

Department of Psychology
Scheme of Instructions and Evaluation

BA w.e.f. 2025-2026

Sub Code	Subject Name	Hours/ Weeks/ Theory	Semester Exam Marks	Sem Exam Duration	Int Exam Marks	Assign	Practical's Marks	Total Marks	Credits
PSY101	Foundations of Psychology	4	80	3 Hrs	20		-	80+20 100	4
PSY131-(P)	Experimental Psychology and Fundamental concepts in Statistics	2	-	3 Hrs	-		50	50	1
Psy151	Psychology of Behavior	4	80	3 Hrs	20		-	80+20 100	4
PSY181-(P)	Behavioral Assessment and Basic Statistics	2		3 Hrs	-		50	50	1
PSY201	Social Psychology	4	80	3 Hrs	20		-	100	4
PSY231-(P)	Assessment of Social Phenomena and Inferential Statistics	2	-	3 Hrs	-		50	50	1
PSY251	Abnormal Psychology	4	80	3 Hrs	20		-	100	4
PSY281-(P)	Psychology Assessment	2	-	3 Hrs	-		50	50	1
PSY321(GE)	Mental Health and Well Being	4							4
PSY301	(A) Child and Adolescent Psychology (OR)Environmental Psychology	4	80	3 Hrs	20		-	100	4
PSY331-(P)	Measures on Child and Adolescent Behaviors (OR) Measures on Environmental concerns	2	-	3 Hrs	-	-	50	50	1
PR	Research in Psychology & Project Work OR Internship	2T +4R	40 35	2 Hrs 3 Hrs	10 15	-	-	50 50	4
PSY351	(A) Health Psychology (OR) (B) Organizational Psychology	4	80	3 Hrs	20		-	100	4
PSY381-(P)	Testing Health Behaviors (OR) Testing Workplace Behavior	2					50	50	1

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SEMESTER-I

B.A(U.G) PSYCHOLOGY-COMMONCORE SYLLABUS (AY 2025-26)
 DISCIPLINE SPECIFIC CORE PAPER- I/DSC-1 (4 Credits/ 4 HPW)
 FOUNDATION OF PSYCHOLOGY(DSC-101-T)

Subjectcode: PSY101

Instructionalhours

4Hrs/ week

30minutes/1Hr

Duration of Internal Assessment Examination

3 Hrs

Duration of Semester End Examinations

15

Marks for Internal Assessment Examinations

5

Marks for Assignment

80

Marks for Semester End Examinations

100

Maximum Marks for Semester

Credits 4

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Objectives:

- ❖ Introduce students to the dynamic field of psychology, teach them about traditional and contemporary approaches to psychology, methods used in psychology and orient students about the biological basis of behavior and sensory experiences
- ❖ To introduce them to basic cognitive concepts of attention, perception, Learning, Memory, thinking, reasoning, and Intelligence.
- ❖ To enable students to gain overall understanding about principles, foundation and the basic cognitive process in psychology

MODULE-1: Introduction to General Psychology

- **Historical Foundations of Psychology:** Origin of Psychology, Psychology in India, Past and Present, Theoretical and Applied Fields of Psychology (Cognitive, Developmental, Social, Health, Neuroscience, Environmental, Cultural, Gender, Political; Counseling, Clinical, Forensic, School, Industrial-organizational psychology, Cyber Psychology, Sports, Military, Criminal, and Rehabilitation); Psychology and Artificial Intelligence).
- **Modern Perspectives in Psychology** (Psychodynamic, Behavioral, Humanistic, Cognitive, Socio-cultural, Biopsychological and Evolutionary)
- **Research Methods in Psychology**: Observation, Case Study, Survey, Experimental, Correlational methods; Ethics of Psychological Research.
- **Biological basis of Behavior**: Neurons and their functions, Nervous System: Central Nervous System and Peripheral Nervous System; Structure of the Human Brain: Hind Brain and Cortex; Endocrine System; Methods of studying Nervous System

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and Brain. Mechanisms of Heredity Chromosomes and Genes; Influence of Heredity and Environment on Behavior.

MODULE-II:Sensation, AttentionandPerception

- **Sensation:**SensoryThresholds;Sensory Adaption; Measurement of sensory thresholds (Methods of limits, Staircase method and method of constant stimuli)
- **Attention:**ConceptofAttention (Span of Attention, Division of Attention, Shifting of Attention and Fluctuation of Attention) and Selective Attention;Visual Attention; Automatic Processing; Cognitive neuroscience of Attention; Attention and Artificial Intelligence.
- **Perception:**PerceptualOrganization;PerceptualConstanciesandDepthPerception(MonoocularandBinocularCues);Motion Perception; Time Perception;Distortions in Perception:Illusions&Hallucinations;ExtrasensoryPerception(ESP)
- **Learning:**Theories of learning (Classical and Operant Conditioning, Cognitive Learning and Observational Learning Theories); Transfer of Learning; Applications Learning.

MODULE- III:Remembering,ThinkingandReasoning

- **Memory:**Typesofmemory;InformationProcessingModelofMemory;Neuroscience of Memory.
- **Forgetting:** Curve of Forgetting; Theories of Forgetting (Decay, Interference theories, Cue-dependent Forgetting); Memory Dysfunctions (Alzheimer's, Amnesia, Korsokoff's Syndrome); Methods of improving memory.
- **Thinking:**Mental Images, Concepts and Prototypes.
- **Creativity:**Types and Characteristics of Creative Thinking; Stimulating Divergent Thinking.
- **ProblemSolving and Decision Making:**Problem Solving and Decision Making; Computers, Problem Solving and AI; Implications of Video games on Thinking and Attempt span.

MODULE-IV: Intelligence

- Theories of Intelligence:Cattell, Thorndike, Spearman, Thurstone, Sternberg and Gardner.
- Notion of Intelligence in Indian context, Origin of Intelligence Tests
- Measurement of Intelligence
- Individual Differences in Intelligence: ID and Gifted.
- Genetic and Environmental determinants of Intelligence.

Suggested Books:

1. Atkinson&Haggard. (2003).*IntroductiontoPsychology*—

Thomson Wardsworth 14th Edition.

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1. Atkinson & Haggard. (2003). *Introduction to Psychology* — Thomson Wardsworth 14th Edition.
2. Baron, R. A. & Misra, G. (2021). *Psychology*. (5th Edition) Pearson Education, India.
3. Ciccarelli, S. K, Noland, J.W., & Misra, G. (2022). *Psychology*: South Asian Edition. 6th Edition. New Delhi: Pearson Education.
4. Feldman R.S (2011). *Understanding Psychology*, 15th Edition. New Delhi: Tata-McGraw Hill.

Further Readings:

5. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. *Introduction to Psychology*. 7th Edition, Tata Mc Graw- Hill.
6. Parameswaran, E.G. & Beena, C. (2002). *Invitation to Psychology*. Hyderabad: Neelkamal Publications.
7. Weiten, W. (2014). *Psychology: Themes and variations*. (9th Edition). CA: Wadsworth, Cengage Learning.
8. Matlin, M.W. (2003), *Cognition*, London: Wiley Publication.
9. Galotti, K.M. (2001), *Cognitive Psychology in and out of the Laboratory*, New Delhi: SAGE Publications.

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SEMESTER-I

B.A(U.G) PSYCHOLOGY-COMMONCORE SYLLABUS (AY 2025-26)
DISCIPLINESPECIFICCORE - PRACTICUM/DSC-I1(P)(1 Credits/ 2 HP)
EXPERIMENTAL PSYCHOLOGY AND FUNDAMENTAL
CONCEPTS OF STATISTICS

PART-A: FUNDAMENTAL CONCEPTS OF STATISTICS

Subject Code:	Psy131
Instructional hours	2Hrs/Week
Duration of Practical Examinations	50 marks
Credits: 1	

Objectives:

- ❖ To familiarize students with fundamental concepts in Statistics and graphical representation of data.
- ❖ To help students understand the importance of normal probability curve and descriptive statistics.

MODULE-1: Fundamental Concepts

- Importance of Statistics in Psychology
- Psychology measurement scales (Nominal Scale, Ordinal Scale, Interval Scale & Ratio Scale).
- Introduction to Techniques of data collection (Questionnaires, Inventories, Scale Check Lists)
- **Normal distribution:** Characteristics and Applications of Normal probability curve; Deviation from normality (Skewness and Kurtosis)
- **Measures of central tendency** (Meaning, Computation, Advantages and Disadvantages of Mean, Median and Mode), The Effects of Linear Transformation on Central Tendency Measures.

Note: The practical exam will be conducted for 25 marks. The test should consist of definitions, short notes, and calculation of problems and interpretation of statistical data.

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PART-B: Experimental Psychology

Objectives:

- ❖ To teach students about understanding behavior through experimentation in laboratory.
- ❖ To train the students to analyze and report the data from experiments and see

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MODULE-II: Theoretical Concepts of Experimental Psychology

History of Experimental Psychology; Concept & Types of Variables; Hypothesis; Concepts of Experimental & Control groups; Methods of experimental control; Lab Report as per APA 7th Ed.

List of Experiments

Note: Conduct Six-Eight Experiments selecting at least one from each area.

1. Psycho-Physics

1. Reaction time
2. Two-Point Threshold
3. Methods of Average Error – Muller – Lyer Illusion

2. Attention

1. Span of Attention for visual stimuli
2. Division of Attention with similar and dissimilar tasks

3. Learning

1. Trial and Error Learning
2. Bilateral Transfer of Learning
3. Massed Vs Spaced Learning
4. Part Vs Whole Learning Method
5. Serial Learning – Positioning Effect
6. Habit Interference
7. Effect of Knowledge on Results

4. Remembering & Forgetting

1. Measuring Retention using Recognition method
2. Measuring Retention using Recall method
3. Short term Memory for Digits
4. Effect of meaning on Retention

5. Thinking

1. Mental Set (Luchin's Jar Problem)
2. Problem Solving (Pyramid Puzzle)
3. Concept formation
4. Styles of Learning and Thinking (SOLAT)

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6. Intelligence

1. Measuring Intelligence using Non-verbal Intelligence test (SPM)
2. Measuring Intelligence using Performance Intelligence tests (Alexander Pass along & Koh's Block Design Test)

Reference:

1. Aron, A., Aron, EN., & Coup, E.J. (2007), Statistics for Psychology, (4th Ed.) India: Pearson Education, Prentice Hall.
2. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences, Reliance Pub.House: New Delhi.
3. Coolican, H. (2006). Introduction to Research Methodology in Psychology, London: Hodder Arnold.
4. Ferguson, G. A. (1959), Statistical analysis in psychology and education. Garrett, H. E., (1937), Statistics in Psychology and Education.

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SEMESTER - II
B.A (U.G) PSYCHOLOGY-COMMON CORE SYLLABUS (AY 2025-26)
DISCIPLINE SPECIFIC CORE PAPER - II /DSC-2 (4 Credits/ 4 HPW)
PSYCHOLOGY OF BEHAVIOUR

Subject code: PSY 151

4 Hrs/ week

Instructional hours

30minutes/1Hr

Duration of Internal Assessment Examination

15

Marks for Internal Assessment Examinations

05

Marks for Assignment

80

Marks for Semester End Examinations

100

Maximum Marks for Semester

Credits 4

Objectives:

- To introduce students to concepts of motivation and make them understand about development of emotions and to make them aware about concepts of Intelligence, development of tests and types of tests used to assess intelligence.
- To familiarize students with concepts of personality and factors influencing personality.
- To introduce students to major theoretical approaches and other contemporary approaches to personality, and help them understand various types of assessments in measuring personality.
- To familiarize concepts of Consciousness and Gender

MODULE-I: Motivation and Emotion

- **Motivation:** Approaches to Motivation: Instinct, Drive Reduction, Arousal, Incentive and Cognitive Approaches; Humanistic Approaches (Maslow's Hierarchy of Needs, SDT); Need for Achievement, Affiliation and Power; Culture and Motivation.
- **Emotion:** Three elements of Emotion; Theories of Emotion (James-Lange, Cannon-Bard and Schachter-Singer; Facial Feedback and Facial Affect); Neuroscience of Emotions; Emotions in Indian Context; Adaptive and disruptive functions of Emotions; Measurement of Emotions; Emotional Intelligence.

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MODULE-II: Personality Theories and Assessment

- Concept of Personality; Nature – Nurture Debate
- Early Theories of Personality {Humoral (Hippocrates) and Temperament theories (Galton)}
- Psychodynamic and Humanistic Theories {Freud, Erikson and Rogers}
- Behavioral, Trait and Type Theories {Bandura, Rotter, Allport, Cattell, Big-Five, Kretchmer, Sheldon}

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- Indian Perspective on Personality
- Personality Assessments: Interviews, Behavioral Assessments, Personality Inventories, and Projective Tests.

MODULE-III: States of Consciousness

- Concept of Consciousness, Altered States of Consciousness
- Sleep- Stages and theories of Sleep, Sleep Disorders
- Dreams: Theories of Dreams (Freud, ASH, AIM); Day Dreams
- Hypnosis: Theories of Hypnosis (Hypnosis as disassociation and social role playing)
- Meditation
- Psychoactive Drugs: Stimulants, Depressants, Narcotics, Opiates and Opioids, Hallucinogens.

MODULE-IV: Psychology of Gender

- Gender Identity (Psychological, Biological, Environmental and Cultural Influences); Gender Identity in Indian Context.
- Gender Roles- Theories – Social Learning, Gender Schema, Gender Stereo typing and Androgen Theories.
- Sex Differences (Cognitive, Social and Personality); Sources of Gender Differences.

Suggested Books:

- Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theories of personality*, 4TH edition. John Wiley and Sons.
- Friedman, H.S. & Schustack, M.W. (2004). *Personality*, 2nd Edition. Pearson Education Inc., New Delhi.
- Atkinson & Hilgard. (2003). Introduction to Psychology – Thomson Wardsworth 14th Edition.
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DISCIPLINE SPECIFIC CORE - PRACTICUM/DSC-I1(P) (1 Credits/ 2 HP)
BEHAVIOURAL ASSESSMENT AND BASIC STATISTICS

PART-A: BASIC STATISTICS

Subject Code:	Psy181
Instructional hours	2Hrs/Week
Duration of Practical Examinations	50 marks
Credits: 1	

Objectives:

- ❖ To familiarize students with basics concepts in Statistics and measures of variability.
- ❖ To train them to compute data from the experiment using statistical techniques.

MODULE-1: Data Representation and Measures of Variability

- Constructing a Grouped frequency distribution and Cumulative frequency distribution.
- Graphical Representation of data (Frequency Polygon, Histogram, and Pie Diagram).
- Meaning, Computation and Uses of Range and Quartile Deviation, Average Deviation, Variance; Standard Deviation from Raw Scores and Grouped Scores).

Note: The practical exam will be conducted for 25 marks. The test should consist of definitions, short notes, and calculation of problems and interpretation of statistical data.

PART-B: BEHAVIOURAL ASSESSMENT

Objectives:

- ❖ To teach students about understanding behavior through experimentation in laboratory.
- ❖ To train the students to analyze and report the data from experiments and see its relevance to the phenomenon.

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List of Experiments

Note: Conduct Six-Eight Experiments /Tests selecting at least one from each area.

1. Motivation

1. Level of aspiration
2. Goal Setting (design this experiment)
3. Approval Motivation Scale by Tripathi & Tripathi (NPC Agra)

2. Emotion

1. Judgement of Emotions
2. Achenbach's Scale for Emotional and Behavioral Adjustment (YSR)
3. Emotional Intelligence Scale for Adolescents
4. Emotional Regulation in children and adolescents' scale

3. Personality

1. Type A and Type B personality test
2. Self-Concept Scale
3. Self-esteem
4. Self-Confidence
5. Bell's Adjustment Inventory
6. Kundu's Introversion and Extroversion Inventory (KIEI)

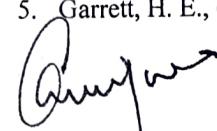
4. Gender

1. Gender role beliefs scale
2. Traditional Masculinity-Femininity Scale
3. Gender Stereotypical Roles Scale

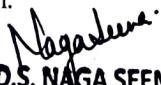
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