

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)

Scheme of Programme
(Scheme UG A2: Undergraduate Programmes (Single Major))

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	Foundation of Psychology	240/PSY/CC 101	2		4	2		2	4	15	35	15	35	100
CC-A2	Fundamentals of Statistics	240/PSY/CC 102	2		4	2		2	4	15	35	15	35	100
CC-A3	Developmental Psychology	240/PSY/CC 103	2		4	2		2	4	15	35	15	35	100
Minor/ Vocational Course(s)														
MIC-1	One from the University Pool		2			2	2		2	15	35			50
Multidisciplinary Course(s)														
MDC-1	One from the University Pool		2		2	2		1	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-1	One from the University Pool		2			2	2		2	15	35			50
Skill Enhancement Course(s)														
SEC-1	One from the University Pool		2		2	2		1	3	15	35	5	20	75
Value-added Course(s)														
VAC-1	One from the University Pool		2			2	2		2	15	35			50
Total Credits									24					600

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-A4	Social Psychology		2		4	2		2	4	15	35	15	35	100
CC-A5	Personality & Assessment		2		4	2		2	4	15	35	15	35	100
CC-A6	Stress and Stress Management		2		4	2		2	4	15	35	15	35	100
Minor/ Vocational Course(s)														
MIC-2	One from the University Pool		2			2	2		2	15	35			50
Multidisciplinary Course(s)														
MDC-2	One from the University Pool		2		2	2		1	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-2	One from the University Pool		2			2	2		2	15	35			50
Skill Enhancement Course(s)														
SEC-2	One from the University Pool		2		2	2		1	3	15	35	5	20	75
Value-added Course(s)														
VAC-2	One from the University Pool		2			2	2		2	15	35			50
Total Credits									24					600

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)														
MIC/VO C-4	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

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-A13	Psychopathology		2		4	2		2	4	15	35	15	35	100
CC-A14	Research Methods in Psychology		2		4	2		2	4	15	35	15	35	100
CC-A15	Psychological Testing		2		4	2		2	4	15	35	15	35	100
Minor/ Vocational Course(s)														
MIC-5	One from the University Pool		2		4	2		2	4	15	35	15	35	100
Skill Enhancement Course(s)														
Internsh ip			2		4	2		2	4	15	35	15	35	100
Total Credits									20					

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-A16	Applied Psychology		2		4	2		2	4	15	35	15	35	100
CC-A17	Organizational Behavior		2		4	2		2	4	15	35	15	35	100
CC-A18	Guidance & Counselling		2		2	2		1	3	15	35	5	20	75
Minor/ Vocational Course(s)														
MIC-6	One from the University Pool		2		4	2		2	4	15	35	15	35	100
MIC-7	One from the University Pool		2		4	2		2	4	15	35	15	35	100
Skill Enhancement Course(s)														
SEC-3	One from the University Pool		2		2	2		1	3	15	35	5	20	75
Total Credits									22					550

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

UG A2: Single Major

Semester-1

CC-A1 Foundation of Psychology (Credits 04)

Course Id : 240/PSY/CC101

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 key concepts, principles, and overarching themes in psychology.
- Students will develop an awareness of the various subfields within psychology.
- Students will understand and apply basic research methods in psychology.
- Students will be able to apply psychological theories and principles to real-life situations.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

UNIT-I

Introduction: - Definition, Historical origins of Psychology, Goals and fields of psychology.
Methods in Psychology: Experimental, Observation, Interview, Questionnaire and Case Study.

UNIT-II

Contemporary Psychological Perspectives: Biological, Psychodynamic, Behavioristic, Cognitive, Humanistic and Cross-Cultural.

UNIT-III

Motivation: Biogenic and Sociogenic motives, Intrinsic-Extrinsic Framework.

Emotion: Components of Emotions, Bodily Expressions, Theories of Emotions – James Lange, Canon Bard & Schechter – Singer Theory.

References:

Baddeley, A.D.; Eysenck, M.W. & Anderson (2009) **Memory**; Hove, UK, Psychology Press.
Baron, R.A. (1995). **Psychology: The essential science**. New York: Allyn & Bacon.
Coon, D & Mitterer, J.O. (2007) **Introduction to Psychology: Gateways to Mind and Behaviour**, 11th Edn. Delhi: Thomson Wadsworth.
Eysenck, M.W. (2009). **Fundamentals of Psychology**. New York: Psychology Press. Chapters 23, 24 and 25, Pages 539-626.
Lahey, B.B. (2007) **Psychology: An Introduction**, 9th End. New York: Mc Graw-Hill.
Posterino, E & Doyle-Portillo, S. (2010) **What is Psychology: Essentials**. Belmont, CA, USA: Wadsworth Cengage.

Sanderson, CA (2010) **Social Psychology**. Danvers, MA, USA: John Wiley & Sons, Inc.
Smith, EE, Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006)
Atkinson and Hilgard Introduction to Psychology. Singapore, Thompson Wardsworth.
Wade, C. (2005) **Psychology**, 8th Edn. New York: Prentice Hall.
Zimbardo, P.G., & Weber, A.L (1997). **Psychology**. New York: Harper Collins College Publishers.
Lefton,
L.A. (1985). **Psychology**. Boston: Allyn & Baron.

Practical

1. Observation Method
2. Case Study
3. Colour Blindness Test
4. Study of Emotions
5. Achievement Motivation Test
6. Intrinsic Motivation

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-1

CC-A2- Fundamentals of Statistics (Credits 04)

Course Id : 240/PSY/CC102

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 basic statistical concepts and the importance of statistics in psychological research.
- Students will be able to calculate and interpret measures of central tendency, variability and correlation coefficient.
- Students will understand data distribution including concepts of NPC, skewness and kurtosis.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit-I

Statistics: Meaning, Types, Scope, and Advantages and Disadvantages of statistics.

Data: Meaning, Types-Primary and Secondary. Frequency Distribution, Graphical Representation of Data: Frequency polygon and bar diagram

Unit-II

Measures of Central Tendencies: Mean, Median and Mode. Measures of Variability: Range, Mean Deviation, Standard Deviation and Quartile Deviation.

Unit-III

Normal Probability Curve: Meaning and Characteristics. Correlation: Meaning, Types of Correlation Method: Spearman Rank Difference and Pearson Product Moment

Recommended Books/e-resources/LMS :

Garrett, H.E.(1926) Statistics in Psychology and Education, Longmans, Green and Co. Suleman, M. (2016) Statistics in Psychology, Education and other Social Sciences, 5th edition, Delhi: Moti Lal Banarsi Das.

Singh, R. and RadheShyam (2008) Comprehensive Statistics for Behavioural Sciences Delhi: Sanjay Prakashan.

Gupta, L., Singh, R. and RadheyShyam (2015) Fundamental Statistics for Social Sciences Intellectual foundation, India.

Practical

1. Drawing of Histogram
2. Drawing of Bar Diagram

3. Drawing of Polygon
4. Drawing of Pie-chart
5. Calculation of Mean in Excel/Spreadsheet.
6. Calculation of Median in Excel/Spreadsheet
7. Calculation of Mode in Excel/Spreadsheet.

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester- 1**CC-A3 Developmental Psychology (Credits 04)**

Course Id : 240/PSY/CC103

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 learn about the changes in cognitive abilities and development of social relationships, emotional regulation and attachment.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit-I

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

Unit-II

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

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

Unit-III

Cognitive development: Nature and information processing approach of cognitive development; language development.

Emotional development: stages of emotional development, attachment and early relationships

Moral development: Kohlberg's theory of moral development

References:

- 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. (2007). Developmental Psychology: A life- span approach. New Delhi: Tata McGraw Hill.
- 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).

Mathur, S.S. : Clinical Psychology Agra: Vinod Pustak Mandir (1998).

Lal, J.N., & Srivastava, A. (2001) Modern Developmental Psychology. Agra: Vinod Pustak, Bhandar.

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

Practical

1. Family Environment Scale
2. Emotional Maturity Scale
3. Moral Development/Reasoning
4. Aggression Questionnaire
5. Mini Mental Status Examination (Test)
6. Impulsiveness scale
7. Case study

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester- 2

CC-A4 Social 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 comprehend how social influence shapes individual behavior
- Students will explore the dynamics of interpersonal relationships
- Students will become familiar with the research methodologies used in social psychology
- Students will apply social psychological principles to real-world issues

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I:

Introduction: Meaning, History, Scope and Relationship of Social Psychology with Anthropology and Sociology. Determinants of Social Behaviour.

Methods: Observation, Sociometry and Survey.

Unit II:

Interpersonal Attraction: Nature and Determinants.

Pro-social behaviour: Meaning, Stages and Determinants

Aggression: Nature, Causes and Control.

Unit III:

Attitude: Nature, Formation, change and resistance to change

Group Behaviour: Meaning, Formation, Types and Functions of group.

Leadership: Nature, Characteristics and Types.

Recommended Books/e-resources/LMS :

Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi.

McDavid, J. W. & Harari, H. (1968). Social Psychology. New York: Harper & Row.

Kretch and Crutchfield (1948). Theory and Problems of Social Psychology. New York: McGraw Hill.

Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

Practical

1. Sociometry
2. Measurement of Attitude
3. Altruism Scale
4. Stereotype Scale
5. Aggression Scale
6. Prejudice Scale
7. Leadership Styles

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation

Semester-2

CC-A5 Personality 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 understand the history and development of personality assessment methods.
- Students will be able to understand and critically evaluate major theories of personality, including psychoanalytic, trait, humanistic, and biological perspectives.
- Students will acquire knowledge of key personality assessment tools such as the MMPI and EPQ and projective tests like the Word association and the Thematic Apperception Test.
- Students will develop the ability to administer, score, and interpret standardized Personality tests.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit 1

Personality: Historical Antecedents of Personality. Meaning and purpose of Personality Assessment and ethical issues

Unit 2

Theories of Personality: Freud, Rogers, Eysenck, Allport and Cattell.

Unit 3

Personality Tests: Nature, Self-Report Measures: MMPI, 16 PF and EPQ.

Projective Technique: Nature and Salient Features. Word Association Test, Sentence Completion Test and Thematic Apperception 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 Banarsidas: New Delhi.

Singh, A.K. (2009). Uchattar Samanaya Manovigyan.: Moti Lal Banarsidas: New Delhi.

Practical

1. EPQ
2. 16PF Questionnaire
- 3.NEO FFI

4. MMPI

5. Sentence Completion Test

6. TAT

7 Word Association Test

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-2

CC-A6 Stress and Stress Management (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 the physiological, psychological, and social aspects of stress.
- Students will understand the physiological and psychological effects of stress.
- Students will develop understanding of various coping strategies .
- Students will be able to apply stress management techniques in personal and professional contexts.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I

Definition and Concept of Stress, Causes of Stress: Environmental, Social and Personal. Reactions to stress and Consequences of Stress

Unit II

Meaning of stressors; Common stressors at work place; Impact of Stressful environmental conditions on performance, Stressors unique to age and gender.

Unit III

Coping: Concept and definition, Types of coping strategies

Stress Management: Behavioral Approach to Stress Management, Social Approach to Stress Management, Cognitive Approach to Stress Management.

Suggested Readings

1. Akbar Husain & Naima K. Gulrez. (2003). Managing Stress – A Practical Guide. New Delhi: Friends Publications (India)
2. Rupashree Khubalkar. Know stress manage your stress. New Delhi: Neelkamal Publication Pvt. Ltd.
3. Akbar Husain & Tabassum, Rashid. (2004). Stress Behavior - Vol-I (Sources & Effects), New Delhi: Friends Publications (India)
4. Akbar, Husain & Tabassum, Rashid. (2004). Stress Behavior - Vol-II (Chapter 1 and 2), New Delhi: Friends Publications (India).
5. D.M. Pestonjee. (2006). Stress and Coping: The Indian Experience. Second Edition. New Delhi: Sage Publications.

Practical

1. Stress Assessment
2. Resilience Scale
3. Coping styles
4. Biofeedback
5. Case Study
6. Movie analysis

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

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. illusions

UNIT-III

Memory: Encoding, Storage and Retrieval processes in short term memory and long term memory; Real Life Memories: Eyewitness Testimony: Accuracy and Improvement.

Forgetting: Decay and Interference: Retroactive and proactive, Mnemonics.

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

Practical

1. Conditioning
2. Maze Learning
3. Bilateral Transfer of Training
4. Sound Localization
5. Reaction Time
6. Experiment on STM/LTM
7. Problem Solving

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-3

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

UNIT-I

Nature of Biopsychology: - Meaning of Biopsychology, Major divisions of Biopsychology.
Genetics and Behaviour:- Chromosomes and genes, dominant – recessive genes and sex-linked genes.

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: Insomnia, Hypersomnia, REM – Sleep Related Disorders. Hormones & Behaviour

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

PRACTICAL

1. Neuropsychological Battery
2. PGI-Memory Scale
3. Galvanic Skin Response
4. Mapping of Retinal Colour Zones
5. EMG/EEG
6. Sound Localization
7. Two hand coordination

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit -I

intelligence: Historical Background of Intelligence Testing. Nature and Purpose of Intelligence Test. Types of Intelligence Tests and difference between individual and Group testing

Unit-II

Theories of Intelligence: Spearman, Thurstone, Gardner and Sternberg

Unit-III

Concept of IQ and Deviation IQ. Measures of Intelligence: Alexander Pass-Along Test, Cattell's Culture Fair Test, and RPM.

Measurement of Intelligence: GMAT, Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children. Wechsler Preschool and Primary Scale of Intelligence.

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: New Delhi.

PRACTICAL

1. GMAT
2. Cattell's Culture Fair Test
3. RPM
4. Alexander Pass Along Test
5. WAIS
6. WISC

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

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: Social media addiction, Stress, Anxiety, Depression and Suicide

Unit-III

Health Issues and Preventions: Body image, Nutrition and Eating disorders.
 Substance Abuse and Preventions - Smoking, Tobacco and Alcohol

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.

Practical

1. Youth Problem Inventory
2. Self-Concept
3. Body Image
4. Adolescence Stress
5. Aggression Scale
6. Bullying
7. Social Media Addiction Scale

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

MIC 1 Select one from the university pool

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

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

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.

PRACTICAL

1. Triguna Test of Personality
2. Test of Anasakti and Aasakti
3. Self-Concept
4. Self Esteem
5. Self-Efficacy
6. Mysore Tridosh Test
7. Any Practical on Yoga

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

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.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

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. Vigilance.

Reasoning: Nature and Types - Inductive and Deductive.

Unit-III: Language and Problem Solving

Language: Nature, Properties, and Structure. Stages of Language Development.

Problem Solving: Nature and Classification of Problems, Factors Affecting 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

Practical

1. Attention (Selective / Focused)
2. Problem Solving
3. Stroop Effect
4. Letter Cancellation
5. Trail Making
6. Language
7. Tower of Hanoi

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester- 5**CC-A13 Psychopathology (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 of psychopathology.
- Students will learn about various factors that contribute to the development of psychological disorders.
- Students will become familiar with the diagnostic criteria for psychological disorders.
- Students will be able to identify the symptoms and features of major psychological disorders.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I: Introduction of Psychopathology

Definition and Historical overview of Psychopathology; Criteria of Abnormality.

Systems of classification: DSM-5 TR and ICD- 11

Unit-II: Models of Psychopathology

Models for conceptualization of mental disorders: Biological model, Psychoanalytic model, Behavioural Model: Skinner, Cognitive Model: Beck

Unit III: Anxiety Disorders, OCD related disorders and Mood disorders: Clinical Picture

Anxiety Disorders: Generalized Anxiety Disorder (GAD), Panic disorder, and Phobia

Obsessive compulsive disorder and Body Dysmorphic disorder

Mood Disorders: Major depressive disorder and bipolar disorder

Suggested Readings

Hecker, J.E. & Thorpe, G.L. (2010). Introduction to clinical psychology: Science, Practice & ethics. Pearson.

Nietzel, M.T., Bernstein, D.A. & Milich, R. (1991). Introduction to clinical psychology (3rd ed.) New Jersey: Prentice Hall.

Pomerantz, A.M. (2011). Clinical psychology: Science, Practice & Culture (2nd ed.) New Delhi: Sage Publications.

Shyam, R. & Khan, A. (2009) Clinical child Psychology. Delhi: Kalpaz.

Singh, A.K. (2005). Advanced clinical psychology, Delhi: Motilal Banarasi Das.

Trull, T. J. & Phares, E. J. (2001) Clinical Psychology (6th ed.) US: Wadsworth.

Wierzbichi, M. (1999) Introduction to Clinical Psychology: Scientific foundations to clinical practice. London: Allyn & Bacon.

Practical

1. Obsessive- compulsion Checklist
2. Depression Inventory
3. Adjustment Inventory
4. Mental Health Questionnaire
5. Anxiety Inventory
6. PGI- Memory Scale
7. Defense Mechanism Inventory

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-5

CC-A14 Research Methods in 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 nature and scope of research in the field of Psychology.
- Students will be able to understand and critically evaluate various quantitative and qualitative research designs.
- Students will develop skills to write clear and concise research reports.
- Students will become familiar with ethical principles in psychological research, including informed consent, confidentiality, and the protection of participants.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I: Introduction to Psychological Research

Nature of Psychological Research. Goals of Psychological research, Criteria of a good research, Ethical issues in psychological research, Writing a research report (APA)

Unit II: Quantitative Research method

Quantitative Research method: Experimental and Quasi experimental research design, Between and within group design.

Unit III: Qualitative Research Method

Qualitative Research Method: Nature, rationale and Application of Qualitative research designs. Merits and demerits. Issues related to Qualitative research: subjectivity, reflexivity.

Suggested Readings:

Blackstone, Amy (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods (Black and White Print Textbook)

Breakwell, Hammond, Schaw and Smith (2007). Research Methods in Psychology. Sage, New Delhi.

Cook and Campbell (1979). Quasi-experiments. Rand McNally College Publishing Company, USA.

Elmes, D.G., Kantowitz, B.H., Roediger, H. L.(2012) Research Methods in Psychology. Woodsworth Cengage Learning, USA.

Kerlinger, Fred, Lee and Howard (2000). Foundations of Behavioural Research. Surjeet Publications, Delhi.

Leary, M. R. Introduction to Behavioral Research Methods. Allyn and Bacon.
Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

Semester-5

CC-A15 Psychological Testing (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 development of psychological testing and the theoretical foundations underlying different types of tests.
- Students will grasp fundamental concepts in psychological testing, including reliability, validity, standardization, and norms.
- Students will learn the principles and processes involved in developing psychological tests, including item writing, item analysis and norming procedures.
- Students will develop the skills to administer, score, and interpret various psychological tests accurately and ethically.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I: Introduction

Definition and nature of a psychological test and brief history of Psychological Testing;

Classification of psychological tests and their uses

Item Preparation: Steps of test construction, guiding rules of item writing, item analysis.

Unit II: Reliability and Validity

Reliability: Definition and Concept; Methods for determining reliability-Test-Retest,

Parallel forms, Split-half, Factors affecting Reliability.

Validity: concept and Types- face validity, content validity, and criterion-related validity;

Factors influencing validity.

Unit III: Standardization of Tests

Developmental Norms: Mental Age Norms, grade norms, ordinal scales; Within group

Norm: percentiles, standard scores, Deviation IQ and stanines.

Suggested Readings:

1. Anastasi, A., & Urbina, S.: Psychological Testing. New Delhi: Prentice Hall International Inc. (1997).
2. Hasan, Q.: Personality Assessment: A fresh Psychological Look. New Delhi: Gyan Publishing House (1998).
3. Graham, J. R & Lilly, R. S.: Psychological Testing. New Jersey: Prentice Hall Inc., (1996).
4. Kaplan, R. K. & Sacuzzo, D. P.: Psychological Testing– Principles, Applications and Issues.

New Delhi :

Cengage Learning India Pvt. Ltd. (2005).

5. Kline, T.J.B.: Psychological Testing – A Practical Approach to Design and Evaluation. New Delhi: Vistar

Publications (2005).

6. Husain, A.: Psychological Testing. New Delhi: Pearson Education Inc. (2012).

Practical

1. Test construction/Translation
2. Item-difficulty
3. Item-distraction index
4. Reliability of a test
5. Validity of a test
6. Developing Norms

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester- 6**CC-A16 Applied 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 define and describe the scope and significance of applied psychology in various contexts.
- Students will understand techniques for assessing individual and group behavior and designing effective interventions.
- Students will explore psychological approaches to promoting physical health and improving health care service.
- Students will learn about the application of psychology to improve organizational effectiveness.
- Students will understand the role of psychology in legal contexts.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit-I: Introduction

Introduction: Meaning and History of Applied Psychology; Basic and Applied Psychology, Fields of Applied psychology.

Unit-II: Counselling and Industrial Applications

Counselling Application: Skills of Counsellor, Counselling applications in Schools and career

Industrial Applications: Employee selection process, performance appraisal, sources and impact of Job satisfaction.

Unit-III Health and Legal Applications

Health Applications: Concept of health, life style and its consequences, stress and illness; coping and stress management

Legal Applications: Media and Perception about crime, eyewitness testimony, defendant characteristics and juridic decisions

Suggested Readings

Anastasi, A. (1979) Fields of Applied Psychology (2nd) U.S.A.: McGraw Hill.

Baron, R.A., Byrne, D. & Bransonube, N.R. (2007). Social Psychology (11th ed.) New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Johnson, B.T. (1998). Exploring social psychology (4th ed.) Boston:

Allyn & Bacon.

Goldstein, A.P. & Krasner, L.(1989). Modern Applied Psychology. New York: Pergamum Press.

Weiten, W. and Lloyd, M.A. (2007). Psychology Applied to modern life (8th ed.) New Delhi: Thomson.

PRACTICAL

1. Stress Scale
2. Coping Styles/Wellbeing Scale
3. Life Style Schedule
4. Interest Inventory
5. Job Satisfaction
6. Counselling Need Inventory
7. Job Stress Scale

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-6

CC-A17 Organizational Behaviour (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 key theories and models related to individual, group, and organizational behavior, including motivation, leadership and team dynamics.
- Students will learn about the structures and dynamics of organizations that influence behavior within them.
- Students will enhance their ability to critically evaluate organizational practices.
- Students will apply psychological principles to understand and address issues in the workplace.

Instructions:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Unit I: Introduction

Nature and Scope of Organizational Behaviour. Classical organization theory, Human Relations theory and Systems theory

Unit II: Work Motivation

Meaning and Process of Motivation. Early theories of Work Motivation (Maslow and Herzberg). Contemporary theories of Work Motivation (ERG & McClelland). Nature and factors influencing Job Satisfaction.

Unit III: Organizational Structure and Leadership Behaviour

Nature and Types of Organizations (Traditional Vs Modern). Meaning and Importance of Leadership. Transformational, Transactional, Charismatic and Visionary leadership.

Suggested Readings:

1. Anastasi, Anne: Fields of Applied Psychology. New York: McGraw Hill Book (1963).
2. Blum, L.M. & Naylor, J.C.: Industrial Psychology, Its theoretical and social foundations. New York
Happer Brothers: (1956).
3. Halloran: Psychology Applied to Life and Work.
4. Me. Cormick, E J & Tiffin, J.: Industrial Psychology, New Delhi: Prentice Hall of India (1984)
5. Siegal, L. & Lane J.M.: Psychology in Industrial Organizations.

PRACTICAL

1. Any test of Personality
2. Job Satisfaction
3. Vocational Interest/Aptitude Test
4. Self-Concept Scale
5. Emotional Maturity/Emotional Intelligence Scale
6. Stress Scale
7. Employee Motivation Scale

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

Semester-6
CC-A18 Guidance and Counselling (Credits 03)

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 foundational theories and principles of guidance and counseling.
- Students will learn and practice essential counseling techniques.
- Students will understand the ethical considerations in counseling practice.
- Students will engage in self-reflection and professional development activities to understand their strengths and areas for growth as future counselors.

Instructions:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 questions from each of the three units (12 marks each).

Unit I

Nature of Guidance and Counseling; Difference between Guidance, Counseling and Psychotherapies; Ethical Principles of counseling and future trends in Counseling

Unit II

Process of Counseling; Building Therapeutic relationships; managing transference, countertransference and resistance

Unit III

Theoretical Approaches to Counseling: Psychoanalytical Therapy, Person- Centered therapy, Cognitive Behaviour therapy and Rational Emotive therapy

References:

Linda Seligman and Lourie Reichenberg (2013) Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills (4th): Pearson

David Capuzzi and Mark D. Stauffer (2016) Counseling and Psychotherapy: Theories and Interventions(6th): American Counseling Association

Gerald Corey (2020) Theory and Practice of Counseling and Psychotherapy(10th): Cengage Learning

William R. Miller and Stephen Rollnick (2012) Motivational Interviewing: Helping People Change(3rd): Guilford Press

Practical

1. Guidance Need Inventory
2. Vocational Interest Survey
3. School Environment
4. Teacher Effectiveness Scale
5. Planning of Guidance Program
6. Case study of Educational/ Vocational/ Career Guidance

Note: Students will perform at least four practical. The examiner will allot one practical at the time of end term examination for evaluation.

MIC 6 To select one from the university pool

SEC 3 To select one from the university pool