

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

Shirani

(Scheme UG A1: B.A. Psychology (Multidisciplinary))

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A1	Introduction to Psychology		2		4	2		2	4	15	35	15	35	100

Semester 2

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-A2	Social Psychology		2		4	2		2	4	15	35	15	35	100

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-A3	Experimental Psychology		2		4	2		2	4	15	35	15	35	100

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-A4	Psychology of Life Span Development		2		4	2		2	4	15	35	15	35	100

Semester 5

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-A5	Psychopathology		2		4	2		2	4	15	35	15	35	100

Internship is to be done during summer break after 4th Semester, Marks will be added in 5th Semester.

Semester 6

Semester 6														
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-A6	Applied Psychology		2		4	2		2	4	15	35	15	35	100

The curriculum of semester 7 and 8 will be provided in due course of time.

Semester- 3

CC-A3 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

Semester- 4

CC-A4 Psychology of Life Span Development (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 stages of human development.
- Students will understand the impact of biological, social and cultural factors on human development.
- Students will gain knowledge of key theories in developmental psychology.
- Students will understand the problems that occur in various stages of development.

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

Human Development: Historical background; Principles of Development; Nature-Nurture concept in human development

Factors of Human Development: Role of biological, social and cultural factors affecting human development.

Unit-II Theories of Human Development, Prenatal Development and Infancy

Theories of Development: Freud's Psychosexual development theory, Erikson's Psychosocial Development theory, Piaget's Cognitive development theory

Prenatal stages and Risk factors; Infancy: characteristics, development and problems of infancy

Unit III Stages of Development

Childhood and Adolescence: Nature, Characteristics and problems

Adulthood and Old age: Developmental factors

Practical:

Attempt at least four of the following:

- Case study
- Youth Problem Inventory
- Family Environment scale
- Aggression scale

- Adjustment scale
- Report based Documentary/movie screening
- Moral behavior
- Attachment styles

Suggested Readings

- Berk, L.E. (2007). Development through the life span (3rd ed.) Pearson Education.
- Hurlock, E.B. (2002) Developmental Psychology: A life-span approach (5th ed.). Tata McGraw Hill. New Delhi.
- R.R. Chauhan. Vikasatmak Manovigyan. Azad Publications, Kurukshetra.
- Hurlock, E.B. Developmental Psychology: A life- span approach. New Delhi: Tata McGraw Hill (2007).
- Hurlock, E.B. Child Development (6th Ed.) McGraw Hill Co. Auckland (1981).
- Kakar, S. (2012). The inner world: a psychoanalytic study of childhood and society in India (4th Ed). New Delhi, Oxford University Press.
- Papalia, D and Olds, S.W. Human Development. Human development. 9th Ed. New Delhi: Tata McGraw- Hill (2006).