



Faculty of Humanities and Social Sciences

Scheme of Examination and Syllabus for Under Graduate Programme

**Under Multiple Entry and Exit, Internship and
CBCS-LOCF as per NEP-2020**

w.e.f. session 2025-26 (in phased manner)

Subject: Psychology



**Guru Jambheshwar University of Science
& Technology Hisar-125001, Haryana**

(A+ NAAC Accredited State Govt. University)



Guru Jambheshwar University of Science and Technology
Hisar-125001, Haryana
(‘A+’ NAAC Accredited State Govt. University)



Name of the Programme: Bachelor of Arts

Subject: Psychology

Scheme of Examination & Syllabus for affiliated Degree College for

UG Programme According to National Education Policy-2020

SECOND YEAR

SEMESTER-III								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	C24PSY301T	Developmental Psychology	3	3	20	50	70	2.5
	C24PSY301P	Developmental Psychology Lab	1	2	10	20	30	2
Minor Course	C24MIC320T	Cognitive Psychology	4	4	30	70	100	3
Multidisciplinary Course	C24MDC325T	Positive Psychology	3	3	25	50	75	2.5
Skill Enhancement Course	C24SEC319T	Basic Statistics	3	3	25	50	75	2.5
Ability Enhancement Course		To be opted from Pool						
SEMESTER-IV								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs)
Discipline Specific Course	C24PSY401T	Social Psychology	3	3	20	50	70	2.5
	C24PSY401P	Social Psychology Lab	1	2	10	20	30	2
Minor Course/ Vocational Course (VOC)	C24MIC420T	Child Psychology	2	2	15	35	50	2
	C24MIC420P	Child Psychology Lab	2	4	15	35	50	2
Value Added Course	C24VAC421T	Understanding People	2	2	15	35	50	2

Psychology
Developmental Psychology (Semester III)
Discipline Specific Course (DSC)

Course Code: C24PSY301T
Hrs. 45 (3 Hrs. per week)
Credit: 3
Exam Time: 2.5 Hrs.

External Marks: 50
Internal Marks: 20
Total Marks : 70

Note: The maximum time duration for attempting the paper will be of 2.5 hours. The examiner is required to set seven questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 2.5 marks each. In addition to that six more questions will be set, two questions from each unit. The students shall be required to attempt four questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks i.e. 12.5 marks.

Objective: Enable Students to understand the human growth and development across the lifespan by identifying and analyzing developmental stages. It also helps to understand the influence of biological and environmental factors that can affect human development throughout the life.

Unit 1

Human Development: Meaning, Nature and Principals of human development, Factors affecting human development.

Prenatal development: Determinants and Stages.

Infancy: Characteristics, Hazards and Adjustments.

Unit II

Childhood: Characteristics, Cognitive, Emotional and Moral development, Problems.

Adolescence: Physical and Psychological changes, Adjustment and Challenges of Adolescence stage.

Unit III

Adulthood: Early, middle and late adulthood, Major problems and adjustment issues in adulthood (Vocational, Parenthood, Relationships),

Old age: Physical and Psychosocial Changes, Major adjustments (Dealing with Loneliness in Old age).

Course Outcomes: Developmental Psychology

CO1 Understand and explain key concepts, theories, and stages of human development from conception to old age.

CO2 Analyze physical, cognitive, emotional, and social development across the lifespan.

CO3 Evaluate the influence of genetic, environmental, and cultural factors on human development.

CO4 Apply developmental theories to real-life contexts involving children, adolescents, adults, and the elderly.

CO5 Develop insight into developmental challenges and design strategies for support or intervention in educational, clinical, or social settings.

Developmental Psychology Lab

Course Code: C24PSY301P
30 Hrs. (2 Hrs./Week)
Credit: 1
Exam Time: 2 Hrs.

External Marks: 20
Internal Marks: 10
Total Marks: 30

Note: Out of given experiments student has to perform five experiments in the laboratory and write in report file.

1. Moral Judgement Test (Hindi)
2. Developmental Screening Test (DST)
3. Parent Child Relationship Scale
4. Emotional Maturity Scale
5. Youth Problem Inventory
6. Family Environment Scale
7. Assessment of life satisfaction
8. Impulsiveness Scale

Suggested Reading:

Berk, L. E. (1994). Child development. New Delhi: Prentice Hall.

Berg-Weger, M., & Morley, J. E. (2020). Loneliness in old age: an unaddressed health problem. *The journal of nutrition, health & aging*, 24, 243-245.

Bhutt, G. (1990). Vikasatmakmanovigyan. Delhi: Delhi University.

Bozzola, E., Spina, G., Agostiniani, R., Barni, S., Russo, R., Scarpato, E., ... & Staiano, A. (2022). The use of social media in children and adolescents: Scoping review on the potential risks. *International journal of environmental research and public health*, 19(16), 9960.

Dhanya, V. J. IMPACT OF DIGITAL DEVICES ON CHILDREN. *European Journal of Molecular & Clinical Medicine*, 7(11), 2020.

Hurlock, E. B. (1980). Developmental psychology: A life-span approach. *New York: Mc. Graw Hil Book*.

Kaluger, G. S., & Kaluger, M. F. (1984). Human development: The span of life, (3rd edition).

St. Louis: Times mirror.

National Library of Educational & Psychological Test (NLEPT), NCERT.

Santrock, J. W. (1999). Life-span development. New York: McGraw Hill.

Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood & adolescence. Belmont: Thomson Higher Education.

Sinha, J. B. P. (2014). Psycho-social analysis of Indian mindset. Springer India

Psychology
Cognitive Psychology (Semester III)
Minor Course (MIC)

Course Code: C24MIC320T
60 Hrs. (4 Hrs./Week) Credit: 4
Exam Time: 3 Hrs.

External Marks: 70
Internal Marks: 30
Total Marks: 100

Note: The maximum time duration for attempting the paper will be of 3 hours. The examiner is required to set 9 questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to that eight more questions will be set, two questions from each unit. The students shall be required to attempt five questions in all selecting one question from each unit consisting of 14 marks each in addition to compulsory Question No. 1.

Objective: Cognitive Psychology *enables students to understand higher mental processes like perception, memory, thinking, problem solving and Language development. It explores how an individual acquires, processes, store and utilizes information to understand the world.*

Unit 1

Sensation- Meaning, Nature and Characteristics of Sensation.

Perception- Perceptual organization, Depth perception, Perceptual cues.

Attention- Nature, Characteristics and Types of Attention.

Unit 2

Problem Solving- Stages, Strategies, Factors influencing Problem solving

Thinking- Nature, Concept formation, Convergent and Divergent thinking

Unit 3

Memory: Meaning, Stages and Types of Memory, Methods to study memory.

Forgetting: Meaning and Factors affecting Forgetting.

Unit 4

Language Development- Nature and characteristics, Structure and Stages of Language Development, Problems of Language Development

Decision Making- Meaning, Nature and Types of Decision Making.

Course Outcomes (Cos)

- CO1 Explain the foundational concepts, theories and key cognitive processes such as perception, attention, memory, language, problem-solving, thinking and decision-making.
- CO2 Analyze how cognitive processes are influenced by biological and environmental factors.
- CO3 Apply cognitive psychology principles to real-life contexts.

References:

1. Baron, R. A. & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
2. Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Singh, A. and Singh, U. (1984). Samanya Manovigyan. Bhiwani: Vaidic Prakashan.
4. Singh, A. K. (2009). Uchatar Samnya Manovigyan. Delhi: Moti Lal Banarsidas.
5. Eysenck, M. W. (2009). Fundamentals of psychology. Hove, East Sussex: Psychology Press, Taylor & Francis Group.
6. Morgan, C. T. (1956). Introduction to psychology. New York, NY: McGraw-Hill.
7. Chaudhary Vishwa. Introduction to psychology. New Delhi: Prateeksha Publication.

Psychology
Positive Psychology (Semester III)
Multi-Disciplinary Course (MDC)

Course Code: C24MDC325T
45 Hrs (3 Hrs/Week)
Credit : 3
Exam Time: 2.5 Hrs

External Marks : 50
Internal Marks : 25
Total Marks: 75

Note: The maximum time duration for attempting the paper will be of 2.5 hours. The examiner is required to set seven questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 2.5 marks each. In addition to that six more questions will be set, two questions from each unit. The students shall be required to attempt four questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks i.e. 12.5 marks.

Objectives: Enable students in understanding the positive aspects of Human behaviour.

Unit-I

Nature and Scope of Positive Psychology, Eastern and Western perspective on Positive Psychology.
Benefits of studying Positive Psychology.

Unit-II

Emotions and Positive Psychology : Broaden and Build theory of Positive Emotions.
Role of Positive Emotions in happiness and Wellbeing, Emotional Intelligence.

Unit-III

Role of Meaningfulness in Life, Positive Psychology in different spheres of life : Family, School, Work and Society. Gratitude, Forgiveness and Hope.

Course Outcomes:

- CO1 Appreciating and understanding the meaning and conceptual approaches to positive psychology.
- CO2 Being able to understand how positive emotional states contribute to resilience, happiness, and wellbeing.
- CO3 Being able to identify the applications of positive psychology.

References:

- Carr, A. (2013). Positive psychology: The science of happiness and human strengths. Routledge, Hefferon, K, & Boniwell, H. (2011). Positive psychology: Theory, research and applications. McGraw- Hill Education (UK).
- Joseph, S. (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. John Wiley & Sons.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications.
- Peterson, C. (2006). A primer in positive psychology. Oxford University Press
- Snyder, C.R., & Lopez, S. J. (Eds.). (2009). Oxford handbook of positive psychology. Oxford library of psychology.
- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize 'otential for Lasting Fulfillment. New York: Free Press/Simon and Schuster • strengths. Thousand Oaks, CA: Sage. Human. Strengths. Thousand Oaks, Ca: Sage.

Psychology
Basic Statistics (Semester III)
Skill Enhancement Course (SEC)

Course Code: C24SEC319T
45 Hrs. (3 Hrs./Week)
Credit: 3
Exam Time: 2.5 Hrs.

External Marks: 50
Internal Marks: 25
Total Marks: 75

Note: The maximum time duration for attempting the paper will be of 2.5 hours. The examiner is required to set seven questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 2.5 marks each. In addition to that six more questions will be set, two questions from each unit. The students shall be required to attempt four questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks i.e. 12.5 marks.

Objectives: To give the basic knowledge of statistics to the students.

Unit-I

Statistics: Meaning, Need and Importance of statistics, Types of Variables, Measurement of Scales.

Unit-II

Methods of Organizing Data: Statistical Tables and Frequency Distribution
Measures of Central Tendency: Mean, Median and Mode.

Unit-III

Variability: Meaning and Measures of Variability; Range, Quartile, Average Deviation and Standard Deviation.

Course Outcomes:

- CO1 The goal of this course is to learn about need, Importance and Types of Statistics in Psychology.
- CO2 To be able to demonstrate how to organize data in tables.
- CO3 To understand measures of control tendencies.
- CO4 Enrichment of knowledge about measures of Variability.

Suggested Readings:

1. Garret, H.E.(2005) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
2. Garret H.E.(1994)"Elementary Statistics"

Psychology
Social Psychology (Semester IV)
Discipline Specific Course (DSC)

Course Code: C24PSY401T
45 Hrs. (3 Hrs./Week)
Credit: 3
Exam Time: 2.5 Hrs.

External Marks: 50
Internal Marks: 20
Total Marks: 70

Note: The maximum time duration for attempting the paper will be of 2.5 hours. The examiner is required to set seven questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 2.5 marks each. In addition to that six more questions will be set, two questions from each unit. The students shall be required to attempt four questions in all selecting one question from each unit in addition to compulsory Question No. 1. All questions shall carry equal marks i.e. 12.5 marks.

Objective: The main goal of this course is to describe, explain, predict, and influence how individuals think, feel, and behave in social situations. It helps students to understand the social behavior, thoughts and mental processes of individuals more efficiently.

Unit I

Social Psychology- Meaning, Nature and Subject matter of Social Psychology.
Socialization- Meaning, Agencies of Socialization.

Unit II

Attitudes – Formation, Types and Change in Attitude.
Stereotypes, Prejudices and Discrimination- Nature, Types and Factors.

Unit III

Prosocial Behavior and Altruism- Causes and determinants of helping behavior, Cognitive Stage Model of Helping Behavior.
Aggression – Meaning, Types and Causes of Aggression, Techniques to control Aggression.

Course Outcome:

CO 1-Explore the influence of social factors on individual behavior, attitudes, and perceptions.
CO 2- Examine core topics such as social cognition, attitudes, group behavior, prejudice, and interpersonal relationships.
CO 3-Develop critical thinking and analytical skills by applying social psychological theories to real-world issues.

Social Psychology Lab

Course Code: C24PSY401P
30 Hrs. (2 Hrs./Week)
Credit: 1
Exam Time: 2 Hrs.

External Marks: 20
Internal Marks: 10
Total Marks: 30

1. Sociometric Matrix
2. Altruism Scale
3. Aggregation Scale
4. Prejudice
5. Attitude
6. Self-esteem

References:

Aronson, E. (1995). The social Animal. New York: Freeman.
Baron, A., & Byrne, D. (1994). Social Psychology. Understanding Human Interaction, New York: Prentice E. Hall.
Lippa, R.A. (1990), Introduction to Social Psychology: Belmont: Wadsworth.
Misra, G. (1988). Applied Social Psychology in India, New Delhi: Sage,
Myers, D.G. (1994). Exploring Social Psychology, New York: Me Graw-Hill.

Psychology
Child Psychology (Semester IV)
Minor Course/ Vocational Course MIC (VOC)

Course Code: C24MIC420T
30 Hrs. (2 Hrs./Week)
Credit: 2
Exam Time: 2 Hrs.

External Marks: 50
Internal Marks: 15
Total Marks: 35

Note: The maximum time duration for attempting the paper will be of 2 hours. The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to that four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objectives: *The students will be able to identify various processes and milestones related to child development. It also enables students to understand the concept of physical, social, cognitive, language development and track the same in child.*

Unit 1

Child Development- Definition, Nature and Scope of child development, Principles of development, Factors affecting development - Hereditary and Environmental factors.

Unit 2

Physical development- Characteristics, Stages, Physical and Motor changes.
Cognitive development – Characteristics, Piaget's Cognitive Development theory.
Emotional development – Stages and Importance of emotional development.

Child Psychology Lab

Course Code: C24MIC420P
60 Hrs. (4 Hrs./Week)
Credit: 2
Exam Time: 3 Hrs.

External Marks: 50
Internal Marks: 15
Total Marks: 35

1. Parent Child Relationship
2. Self Concept
3. Self Esteem
4. Cognitive Development
5. Moral Judgment Test
6. Family Environment Scale
7. Scholastic Aptitude Test
8. Draw a Person Test
9. Adjustment Inventory

Course Outcomes:

- CO1 Describe key concepts, theories, and principles related to child development from infancy through adolescence.
- CO2 Explain the biological, cognitive, emotional, and social changes that occur during childhood.
- CO3 Analyze the influence of family, peers, school, and culture on a child's development.

References:

- Berk, L. E. (1994). Child development. New Delhi: Prentice Hall.
- Berg-Weger, M., & Morley, J. E. (2020). Loneliness in old age: an unaddressed health problem. *The journal of nutrition, health & aging*, 24, 243-245.
- Bhutt, G. (1990). Vikasatmakmanovigyan. Delhi: Delhi University.
- Bozzola, E., Spina, G., Agostiniani, R., Barni, S., Russo, R., Scarpato, E., ... & Staiano, A. (2022). The use of social media in children and adolescents: Scoping review on the potential risks. *International journal of environmental research and public health*, 19(16), 9960.
- Dhanya, V. J. IMPACT OF DIGITAL DEVICES ON CHILDREN. *European Journal of Molecular & Clinical Medicine*, 7(11), 2020.
- Hurlock, E. B. (1980). Developmental psychology: A life-span approach. New York: Mc. GrawHil Book.
- Kaluger, G. S., & Kaluger, M. F. (1984). Human development: The span of life, (3rd edition). St. Louis: Times mirror.

Psychology
Understanding People (Semester IV)
Value Added Course (VAC)

Course Code: C24VAC421T
30 Hrs. (2 Hrs./Week)
Credit : 2
Exam Time: 2 Hrs.

External Marks: 35
Internal Marks: 15
Total Marks: 50

Note: The maximum time duration for attempting the paper will be of 2 hours. The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to that four more questions will be set, two questions from each unit. The students shall be required to attempt three questions in all selecting one question from each unit consisting of 10 marks each in addition to compulsory Question No. 1.

Objective: *Enable students in understanding the nature of wellbeing and the techniques to enhance the level of wellbeing.*

Unit-I

Personality- Definition, Characteristics. Factors affecting Personality – Biological, Psychological and Socio-Cultural.
Trait Theories- Allport, Cattell, Eysenck, Five Factor Model.

Unit-II

Psychodynamic Approaches to Personality- Freud, Jung and Adler
Humanistic Approaches to Personality- Maslow, Rogers

References:

1. Burger, J.M. (1990). Personality. California : Wardsworth.
2. Byrnb. D., and Kalley, N. (1961). Introduction to Personality : Prentice Hall.
3. Engler, B., (1991). Personality Theories : Introduction. Houghton : Mifflin Co. Boston.
4. Hall C.S. : Lindzey, G. (1978). Theories of Personality. New York : Wiley Eastern Limited.
5. Libet, R.M. and Spiegler, M.D. (1974). Personality, Strategies for the study of man Dorsey, Illinois: New York.
6. Hogan, R., Johnson, J., and Briggs, S. (1997). Handbook of Personality Psychology New York: Academic Press.
7. John, O.P., Robins, R.W. & Pervin, L.A. (2008). Handbook of Personality: Theory and Research (3rd Ed). NY: Oxford Press.