, conduct, analyze, and interpret psychological research using various quantitative and qualitative research methods.

PO3: Developing critical and analytical thinking skills to evaluate psychological theories and empirical research and drawing inferences.

PO4: Ability to apply psychological principles to solve personal, social, and organizational issues.

PO5: Understanding and adhering to ethical standards in research and practice in psychology.

PO6: Developing proficiency in written, oral, and interpersonal communication, negotiation and effective presentation within the context of psychology.

PO7: Awareness and appreciation of cultural diversity and the role of sociocultural factors in psychological processes.

PO8: Utilizing psychological knowledge to address real-world problems and improve individual and community well-being.

PO9: Preparation for further studies or careers in psychology and related fields, including the development of professional skills and attitudes.

PO10: Ability to foster self-awareness, self-reflection, having clear sense of goals, personal growth and adaptability through the study of psychology.

Semester-3

CC A7 Experimental Psychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will gain knowledge of various basic concepts of Psychology.
- Students will be able to conduct experiments on their own thereby gaining hands-on experience in the research process.
- Students will learn how to interpret and draw meaningful conclusions from experimental data.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

UNIT-I

Learning: - Classical Conditioning: Principles, Paradigms and applications

Operant conditioning: Paradigms and reinforcement schedules and applications

UNIT-II

Sensation: Types of Senses. Sensory Processes; Visual and Auditory (Structure and Functions of Eye & Ear)

Perception: Gestalts' Laws of organization, Perception of size, shape and Depth

UNIT-III

Memory: Encoding, Storage and Retrieval processes in short term memory and long-term memory. Types of memory: Implicit and Explicit

Forgetting: Decay and Interference: Retroactive and Proactive. Memory improvement.

Practical:

Do any four practicals

- Sound Localization
- Experiment on LTM and STM
- Color Blindness
- Study of Primacy and recency effect
- Simple reaction time
- Maze Learning
- Problem Solving

References:

- Baron, R.A. (1995). **Psychology: The essential science**. New York: Allyn & Bacon. Eysenck, M.W. (2009) **Fundamentals of Psychology**. New York: Psychology Press.
- Lefton, L.A. (1985). **Psychology**. Boston: Allyn & Baron.
- Nevid, J.S.(2009). **Psychology: Concepts and Applications**, 3 Edn. Belmontca, USA: Wadsworth Cengage Learning.
- Passer, M.W. & Smith, R.E. (2007) **Psychology: The Science of Mind and Behaviour**, 3rd Edn. New York: McGraw-Hill.
- Smith, EE, Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006) **Alkinson's Hilgard Introduction to Psychology**. Singapur, Thompson Wordsworth. Wade, C. (2005) **Psychology**, 8th Edn. New York: Prentice Hall.
- Weiten, W. (2008) **Psychology. Themes and Variations**, 7th Edn. Belmont, CA, USA: Thomson Cengage Learning.
- Zimbardo, P.G., & Weber, A.L (1997). **Psychology**. New York: Harper Collins College Publishers

CC-A8 Biopsychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will gain a comprehensive understanding of how biological factors influence behavior, including neural mechanisms, neurotransmitters, and brain structures.
- Students will be able to understand the role of genetic factors in behaviour and biological basis of motivation.
- Students will be able to integrate principles from psychology and biology to explain various behaviors and mental processes.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

UNIT-I

Nature of Biopsychology: - Meaning of Biopsychology, Major divisions of Biopsychology.
Methods of Assessment: Brain Imaging, Electro Physiological Recordings;
Blood BrainBarrier

UNIT-II

Neuron: - Structure and function of neuron, Types of Neurons
Nervous System: - Structure and functions of Central Nervous System and Peripheral Nervous system

UNIT-III

Neural Mechanism of Thirst and Hunger
Sleep: Stages of Sleep, Sleep Disorders: REM&NREM Sleep Related Disorders; Hormones &Behavior

Practical:

Do any one of the following three:

1. Movie/Documentary analysis related to sleep or eating disorders
2. Indian Techniques to enhance Sleep inducing behavior
3. Computer based assessment
4. Do any threepracticals:
 - Neuropsychological Battery
 - PGI Memory Scale
 - Galvanic Skin Response
 - Mapping of Retinal Color Zones
 - EMG/EEG

- Sound Localization
- Two hand Coordination

References:

- Carlson, N.R. (2005). **Foundations of Physiological Psychology**. New Delhi: Pearson Education & Dorling Kindersley.
- Kalat, J.N. (2001). **Biological Psychology**. California. Wads Worth.
- Pinel, J.P.J. (2006). **Biopsychology**. Pearson Inc. and Dorling Kindersley. New Delhi..
- Leukel, F. (1985). Introduction to Physiological Psychology (3'd Ed.). New Delhi: CBS Publishers.
- Levinthal, C.F. (1990). Introduction to Physiological Psychology (3"1Ed.). New Delhi: PHL Morgan, T.H. and Stellar, A. (1965). Physiological Psychology. New York: McGraw Hill.
- Ojha,R.& Bhargav,M.(1994) Sharirik Manovigyan, Har Prakash Bhargav : Agra. Singh,R.D.(2020) Sharirik Manovigyan, Vinod Pustak Mandir: Agra

Semester-3

CC-A9 Intelligence and Assessment (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will become familiar with major theories of intelligence, including Spearman's g, Gardner's multiple intelligences, and Sternberg's triarchic theory.
- Students will understand the history and development of intelligence tests.
- Students will gain Knowledge of key intelligence tests such as the RPM, WAIS, and WISC.
- Students will develop the ability to administer, score, and interpret standardized intelligence tests.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. 1 would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit -I

Intelligence: Historical Background of Intelligence Testing. Nature and Purpose of Intelligence Test. Concept of IQ and Deviation IQ. Applications of Intelligence tests. Culture and Intelligence.

Unit-II

Theories of Intelligence: Unifactor, two factor, Cattell, Multifactor theory and Emotional Intelligence.

Unit-III

Measures of Intelligence: GMAT, WAIS, RPM and Alexander Pass-Along Test.
Difference between Individual and group testing.

Practical:

Do any four practicals

-Report writing/ Movie Analysis.

-Computer based assessment

WAIS/WAPIS

GMAT

Cattell's culture fair test

RPM

Alexander Pass along test

Recommended Books/e-resources/LMS :

- Anastasi, A.& Urbina, S., (2009). Psychological Testing. PHI Learning Private Ltd.: New Delhi
 - Aiken, L.S.,& Marnat, G.G.(2009). Psychological Testing and Assessment (12th edition). Dorling Kindersley India Pvt. Ltd.: New Delhi.
 - Singh, A.K.(2012) .Tests, Measurements and Research Methods in Behavioural Sciences.: Moti Lal Banarsi das: New Delhi.
 - Singh, A.K. (2009). Uchatar Samanaya Manovigyan.: Moti Lal Banarsi das: NPreventions
- Semester-4

CC-A10 Youth Psychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will be able to describe the major physical, cognitive, emotional, and social changes that occur during adolescence.
- Students will identify common physical and mental health issues faced by youth.
- Students will learn about the influence of cultural, societal, and media factors on youth development and behavior.
- Students will be able to apply psychological principles to real-world issues affecting youth.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit-I

Adolescence: Nature, Adolescent's Maturation, Pubertal Changes and Hormonal Influences. Threats to Adolescent's Well-Being: Aggression, Bullying, Juvenile Delinquency and Obesity.

Unit-II

Mental Health issues and Preventions; Indian Youth Lifestyle: Social media addiction, Stress, Anxiety, Depression and Suicide

Unit-III

Health Issues and Preventions: Body image, Nutrition and Eating disorders: Anorexia, Bulimia. Ritu bhojan and Virudh Bhojan.

Substance Abuse and Preventions - Smoking, Tobacco and Alcohol

Practicals:

- Movie Analysis
Do atleast three from the following:
- Youth Problem Inventory
- Self-concept
- Body image
- Adolescence stress
- Aggression scale
- Bullying/ Cyber bullying
- Social media addiction scale/ Internet Overuse

Recommended Books/e-resources/LMS :

Berk, L.E. (2004)- Developmental Through the Life Span. Delhi: Pearson Education.

Sheff-er, D.R. & Katherine, K. (2007). Developmental Psychology: Childhood And Adolescence
NewYork: Thomson Wadsworth.

Santrock, J.W. (1997). Life Span Development: Dubuque: Brown and Benchmark.

Semester-4

CC-A11 Eastern Psychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will learn about the historical development of Eastern psychological thought and how it contrasts with and complements Western psychology.
- Students will gain a thorough understanding of core principles and concepts in Eastern psychological traditions.
- Students will explore the stages of spiritual development and self-realization as outlined in the Bhagavad Gita.
- Students will learn about various yoga and mindfulness practices and their applications in mental health and well-being.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit-I

Indian Psychology: Introduction, Fundamental assumptions and Historical Development, Harmony of body and Mind, Eastern and Western Approach to Psychology.

Unit-II

Transpersonal Psychology in Bhagavat Gita. Identity and Existence.
Self- knowledge. Karma and Sanyasa

Unit-III

Psychology of Buddhism, Jainism and Sufism: basic concepts and Principles

Yoga Psychology: Definition, Theory and Applications, Patanjali Yoga Sutras and Sidhis - Basic Concepts, Yoga Psychology and Samakhya

Practical:

Do any one of the following two:

- Movie screening
- Report writing

Do any three of the following :

Triguna Test of Personality
Test of Anasakti and Asakti
Self Concept
Self Esteem

Self Efficacy
Mysor Tridosh Test
Yoga

Recommended Books/e-resources/LMS :

- Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. India : Pearson
- Rao, K.R., Paranjpe, A.C., & Dalal, A.K.(2008). Handbook of Indian Psychology. New Delhi: Foundation Book
- Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers
- Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
- Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
- Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers Pvt. Ltd.

Semester-4

CC-A12 Cognitive Psychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will understand the historical context and scope of cognitive Psychology.
- Students will gain a thorough understanding of core cognitive psychology concepts.
- Students will develop hands-on experience in designing and conducting experiments related to cognitive processes.
- Students will learn to apply cognitive psychology principles to real-world problems and scenarios.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit-I: Introduction

Cognitive Psychology: Nature, Scope, Historical background and Current Status of Cognitive Psychology.

Methods to Study Cognition - Behavioral and Physiological.

Unit-II: Attention and Reasoning

Attention: Nature; Selective Attention and Divided Attention, Models of Selective Attention - Broadbent and Treisman.

Reasoning: Nature and Types - Inductive and Deductive.

Unit-III: Language and Problem Solving

Language: Nature, Properties, and Structure. Stages of Language Development. Current trends in language development, current trends and brain development.

Problem Solving: Nature and Classification of Problems, Factors Affecting Problem Solving.

Practicals:

Do any four of the following:

- Attention
- Problem Solving
- Stroop Effect
- Letter Cancellation
- Tower of Hanoi

- Computer based practical
- (Language or Problem Solving)

Recommended Books/e-resources/LMS :

Eysenck, M.W., & Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.

Galotti, K.M.(2000). Cognitive Psychology in and out of the Laboratory. Delhi:

Thomson. Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.

Matlin, M.W.(2008), Cognition. New York: Wiley. Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson education.

Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson

Semester-3
MIC-3 Psychology of Media (Credits 04)

Maximum Marks: 100
Theory Examination: 35
Theory Internal Assessment: 15
Practical Examination: 35
Practical Internal Assessment: 15
Examination Time: 3 hrs

Course Outcomes:

- Students will learn about the historical development of media psychology and its implications.
- Students will gain a comprehensive understanding of how media influences individual and societal behavior.
- Students will understand the impact of media on different developmental stages.
- Students will develop critical thinking skills through the analysis of media content and its psychological impact.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

UNIT I: INTRODUCTION

Definition; Brief history of Media Psychology; The need for Media Psychology; Relationship between Psychology and media; Applications of Media Psychology.

UNIT II: DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY

Young children and television – fantasy versus reality; children's socialization through media, imagination and theory of mind

Media and adolescents - media use in adolescence, the role of media figures during adolescence, media influences on adolescent body image, Media and Eating habits.

UNIT III: PSYCHOLOGICAL EFFECTS OF MEDIA

Pro-social effects of media – media and prosocial behavior, the effects of "Prosocial Media" on audience, emotions and empathy. Negative effects of media: trolling, The effects of media & violence.

Advertising in Media – Role of Psychology in advertising, cognitive and behavioral effects of advertising

Practical:

Perform any two practicals based on above units.

Do atleast one of the following:

- Movie/Documentary screening
- Survey
- Report writing using computer (Search engine, PPT, assessment etc)

References

1. Giles. D. (2003). Media Psychology, Lawrence Erlbaum Associates & Publishers: London.
2. Mahon,C.(2019). The Psychology of Social Media. London, UK; Routledge

Semester-3
MDC-3 Health and Wellbeing(Credits 03)

Maximum Marks: 75
Theory Examination: 35
Theory Internal Assessment: 15
Practical Examination: 20
Practical Internal Assessment: 05

Time:2Hrs.

Course Outcomes:

- Students will be able to understand historical development and major theories of Health Psychology.
- Students will be able to identify various sources of stress and will learn to deal with stress.
- Students will acquire knowledge of variety of health enhancing behaviours and will be able to know their application in illness management.
- Students will understand the spectrum of health and illness for better health management.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

UNIT-I:

Health Psychology: Nature and Emergence of Health Psychology.
Models of Health Psychology: Biopsychosocial Model and Holistic model of Health

UNIT-II:

Health enhancing and Health Compromising behavior,
Eating Disorders: Obesity and its control, Bulimia and
Anorexia Nervosa- Clinical Picture and Etiology

UNIT-III:

Components of Wellbeing: Subjective Wellbeing and Psychological Wellbeing, Indian
Perspective of Wellbeing
Resilience, Hope, Optimism and Mindfulness

Practical:

Do any one of the following:

Yoga or meditation

Movie Analysis (eating disorders)

Do any three of the following:

- Wellbeing Scale
- Stress Inventory
- Resilience Scale

- Optimism Scale
- Happiness Scale

References:-

- Kaplan, R.M., Sallis, Jr., J.F., and Patterson, T.L. (1993) **Health and Human Behaviour**, New York: McGraw Hill.
- Snyder, J.J. (1989) **Health Psychology and Behavioural Medicine**. New Jersey: Prentice Hall.
- Straub, R.O. (2007). **Health Psychology – A Biopsychosocial Approach**. New York: Worth.
- Taylor, S.E. (2006). **Health Psychology**. New Delhi: Tata McGraw Hill.
- Friedman-Dimatteo (1989). **Health Psychology**. New York: Prentice Hall.
- Sarafino, E.P. (2002). **Health psychology: Biopsychosocial interactions (4th Ed.)**. NY: Wiley.
- Schmidt L.R. Schwenkemgger, P. Weinment, J. and Maes, S. (1990). **Theoretical and Applied Aspects of Health Psychology**. London : Hardwood/Academic.
- Snyder, C.R., & Lopez, S.J. (2007). **Positive Psychology: The scientific and practical explorations of human strengths**. Thousand Oaks, CA: Sage.
- Spaceman, S. and Oskamp, S. (1988). **The Social Psychology of Health**. New York: Sage Publications.
- Taylor, S.E. (2006). **Health Psychology (6th Ed.)**. New York: Tata McGraw Hill.

Semester-4

MIC-4 Community Psychology (Credits 04)

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Examination Time: 3 hrs

Course Outcomes:

- Students will learn the core principles of community psychology including ecological systems theory.
- Students will gain knowledge of how different systems such as individuals, families, organizations, communities interact and influence well-being.
- Students will understand the importance of cultural context and diversity in the community.
- Students will develop skills in designing, implementing, and evaluating community-based programs and interventions.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. I would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit I: Introduction

Definition of community psychology, Community Psychology: A Shift in Perspective. Community Psychology in India, Ecological Levels of Analysis in Community Psychology.

Unit II: Understanding Community

Types of Communities. Sense of Community, Conflict and Change within a Community. Building Communities, Community Wellbeing and Community Awareness Programmes

Unit III: Community Mental Health

Emergence of Community mental health. Prevention: concept and types (Primary, Secondary and Tertiary). Intervention used by community psychologists. Community Psychology and health care system.

Practicals:

Perform any two practicals based on above units.

Do atleast one of the following:

- Yoga & Meditation
- Movie/Documentary screening based on eating disorder

- Survey / Field study
- Report writing using computer (Search engine, PPT, Assessment etc).

Suggested Readings

- Cook, P. (1970). *Community psychology and community mental health-Introductory reading*. San Francisco: Holden Day.
- Levine, M., Perkins, D. D., & Perkins, D. V. (2004). *Principles of Community Psychology: Perspectives and Applications* (3rd ed.). New York: Oxford University Press.
- Moritsugu, G., Wong, F. Y., & Duffy, K. G. (2009). *Community Psychology* (4th ed.). Boston, MA: Allyn and Bacon.
- Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Kluwer Academic/Plenum.
- Rudkin, J. K. (2003). *Community Psychology: Guiding Principles and Orienting Concepts*. Upper Saddle River, NJ: Prentice Hall.
- Scileppi, J. A., Teed, E. L., & Torres, R. D. (2000). *Community Psychology: A Common Sense Approach to Mental Health*. Upper Saddle River, NJ: Prentice Hall

VOC1 Western Psychology

Maximum Marks: 100

Theory Examination: 35

Theory Internal Assessment: 15

Practical Examination: 35

Practical Internal Assessment: 15

Course Outcomes:

- Students will gain knowledge of various basic concepts and scope of Western Psychology.
- Students will gain knowledge of emerging branches of Western Psychology.
- Students will understand the difference between Western and Eastern Psychology
- Students will be able to analyze human behavior through major theories of Western Psychology

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. 1 would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit 1

Nature, Goals and Scope of Western Psychology, Development and emerging branches of Western Psychology, Difference between Western and Eastern Psychology

Unit 2

Learning: Thorndike's trial and error learning, Tolman's latent learning and Kohler's Insight Learning theory

Memory: Atkinson and Shiffrin's Multistore Model, Craik and Lockhart's Level of Processing Theory, Baddeley and Hitch's Working Memory Model

Unit 3

Personality: Freud's Psychoanalytical theory, Maslow's Need Hierarchy theory, Big five factors theory

Intelligence: Cattell's theory of Fluid and Crystallized intelligence, Guilford's structure of Intellect theory, Sternberg's Triarchic theory of Intelligence

Practical:

Perform any three practicals based on above units.

Do at least one of the following:

- Movie/Documentary screening
- Survey
- Report writing using computer (Search engine, PPT, assessment etc)

References

- Baron, R.A. (1995). **Psychology: The essential science**. New York: Allyn & Bacon. Eysenck, M.W. (2009) **Fundamentals of Psychology**. New York: Psychology Press.
- Lefton, L.A. (1985). **Psychology**. Boston: Allyn & Baron.
- Nevid, J.S.(2009). **Psychology: Concepts and Applications**, 3 Edn. Belmontca, USA: Wadsworth Cengage Learning.
- Passer, M.W. & Smith, R.E. (2007) **Psychology: The Science of Mind and Behaviour**, 3rd Edn. New York: McGraw-Hill.
- Smith, EE, Nolen-Hoeksema, S., Fredrickson,B., Loftus, G.R. (2006) **Alkinson'sHilgard Introduction to Psychology**. Singapur, Thompson Wordsworth. Wade, C. (2005) **Psychology**, 8th Edn. New York: Prentice Hall.
- Weiten, W. (2008) **Psychology. Themes and Variations**, 7th Edn. Belmont, CA, USA: Thomson Cengage Learning.
- Zimbardo, P.G., & Weber, A.L (1997). **Psychology**. New York: Harper Collins College Publishers

Semester-4
VAC-3 Art of Happiness(Credits 02)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15 Max.
Examination Time: 2 hrs

Course Outcomes:

- Students will learn and analyze how various factors influence concepts and experiences of happiness.
- Students will gain knowledge of difference approaches of happiness.
- Students will be able to implement interventions aimed at increasing happiness and well-being in themselves and others.

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. 1 would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit-I

Happiness: Definition and Nature. Theories of Happiness, Factors Affecting Happiness.

Unit-II

Ways to Increase Happiness: Role of Mindfulness and meditation, Measuring Happiness: Key Indicators. Happiness Index; Happiness in India.

Recommended Books/e-resources/LMS:

Seligman, M. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press.
Seligman, H. and Davey, G. (2012). Happiness Across Cultures. Springer.
HH Lama, D. and Cutler, H. C. (2009). The Art of Happiness: A Handbook of Living (10th Anniversary Edition). New York: Riverhead Books.
Clark, A. E., Fleche, S., Layar, C. R., Powdthavee, N. and Ward, G. (2019). The Origins of Happiness. NJ: Princeton University Press.
Yew-Kwang Ng (2022). Happiness-Concept, Measurement and Promotion. Springer