



National Education Policy-2020
Common Minimum Syllabus for all U.P. State Universities/ Colleges SUBJECT:
PSYCHOLOGY

| Name | Designation | Affiliation |
|--|--------------------------------|--|
| Steering Committee | | |
| Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee | Additional Chief Secretary | Dept. of Higher Education U.P., Lucknow |
| Prof. Poonam Tandan | Professor, Dept. of Physics | Lucknow University, U.P. |
| Prof. Hare Krishna | Professor, Dept. of Statistics | CCS University Meerut, U.P. |
| Dr. Dinesh C. Sharma | Associate Professor | K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P. |
| Supervisory Committee - Arts and Humanities Stream | | |
| Prof. Divya Nath | Principal | K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P. |
| Prof. Ajay Pratap Singh | Dean, Faculty of Arts | Ram Manohar Lohiya University, Ayodhya |
| Dr. Nitu Singh | Associate Professor | HNB Govt P.G College Prayagaraj |
| Dr. Kishor Kumar | Associate Professor | K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P. |
| Dr. Shweta Pandey | Assistant Professor | Bundelkhand University, Jhansi |

Syllabus Developed by:

| S. N. | Name | Designation | Department | College/ University |
|-------|---------------------|-------------------------------|-----------------------------|--|
| 1 | Dr. N.K. Saxena | Retired Principal & HoD | Department of Psychology | PPN PG College (CSJM University), Kanpur |
| 2 | Dr. Anubhuti Dubey | Professor & Head | Department of Psychology | Deen Dayal Upadhyay Gorakhpur University, Gorakhpur |
| 3 | Dr. Dhananjay Kumar | Professor | Department of Psychology | Deen Dayal Upadhyay Gorakhpur University, Gorakhpur |

Semester-wise Titles of the Papers in BA (PSYCHOLOGY)

| Year | Sem. | Course Code | Paper Title | Theory/Practical | Credits |
|-----------|------|----------------------------------|---|------------------|---------|
| B.A. 1 | I | A090101T | Basic Psychological Processes | Theory | 4 |
| | I | A090102P | Lab Work | Practical | 2 |
| | II | A090201T | Basic Research Methodology and Statistics | Theory | 4 |
| | II | A090202P | Lab Work/ Psychological Testing | Practical | 2 |
| B.A. 2 | III | A090301T | Psychology of Social Behavior | Theory | 4 |
| | III | A090302P | Lab Work and Measurement of Social Behavior | Practical | 2 |
| | IV | A090401T | Abnormal Psychology | Theory | 4 |
| | IV | A090402P | Assessment/Testing | Practical | 2 |
| B.A. 3 | V | A090501T | Life Span Human Development | Theory | 4 |
| | V | A090502T | Positive Psychology | Theory | 4 |
| | V | A090503P | Lab Work/Survey/ Field Visit | Practical | 4 |
| | V | A090504R | Research Project | Project | 3 |
| | VI | A090601T | Community and Health Psychology | Theory | 4 |
| | VI | A090602T | Counseling Psychology | Theory | 4 |
| | VI | A090603P | Survey/Field Visit/Project Work | Practical | 4 |
| | VI | A090604R | Research Project | Project | 3 |
| B.A. 4 | VII | A090701T | Cognitive Psychology - I | Theory | 4 |
| | VII | A090702T | Emergence of Psychology | Theory | 4 |
| | VII | A090703T | Personality Psychology | Theory | 4 |
| | VII | A090704T (First Elective) | Indian Psychology | Theory | 4 |
| | VII | A090705T (First Elective) | Health Psychology | Theory | 4 |
| | VII | A090706P (Second Elective) | Practicals | Practical | 4 |

| | | | | | |
|--|------|----------------------------------|----------------------------------|-----------|---|
| | VII | A090707R (Second Elective) | Field Visit/Project Presentation | Practical | 4 |
| | VIII | A090801T | Cognitive Psychology II | Theory | 4 |

| | | | | | |
|--|------|----------------------------------|---|-----------|---|
| | VIII | A090802T | Research Methodology | Theory | 4 |
| | VIII | A090803T | Advanced Social Psychology | Theory | 4 |
| | VIII | A090804T (Third Elective) | Neuro-Physiological Bases of Psychological Processes | Theory | 4 |
| | VIII | A090805T (Third Elective) | Environmental Psychology | Theory | 4 |
| | VIII | A090806P (Fourth Elective) | Practicals | Practical | 4 |
| | VIII | A090807R (Fourth Elective) | Industrial Training / Project Presentation | Practical | 4 |

Undergraduate Psychology Program

Semester-wise Course Curricula

Subject prerequisites: Open to all.

Program Outcome (After 3 Years)

The learning outcomes that a student should be able to exhibit on completion of a degree level program in Psychology are as follows:

- (i) Comprehension about the discipline, its research methods, related theories and models.
- (ii) Knack to link up theory with individual experiences and varied applied settings.
- (iii) Capacity to practice professional skills in the area of psychological testing, assessment and counseling.
- (iv) Development of skills in specific areas related to specific specialization (e.g. psycho-diagnostics, counseling, learning disability, health, community mental health and organizational behavior).
- (v) A general understanding about how knowledge of psychology can be applied to benefit the management and/or amendment of problems of mankind.
- (vi) Capability to articulate ideas in appropriate manner, with scientific writing and authentic reporting.
- (vii) Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues
- (viii) Development of skills and attributes of empathy, team work, coordination, cooperation, conflict resolution, and congruence.

Semester I

Paper 1

Theory

| | | | |
|--|--|--|------------------------|
| Program/Class: Certificate | | Year: First | Semester: First |
| Subject: Psychology | | | |
| Course Code: A090101T | | Course Title: Basic Psychological Processes | |
| Course Outcome: The students will learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others lives. It will also give the learner a clear understanding of the concepts like intelligence, motivation, emotion and personality. It will develop critical analytical skills regarding these individualistic traits. | | | |
| Credits: 4 | | Core Compulsory | |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | |
| Unit | Topics | | No. of Lectures |
| I | Psychology: Nature, Scope and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism). | | 8 |
| II | Attention Processes: Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Perceptual Organization; Perceptual Illusion. | | 7 |
| III | Learning: Classical Conditioning, Operant Conditioning and Verbal Learning: Methods and Procedures. | | 8 |
| IV | Memory and Forgetting: Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory (Basic Introduction); Forgetting: Interference and Cue-Dependent Forgetting. | | 8 |
| V | Intelligence: Nature and Definition; Concept of IQ; Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner. | | 8 |

| | |
|---|--|
| 12. | □□□□□□,□□□□□□□□□□ □□□□.(2001).□□□□□□ □□□□□□□□□□ □□□□□□□□ I □□□□ :□□□□□e□□□□ □□□□□□I |
| 13. | Zimbardo, P.C. & Weber, A.L. (1997). <i>Psychology</i> . New York: Harper Collins College Publishers. |
| 14. | Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org |
| This course can be opted as an elective: Open to all | |
| Suggested Continuous Evaluation Methods: | |
| <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks) ● Written Test (10 Marks) ● Attendance (5 Marks) | |
| Course prerequisites:10+2 in any discipline | |
| Suggested equivalent online courses: | |
| <ul style="list-style-type: none"> ● Coursera ● Swayam | |

Paper 2

Practica

I

| | | |
|--|-------------------------------|------------------------|
| Program/Class: Certificate | Year: First | Semester: First |
| Subject: Psychology | | |
| Course Code: A090102P | Course Title: Lab Work | |
| Course Outcome: Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report. | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: 10+25 | |

| Credits: 4 | | Core Compulsory | |
|--|---|---------------------------|--|
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | |
| Unit | Topics | No. of Lectures | |
| I | Measurement: Nature and Scales of Psychological Measurement; Properties and Functions of Measurement. | 6 | |
| II | Scientific Approach: Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable: Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods. | 8 | |
| III | Psychological Statistics: Introduction; Descriptive Statistics: Measures of Central Tendency and Measures of Variability; Graphical Representation of Data. | 8 | |
| IV | The Normal Distribution: Meaning and Uses, Significance of Statistics, t test. | 8 | |
| V | Correlation: Types and Interpretation; Chi- Square tests | 7 | |
| VI | Tests: Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types. | 7 | |
| VII | Intelligence Testing: Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application. | 8 | |
| VIII | Personality Tests: Self Report Inventories (16 PF, NEO-PIR), Projective Techniques: Nature and Types. | 8 | |
| Suggested Readings: | | | |
| 1. Anastasi, A. (1950). Psychological Testing. Prentice Hall. | | | |
| 2. Cronbach, L.J. (1960) (2nd Edition). <i>Essentials of Psychological Testing</i> . New York: Harper. | | | |
| 3. Freeman, F.S. (1962) (3rd Edition). <i>Theory and practice of psychological testing</i> . New York: Holt, Rinehart & Winston. | | | |
| 4. Garrett, H. E. (1966). <i>Statistics in Psychology and Education</i> . Paragon International | | | |

Publishers.

5. Gregory, R.J. (2014) (6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education.
6. Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
7. Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
8. [REDACTED] . [REDACTED] . [REDACTED] . (1999). [REDACTED] [REDACTED] [REDACTED] [REDACTED] e[REDACTED]
[REDACTED] , [REDACTED] [REDACTED] [REDACTED] [REDACTED] , [REDACTED] [REDACTED] I
9. [REDACTED] , [REDACTED] [REDACTED] [REDACTED] [REDACTED] , [REDACTED] [REDACTED] (1994). [REDACTED] [REDACTED]
e[REDACTED] [REDACTED] , [REDACTED] [REDACTED]e[REDACTED] [REDACTED] [REDACTED] , [REDACTED] I
10. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
11. [REDACTED] [REDACTED] [REDACTED] , [REDACTED] .[REDACTED].(2011). e[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] , [REDACTED]
:[REDACTED] [REDACTED] [REDACTED] [REDACTED] e[REDACTED]
12. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

Paper 2

Practica

1

| | | |
|---|--|-------------------------|
| Program/Class: Certificate | Year: First | Semester: Second |
| Subject: Psychology | | |
| Course Code: A090202P | Course Title: Lab Work/ Psychological Testing | |
| Course Outcome: Students will be conferred an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report. | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: 10+25 | |

| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | |
|---|--|-----------------|
| Unit | Topics | No. of Lectures |
| I | Plan, conduct and report an experiment using experimental method | 8 (16 hrs) |
| II | Ascertain the Reliability of any psychological test using any method of Reliability and report | 7 (14 hrs) |
| III | Administer any one Self-Report Inventory on a subject, score and report | 7 (14 hrs) |
| IV | Administer any one Intelligence Test on a subject/subjects, score and report | 8 (16 hrs) |
| Suggested Readings: 1- □□□□□□, □□□□□□□□□□ □□□□.(2001).□□□□□□ □□□□□□□□□□ □□□□□□□□ I □□□□ :□□□□□□e□□□□ □□□□□□I 2- Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx , www.psytoolkit.org | | |
| This course can be opted by the students who took psychology as a subject. | | |
| Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> ● Presentation of Practical file (15 Marks) ● Attendance (10 marks) | | |
| Course prerequisites: Only for those who took Psychology as a subject | | |

Semester III

Paper 1

Theory

| | | |
|-------------------------------|--|------------------------|
| Program/Class: Diploma | Year: Second | Semester: Three |
| Subject: Psychology | | |
| Course Code: A0903 J1T | Course Title: Psychology of Social Behavior | |

Course Outcome: By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives. Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events.

| Credits: 4 | | Core Compulsory |
|---|---|---------------------------|
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | |
| Unit | Topics | No. of Lectures |
| I | Social Psychology: Nature, and Scope; Methods of Studying Social Behavior. | 8 |
| II | Person Perception: Concept, Determinants of Impression Formation. | 7 |
| III | Social Cognition: Schema, Schematic Processing. Attribution of Causality: Harold Kelly and Bernard Weiner. | 7 |
| IV | Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Concept and Determinants. | 8 |
| V | Aggression: Concept, Theories: Biological (Instinctive and Ethological), Frustration-Aggression Hypothesis, Social Learning Theory of Aggression. | 8 |
| VI | Pro-social Behavior: Motives to help; Bystander Effect; Determinants: Personal, Situational and Socio-cultural. | 7 |
| VII | Social Influence Processes: Conformity and Compliance. Intergroup Relations: Prejudice and Discrimination. | 7 |
| VIII | Groups: Norms, Roles, Status & Cohesiveness. Group Influence Processes: Social Facilitation; Social Loafing and | 8 |

| | | |
|--|-------------------|--|
| | De-individuation. | |
|--|-------------------|--|

Suggested Readings:

1. Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology* (13th ed.) New Delhi: Pearson.
2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12thed). New Delhi: Pearson.
3. Baumeister, R.F. & Bushman, B.J.(2013). *Social Psychology and Human Nature*. (3rd ed.). Wadsworth Pub. Co.
4. Asch, S.E., & Milgram, S. (2001). *Experiments in Social Psychology*. New Delhi: Pearson Publications.
5. Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12thed). New Delhi: Pearson Publications.
6. Asch, S.E., & Milgram, S. (2001). *Experiments in Social Psychology*. New Delhi: Pearson Publications.
7. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>
<http://www.apa.org> <http://www.yale.edu>

This course can be opted as an elective: Open to all

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Written Test (10 Marks)
- Attendance (5 Marks)

Course prerequisites: Open to All

| |
|---|
| <p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> ● Coursera, ● Swayam |
|---|

Paper 2

Practica

| | | |
|--|--|------------------------|
| Program/Class: Diploma | Year: Second | Semester: Third |
| Subject: Psychology | | |
| Course Code: A090302P | Course Title: Lab Work and Measurement of Social Behavior | |
| Course Outcome: Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data. | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | |
| Unit | Topics | No. of Lectures |
| I | Measurement of Attitude/ Interpersonal Attraction | 7 (14 hrs) |
| II | Measurement of Helping Behavior/ Prejudice | 7 (14 hrs) |
| III | Conduct an experiment on Attribution/Aggression/Impression Formation | 8 (16 hrs) |
| IV | Conduct an experiment on Social Facilitation/ Conformity/ Compliance | 8 (16 hrs) |
| Suggested Readings: 1. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx www.psytoolkit.org | | |
| This course can be opted by the students who took Psychology as a subject. | | |
| Suggested Continuous Evaluation Methods: ● Presentation of Practical file (15 Marks); ● Attendance (10 marks) | | |
| Course prerequisites: Only to Psychology Students | | |

Semester IV

Paper 1

Theory

| | | | |
|---|--|-----------------------------------|-----------------|
| Program/Class: Diploma | | Year: Second | Semester: Four |
| Subject: Psychology | | | |
| Course Code: A090401T | | Course Title: Abnormal Psychology | |
| Course Outcome: The students will be able to understand criteria of abnormality and one’s own behavior and behavior of others. By applying the knowledge of assessment, diagnosis, classification system and DSM categories, the learners’ will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders. Summarize clinical features of symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders. | | | |
| Credits: 4 | | Core Compulsory | |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | |
| Unit | Topics | | No. of Lectures |
| I | Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM V): An Introduction. | | 6 |
| II | Anxiety Disorders: Clinical Picture and Etiology:. Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD). | | 8 |
| III | Somatic and Dissociative Disorders: Somatic Symptom and Related Disorders, Dissociative Disorders- Types, Clinical Picture and Etiology. | | 8 |
| IV | Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology. | | 8 |
| V | Schizophrenia: Types, Clinical Picture and Etiology. | | 7 |
| VI | Learning Disabilities: Reading, Written expression and Mathematics disorders | | 7 |
| VII | Substance Related Disorder: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology. | | 8 |

| | | |
|---|---|---|
| VIII | Clinical Picture and Etiology of Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorders, Intellectual Disability. | 8 |
| Suggested Readings: <ol style="list-style-type: none"> 1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). <i>Abnormal Psychology</i>. New Delhi: Cengage Learning. 2. Bennett, P. (2006). <i>Abnormal and Clinical Psychology: An introductory textbook</i>. New York: Open University Press. 3. Brewer, K. (2001). <i>Clinical Psychology</i>. Oxford: Heinemann Educational Publishers 4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). <i>Abnormal Psychology</i>. New Delhi: Pearson. 5. Kearney, C. A. & Trull, T. J. (2012). <i>Abnormal Psychology and Life: A dimensional approach</i>. New Delhi: Cengage learning 6. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org www.nimh.nih.gov | | |
| This course can be opted as an elective: Open to all | | |
| Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks) ● Written Test (10 Marks) ● Attendance (5 Marks) | | |
| Course prerequisites: Open to All | | |
| Suggested equivalent online courses: <ul style="list-style-type: none"> ● Coursera; | | |
| <ul style="list-style-type: none"> ● Swayam | | |

Practica

I

| | | |
|---|---|------------------------|
| Program/Class: Diploma | Year: Second | Semester: Four |
| Subject: Psychology | | |
| Course Code: A090402P | Course Title: Assessment/Testing | |
| Course Outcome: At the end of the course, the students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders. The practicum of case study will let the students learn and execute an in-depth investigation of a single person, group, event or community. | | |
| Credits: 2 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | |
| Unit | Topics | No. of Lectures |
| I | Administration, Scoring and Interpretation of any anxiety test | 7 (14 hrs) |
| II | Administration, Scoring and Interpretation of any test of Depression | 7 (14 hrs) |
| III | Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment | 8 (16 hrs) |
| IV | Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test | 8 (16 hrs) |
| Suggested Readings: | | |
| 1. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org | | |

This course can be opted by the students who took psychology as a subject

Suggested Continuous Evaluation Methods:

- Presentation of Practical file (15 marks)
- Attendance (10 marks)

| |
|--|
| Course prerequisites: Only for psychology students |
|--|

Semester V

Paper 1

Theory

| | | |
|---|--|-----------------------|
| Program/Class: Degree | Year: Third | Semester: Five |
| Subject: Psychology | | |
| Course Code: A0905 01T | Course Title: Life Span Human Development | |
| Course Outcome: At the end of the course, the student will able to develop an ability to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages, understand the contributions of socio-cultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues. | | |
| Credits: 4 | Core Compulsory | |
| Max. Marks: 25+75 | Min. Passing Marks: 10+25 | |

| |
|---|
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 |
|---|

| Unit | Topics | No. of Lectures |
|-------------|--|------------------------|
| I | Human Development: Introduction; Principles of Development; Methods of Studying Human Development. | 8 |

| |
|---|
| 9. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org |
| This course can be opted as an elective: Open to all |
| <p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks) ● Written Test (10 Marks) ● Attendance (5 Marks) |
| Course prerequisites: Open to All |
| <p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> ● Coursera, ● Swayam |

Paper 2

Theory

| | | |
|--|--|-----------------------|
| Program/Class: Degree | Year: Third | Semester: Five |
| Subject: Psychology | | |
| Course Code: A090502T | Course Title: Positive Psychology | |
| Course Outcome: By the end of the course, the students will be able to understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology tools and techniques in own and in other's life. It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Indian scriptures like Vedas, Upnishad, Shrimad Bhagwad Gita, Buddhist literature and folk tales. | | |
| Credits: 4 | Core Compulsory | |

| | | |
|---|--|---------------------------|
| | | |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | |
| Unit | Topics | No. of Lectures |
| I | Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology | 7 |
| II | Positive Emotional State: The Broaden and Build Theory of Positive Emotions; Concept and Mindfulness in Buddhism. | 8 |
| III | Positive Cognitive States: Hope, Optimism, Self efficacy, Resilience: concept and measurement | 8 |
| IV | Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology | 8 |
| V | Self Awareness: Concept, Techniques to enhance self- awareness. | 7 |
| VI | Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness | 8 |
| VII | Happiness: Eudemonics and Hedonistic View; Authentic Happiness | 7 |
| VIII | Psychological and Subjective Wellbeing: Concept, and Components | 7 |

Suggested Readings:

- 1- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson.
- 2- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength* U.K.: Routledge.
- 3- Gilman, R., Hubner, E. & Furlong, M.J. (Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.
- 4- Lyubomirsky, Sonja. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. The Penguin Press.
- 5- Noddings, N (2003). *Happiness in Education*, New York, Cambridge Press.
- 6- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University

| |
|--|
| <p>Press.</p> <p>7- Seligman, M. E. P. (2002). <i>Authentic Happiness</i>. New York: Free Press.</p> <p>8- Synder, C.R. & Lopaz, S.J. (2011). <i>Positive Psychology: The Scientific and practical exploration of Human Strengths</i>. Thousand Oaks, CA: Sage.</p> <p>9- Synder, C. R. & Shane, J.L. (2005). <i>Handbook of Positive Psychology</i>. Oxford University Press.</p> <p>Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx</p> <p>http://www.apa.org</p> |
| This course can be opted as an elective: Open to all |
| <p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks), ● Written Test (10 Marks) ● Attendance (5 Marks) |
| Course prerequisites: Open to All |
| <p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> ● Coursera, ● Swayam |

Paper 3

Practica

I

| | | |
|--|---|-----------------------|
| Program/Class: Degree | Year: Third | Semester: Five |
| Subject: Psychology | | |
| Course Code: A090503P | Course Title: Lab Work/Survey/ Field Visit | |
| Course Outcome: After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of | | |

| research, data analysis, interpretation and discussion of the findings. | | |
|---|--|---------------------------|
| Credits: 2 | | Core Compulsory |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | |
| Unit | Topics | No. of Lectures |
| I | Write a Reflection. For Example- a Gratitude or Forgiveness reflection or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain from developing this habit of mind, short and long term? Be aware of any shifts from stress/anxiety to enhanced well-being and calm. | 10 (20 hrs) |
| II | Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/well being etc. (10- 12 students group can be formed) | 10 (20 hrs) |
| III | Conduct a field study on anyone topic of human development. Analyze the data and report (10-12 student groups can be formed) | 10 (20 hrs) |
| Suggested Readings: 1. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org | | |
| This course can be opted by the students who took psychology as a subject | | |
| Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> ● Presentation of Practical file (20 Marks) ● Attendance (5 Marks) | | |
| Course prerequisites: Only for psychology students | | |

Research Project

| | | | |
|---|--|--|-----------------|
| Program/Class: Degree | | Year: Third | Semester: Five |
| Subject: Psychology | | | |
| Course Code: A090504R | | Course Title: Problem Identification & Research Proposal Writing | |
| Course Outcome: After completing this practicum, the student will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research, and intended data analysis. | | | |
| Credits: 3 | | Core Compulsory | |
| Max. Marks: 25+75 | | Min. Passing Marks: | |
| | | | |
| Unit | Topics | | No. of Lectures |
| I | Visit to any community of the surrounding and identification of problems, issues, good practices, skills, community services etc. For example- Health Services, Women Self Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat etc. (10-12 students group can be formed) | | 20 (40 hrs.) |
| II | Based on the field visit observations and experiences, each student will write a research proposal in this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the proposed study, formal research questions and hypotheses, a full methods section, and the data analysis you intend to conduct. The student will work in groups in completing the project, but will write the proposal and final paper individually. Each student will be evaluated on diligence in writing the research | | 25 (50 hrs.) |
| | proposal as per APA guidelines. | | |

| |
|---|
| Suggested Readings: 2. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org |
| This course can be opted by the students who took psychology as a subject |
| Suggested Continuous Evaluation Methods: • PPT Presentation of experiences of observed unit and research proposal (20 Marks) • Attendance (5 Marks) |
| Course prerequisites: Only for psychology students |

Semester VI

Paper 1

Theory

| | | |
|--|--|----------------------|
| Program/Class: Degree | Year: Third | Semester: Six |
| Subject: Psychology | | |
| Course Code: A090601T | Course Title: Community and Health Psychology | |
| Course Outcome: At the end of the course the student will be able to recognize that individuals relate to their communities and the reciprocal effect of communities on individuals and will be able to understand and resolve community issues, analyze the data, and recommend interventions that promote community wellness. Moreover, they will able to use the psychological theories on health-related practices and will able to examine persons’ health history and describe and enact a positive, proactive attitude toward healthy living for oneself and others. | | |

| | |
|------------|-----------------|
| Credits: 4 | Core Compulsory |
|------------|-----------------|

| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 |
|--|---|---------------------------|
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | |
| Unit | Topics | No. of Lectures |
| I | Community Psychology: Nature, Historical Development, Fields of Community Psychology | 7 |
| II | Approaches of Community Psychology: Mental Health approach; Social Problems approach | 8 |
| III | Community Intervention Issues: Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Superstitions in Indian society. | 8 |
| IV | Community Interventions: Community Mental Health; Gender, Discrimination and Power Issues related interventions; School Intervention; Rural development Intervention. | 7 |
| V | Health Psychology: Nature, Development and Goals of Health Psychology; Biopsychosocial Model of Health. | 6 |
| VI | Health Behavior: Health Compromising and Health Enhancing Behaviors; Theories of Health Behavior: Health Belief Model, Planned Behavior and Reasoned Action Theory . | 8 |
| VII | Stress and Health: Nature and Types of Stress, Stress appraisal; Coping with Stress; Psychological Moderators of Stress (Hardiness, Social support and Optimism). | 8 |
| VIII | Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, Diagnosis and Psychological correlate. | 8 |
| Suggested Readings: <ol style="list-style-type: none"> 1. Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd. 2. Dalal, A.K. (2015). Heath Beliefs and Coping with Chronic Diseases. New Delhi: Sage Publications India Pvt. Ltd. 3. Ghosh, Manika (2015). <i>Health Psychology: Concepts in Health and Well-being</i>. New | | |

| |
|--|
| <p>Delhi: Pearson.</p> <ol style="list-style-type: none"> 4. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). <i>Community Psychology: Linking Individuals and Communities</i>. Wadsworth, Cengage Learning. 5. Marks, D. F. Murray, M. Evans, B. & Willing, C. (2000). <i>Health Psychology: Theoretical, Research and Application</i>. New Delhi: Concept. 6. Misra, G. (1999). <i>Psychological perspectives on stress and health</i>, New Delhi: Concept Publishing Company. 7. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). <i>Applied Social Psychology: Understanding and addressing Social and Practical Problems</i>. New Delhi: Sage publication. 8. Sarafino, E.P. & Smith, T.W. (2012). <i>Health Psychology: Biopsychosocial Interaction</i>. (7th ed.). U.K.: John Wiley & Sons. 9. Taylor, S.E. (2013). <i>Health Psychology</i>. New Delhi: McGraw-Hill Education Pvt. Ltd. <p>10. Suggestive digital platforms web links- http://heecontent.upsdc.gov.in/Home.aspx http://www.apa.org</p> |
| <p>This course can be opted as an elective: Open to all</p> |
| <p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks) ● Written Test (10 Marks) ● Attendance (5 Marks) |
| <p>Course prerequisites: Open to All</p> |

Paper 2

Theory

| | | | |
|--|---|--|-----------------|
| Program/Class: Degree | | Year: Third | Semester: Six |
| Subject: Psychology | | | |
| Course Code: A090602T | | Course Title: Counseling Psychology | |
| Course Outcome: At the end of the paper, students will able to understand how to establish rapport and use various approaches in counseling. | | | |
| Credits: 4 | | Core Compulsory | |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | |
| Unit | Topics | | No. of Lectures |
| I | Counseling: Meaning, Goals; Types of Counseling: An Overview. | | 7 |
| II | Theoretical Bases of Counseling: Psychoanalytic; Phenomenological, Cognitive-Behavioral; Indian Contribution to Counseling | | 8 |
| III | Counseling Processes: Counseling Interview; Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing. | | 7 |
| IV | Counseling Techniques: Person- Centered and Cognitive-Behavioral (Beck and Albert Allis). | | 8 |
| V | Counseling in Schools and Family Counseling: Assumptions and Procedures. | | 7 |
| VI | Career, Marriage and Group Counseling: An Introduction | | 8 |
| VII | Counseling for Substance-abuse, Child Abuse: An Introduction | | 8 |
| VIII | Counseling Ethics; Referrals and Reporting | | 7 |
| Suggested Readings: | | | |
| 1. Edward, N. (2011). <i>Counseling Theory and Practice</i> . Cengage Learning. | | | |
| 2. Gelso, C. J. & Pretz, B.R. (1995). <i>Counseling Psychology</i> . Bangalore: Prism Books Pvt. Ltd. | | | |
| 3. Gibson, R. L. & Mitchell, M.H. (2005). <i>Introduction to Counseling and Guidance</i> (6th | | | |

| |
|---|
| <p>Ed.) Pearson Education.</p> <p>4. Kapur, Malavika (2011). <i>Counseling Children with Psychological Problems</i>. Pearson Publications.</p> <p>5. Nelson-Jones, R. (2011). <i>Theory and Practice of Counseling & Therapy</i>. New Delhi: sage South Asia Edition.</p> <p>6. Patri, V. R. (2008). <i>Counseling Psychology</i>. New Delhi: Authors Press.</p> <p>7. [REDACTED], [REDACTED] [REDACTED], [REDACTED] (2003). [REDACTED] [REDACTED] [REDACTED]. [REDACTED]: [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>8. Rao, S. N. (1991). <i>Counseling and Guidance</i>. New Delhi: Tata McGraw-Hill.</p> <p>9. Woolfe, R., Dryden, W. & Strawbridge, S. (2003). <i>Handbook of Counseling Psychology</i> (2nded.). London: Sage Publication Ltd.</p> |
| <p>This course can be opted as an elective: Open to all</p> |
| <p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> ● Assignment/ Seminar (10 Marks) ● Written Test (10 Marks) ● Attendance (5 Marks) |
| <p>Course prerequisites: Open to All</p> |
| <p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> ● Coursera, ● Swayam |

Paper 3

Practicals

| | | |
|------------------------------|--------------------|----------------------|
| Program/Class: Degree | Year: Third | Semester: Six |
|------------------------------|--------------------|----------------------|

| | | |
|--|--|---|
| Subject: Psychology | | |
| Course Code: A090603R | | Course Title: Survey/Field Visit |
| Course Outcome: After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings. | | |
| Credits: 2 | | Core Compulsory |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | |
| Unit | Topics | No. of Lectures |
| I | Field Visit to any Community Center/Social Service Center/ School and submit a report (10-12 students group can be formed) | 15 (30 hrs.) |
| II | Conduct a survey on any Health Related issues and submit the report (10-12 students group can be formed) | 15 (30 hrs.) |
| This course can be opted by the students who took psychology as a subject | | |
| Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> ● Presentation of Practical file (20 Marks) ● Attendance (5 Marks) | | |
| Course prerequisites: Open to All | | |

Paper 4

Research

Project

| | | |
|------------------------------|--------------------|----------------------|
| Program/Class: Degree | Year: Third | Semester: Six |
|------------------------------|--------------------|----------------------|

| | |
|--|---------------------------------------|
| Subject: Psychology | |
| Course Code: A090604R | Course Title: Research Project |
| Course Outcome: It will help the learner to critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare | |

to explore the cultural, social, and ethical impact of psychological application on community and daily life.

Credits: 3

Core Compulsory

Max. Marks: 25+75

Min. Passing Marks:

| Unit | Topics | No. of Lectures |
|------|--|-----------------|
| I | Based on the field visit observations and experiences, the learner get in Semester V, plan to visit to identified unit, organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues. | 25(50 hrs.) |
| | Analyze the data and submit a detailed report and a presentation. The student will work in groups in completing the project, but will write the final paper individually. Each student will be evaluated on diligence in writing the research project as per APA guidelines. | 20(40 hrs.) |

Suggested Readings:

1. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>
<http://www.apa.org>

This course can be opted by the students who took psychology as a subject

Suggested Continuous Evaluation Methods:

- Making of short film or presentation of observed unit (20 Marks)
- Attendance (5 Marks)

Course prerequisites: Only for psychology students

Paper 1

B A – IV SEM VII

Credits 4

Teaching Hours 60

Core : COGNITIVE PSYCHOLOGY I Course

Outcome -

After completion of this course, students shall be able to understand the historical background of cognitive psychology. They shall be able to comprehend the various aspects of cognition like attention, perception, memory, problem solving, decision making and reasoning. Moreover students shall be able to understand the Indian perspectives on cognition.

UNIT I

Cognitive approach: Historical background; Origin and current status of cognitive psychology; New directions in cognitive psychology; Indian perspectives on cognition: Self and Environment, Mind and Behaviour

UNIT II

Attention: Nature and types, determinants of attention, theories of attention. Perception: Space, time and movement perception, theoretical perspectives

UNIT III

Memory: Types of memory – working memory, procedural memory, episodic memory, reconstructive memory, flash bulb memory, autobiographical memory, eye witness testimony

UNIT IV

Problem solving: Understanding problem solving, approaches to problem solving, factors influencing problem solving; Logical reasoning; Decision making: Algorithm and heuristics; Language and thought

READINGS

- Anderson, J.R. (2015) Cognitive Psychology and its Implications (8th edition) New York: Worth Publishers
- Jahnke, J.C. and Nowaczyk, R.H. (1998) Cognition; Prentice Hall
- Farmer T.A. & Matlin M.W. (2019) Cognition; John Wiley and Sons
- Matlin, M.W. (1995) Cognition; (3rd Edition), Bangalore: Prism Books Pvt Ltd
- McBride, D.M. & Cutting J.C. (2019) Cognitive Psychology: Theory, Process and Methodology (2nd Edition), SAGE Publications

Paper 2

B A – IV SEM VII

Credits 4

Teaching Hours 60

Core: EMERGENCE OF PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand about the historical trends and events that influenced the development of psychology as a scientific discipline. They shall develop a comprehensive understanding of the various centrally important systems in psychology as well as they shall acquire the basic knowledge about the history of contemporary psychology.

UNIT I

Philosophical routes: Greek heritage; Medieval and Modern Period; The origin of scientific psychology; The pre-experimental period

UNIT II

First century of experimental psychology: Weber, Fechner, Helmholtz, Wundt and Galton; Development of schools in psychology: Structuralism, Functionalism, Behaviourism, Gestaltism, Psychoanalysis, Cognitive revolution

UNIT III

Four founding paths of Academic psychology: Wundt, Freud, James, Dilthey; Essential aspects of knowledge paradigms: Ontology, Epistemology, Methodology

UNIT IV

Psychological thought in some Eastern systems: Bhagvad Geeta, Buddhism, Sufism and Integral Yoga; Science and Spirituality (Avidya ana Vidya); The primacy of Self-Knowledge in Indian psychology

READINGS

- Woody, W.D. & Viney, W. (2017) History of Psychology: Emergence of Science and Applications (6th Edition) Routledge
- Chaplin, J.P. & Kraweic, T.S. (1967) Systems and Theories of Psychology; Holt Rinehart and Winston Publication
- Thomson, R. (1993) The Emergence of Psychology
- Rao, K.R. & Paranjpe, A.C. (2016) Psychology in the Indian Tradition, Springer, India
- Woodworth, R.S. (2007) Contemporary Schools of Psychology, Read Books
- Wolman, B.B. (1980) Contemporary Theories and Systems in Psychology, New York: Harper & Row

B A – IV SEM VII Paper 3 Credit 4 Teaching hours 60
Core : PERSONALITY PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand the basic classical theories as well as the modern perspectives of personality. They shall understand the key concepts and principles of personality which would enable them to apply the key personality and

others' behaviour. They shall be able to think critically about and apply theoretical and empirical reasons in order to successfully navigate the daily obstacles of life.

UNIT I

Psychodynamic perspective: Freud, Adler, Jung; Psychosocial perspective: Erikson

UNIT II

Dispositional perspective: Gordon Allport, R.B. Cattell, Hans Eysenck, Big-Five factor model of personality

UNIT III

Humanistic and Phenomenological perspective: Carl Rogers, George Kelly, Abraham Maslow

UNIT IV

Social Learning and Eastern perspectives: Albert Bandura, Buddhist perspective, Triguna, Upnishad and Sankhya perspective; Yoga theory of personality

READINGS

- Friedman, H.S. & Schustack, M.W. (2015) Personality: Classic Theories and Modern Research (6th Edition) Boston, MA: Pearson Education
- Hall, C.S., Lindzey, G. & Campbell, J.B. (1998) Theories of Personality. New York: Wiley and Sons
- Pervin, L.A. (1970) Personality: Theory Assessment and Research
- Schultz, D.P. & Schultz, S.E. (2017) Theories of Personality (11th Edition) Boston, MA: Cengage Learning

- Carver, C.S. & Scheier, M.F. (2017) Perspectives on Personality (8th Edition) New York: Pearson Education

B A – IV SEM VII

Paper 4

Credits 4

Teaching Hours 60

First Elective 1: INDIAN PSYCHOLOGY Course

Outcome ---

After completion of this course, students shall be able to get well acquainted with the perspectives of Indian psychology. They shall gain in depth knowledge of Indian concept for mind and behaviour. They shall better comprehend the methods to plan and conduct studies in the areas of Indian psychology.

UNIT I

Indian psychology: Introduction; Assumptions of Indian psychology; Methods of study; Psychological thoughts in ancient India

UNIT II

Indian thought and tradition: Indian psyche; Content of Vedas; Systems and schools of Indian psychology; Models in Indian thought

UNIT III

Yoga psychology: Theory and applications; Patanjali yoga sutras: Basic concepts; Transpersonal psychology in Bhagvad Geeta; Identity and existence; Self-knowledge; Conflict and wisdom

UNIT IV

Jain psychology: Jain Consciousness and reality; Concept of self, cognition, mind, body-mind interaction; Buddhist psychology: Thought, mind, consciousness; Varieties of knowing: Sensory, extra ordinary, holistic and insight knowing

READINGS

- Sinha, J. (1985) Indian Psychology. Vol 1, Vol 2, Vol 3. New Delhi: Motilal Banarsidas
- Dalal, A.S. (2001) A Greater Psychology: An Introduction to the Psychological thought of Sri Aurobindo, Pondicherry: Sri Aurobindo Ashram Publication Department
- Misra, G. & Mohanty, A.K. (2001) Perspective on Indigenous Psychology. New Delhi: Sage
- Kim, U. & Berry, I.W. (1993) Indigenous Psychologies: Research and Experience in Cultural Context. New Delhi, India: Sage
- Paranjpe, A.C. (1998) Self and Identity in Modern Psychology and Indian Thought. New York: Plenum Press

B A – IV SEM VII

Paper 4

Credits 4

Teaching Hours 60

First Elective 2: HEALTH PSYCHOLOGY

Course Outcome –

After completion of the course, the students shall be able to identify and discuss the interplay of different factors in the study of health issues. They shall be able to analyse and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat

certain health problems. Moreover students shall be able to evaluate the fundamental and more recent contributions to the science to summarize the theory and research in the field of health psychology.

UNIT I

Health and well-being: Concept and indicators; A brief history of health psychology; Goals of health psychology; Approaches to health: Biopsychosocial model

UNIT II

Health problems and their cognitive representation: General and chronic health problems; Causal factors and explanations; Health belief systems: Changing health belief and attitudes; Habits modification, Exercise and diet

UNIT III

Stress and coping: Conceptual models; Stress borne health problems; Coping strategies; Pain management

UNIT IV

Management of health problems: Preventive, promotive and curative aspects of health; Choice of medical systems; Patient-Doctor relationship; Treatment adherence; Alternative Medicines

READINGS

- Taylor, S.E. (2013) Health Psychology. New Delhi: Tata McGraw Hill
- Sutton, S., Baum, A. & Johnson, M. (2004) Handbook of Health Psychology. New Delhi: Sage Publications ● Straub, R.O. (2007) Health Psychology. New York: Worth Publications

- Sarafino, E.P. & Smith, T.W. (2014) Health Psychology: Biopsychosocial Interactions (7th Edition) John Wiley & Sons
- Estacio, E.V., Murray, M. & Marks, D.F. (2018) Health Psychology: Theory, Research and Practice

B A – IV SEM VII

Practicals/Field Visit/Project

Credits 4

Second Elective 1: Practicals

1. Semantic Memory
2. Short-term Memory
3. Episodic Memory
4. Sustained Attention
5. Eysenck Personality Questionnaire
6. Personality Dimension Test (S.P. Kulshreshtha)
7. Sat Raj Tam (SRT) Personality Test
8. Cattell's 16 PF Test
9. NEO-PIR Test
10. TAT/Rorschach Test
11. Health Beliefs
12. Gender and Health
13. Pathogenic Health Habits
14. Psychological Correlates of Health
15. Study of Self
16. Study of Emotions

Any one practical from each paper.

Second Elective 2: Field Visit/Project

B A IV SEM VIII

Paper 1 Credits 4 Teaching Hours 60 Core: COGNITIVE PSYCHOLOGY II

Course Outcome –

After the completion of this course, students shall be able to develop awareness and understanding about the higher cognitive processes as language comprehension, semantic integration and creativity. They shall understand the mechanism of language production, logical reasoning, memory improvement and decision making. Moreover

they shall gain knowledge about metacognition.

UNIT I

Methods of cognitive psychology; Signal detection theory; Perceptual processes: Visual perception and visual information; Approaches to perception: Top-down and Bottom-up; Perception of subjective contours; Non-veridical perception; Role of motivation and learning in perception

UNIT II

Models of memory; Semantic integration; Approaches to working memory; Memory improvement; Concept formation: Rules

UNIT III

Problem solving; Human problem solving; Representativeness and Availability heuristics; Anchoring and Adjustment; Creativity: Nature and measurement; Determinants of creativity; Fostering creativity

UNIT IV

Language processes: Language acquisition; Language comprehension; Language production: Speaking and writing; Metacognition: Metacognitive knowledge and metacognitive regulation

READINGS

- Matlin, M.W. (1995) Cognition. Prism Book, Bangalore
- Baddley, A. (1997) Human Memory. Psychology Press, New York
- Anderson, J.R. (2004) Cognitive Psychology and Its Implications. Worth Publishers
- Gallotti, K.M. (2004) Cognitive Psychology. Pearson Education
- Sternberg, R.J. (2009) Applied Cognitive Psychology. Cengage Learning
- Solso, R.L. (2001) Cognitive Psychology. Pearson Education
- Cohen, G. & Conway, M.A. (2007) Memory in the Real World. Psychology Press

BA IV SEM VIII

Paper 2 Credits 4 Teaching Hours 60 Core: RESEARCH METHODOLOGY

Course Outcome –

Students shall be able to formulate research questions, design appropriate research plans, collect and analyse data using various methods and interpret the results. They shall be able to understand

the research process, methodological efficiency, ethical considerations, and critical evaluations. They shall learn to conduct meaningful investigations and contribute to their respective fields.

UNIT I

Psychological research: Meaning and scientific approach; Major steps in psychological research; Types of psychological research; Ethical issues in conducting and reporting psychological research; Research reporting (APA style)

UNIT II

Research problem; Hypothesis; Variable: Types and their control; Minimization of error variance; Sources of bias; Sampling: Meaning and purpose; Probability and non-probability sampling

UNIT III

Methods of data collection: Observation; Survey: Interview and interview schedule; Field studies; Semantic differential; Experimental and quasi-experimental

UNIT IV

Paradigms of research: Qualitative, quantitative, and mixed methods approach; Qualitative research: Theoretical orientations; Research design; Qualitative interviewing: Triangulation; Ethics and reporting of qualitative research

READINGS • D'Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics and Learning

- Mc Guigan, F.J. (1960) Experimental Psychology: A Methodological Approach
- Kerlinger, F.N. (1966) Foundation of Behavioural Research. Surjeet Publications, Delhi
- Burns, R.B. (2000) Introduction to Research Methods. Sage Publications
- Babbie, E. (2008) The Basics of Social Research. Thomson and Wadsworth
- Broota, K.D. (1992) Experimental Design in Behavioural Research. Wiley Eastern, New Delhi

BA IV SEM VIII

Paper 3

Credits 4

Teaching Hours 60 Core:

ADVANCED SOCIAL PSYCHOLOGY Course Outcome

—

After the completion of this course, students shall be able to understand the basic concepts of social psychology. They shall develop the ability to analyse real world issues via the lens of social psychology theories. Students would get a working knowledge of developing fields of social psychology and they may apply the principles of social psychology to their own lives and to society.

UNIT I

Introduction: Current trends in social psychology; Approaches to study social behaviour; Methodological and ethical issues

UNIT II

Social cognition: Heuristics and other short-cut strategies; Effects of framing and anchoring; Counterfactual thinking and mental simulation; Affect and social cognition

UNIT III

Social categorization and groups: Social identity and social comparison models; Categorical differentiation and groups; ,

UNIT IV

Social influence processes: Social norms; Conformity to social norms; Compliance and its consequences; Intergroup relations: Dynamics of intergroup behaviour; Structure and types of social conflicts; Conflict resolution strategies

READINGS

- Aronson, E., Wilson, T.D. & Akert, R.M. (2010) Social Psychology (7th Edition) Upper Saddle River, N.J.: Prentice Hall
- Baron, R.A., Branscombe, N.R. & Byrne, D. (2009) Social Psychology (12th Edition) New York: Pearson Education
- Hayes, N. (2015) Principles of Social Psychology. New York: Psychology Press
- Kassin, S., Fein, S. & Markns, H.R. (2013) Social Psychology. Canada: Cengage Learning
- Myers, D.G. (2012) Social Psychology (11th Edition) New York: Mc Graw Hill
- Feldman, R.S. (1985) Social Psychology: Theory, Research and Application. Mc Graw Hill, New Delhi
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006) Social Psychology (12th Edition) New Jersey: Pearson Education

B A IV SEM VIII

Paper 4 Credits 4 Teaching Hours 60 Third
Elective 1: NEUROPHYSIOLOGICAL BASES OF
PSYCHOLOGICAL PROCESSES

Course Outcome –

After the completion of this course, students shall be able to understand the basics of the structure and functions of the nervous system as well as the organisation of brain. They shall get acquainted behaviour relationship. They shall be capable to characterise the location and signs of abnormalities of higher mental functions. Students shall be able to connect neuropsychological syndromes and their associated symptoms to the appropriate locations in the brain.

UNIT I

Neuron: Nerve impulse transmission and synapse; Methods and techniques of research: Electrophysiological, Scanning and Imaging

UNIT II

Organisation of nervous system: Peripheral nervous system, central nervous system; Hemisphericity

UNIT III

Neurophysiology of emotions, sleep, attention, learning and memory

UNIT IV

Neurophysiology of cognitive impairment: Dementia, Epilepsy, Stroke, Amnesia, Facial brain damage; Brain reorganisation and plasticity; Spontaneous recovery

READINGS

- Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2012) Cognitive Neuroscience- The Biology of the Mind. W.W. Norton & Company
- Kalat, J.W. (2007) Biological Psychology (9th Edition) UK: Thompson & Wadsworth
- Kolb, B. & Whishaw, Z.Q. (2003) Fundamentals of Human Neuropsychology (6th Edition) New York: Worth Publishers
- Elias, L. & Saucier, D. (2018) Neuropsychology (Clinical and Experimental Foundation). Pearson Publication

B A IV SEM VIII

Paper 4

Credits 4

Teaching Hours 60

Third Elective 2: ENVIRONMENTAL PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand the basic concepts of environmental psychology as well as the relationship between humans and the environment. More precisely, they shall better understand about environmental stress and health. Knowledge about the weather and climate issues leading to natural and man-made disasters shall help them a lot in understanding the environment. They shall develop environmental awareness about saving the environment.

UNIT I

Introduction: Nature and scope; History and focus of environmental psychology; Indian perspective on human-environment relationship

UNIT II

Research methods: Experimental, simulation, correlational and descriptive; Theories: Arousal, experimental load, adoption level and ecological

UNIT III

Environmental perception and cognition: Environmental perception; Spatial cognition; Environmental values and attitudes; Attachment and identity; Appraisal and assessment; Personal space and privacy; Territoriality

UNIT IV

Environmental stress and health: Crowding, noise, over population; Effects of physical environment on health; Weather and climate issues: Disasters (Natural and man-made); Saving the environment

READINGS

- Bell, P.A., Green, T., Fisher, J.D & Baum, A. (2001) Environmental Psychology. New Jersey
- Gifford, R. (2007) Environmental Psychology: Principles and Practice
- Winter, D.D. & Koger, S. (2004) The psychology of Environmental problems (2nd Edition) Mahwah, N.J.: Lawrence Erlbaum Associates
- Koger, S.M. (2014) The Psychology of Environmental Problems: Psychology for Sustainability. Psychology Press
- Jain, U. (1987) The Psychological Consequences of Crowding. Sage Publications, Inc
- Stokols, D. & Altman, J. (Eds) (2000) Handbook of Environmental Psychology. New York: Wiley

B A IV SEM VIII

Practical/Industrial Training/Project Credits 4 Fourth Elective

1: Practical

1. Selective Attention
2. Span of Attention
3. Chunking
4. Set in Perception
5. Set in Problem Solving
6. Construction of Interview Schedule/Questionnaire
7. Planning a Correlational Study/Cross-Sectional Study
8. Formulation of Plan of Action Research
9. Study of Conformity
10. Study of Social Problems
11. Interpersonal Attraction
12. Level of Aspiration
13. Bender-Gestalt Test
14. Luria-Nebraska Neuropsychological Test
15. Environmental Stress
16. Environmental Perception
17. Environmental Awareness
18. Spatial Cognition

Any one Practical from each paper

Fourth Elective 2: Industrial Training/Project