



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA
(A State University established under the Uttar Pradesh University Act 1973)



**Curriculum in Accordance to ~~to~~ with
National Education Policy – 2020**

Programme Name:

B.A / B.Sc

Subject:

PSYCHOLOGY



Department of _____
Jananayak Chandrashekhar University, Ballia
Shaheed Smarak, Near Surha Taal, Basantpur, Ballia – 277301, Uttar Pradesh, India

JANNAYAK CHANDRASHEKHAR UNIVERSITY , BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

Structure for Four Years Undergraduate Programme in accordance with

N E P-2020 and Common Minimum Syllabus

Psychology

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits	Total Credits
1 st	I	A090101T	Basic Psychological Processes	Theory	4	6
		A090102P	Lab Work	Practical	2	
	II	A090201T	Basic Research Methodology and Statistics	Theory	4	6
		A090202P	Lab Work/ Psychological Testing.	Practical	2	
2 nd	III	A090301T	Psychology of Social Behavior	Theory	4	6
		A090302P	Lab Work and Measurement of Social Behavior	Practical	2	
	IV	A090401T	Abnormal Psychology	Theory	4	6
		A090402P	Assessment/Testing	Practical	2	
3 rd	V	A090501T	Life Span Human Development	Theory	4	10
		A090502T	Positive Psychology	Theory	4	
		A090503P	Lab Work/Measurement of Positivity	Practical	2	
	VI	A090601T	Community and Health Psychology	Theory	4	10
		A090602T	Counselling Psychology	Theory	4	
		A090603P	Lab Work/ Measurement of Mental Health & Assessment	Practical	2	
4 th	VII	A090701T	Advanced Cognitive Psychology	Theory	4	20
		A090702T	Research Methodology	Theory	4	
		A090703T	Theories of Personality	Theory	4	
		A090704T	Biological Basis of Behavior	Theory	4	
		A090705P	Practical/Lab work	Practical	4	
	VIII	A090801T	Language, Reasoning and Thinking	Theory	4	20
		A090802T	Experimental Design and Statistics	Theory	4	
		A090803T	Life Skills	Theory	4	
		A090804T	Psychobiology of Motivation, Learning & Memory	Theory	4	
		A090805P	Practical/Lab work	Practical	4	

Note:

♦ The student shall prepare a Minor Research Project (MRP) in the 5th and 6th Semester (3d Year) of Graduation. The MRP shall be submitted and evaluated in the 6th Semester. The student shall prepare a ♦Research Project in the 7th and 8th Semesters (4th Year) of Graduation. The MRP shall be submitted and evaluated in the 8th Semester.

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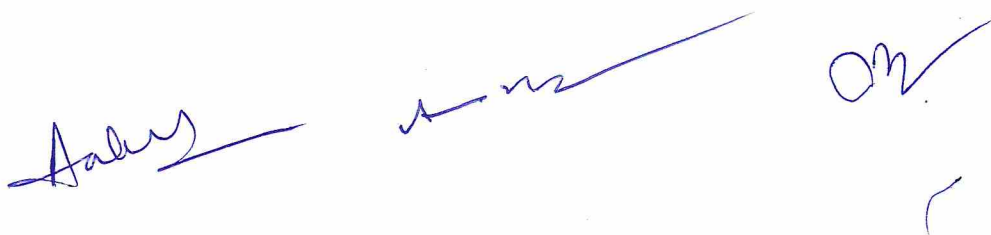
(A State University established under the Uttar Pradesh University Act 1973)

Programme: B.A / B.Sc

Subject: Psychology

Syllabus

Year/Semester	I Year / I Sem		
Course Code	A090101T		
Course Title	Basic Psychological Processes		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.• This course provides a basic introduction to attention and perceptual process. This course also provides basic introduction to theories of learning.• To develop an understanding of the concept of emotion and motivation with the goal to promote self-reflection and understanding of self and others.• To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives.• Understand human behavior and cognition from a psychological perspective and apply this knowledge to their personal and professional lives.• Understand of the concepts like intelligence, motivation, emotion and personality. Develop critical analytical skills regarding these individualistic traits.			



Unit	Couse Content
I.	Psychology: Nature, Scope and Applications; Approaches: Psychodynamic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism)Attention and perceptual processes: Attention: Selective ,Sustained and Divided Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Gestalt laws of perceptual organization
II.	Learning and Memory: Classical and Operant Conditioning and Verbal Learning: Methods and Procedures. Memory and Forgetting: Stages and Types of memory. Forgetting and its causes.
III.	Intelligence and personality : Nature and concept of I Q, Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford.Nature and determinants of personality : Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow).
IV.	Emotion and Motivation: Nature of emotion, physical changes. Theories of emotion: James-Lange, Cannon-Bard, and Lazarus. Motivation: Nature , types and need hierarchy model.
References: <ul style="list-style-type: none"> • Baron, R. A. (2006). Psychology (5th Ed.). New Delhi: Pearson Education. • Ciccarelli, S. K., & Meyer, G. E. (2009). Psychology. Delhi: Pearson Education. • Gerrig, R. J., & Zimbardo, P. G. (2006). Psychology and Life (17th Ed.). New Delhi: Pearson Education. • Suhotra (2007). <i>Vedantic Psychology: India's ancient vision of the Mind</i>. The BhaktivedantaAcademy. • Singh, A. K. (2009). UchachtarSamanyaManovigyan. Varanasi: Motilal Banarasi Das. 	

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Programme: B.A/ B.Sc

Subject: Psychology

Syllabus

Year/Semester	I Year / I Sem		
Course Code	A090102P		
Course Title	Lab Work		
Credit	2	Maximum Marks	25
Course Objective: <ul style="list-style-type: none">• Learn to design and conduct experiments on attention and perception, and gain insight into cognitive psychology.• Master the principles of learning by designing and conducting experiments related to classical conditioning, operant conditioning, and verbal learning, and analyzing the data.• Investigate memory processes, explore how memories are stored and lost, and gain skills to design memory experiments and critically assess memory-related research.• Understand motivational and emotional processes, design experiments to explore their impact on behavior, cognition, and decision-making, and analyze data in the context of psychology.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Design and conduct experiments on attention and perception, gaining insight into cognitive psychology.• Demonstrate competence in the principles of learning by designing and conducting experiments related to classical conditioning, operant conditioning, and verbal learning, and effectively analyzing the resulting data.			



- Investigate memory processes, exploring memory storage and forgetting mechanisms, while developing skills in designing memory experiments and critically assessing memory-related research.
- Understand motivational and emotional processes, design experiments to study their impact on behavior, cognition, and decision-making, and analyze data within the framework of psychology.

Unit	Course Content
I.	Any one experiment based on Attention/Perceptual Processes
II.	Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning
III.	Any one experiment based on Memory/Forgetting
IV.	Any one experiment based on Motivational/Emotional Processes

References:

- Singh, A. K. (2008). *Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)*. Motilal Banarsidass Publisher.
- Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). *Manovaigyaanik Prayog Evam Pareekshan*. Motilal Banarsidass Publishe.
- Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd.
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Programme: B. A / B.Sc

Subject: Psychology

Syllabus

Year/Semester	I Year / II Sem		
Course Code	A090201T		
Course Title	Basic Research Methodology and Statistics		
Credit	4	Maximum Marks	50+25
Course Objective:			
<ul style="list-style-type: none">• To introduce students to the Psychological Measurement and Gain Proficiency in research methods. To familiarize students with Variables, Hypothesis and Sample.• It aims to provide students with the foundational knowledge and skills required to analyze, interpret, and communicate statistical findings in the context of psychological research, fostering a deeper understanding of data analysis in the field.• To instruct students on the assessment of test reliability, emphasizing the importance of this aspect in psychological research.• To introduce students to the utilization of self-report inventories as valuable tools for psychological assessment and data collection.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• Understand the Fundamentals of Psychological Measurement and Research: Gain a foundational understanding of the key concepts and principles related to psychological measurement. Acquire proficiency in various research methods used in psychological studies.• Comprehend the Role of Variables, Hypotheses, and Sampling: Familiarize themselves with the concept and types of variables commonly used in psychological research. Develop			



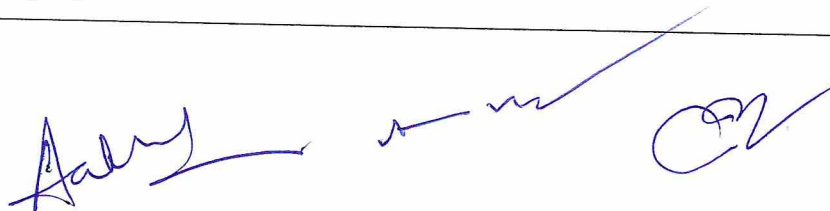
the ability to formulate clear and testable hypotheses, tailored to specific research questions. Understand the importance of proper sampling techniques in ensuring the representativeness of research samples.

- Analyze and Interpret Statistical Findings: Demonstrate the capability to analyze and interpret descriptive statistics, including measures of central tendency and variability.
- Assess Test Reliability and Utilize Self-Report Inventories for Psychological Assessment

Unit	Course Content
I.	Foundations of Psychological Measurement and Research Methods: Measurement: Nature, Scales, Properties and Functions of Psychological Measurement. Research Methods: Experimental, Correlational, and Observational; Variable: Concept and Types; Hypothesis: Concept and Types. Sampling: Concept and Methods.
II.	Psychological Statistics : Introduction; Descriptive Statistics: Measures of Central Tendency and Measures of Variability. Graphical Representation of Data. t test, Correlations: Rank Order and Product Moment, Types of correlation.
III.	Psychological Tests and N P C : Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types. Normal Probability Curve: Meaning, uses and characteristics.
IV.	Personality Tests and Intelligence Testing: Intelligence Testing: Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application., Personality Tests: Self Report Inventories (16 PF, NEO-PIR) and Projective Techniques: Nature and Types.

References:

- Anastasi, A. (1950). Psychological Testing. Prentice Hall.
- Garrett, H. E. (1966). *Statistics in Psychology and Education*. Paragon International
- Gregory, R.J. (2014) (6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education.
- Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.



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Programme: B. A / B.Sc

Subject: Psychology

Syllabus

Year/Semester	I Year / II Sem		
Course Code	Course Code: A090202P		
Course Title	Lab Work/ Psychological Testing		
Credit	2	Maximum Marks	25
Course Objective: <ul style="list-style-type: none">• To acquaint students with a diverse set of skills essential for conducting experiments in laboratory settings.• To familiarize students with the processes of designing and executing psychological experiments under controlled conditions, including the skills needed for comprehensive report writing and the interpretation of experimental findings.• To instruct students on the assessment of test reliability, emphasizing the importance of this aspect in psychological research.• To introduce students to the utilization of self-report inventories as valuable tools for psychological assessment and data collection.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Possess a versatile skill set for effectively conducting experiments in various laboratory settings, demonstrating proficiency in experimental techniques and procedures.• Independently design and execute psychological experiments under controlled conditions. They will also be capable of producing well-structured experiment reports and accurately interpreting the data generated.• Develop the ability to assess the reliability of psychological tests, ensuring a sound			



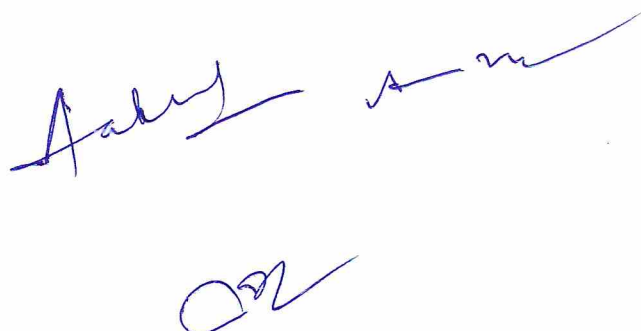
understanding of the crucial role that reliability plays in overall quality of psychological research.

- Understand and conducting research in the field of psychology.

Unit	Course Content
I.	Plan, conduct and report an experiment using experimental method
II.	Ascertain the Reliability of any psychological test using any method of Reliability and report
III.	Administer any one Self-Report Inventory on a subject, score and report
IV.	Administer any one Intelligence Test on a subject/subjects, score and report

References:

- Singh, A. K. (2008). *Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)*. Motilal Banarsidass Publisher.
- Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). *Manovaigyaanik Prayog Evam Pareekshan*. Motilal Banarsidass Publishe.
- Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd.
- Suggestive digital platforms web links-<http://heecontent.upsdc.gov.in/Home.aspx>

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Programme: B. A/ B.Se

Subject: Psychology

Syllabus

Year/Semester	II Year / III Sem		
Course Code	A090301T		
Course Title	Psychology of Social Behavior		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• Understand the core concepts and theories in social psychology. Evaluate the role of cognition and perception in social interactions.• Comprehend the formation and change of attitudes and their impact on behavior.• Explore the dynamics of social influence, group behavior, and intergroup relations.• Apply social psychological principles to address real-world issues and problems.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Apply social psychological principles to critically evaluate and address real-world social issues and challenges. Demonstrate a deep understanding of the fundamental concepts and theories within the field of social psychology. Articulate how these concepts and theories relate to various aspects of social behavior.• Analyze the Role of Cognition and Perception. Evaluate the critical role of cognition and perception in shaping social interactions, including the formation of impressions and judgments.• Comprehend Attitude Formation and Change. Assess how attitudes influence individual and group behavior, and apply strategies for attitude change in practical scenarios.• Explore Social Influence and Group Dynamics. Analyze the complexities of group behavior, leadership, and the impact of group dynamics on decision-making.			



Unit	Course Content
I.	Introduction to Social Psychology: Nature, Scope, and Methods of Studying Social Behavior. Exploring Social Cognition: Schemas and Schematic Processing. Person Perception: Concept and Determinants of Impression Formation
II.	Attribution, Attitude, and Interpersonal Attraction. Attribution: Kelly and Weiner's Theories. Attitudes: Nature, Formation, and Measurement. Interpersonal Attraction: Concept and Determinants
III.	Aggression and Pro-Social Behaviour. Aggression: Concept and Theories (Biological, Frustration-Aggression, Social Learning). Pro-Social Behaviour: Motives to help, Bystander Effect, and Determinants (Personal, Situational, Socio-cultural)
IV.	Social Influence, Group Influence, and Intergroup Relations. Social Influence Process: Conformity and Compliance. Group Influence Process: Social Facilitation, Social Loafing . Intergroup Relations: Prejudice and Discrimination. Groups: Norms, Roles, Status, and Cohesiveness.
References: <ul style="list-style-type: none"> • Baron, R.A. & Branscombe, N.R. (2012). <i>Social Psychology</i> (13th ed.) New Delhi: Pearson. • Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). <i>Social Psychology</i> (12th ed). New Delhi: Pearson. • Baumeister, R.F. & Bushman, B.J. (2013). <i>Social Psychology and Human Nature</i>. (3rd ed.). Wadsworth Pub. Co. • Aronson, E., Wilson, T. D., & Akert, R. M. (2010). <i>Social Psychology</i> (7th Ed.). Upper Saddle River, NJ: Prentice Hall. • Singh, A. K. (1996). <i>Adhunik samajik manovigyan ki rooprekha</i> (3rd Ed.). Varanasi: Moti Lal Banarasi Das. • Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). <i>Social Psychology</i> (12th Ed.). Englewood Cliffs, NJ: Prentice Hall. 	

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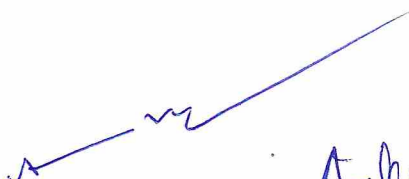
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Programme: B. A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	II Year / III Sem		
Course Code	A090302P		
Course Title	Lab Work and Measurement of Social Behavior		
Credit	2	Maximum Marks	25
Course Objective: <ul style="list-style-type: none">• Learn to measure attitudes and interpersonal attraction effectively.• Develop skills to measure helping behavior and prejudice accurately.• Gain hands-on experience in conducting experiments related to attribution, aggression, and impression formation.• Investigate social processes like social facilitation, conformity, and compliance through hands-on experimentation.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Measure attitude and attraction and will be skilled in data assessment and interpretation.• Measure helping behavior and prejudice and will develop ability to evaluate factors affecting these behaviors.• Practical experience in experimental design. Competency in data analysis and interpretation.• Hands-on understanding of group dynamics. Ability to analyze and interpret data related to social processes.			



Unit	Course Content
I.	Measurement of Attitude/ Interpersonal Attraction
II.	Measurement of Helping Behavior/ Prejudice
III.	Conduct an experiment on Attribution/Aggression/Impression Formation
IV.	Conduct an experiment on Social Facilitation / Conformity/ Compliance
References: <ul style="list-style-type: none"> • Singh, A. K. (2008). <i>Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)</i>. Motilal Banarsidass Publisher. • Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). <i>Manovaigyaanik Prayog Evam Pareekshan</i>. Motilal Banarsidass Publisher. • Hussain, A. (2014). <i>Experiments in psychology</i>. PHI Learning Pvt. Ltd. • Suggestive digital platforms web links-http://heecontent.upsdc.gov.in/Home.aspx 	





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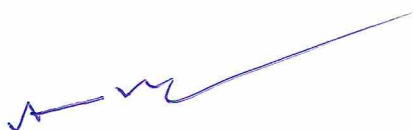
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Programme: B. A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	II Year / IV Sem		
Course Code	A090401T		
Course Title	Abnormal Psychology		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• Grasp the criteria for defining abnormal behavior, enhancing self-awareness and understanding of others.• Apply knowledge of assessment, diagnosis, and classification systems, fostering sensitivity to diversity in diagnosis and treatment approaches.• Summarize symptoms, causes, and evidence-based treatments for mental health disorders, ensuring competence in addressing psychological issues.• To gain the knowledge and skills to effectively evaluate and address psychological disorders with sensitivity to individual differences using diagnostic and treatment methods.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Understand criteria of abnormality and one's own behavior and behavior of others.• Apply 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.• Have a comprehensive understanding of disorders, including their clinical characteristics, causes, and various types. This knowledge is vital for recognizing, assessing, and			



addressing these psychological conditions.

Unit	Course Content
I.	Abnormal Psychology - Concept, Criteria, and DSM-5 Classification.
II.	Neurotic and Psychotic Disorders: Clinical Picture and Etiology, Neurotic Disorders: Anxiety Disorders, Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder, and Obsessive-Compulsive Disorder (OCD). Psychotic Disorders: Schizophrenia and Delusional Disorders.
III.	Somatic and Dissociative Disorders, Depressive and Bipolar Disorders: Somatic Disorder- Symptom and Related Disorders, Dissociative Disorders- Types, Clinical Picture and Etiology. Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology.
IV.	Substance-Related Disorders and Neuro developmental Disorders: Etiology, Clinical Picture, and Impact: Substance-Related Disorders: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives, and Stimulants. Neuro developmental Disorders: Clinical Presentation and Etiology of Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorders.

References:

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM -5
- Barlow, D.H. & Durand, V.M. (2016). Abnormal psychology : An integrative approach (7th Ed.) Cengage Learning
- Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). Abnormal psychology. Pearson Education , India
- Carson, R. C., Butcher, J. N., & Mineka, S. (2004). Abnormal psychology and modern life (11th Ed.). Singapore: Pearson Education.
- Kaplan, H. J. & Saddock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry, (9th Ed.). Baltimore: Williams & Wilkins.
- Oltmanns, T. F. & Emery, R. E. (2006). Abnormal psychology (5th Ed.). Prentice Hall.



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Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

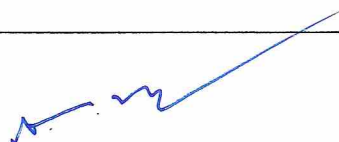
Year/Semester	II Year / IV Sem		
Course Code	A090402P		
Course Title	Assessment/Testing		
Credit	2	Maximum Marks	25
<ul style="list-style-type: none">• Course Objective:• Students will be imparted a variety of proficiency to conduct various psychological tools.• Students will be able to conduct the screening and assessment of psychological tools for examining developmental issues and disorders.• The peacticum of case study will let the students learn and execute an indepth investigation of a single person, group, event or community.• Students will be imparted a variety of skills to conduct tests ensuring controlled conditions.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Administer tests in a controlled condition.• Interpret results about different psychological tests.• Improve mental health issues.• Assess cognitive ability of an individual.			



Unit	Course Content
I.	Administration, Scoring and Interpretation of any anxiety test.
II.	Administration, Scoring and Interpretation of any test of Depression.
III.	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment.
IV.	Administration, Scoring and Interpretation of any test of Neuro psychological test/Cognitive function test.

Suggested Readings:

- Singh, A. K. (2008). *Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)*. Motilal Banarsidass Publisher.
- Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). *Manovaigyaanik Prayog Evam Pareekshan*. Motilal Banarsidass Publishe.
- Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd.
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Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

Year/Semester	III Year/V Sem		
Course Code	A090501T		
Course Title	Life Span Human Development		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• To understand human development principles and methods.• To understand different stages of human development.• To examine challenges and adaptations in different stages of human development and understand complexities, encompassing various aspects of human development across the lifespan.• To have the knowledge and skills to comprehend human development across the life span and its various facets, including principles, stages, and influential factors.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Learner develop a comprehensive understanding of human development principles and their application.• Comprehend the distinct stages of human development across the life span.• Evaluate challenges and adaptations inherent to various stages of human development and grasp their complexities.• Develop knowledge and skills to comprehensively understand human development across the life span, including its principles, stages, and influential factors.			
Unit	Course Content		
I.	Human Development: Introduction; Principles of Development; Methods of		



	Studying Human Development.
II.	Prenatal Development: Stages and hazards; Neonatal Development: Sensory and Motor Capacity; Infancy: Physical, Social and Language Development.
III.	Childhood Development: Cognitive, Emotional and Moral Development; Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development.
IV.	Adulthood Life Stages: Early Adulthood: Sex - Role Adjustment, Diversity of Adult Life styles, Career Development; Middle Adulthood: Changes in Mental Abilities, Adapting To Physical Changes in Mid life, Relationship at Mid life, Vocational Life; Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure.

References:

- Berk, L. E. (2010). *Child Development* (9th ed.). New Delhi: PrenticeHall.
- Berk, L.E. (2017). *Development through the Life span* (7th ed.). Allyn & Bacon: Pearson.
- Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
- Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.
- Bhutt, G. (1990). *Vikasatmakmanovigyan*. Delhi: Delhi University.
- Kaluger, G. S., & Kaluger, M. F. (1984). *Human development: The span of life*, (3rd edition). St. Louis: Times mirror.
- Santrock, J. W. (2011). *Child Development* (13th ed.). New Delhi: McGraw-Hill.
- Santrock, J.W. (2012). *Life Span Development* (13th ed.). New Delhi: McGraw-Hill.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.
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Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

Year/Semester	III Year / V Sem		
Course Code	A090502T		
Course Title	Positive Psychology		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• To Understand the foundations and goals of positive psychology. Compare Eastern and Western perspectives on well-being.• To Understand positive psychology, its concepts, and practical applications for promoting wellbeing and happiness.• To use of positive psychology tools and techniques in own and in other's life.• 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.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Understand the foundations and cross-cultural perspectives of positive psychology.• Grasp key concepts and practical applications for enhancing well-being and happiness.• Master the use of positive psychology tools and techniques in personal and others' lives.• Integrate wisdom from Eastern traditions, like Vedas, Upanishads, Bhagavad Gita, Buddhist literature, and folk tales, to appreciate the positive aspects of human behavior.			
Unit	Course Content		
I.	Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology		



II.	Positive Emotional and Cognitive States: The Broaden and Build Theory of Positive Emotions, Concept and Mindfulness in Buddhism. Positive Cognitive States: Hope, Optimism, Self efficacy. Resilience: concept and measurement
III.	Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology. Self Awareness: Concept, Techniques to enhance self-awareness. Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness.
IV.	Happiness and Wellbeing: Happiness- Eudemonics and Hedonistic View; Authentic Happiness. Wellbeing- Psychological and Subjective Wellbeing: Concept, and Components.

References:

- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson.
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength* U.K.: Routledge.
- Gilman, R., Hubner, E. & Furlong, M.J. (Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.
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- Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>




JANNAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

Year/Semester	III Year / V Sem		
Course Code	A090503P		
Course Title	Lab Work/Measurement of Positivity		
Credit	2	Maximum Marks	50
Course Objective:			
<ul style="list-style-type: none">• Learn to measure mindfulness and resilience, gaining insight into the psychological constructs that promote mental well-being.• Master the techniques for measuring gratitude and self-efficacy, understanding their roles in fostering positive attitudes and personal empowerment.• Explore the methods for assessing happiness and self-awareness, recognizing their significance in enhancing life satisfaction and self-knowledge.• Acquire the skills to measure well-being and social competence, enabling a comprehensive evaluation of individuals' overall life satisfaction and interpersonal skills.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• Learn to measure mindfulness and resilience, gaining insight into the psychological constructs that promote mental well-being.• Master the techniques for measuring gratitude and self-efficacy, understanding their roles in fostering positive attitudes and personal empowerment.• Explore the methods for assessing happiness and self-awareness, recognizing their significance in enhancing life satisfaction and self-knowledge.• Acquire the skills to measure well-being and social competence, enabling a comprehensive			



evaluation of individuals' overall life satisfaction and interpersonal skills.	
Unit	Course Content
I.	Measurement of Mindfulness/ Resilience
II.	Measurement of Gratitude/Self-Efficacy
III.	Measurement of Happiness/ Self Awareness
IV.	Measurement of Wellbeing/ Social Competence
References: <ul style="list-style-type: none"> • Singh, A. K. (2008). <i>Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)</i>. Motilal Banarsidass Publisher. • Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). <i>Manovaigyaanik Prayog Evam Pareekshan</i>. Motilal Banarsidass Publishe. • Hussain, A. (2014). <i>Experiments in psychology</i>. PHI Learning Pvt. Ltd. • Suggestive digital platforms web links-http://heecontent.upsdc.gov.in/Home.aspx 	

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JANNAYAK CHANDRASHEKHAR UNIVERSITY , BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	III Year / VI Sem		
Course Code	A090601T		
Course Title	Community And Health Psychology		
Credit	4	Maximum Marks	50+25
Course Objective:			
<ul style="list-style-type: none">• To understand the nature, history, fields, and approaches of community psychology.• To analyze community interventions and Issues.• Develop an awareness of the dynamic relationship between individuals and their communities, with the ability to understand and address community issues, analyze data, and recommend interventions that foster community well-being.• Utilize psychological theories related to health practices and gain the skills to assess individuals' health histories, promoting a positive and proactive attitude toward healthy living for oneself and others.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• Gain a comprehensive understanding of the nature, history, diverse fields, and key approaches within the realm of community psychology.• Analyze and assess community interventions and issues, equipping students with the skills to address complex community challenges effectively.• Develop an awareness of the intricate interplay between individuals and their communities, with the competence to recognize, understand, and resolve community issues, using data analysis and intervention recommendations to enhance community			


well-being.

- Utilize psychological theories pertinent to health practices, enabling students to evaluate individuals' health histories and promote a positive, proactive mindset towards healthy living for both themselves and others.

Unit	Course Content
I.	Community Psychology - Nature, History, Fields. Approaches: Mental Health approach; Social Problems approach.
II.	Community Intervention and Community Intervention Issues: Community Interventions: Community Mental Health; Gender, Discrimination and Power Issues related interventions; School Intervention; Rural development Intervention; Community Intervention Issues: Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Superstitions in Indian society.
III.	Health Psychology: Nature, Development and Goals of Health Psychology; Biopsychosocial Model of Health; Health Behavior: Health Compromising and Health Enhancing Behaviors; Theories of Health Behavior: Health Belief Model, Planned Behavior and Reasoned Action Theory.
IV.	Stress and Health: Nature and Types of Stress, Stress appraisal; Coping with Stress; Psychological Moderators of Stress (Hardiness, Social support and Optimism); Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, Diagnosis and Psychological correlate.


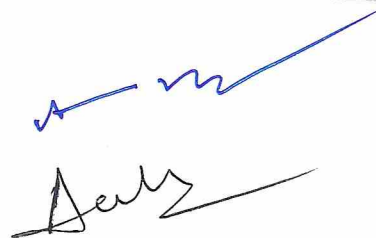
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- Misra, G. (1999). Psychological perspectives on stress and health, New Delhi: Concept Publishing Company.
- Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied Social Psychology: Understanding and addressing Social and Practical Problems. New Delhi: Sage publication.
- Sarafino, E.P. & Smith, T.W. (2012). Health Psychology: Biopsychosocial Interaction. (7th ed.). U.K.: John Wiley & Sons.
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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	III Year / VI Sem		
Course Code	A090602T		
Course Title	Counseling Psychology		
Credit	4	Maximum Marks	50+25
Course Objective: <ul style="list-style-type: none">• To Understand the meaning and goals of counseling. Explore various types of counseling and their approaches.• To Examine key counseling theories, including psychoanalytic, phenomenological, and cognitive-behavioral. Familiarize themselves with the ethical principles, referral practices, and reporting standards in counseling.• To Acquire proficiency in counseling procedures and micro-skills.• Explore counseling in diverse contexts, including schools, families, careers, marriages, and groups. Gain an introductory understanding of specialized counseling areas, such as substance abuse and child abuse.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Understand counseling concepts and various types.• Analyze counseling theories and ethical standards.• Develop practical counseling skills.• Apply knowledge in diverse contexts, including specialized areas like substance abuse and child abuse.			
Unit	Course Content		
I.	Counseling: Meaning, Goals; Types of Counseling: An Overview; Theoretical		



	Bases of Counseling: Psychoanalytic; Phenomenological, Cognitive Behavioral; Indian Contribution to Counseling.
II.	Counseling Processes: Counseling Interview; Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing; Counseling Techniques: Person-Centered and Cognitive-Behavioral (Beck and Albert Ellis).
III.	Counseling in Schools and Family Counseling: Assumptions and Procedures; Career, Marriage and Group Counseling: An Introduction
IV.	Counseling for Substance-abuse, Child Abuse: An Introduction. Counseling Ethics; Referrals and Reporting.

References:

- Edward, N. (2011). Counseling Theory and Practice. Cengage Learning.
- Gelso, C. J. & Pretz, B.R. (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance (6th Ed.) Pearson Education.
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JANNAYAK CHANDRASHEKHAR UNIVERSITY , BALLIA


(A State University established under the Uttar Pradesh University Act 1973)

Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	III Year / VI Sem		
Course Code	A090603P		
Course Title	Lab Work/Measurement of Mental Health & Assessment		
Credit	2	Maximum Marks	50
Course Objective:			
<ul style="list-style-type: none">• To identify and manage stress in community settings. Design and implement effective stress intervention programs tailored to the community's needs.• Equip students to assess and support mental health in communities. Recognize common mental health issues prevalent in diverse communities.• To guide individuals in making informed career choices.• To recognize and address stress related to education and careers.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• To identify stress in community settings and design and implement tailored stress intervention programs.• Assess and support mental health in diverse communities and recognize common mental health issues prevalent within them.• Proficient in guiding individuals to make informed career choices.• Recognize and address stress related to education and careers effectively.			
Unit	Course Content		
I.	Assessment of stress / coping in a community setting.		
II.	Assessment of Mental Health in a community setting.		



III.	Assessment of Career Interest/ Aptitude.
IV.	Assessment of Academic/ Career related stress.
References: <ul style="list-style-type: none"> • Singh, A. K. (2008). <i>Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)</i>. Motilal Banarsidass Publisher. • Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). <i>Manovaigyaanik Prayog Evam Pareekshan</i>. Motilal Banarsidass Publishe. • Hussain, A. (2014). <i>Experiments in psychology</i>. PHI Learning Pvt. Ltd. • Suggestive digital platforms web links-http://heecontent.upsdc.gov.in/Home.aspx 	

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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year / VII Sem		
Course Code	A090701T		
Course Title	Advanced Cognitive Psychology		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To Gain knowledge of the historical and present status of cognitive psychology, and recognize different theories related to cognitive process.• To Understand, wide range of psychological phenomena, such as perception, learning, memory, attention and decision making through enriched experiences.• To Apply their knowledge of cognitive process to new situations and increasing decision-making accuracy, finding ways to help people, treating learning disorders. and structuring educational curricula to enhance learning.• Categorize cognitive process for understanding of human behavior. Plan and prepare to solve unfamiliar problems in unique way, or combine parts to form a unique or novel solution. Evaluate different theories and methods related to different cognitive process and on the bases will reach conclusions.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• Develop an understanding of the historical evolution and current status of cognitive psychology, including familiarity with various theories pertaining to cognitive processes.• Acquire a broad comprehension of psychological phenomena such as perception, learning, memory, attention, and decision-making, enriched through practical experiences.• Apply knowledge of cognitive processes to novel situations, enhance decision-making			



- Apply knowledge of cognitive processes to novel situations, enhance decision-making accuracy, address learning disorders, and design educational curricula for improved learning outcomes.
- Categorize cognitive processes to better understand human behavior and demonstrate problem-solving skills by devising unique solutions or combining elements to create innovative answers. Evaluate different theories and methodologies related to diverse cognitive processes and draw informed conclusions based on this assessment.

Unit	Course Content
I.	Origin and Current Status of Cognitive Psychology; Attention: Concept, Determinants. Theories of Attention - Filter, Filter Attenuation, Sustained Attention - Determinants and Theories.
II.	Perceptual Processes - Approaches to the Study of Perception- Gestalt and Physiological Approaches, Perceptual Organization - Gestalt, Figure and Background. Laws of Perceptual Organization. Depth Perception, Role of Motivation and Learning in Perception, Figural After Effect.
III.	Verbal Learning - Materials and Methods; Organizational Processes and Determinants; Decision Making - Concept & Biases related to decision making.
IV.	Memory - Stages and Types; Episodic and Semantic Memory. Developmental Processes: Memory Development, Rehearsal, Organization and Metamemory.

References:

- Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley & Sons.
- Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J. (2009). Cognitive psychology (4th Ed.). Wadworth, Cengage Learning.
- Solso, R. L. (2004). Cognitive psychology (6th Ed). New Delhi: Pearson Education.
- Schiffman, H. R. (2000). Sensation and perception: An integrated approach. New York: John Wiley.
- Hulse, S. H., Deese, J., & Egeth, H. (1975). The psychology of learning. ND: McGraw

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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year / VII Sem		
Course Code	A090702T		
Course Title	Research Methodology		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To Understand basic concepts of research and its methodologies.• Discuss, and identify various research designs and techniques.• To illustrate, investigate various sources of information for literature review and data collection. Prepare, plan and design their research knowledge in further research work.• Evaluate the effectiveness of an activity conducted in an organization and identify areas that need improvement. Evaluation research allows for enhancement activities and processes to reach goals more efficiently.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Develop a foundational understanding of research concepts and methodologies, providing a solid basis for future research endeavours.• Identify and discuss a variety of research designs and techniques, enhancing the ability to select appropriate methodologies for research projects.• Learn to investigate and utilize various sources of information for literature reviews and data collection, while effectively planning and designing research work for further exploration.• Gain the skills to evaluate the effectiveness of organizational activities and pinpoint areas that require improvement, using evaluation research to enhance processes and achieve			

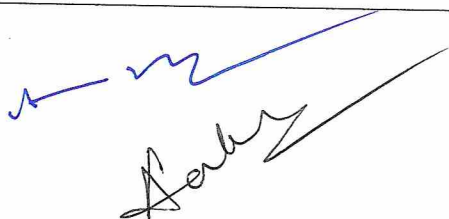
  

goals more efficiently.

Unit	Course Content
I.	Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.
II.	Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).
III.	Research tools for data acquisition. Observation, interview, Questionnaires and tests.
IV.	Experimental and Non-Experimental Method: Experimental research designs - Randomized groups, matched groups. Factorial designs between and within group designs; a-priory and post-hoc comparisons; Non-experimental research designs: correlational, quasi-experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs

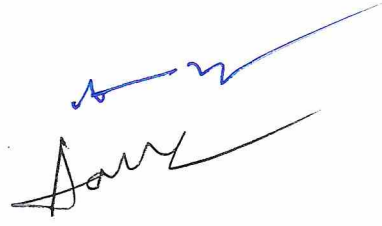
References:

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JANNAYAK CHANDRASHEKHAR UNIVERSITY , BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year / VII Sem		
Course Code	A090703T		
Course Title	Theories of Personality		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To develop a comprehensive understanding of personality perspectives from both Eastern and Western traditions, tracing their historical roots. Describe diverse views on personality development and explore various approaches and theories, including psychoanalytic and Neo-Freudian perspectives.• Demonstrate the ability to illustrate different personality theories using real-world examples. Categorize various aspects of personality and make comparisons between Eastern and Western viewpoints.• Organize the multitude of personality approaches into a cohesive framework and adapt them to specific contexts as needed.• Evaluate and apply personality assessment techniques in professional psychology, including the administration, scoring, and interpretation of empirically supported measures of personality traits and styles.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Develop a comprehensive understanding of personality perspectives from both Eastern and Western traditions, tracing their historical roots, and exploring various			

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theories and approaches, including psychoanalytic and Neo-Freudian perspectives.

- Demonstrate the ability to illustrate different personality theories using real-world examples, categorize various aspects of personality, and make insightful comparisons between Eastern and Western viewpoints.
- Organize the multitude of personality approaches into a cohesive framework, enabling adaptation to specific contexts as necessary.
- Master the skills to evaluate and apply personality assessment techniques in professional psychology, including the administration, scoring, and interpretation of empirically supported measures of personality traits and styles, facilitating more effective and precise psychological assessments.

Unit	Course Content
I.	Eastern Personality Theory: Personality In Upanishads, The Samkhya Theory of Personality, Yoga Theory of Personality; Abhidhamma Theory of Personality, Comparative Study of Eastern and Western Theories of Personality.
II.	Psychoanalytic Theory: Freud's Psychoanalytic Theory. Jung's Analytic Theory, Adler's Individual Theory. Neo- Freudian and Post - Freudian Approaches: Horney, Erich Fromm, Erikson and Sullivan.
III.	The Dispositional Approach: Allport's Trait Approach, Cattell Trait Approach; Eysenck's Type Approach, Big Five-Factor Model of Personality.
IV.	Social Learning Theories - Miller and Dollard Theory, Rotter's Theory, Bandura's Theory, and Lewin's Field Theory.

References:

- Schultz, D.P. & Schultz, S.E. (2017). Theories of Personality (11th Ed.). Boston: Cengage Learning
- Friedman, H. S. & Schustack, M. W. (2016). Personality: Classic Theory and Modern Research (6th Ed.). Singapore: Pearson Education.
- Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5th ed.). New York: McGraw Hill.
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John Wiley & Sons.

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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year/VII Sem		
Course Code	A090704T		
Course Title	Biological Basis of Behaviour		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To develop a thorough understanding of the structure and function of the nervous system. Describe and discuss various physiological concepts in psychology, providing a foundation for comprehending the role of the nervous system in mental processes.• To demonstrate and illustrate the structures of the eye and ear, as well as the processes involved in transmitting sensory information to the brain. Categorize and compare different techniques and methods used to study the structure and function of the nervous system as they pertain to mental processes.• Integrate and design various behaviors governed by brain functions, enhancing knowledge of the relationship between the brain and behavior.• Evaluate major theories of color and form vision, and critically assess disorders related to color vision, promoting a comprehensive understanding of visual perception.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Acquire a thorough understanding of the nervous system's structure and function, and discuss various physiological concepts in psychology, establishing a foundation for comprehending the nervous system's role in mental processes.• Demonstrate and illustrate the structures of the eye and ear, along with the processes			

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involved in transmitting sensory information to the brain. Categorize and compare different research techniques and methods used to study the nervous system's structure and function as they pertain to mental processes.

- Integrate and design various behaviors influenced by brain functions, enhancing comprehension of the brain-behavior relationship.
- Evaluate major theories of color and form vision and critically assess disorders related to color vision, leading to a comprehensive understanding of visual perception.

Unit	Course Content
I.	Physiological Psychology: Fields of Study; Methods and Techniques of Research : Invasive,. Non-invasive and Behavioural Methods; Genetics of Behaviour - Mendelian Genetics, Sex-linked and Sex-limited Genes, Heredity and Environment- Twin and Adoption Studies.
II.	Neuron - Structure and Function; Human Nervous System: Structure and Functions - Central (Spinal Cord and Brain- Fore Brain, Mid Brain, Hind Brain); Peripheral and Autonomic Nervous System, Lateralization of Brain functions.
III.	Neuron Physiology: Resting Membrane Potential, Action Potential, Generation and Conduction of Neural Impulse through Axon, Excitatory Post-Synaptic Potential (EPSP) and Inhibitory Post-Synaptic Potential (IPSP); Synaptic Transmission Neurotransmitters, Mechanism of Chemical Neurotransmission through Synapse
IV.	Sensory Processes: Vision- Structure and Function of Eye, Retina and Photoreceptors; Colour Blindness. Theories of Colour Vision; Audition - Structure and Function of Ear, Internal Ear, Cochlea, Organ of Corti; Auditory Hair Cells and Transduction of Auditory Information, Theories of Pitch Perception. Endocrine Glands and Hormones: Pituitary, Pineal, Thyroid. Thymus, Adrenal Glands, Pancreas and Gonads (Ovaries and Testis).
References:	
<ul style="list-style-type: none"> • Barrett, K.E., Barman, S.M., Boitano, S., & Brooks, H.L.(2012). Ganong's review 	

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- Kalat, J.W. (2012). Biological psychology. CA: Wardsworth/Thomson Learning.
- Kolb, B. & Whinshaw, I.Q. (2013). An introduction to brain and behavior. New York: Worth Publishers.
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- Tiwari, B.D. & Tripathi, A.N. (2004). Daihik Manovigyan. Motilal-Banarasi Das
- Toates, F. (2011). Biological psychology. NJ: Pearson Education Inc.
- Wickens, A. (2009). Introduction to biopsychology. New Jersey : Prentice Hall.



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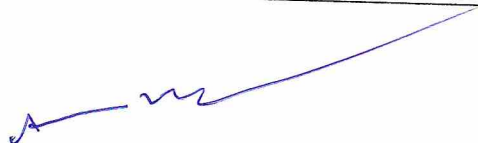
(A State University established under the Uttar Pradesh University Act 1973)

Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year/VII Sem		
Course Code	A090705P		
Course Title	Practical/ Lab Work		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• The primary aim of this course is to introduce students to the various stages of tests and experiments.• Students will gain a clear understanding of the distinctions between tests and experiments and develop a framework for comprehending cognition, personality, and research tools.• After completing this course, students will be able to design and conduct experiments in psychology.• To introduce students to the utilization of self-report inventories as valuable tools for psychological assessment and data collection.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to:			
<ul style="list-style-type: none">• Possess a versatile skill set for effectively conducting experiments in various laboratory settings, demonstrating proficiency in experimental techniques and procedures.• Independently design and execute psychological experiments under controlled conditions. They will also be capable of producing well-structured experiment reports and accurately interpreting the data generated.• Develop a comprehensive understanding of the different stages involved in conducting tests and experiments. Introduce students to the effective utilization of self-report inventories as			



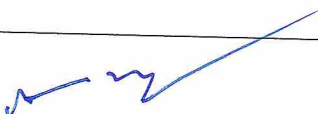


inventories as valuable tools for psychological assessment and data collection.

- Understand and conducting research in the field of psychology.

Unit	Course Content
I.	Any one experiment based on Attention/Perceptual Processes
II.	Construct any one interview schedule/questionnaire.
III.	Administer any one test based on personality EPQ/16 PF.
IV.	Administer test on semantic differential method.

References:

- Singh, A. K. (2008). *Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)*. Motilal Banarsidass Publisher.
- Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). *Manovaigyaanik Prayog Evam Pareekshan*. Motilal Banarsidass Publishe.
- Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd.
- Suggestive digital platforms web links-<http://heecontent.upsdc.gov.in/Home.aspx>

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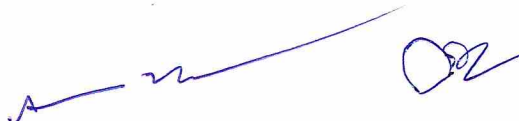
(A State University established under the Uttar Pradesh University Act 1973)

Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

Year/Semester	IV Year/VIII Sem		
Course Code	A090801T		
Course Title	Language, Reasoning and Thinking		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To understand the fundamental concepts and structure of language, reasoning, and thinking, providing a foundational understanding.• Describe the nature and various types of reasoning, fostering the ability to differentiate among them effectively. Demonstrate and interpret knowledge of concept formation, the strategies involved, and the intricacies of thinking, including contemporary research trends and their outcomes.• Develop a comprehensive conceptual framework for application in relevant fields. Equip students with the knowledge and skills required to pursue careers in cognitive and behavioural sciences.• Evaluate and assess students' reasoning and thinking abilities, enabling them to critically analyze and judge their cognitive processes.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Develop a foundational understanding of the fundamental concepts and structure of language, reasoning, and thinking.• Foster the ability to differentiate among the various types of reasoning by describing their			



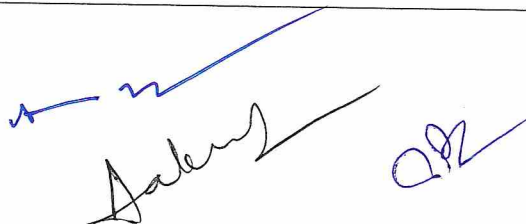
nature and characteristics effectively.

- Demonstrate knowledge of concept formation, the strategies involved, and the intricacies of thinking, including current research trends and their outcomes.
- Establish a comprehensive conceptual framework for application in relevant fields, preparing students for careers in cognitive and behavioral sciences.
- Evaluate and assess students' reasoning and thinking abilities, empowering them to critically analyze and make judgments regarding their cognitive processes.

Unit	Course Content
I.	Language - Comprehension and Structure, Constituent Structure Transformational Grammar Speech Perception; Characteristics of Language Production, Social Context, Speech Errors.
II.	Reasoning: Propositional Reasoning, Syllogistic Reasoning, Probabilistic Inferences; Problem-Solving: Nature, Steps, Types of Problem and Method, Creative Problem Solving.
III.	Concept Formation - Nature, Characteristics, Types, Conceptual and Strategies. Conceptual Rules and their Learning, Lewin's Hypothesis Testing Theory.
IV.	Thinking: Nature, Types, Role of Language, Set and Images in Thinking, Theories of Thinking: Central and Peripheral, Piaget's Theory

References:

- Hunt, R.R., & Ellis, H.C. (2004). Fundamental of cognitive Psychology (4th edition). New York McGraw-Hill.
- Matlin. M. W. (2009). Cognition (7th Edition), Prism Book Pvt. Ltd., Bangalore.
- Singh, A. K. (2009). Sangyanatmak Manovigyan. New Delhi: Motilal Banarasi Das.
- Snodgrass, J.G. Levy, B.G. & Haydon, M. (1985). Human Experimental Psychology, Oxford University Press, New York.
- Srivastav, Ramji (2005). Sangyanatmak Manovigyan. New Delhi: Motilal Banarasi Das
- Sternberg, R.J. & Sternberg (2012). Cognitive Psychology, Wadsworth 20 Davis Drive Belmont, CA 94002-3098 USA.



- Wright, R. D., & Ward, L. M. (2008). Orienting of attention. New York: Oxford University Press.
- Carroll, D. W. (2008). Psychology of language (5th ed.). Belmont, CA: Thomson Wadsworth.

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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year/VIII Sem		
Course Code	A090802T		
Course Title	Experimental Design and Statistics		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To develop the ability to identify and apply various types of experimental designs in research. Explain, discuss, and propose different experimental design options, considering their relevance and applicability in different research contexts.• Gain practical experience in collecting and utilizing basic statistical data for research purposes. Assess and analyze acquired knowledge of statistical methods, enabling a deeper understanding of statistical techniques.• Acquire the skills to design and plan research studies with varying natures, aligning research objectives with suitable experimental designs• Select research areas and appropriate statistical techniques for future work, preparing for more advanced research endeavours.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Develop the ability to identify and apply various types of experimental designs in research. Explain, discuss, and propose different experimental design options, considering their relevance and applicability in different research contexts.• Gain practical experience in collecting and utilizing basic statistical data for research purposes. Assess and analyze acquired knowledge of statistical methods, enabling a deeper understanding of statistical techniques.			

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- Acquire the skills to design and plan research studies with varying natures, aligning research objectives with suitable experimental designs
- Select research areas and appropriate statistical techniques for future work, preparing for more advanced research endeavours.

Unit	Course Content
I.	Research Designs: Meaning and Purpose, Within-Group Design and Between-Group Design - Single Group and Single Subject Design; Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Measures Design.
II.	Non-Experimental and Quasi-Experimental Designs: One Group Design; Non-equivalent and Control Group Designs. Interrupted Time - Series Designs; Multiple Time- Series Designs.
III.	Statistical Methods in Experimental Design: Hypothesis testing: Chi-Square test, 't'-test (Correlated and Uncorrelated Means), One-way and Two-way; Analysis of Variance, Post-hoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe Tests).
IV.	Advanced Correlation Methods: Measures of Association, Point-BiSerial Correlation, Biserial Coefficient of Correlation, phicoefficient.; Non-parametric Statistical Methods: Kruskal Wallis one-way ANOVA, U-test, Wilcoxon's Matched Pair Sign Rank Test.

References:

- Brown C. W. & Ghiselli, E.E. (1965). Scientific Methods in Psychology, McGrawHill,N. Y.
- Black, T.R. (1988). Quantitative Research Designs for Social Science.Thousand Oaks:Sage.
- Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern,New Delhi.
- Edwards, A.L. (1976). Experimental Design in Psychological Research, AmerindPublication, New Delhi.
- Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin

Company, Boston, Illinois, New Jersey.

- Kerlinger F.N. (1983). Foundations of Behavioural Research, Surjeet Publication, Delhi
- Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods, Boston: Allyn & Bacon.
- Tabachnick, B. G., & Fidell, L. S. (2007). Using multivariate statistics (5th ed.). New York: Harper & Row





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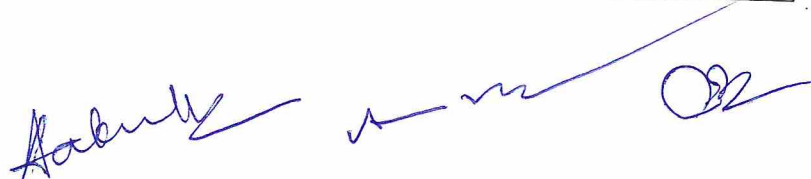
(A State University established under the Uttar Pradesh University Act 1973)

Programme: **B.A/B.Sc**

Subject: **Psychology**

Syllabus

Year/Semester	IV Year/VIII Sem		
Course Code	A090803T		
Course Title	Life Skills		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To understand the concepts of life skills and communication skills and emphasize their importance in personal and professional life. Explore the concept of happiness and provide techniques for enhancing individual and collective well-being.• Compare and contrast leadership skills with professional skills, allowing students to understand their unique attributes and applications. Categorize essential human values, ethics, self-efficacy, and optimism in learners, nurturing a strong foundation for personal development.• Equip students with a collection of practical life skills that can be applied in various life situations, fostering their ability to adapt and thrive.• Promote teamwork and problem-solving skills by assigning tasks that encourage creative thinking and collaborative problem-solving in real-world challenges.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Develop an understanding of the concepts of life skills and communication skills and their significance in both personal and professional life. Additionally, explore the concept of happiness and acquire techniques for enhancing individual and collective well-being.• Differentiate between leadership skills and professional skills, enabling students to grasp their unique characteristics and applications. Categorize essential human values, ethics,			



self-efficacy, and optimism in learners, fostering a robust foundation for personal development.

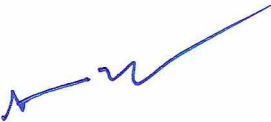

- Acquire a repertoire of practical life skills that can be applied effectively in various life situations, enhancing the capacity to adapt and thrive in diverse contexts.
- Cultivate teamwork and problem-solving skills by engaging in tasks that stimulate creative thinking and collaborative problem-solving in real-world challenges, thereby promoting a holistic skillset for personal and professional growth.

Unit	Course Content
I.	Introduction to life skills, need and significance, Communication skills-types, process & barriers in effective communication; Positive Emotions and Affects Positive and negative affectivity: The circumflex model of Emotions.
II.	Mindfulness, sources of momentary happiness & deeper happiness. Active listening- concept and barriers to listening; Happiness: Concept, Correlates and Culture. PERMA Model, Happiness index: concept and determinants.
III.	Professional skills: communication, patience and active listening, critical thinking, creating problem-solving and self-awareness. Interview skills, Group discussion; Leadership-Meaning, skills, qualities and theories: Situational, Great man, trait theory and contingency theory.
IV.	Human Values & Ethics-Meaning & Factors Affecting Ethical Behaviour. Self-Efficacy & Optimism- pessimism; Helping Behaviour, meaning, component: Helping in individual need, sharing personal resources, volunteering time, co-operating with others to achieve goal and effort and expertise. Non-Violence: Buddhism and Mahatma Gandhi's view.

References:

- Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe. Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons
- Liebert. R.M. & Spiegler, M.D. Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.
- Lopez, S. j, Pedrotti, J.T & Snyder, C. R (2015). Positive Psychology: The scientific and practical explorations of human strengths (3rd ed.) Sage Publication.
- S.Ong, A. D., & van Dulmen, M. H. M. (2007). Oxford handbook of methods in positive psychology. New York: Oxford University Press

- Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, DC: American Psychological Association.
- Pandey, J. (Ed.) (2001) Psychology in India Revisited: Developments in the Discipline: Personality and Health Psychology, (Vol. 2) New Delhi: Sage Publications
- Seligman, M. E. P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press



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Programme: **B.A/B.Sc**


Subject: **Psychology**

Syllabus

Year/Semester	IV Year/VIII Sem		
Course Code	A090804T		
Course Title	Psychobiology of Motivation, Learning and Memory		
Credit	4	Maximum Marks	100
Course Objective:			
<ul style="list-style-type: none">• To explore the biological basis of hunger, thirst, and eating disorders.• Understand sleep-wake rhythms, neural controls, and sleeping disorders.• Examine the physiology of classical and instrumental learning. Investigate memory storage in the brain, learning-related brain changes, and impairments.• Introduce immunity and the General Adaptation Syndrome (GAS) model. Improve students' learning methods and memory capacity.			
Learning Outcomes: After successful completion of the syllabus, the learner will be able to:			
<ul style="list-style-type: none">• Explore the biological underpinnings of hunger, thirst, and eating disorders.• Understand sleep-wake patterns, their neural regulation, and common sleep disorders.• Examine the physiology of classical and instrumental learning, memory storage in the brain, learning-related brain changes, and potential impairments.• Produce concept of immunity and GAS model. Evaluate and improve their learning method and memory storage capacity.			
Unit	Course Content		
I.	Hunger: Eating and Metabolism, Physiological Hunger Signals; Short and Long-term Energy Storage Systems, Peripheral Factors in Hunger and Satiety: Gastric, Intestinal, and Liver Factors, Role of Insulin and Adipose		



	Tissues; Central Factors in Hunger and Satiety; Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.
II.	Thirst: Concept of Fluid Balance of the Body, Types of Thirst - Osmometric and Volumetric Thirsts, Neural Mechanism of Thirst. Volumetric Thirst; Sleep: Nature and Characteristics, Types - REM and NREM Sleep, Chemical and Neural Control of Sleep; Sleep Disorders: REM Sleep Disorder, Insomnia, Hypersomnia and Parasomnias.
III.	Learning: Physiological Basis of Learning: Introduction of Long-Term Potentiation (LTP), Consolidation Hypothesis. Role of NMDA Receptors, Mechanism of Synaptic Plasticity; Physiological Basis of Classical Conditioning, Role of Basal Ganglia in Instrumental Conditioning.
IV.	Memory: Anatomy of Human Memory, Retrograde Amnesia and Consolidation Hypothesis, Neurophysiological Basis of Memory, Biochemical Basis of Memory - Protein Synthesis; Cholinergic Hypothesis. Stress: Concept, Physiology of Stress Response - Hypothalamus-Pituitary-Adrenal Axis, Stress and Immune System.
References: <ul style="list-style-type: none"> • Carlson, N. R. (2005) Foundations of Physiological Psychology. 6th Edition, Pearson Education. • Kalat, J. W. (2010). Biopsychology. Cengage Learning India Pvt. Ltd. • Levinthal, C.F. (1990). Introduction to Physiological Psychology. 3rd Edition, Prentice-Hall. • Morgan, C.T. (1985). Introduction to Physiological Psychology. McGraw- Hill. • Pinel, J.P. (2006). Biopsychology. 6th Edition, Pearson Education. • Leukal, F. (1976) Introduction to Physiological Psychology. C.V. Mosby Co. • Tiwari, B.D. & Tripathi, A.N. (2004). Daihik Manovigyan. Motilal-Banarasi Das 	

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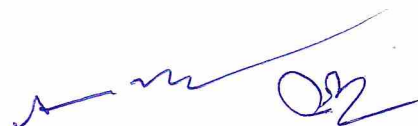
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Programme: B.A/B.Sc

Subject: Psychology

Syllabus

Year/Semester	IV Year/VIII Sem		
Course Code	A090805P		
Course Title	Practical/ Lab Work		
Credit	4	Maximum Marks	100
Course Objective: <ul style="list-style-type: none">• To explore tests related to clustering and the transfer of learning, deepening understanding of cognitive processes.• Examine tests focused on the effect of set on problem-solving and the concept of locus of control in psychological assessments.• Investigate experiments centred around concept learning and syllogistic reasoning, enhancing problem-solving skills and logical thinking.• Analyze tests related to NEO-PIR and concept formation, providing insights into personality assessment and cognitive processes.			
Learning Outcomes: After successful completion of the syllabus, learner will be able to: <ul style="list-style-type: none">• Develop an understanding of tests related to clustering and the transfer of learning, thereby gaining deeper insights into cognitive processes.• Analyze tests that specifically address the impact of set on problem-solving and the concept of locus of control within the context of psychological assessments.• Investigate experiments centred around concept learning and syllogistic reasoning, enhancing problem-solving skills and promoting logical thinking.• Gain the ability to evaluate tests related to NEO-PIR and concept formation, offering			



valuable insights into the assessment of personality traits and cognitive processes.	
Unit	Course Content
I.	Anyone test based on Clustering / Transfer of learning.
II.	Anyone test based on the Effect of Set on Problem Solving / Locus of Control.
III.	Anyone experiments based on Concept learning / Syllogistic Reasoning.
IV.	Anyone test based on NEO-PIR / Concept formation.
References: <ul style="list-style-type: none"> • Singh, A. K. (2008). <i>Manovigyan Main Prayog Evam Pariyojana Experiment And Project In Psychology (For Class XI)</i>. Motilal Banarsidass Publisher. • Shrivastava, R., Shrivastava, B., & Tiwari, B. (2006). <i>ManovaigyaanikPrayog Evam Pareekshan</i>. Motilal BanarsidassPublishe. • Hussain, A. (2014). <i>Experiments in psychology</i>. PHI Learning Pvt. Ltd. • Suggestive digital platforms web links-http://heecontent.upsdc.gov.in/Home.aspx 	

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