



UNIVERSITY OF CALCUTTA

Notification No. CSR/44/2026

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 22.04.2026, approved the revised complete Syllabus including Question Patterns of 4-year Honours & Honours with Research and 3-year MDC of Psychology under CCF, 2022.

The above shall take effect from the Even semester examinations, 2026 and onwards.

SENATE HOUSE

Kolkata-700073

08.05.2026

D 08/05/2026

Prof.(Dr.) Debasis Das

Registrar

REVISED SYLLABUS- PSYCHOLOGY

(Major, Minor & MDC)

2026

Course Structure – CCF, 2022

Table: 1 Psychology MAJOR (PSYM)

Course Structure – CCF, 2022

Major

DSC – Discipline Specific Course (Psychology Major)

SEC – Skill Enhancement Course

IDC – Interdisciplinary Course: HRM in Semester 1 or 2 or 3

Semester	Course	Credit	Marks
1	DSC - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
	SEC – Stress Management	4 [3Th+1P]	75Th + 25P
	IDC – Human Resource Management	3 [2Th+1P]	50Th + 25P
2	DSC – Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
	SEC – For B.Sc. degree holder: AI For BA degree holder: Digital Empowerment For BA & BSc: Emotional Intelligence	4 [3Th+1P]	75Th + 25P
	IDC – Human Resource Management	3 [2Th+1P]	50Th + 25P
3	DSC - Biopsychology	4 [3Th+1P]	75Th + 25P
	DSC - Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
	SEC – Behaviour Modification	4 [3Th+1P]	75Th + 25P
	IDC – Human Resource Management	3 [2Th+1P]	50Th + 25P
4	DSC - Basics of Social and Industrial Psychology	4 [3Th+1P]	75Th + 25P
	DSC - Advanced Social Psychology	4 [3Th+1P]	75Th + 25P
	DSC - Statistical Methods for Psychological Research-I	4 [3Th+1P]	75Th + 25P
	DSC - Introduction to Research Methodology	4 [3Th+1P]	75Th + 25P
5	DSC- Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
	DSC- Developmental Psychology	4 [3Th+1P]	75Th + 25P

	DSC- Statistical Methods for Psychological Research-II	4 [3Th+1P]	75Th + 25P
	DSC- Basics of Research	4 [3Th+1P]	75Th + 25P
6	DSC- Basics of Adjustment and Psychiatric Disorders	4 [3Th+1P]	75Th + 25P
	DSC- Psychopathology	4 [3Th+1P]	75Th + 25P
	DSC- Organizational Behaviour	4 [3Th+1P]	75Th + 25P
7	DSC - Applied Social Psychology	4 [3Th+1P]	75Th + 25P
	DSC - Community Psychology	4 [3Th+1P]	75Th + 25P
	DSC - Health Psychology	4 [3Th+1P]	75Th + 25P
	DSC - Qualitative Research Methods	4 [3Th+1P]	75Th + 25P
	DSC - Counseling Psychology	4 [3Th+1P]	75Th + 25P
8	DSC- Research Methodology I	4 [3Th+1Viva]*	75Th+25Viva
	DSC- Research Methodology II	4 [3Th+1Viva]*	75Th + 25Viva
Honours without Research	DSC- Positive Psychology	4 [3Th+1P]	75Th + 25P
	DSC-Personality Psychology	4 [3Th+1P]	75Th + 25P
	DSC-Indian Psychology	4 [3Th+1P]	75Th + 25P
Honours with Research	Discipline-Specific Internship **	4 [3Th+1Viva]	75Th + 25Viva
	Research Oriented Dissertation	8 [6Th + 2Viva]	150Th+50Viva

***Viva will be conducted after completion of hands-on practicum work covering the syllabus mentioned in the content**

****Research internship should be carried out in Academic Institute/ Research institute/ NGO/ Hospitals/ Reputed Private or Corporate Organizations.**

PSYCHOLOGY (MAJOR)
SEMESTER 1: INTRODUCTION TO PSYCHOLOGY
THEORY: 75 Marks
PRACTICAL: 25 Marks

Unit: I

- | | | |
|----|---|----------------|
| 1. | (a)Introduction: Nature, definition, scope and branches of Psychology, | 2 hours |
| | Methods: Observation, Experimentation, Interview, Field Study, Correlational Method | 3 hours |
| | (b) Brief Concepts of Schools of Psychology: Structuralism, Behaviorism, Gestalt | 4 hours |
| | (c)Need for quantification in Psychology, Levels of Measurement: Nominal, Ordinal, Interval and Ratio | 2 hours |
| | (d)Variables and their classifications, Independent, Dependent and Controlling of variables | 4 hours |

Unit: II

- | | | |
|----|---|----------------|
| 2. | To relate attentional processes with other aspects of Information processing | 6 hours |
| | (a) Attentional Processes: Nature of Attention, Determinants of Attention, Fluctuation of attention, Theories of attention | |
| | (c) Biological Foundation of Behaviour: Genetic basis, neuron, synapse and neurotransmitter
Relevance of Studying biological foundation in Behavioural Science | 9 hours |

Unit: III

- | | | |
|----|---|----------------|
| 3. | (a) Processing of data: (i) Tabulation, classification and frequency distribution of data; plotting of Graph (Polygon, histogram and Ogive) | 4 hours |
| | (b) Concept, types, uses and measures of Central tendency and dispersion | 6 hours |
| | (c)Normal Probability Curve: Properties and Application | 5 hours |

Practicum (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

- (a) Fluctuation of Attention
- (b) Computational Techniques of the measures of Central tendency and dispersion
- (c) Graphical Representation: Frequency Polygon, Histogram and Ogive

Readings:

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. (Latest ed.). *Introduction to psychology*. Harcourt Brace Java.
- Baron, R., & Misra, G. (2013). *Psychology*. Pearson.
- Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.
- Carlson, N. R. (2000). *Physiology of behavior*. Allyn & Bacon.
- Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.
- Das, D., & Das, A. (Latest ed.). *Statistics in biology and psychology*. Academic Publishers.
- Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). Sage.
- Garrett, H. E., & Woodworth, R. S. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons.
- Guilford, J. P., & Fruchter, B. (1988). *Fundamental statistics in psychology and education*. McGraw-Hill.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford IBH.
- Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.
- Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.
- Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.
- McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice Hall.
- Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill.
- Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.
- Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.
- Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.

- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). AITBS Publishers.
- Olson, M., & Hergenhahn, B. R. (2009). *Introduction to the theories of learning*. Prentice Hall India.
- Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.
- Pinel, J. P. J. (2000). *Biopsychology*. Allyn & Bacon.
- Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.
- Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.
- Santrock, J. W. *Psychology essentials* (2nd ed.). McGraw-Hill.
- Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.
- Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.
- Solso, R. L. (2006). *Cognitive psychology* (6th ed.). Pearson.
- Solso, R. L., Maclin, H., & Maclin, M. K. (2008). *Cognitive psychology* (8th ed.). Pearson.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology* (Latest Edition). Oxford & IBH Publishing Company
- Woodworth, R. S., & Sheehan, M. R. (Latest ed.). *Contemporary schools of psychology*. Methuen.
- Zimbardo, P. G., & Weber, A. L. (1997). *Psychology*. HarperCollins.

PSYCHOLOGY (MAJOR)

SKILL ENHANCEMENT COURSE (SEC)

THEORY: 75 Marks

PRACTICAL: 25 Marks

SEMESTER 1: STRESS MANAGEMENT

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress; Various sources of stress: environmental, social, physiological and psychological. **(15 hours)**

Unit 2: Stress and health: effects of stress on health, eustress. **(15 hours)**

Unit 3: Managing stress: Methods - yoga, meditation, relaxation techniques, problem-focused and emotion-focused approaches. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Perceived Stress Scale (Cohen et al., 1983)
2. Administration of State Trait Anxiety Inventory (Spielberger et al., 1970)

Readings:

- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), *The social psychology of health* (pp. 31–67). Sage.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 386–396.
- DiMatteo, M. R., & Martin, L. R. (2002). *Health psychology*. Pearson.
- Goldberger, L., & Breznitz, S. (1986). *Handbook of stress: Theoretical and clinical aspects*. Free Press.
- Greenberg, J. S. (2002). *Comprehensive stress management* (7th ed.). McGraw-Hill.
- Mallik, N. B., & Chattopadhyay, P. K. (2002). *Manual for the Bengali adaptation of the State-Trait Anxiety Inventory*. Psycho-Medico Centre.
- Misra, G. (Ed.). (1999). *Psychological perspectives on stress and health*. Concept Publishing.
- Neiten, W., & Lloyd, M. A. (2007). *Psychology applied to modern life*. Thomson Delmar Learning.
- Spielberger, C. D., Gorsuch, R. L., & Lushene, R. G. (1970). *STAI manual*. Consulting Psychologists Pres

INTER DISCIPLINARY COURSE (IDC)

THEORY: 50 Marks

PRACTICAL: 25 Marks

SEMESTER 1: HUMAN RESOURCE MANAGEMENT

Unit 1: a) Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM (**8 hours**)

b) Human Resource Practices; Job analysis; Recruitment and selection; Training (**7 hours**)

Unit 2: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). (**15 hours**)

Practicum: 25 Hours

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Job Stress Scale by Parker and Decotiis (1983)

Readings:

Aamodt, M. G. (2001). *Industrial/organizational psychology*. Wadsworth/Thomson Learning.

Bhatnagar, J., & Budhwar, P. (2009). *The changing face of people management in India*. Routledge.

Briscoe, D. R., Schuler, R. S., & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd ed.). Routledge.

Chadha, N. K. (2005). *Human resource management: Issues, case studies, and experiential exercises* (3rd ed.). Sai Printographers.

DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th ed.). Wiley.

Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32(2), 160–177.

PSYCHOLOGY
(MAJOR)
SEMESTER 2: BASIC PSYCHOLOGICAL PROCESSES

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Perceptual Processes:

- a) Nature of perception, relation of attention and perception; form perception, space perception, movement perception, time perception (5 hours)
- b) Perceptual organization, figure and ground organization (3 hours)
- c) Historical background of Information Processing, theories of Information Processing (5 hours)
- d) Concept and Laws of psychophysics (2 hours)

Unit 2: Learning processes; Memory & Forgetting:

- a) Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight, transfer of training (8 hours)
- b) Memory & Forgetting: Nature of encoding; storage & retrieval; STM, LTM, Types of memory; nature and theories of forgetting: Trace-decay, Interference (to be related with serial position effect), Motivated Forgetting; Curve of forgetting (7 hours)

Unit 3: Intelligence, Emotion and Motivation:

- a) Intelligence: definition, nature, classification, theories of intelligence with emphasis on factor theories of intelligence - Spearman and Thurstone (5 hours)
- b) Emotion: nature, basic emotions, theories – bodily theories (peripheral: James-Lange, central: Cannon-Bard), Cognitive Theory: Schechter Singer Theory (5 hours)
- c) Motivation: definition, types - biological and social; theories - concept of drive, incentive, Maslow's Need Hierarchy theory, and McClelland's theory of motivation (5 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Retroactive and proactive inhibition
2. Perceptual reversibility

3. Standard Progressive Matrices (SPM) (Raven, 1938)

Readings:

Anastasi, A. (1990). *Psychological testing*. Macmillan Company.

Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. *Introduction to psychology*. Harcourt Brace Jovanovich.

Baron, R., & Misra, G. (2013). *Psychology*. Pearson.

Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). SAGE Publications.

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford IBH Publishing.

Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.

Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.

Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.

McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice-Hall.

Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill.

Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.

Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.

Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.

Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). A.I.T.B.S. Publishers.

Olson, M., & Hergenhahn, B. R. (2009). *Introduction to the theories of learning*. Prentice-Hall India.

Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.

Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.

Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.

Raven, J. C. (1938). *Standard progressive matrices*. H. K. Lewis.

Santrock, J. W. *Psychology essentials* (2nd ed.). McGraw-Hill Higher Education.

Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.

Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

Solso, R. L., Maclin, H., & Maclin, M. K. (2008). *Cognitive psychology* (8th ed.). Pearson.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology* (Latest Edition). Oxford & IBH Publishing Company

PSYCHOLOGY (MAJOR)

SEMESTER 2

SKILL ENHANCEMENT COURSE (SEC)

For B.Sc Degree – AI

Course Title: AI

Course Description:

This course aims to introduce the fundamental concepts of artificial intelligence (AI) to individuals from all academic backgrounds. Participants will develop a broad understanding of AI technologies, their implications, and their potential applications in various fields. The course will emphasize practical examples and real-world case studies to facilitate comprehension and inspire innovative thinking.

Course Objectives:

- Understand the basics of artificial intelligence and its subfields.
- Explore real-world applications of AI across different industries.
- Gain insights into the ethical, social, and economic implications of AI.
- Develop an appreciation for the potential of AI to drive innovation and transformation.

Course Outcome:

- Define and explain the fundamental concepts and subfields of AI.

- Identify real-world applications of AI across various industries.
- Analyze the ethical, social, and economic implications of AI.
- Recognize the potential of AI to drive innovation and transformation in different domains.

Unit 1: Introduction to Artificial Intelligence (6 Lectures)

- Definition and scope of AI
- Historical overview and key milestones
- Differentiating AI from human intelligence

Unit 2: AI Subfields and Technologies (6 Lectures)

- Machine learning: Supervised, unsupervised, and reinforcement learning
- Deep learning and neural networks
- Natural language processing (NLP) and computer vision

Unit 3: Applications of AI (8 Lectures)

- AI in healthcare: Diagnosis, treatment, and medical imaging
- AI in finance: Fraud detection, algorithmic trading, and risk assessment
- AI in transportation: Autonomous vehicles and traffic optimization
- AI in customer service and chatbots
- AI in education: Personalized learning and intelligent tutoring systems

Unit 4: Ethical and Social Implications of AI (5 Lectures)

- Bias and fairness in AI systems
- Privacy and data protection concerns
- Impact of AI on employment and the workforce
- AI and social inequality

Unit 5: Other Important Issues

- Ethical guidelines and responsible AI practices
- AI and Innovation
- Emerging trends and future directions in AI
- AI and creativity: Generative models and artistic applications

For B.A Degree – Digital Empowerment

Digital Empowerment

Course Description:

This course aims to develop students' skills and understanding of digital technologies, focusing on their effective and responsible use in various aspects of life. Students will learn essential digital literacy skills, online communication, digital security, ethical considerations and some of the disruptive technologies of the digital world.

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the fundamentals of digital technologies and their impact on society.
- Enhance online communication and collaboration skills.
- Promote digital citizenship and responsible online behavior.
- Gain awareness of digital security risks and implement best practices.
- Explore ethical considerations in the use of digital technologies.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world

Syllabus:

UNIT-I Digital Literacy and Digital Empowerment (6 Hours)

- Definition of Digital Literacy
- Current Trends of Digital Technology
- Evaluating the credibility of online information
- Copyright and plagiarism awareness
- Imp application of our country Digi Locker, E-Hospitals, e-Pathshala, SHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns

UNIT-II Online Communication and Collaboration (6 Hours)

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

UNIT- III Digital Security (6 Hours)

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Block chain Technology
- Security Initiatives by the Govt. of India

UNIT-IV Digital Citizenship and Ethics (6 hours)

- Responsible online behavior and digital etiquette
- Understanding online communities and their norm
- Ethical considerations in digital technology usage

Unit -V Emerging Technology (6 Hours)

- Exploring emerging technology and its impact
- AI and Machine Learning
- IOT and Connected Devices

Books:

- Understanding Digital Literacies: A Practical Introduction, by Rodney H. Jones (Author), Christoph A. Hafner (Author)

PSYCHOLOGY (MAJOR)

SEMESTER 2: SKILL ENHANCEMENT COURSE (SEC)

EMOTIONAL INTELLIGENCE

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation and interpersonal skills; Importance of Emotional Intelligence (**15 hours**)

Unit 2: Knowing One's and Others' Emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others (**15 hours**)

Unit 3: A. Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions (**7 hours**)

B. Applications of EI: Workplace; Relationships (**8 hours**)

Practicum (30 hours)

Objectives: The objective is to help psychology students understand the concept and components of emotional intelligence while gaining practical experience in administering, scoring, and interpreting a standardized psychological tool. It also enhances their ability to assess individual differences in emotional functioning and apply theoretical knowledge in real-life contexts. Additionally, it develops ethical awareness and supports both professional skills and personal emotional growth.

1. Administration of Emotional Intelligence Scale (Hyde, A., Pethe, S. & Dhar, U. 2002).

Readings:

Bar-On, R., & Parker, J. D. A. (Eds.). (2000). *The handbook of emotional intelligence*. Jossey-Bass.

Goleman, D. (1995). *Emotional intelligence*. Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.

Hyde, A., Pethe, S., & Dhar, U. (2002). *Manual for emotional intelligence scale (EIS)*. Vedanta Publications.

Singh, D. (2003). *Emotional intelligence at work* (2nd ed.). Response Books.

INTERDISCIPLINARY COURSE (IDC)

SEMESTER 2: HUMAN RESOURCE MANAGEMENT

THEORY: 50 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM (**8 hours**)

b) Human Resource Practices; Job analysis; Recruitment and selection; Training (**7 hours**)

Unit 2: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). (**15 hours**)

Practicum: 25 Hours

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Job Stress Scale by Parker and Decotiis (1983)

Readings:

Aamodt, M. G. (2001). *Industrial/organizational psychology*. Thomson Wadsworth.

Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. Routledge.

Briscoe, D. R., Schuler, R. S., & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd ed.). Routledge.

Chadha, N. K. (2005). *Human resource management: Issues, case studies and experiential exercises* (3rd ed.). Sai Printographers.

DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th ed.). Wiley.

Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32(2), 160–177.

PSYCHOLOGY (MAJOR)

SEMESTER 3: BIOPSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. Evolutionary basis of neurophysiology of Learning and Memory. (15 hours)

Unit 2: Organization of Nervous system: Structure and functions of neurons; Neural conduction: action potential and synaptic transmission, EPSP, IPSP. Functions of neurotransmitters. Structure and functions: PNS & CNS (Brain & Spinal Cord). (15 hours)

Unit 3: Emotional behaviour: physiological correlates of emotion: The role of cortex in emotion. Emotion and endocrine gland. Neuroendocrine system: Structure, functions and abnormalities of major glands: Hypothalamus, Thyroid, Adrenal, Gonads, Pituitary. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Reaction Time – Simple Reaction Time
2. On Arousal - Determination of the effect of variation of different levels of attentive task on arousal

Or

On Time Perception- Filled & Unfilled time perception (Method of Reproduction will be followed. Preliminary concept of other methods of time estimation to be given theoretically).

Readings:

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological psychology: An introduction to behavioral, cognitive, and clinical neuroscience* (5th ed.). Sinauer Associates.

Carlson, N. R. (2009). *Foundations of physiological psychology* (6th ed.). Pearson Education.

Hall, J. E., & Guyton, A. C. (2011). *Guyton and Hall textbook of medical physiology*. Saunders Elsevier.

Kalat, J. W. (2004). *Biological psychology* (8th ed.). Thomson Wadsworth.

Levinthal, C. F. (2005). *Introduction to physiological psychology* (3rd ed.). Prentice Hall of India.

Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.

Pinel, J. P. J. (2011). *Biopsychology* (8th ed.). Pearson Education.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Primlani, Oxford & IBH Publishing.

PSYCHOLOGY (MAJOR)

SEMESTER 3: BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.

b) Prenatal development- Stages & hazards; Perinatal complications **(15 hours)**

Unit 2: a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.

b) Application of Learning & Memory Theories in Education (Trial and Error, Classical, Operant and Insight, Program Learning, Transfer of training). **(15 hours)**

Unit 3: Intelligence: a) Application and its Measurement; **b)** Exceptional Children – Gifted, Intelligence ranging from below average to above average. Basic concept of Inclusive Education. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Block Design Test)
2. On Transfer of Training (with Mirror-Drawing Apparatus).

Readings:

Aggarwal, J. C. (2001). *Basic ideas in educational psychology*. Shipra Publications.

- Anastasi, A. (1990). *Psychological testing*. Macmillan.
- Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.
- Brodzinsky, D. M., Gormly, A. V., & Anibron, S. R. (1986). *Life-span human development*. CBS Publishers.
- Chauhan, S. S. (1987). *Advanced educational psychology*. Vikas Publishing House.
- Feldman, R. S., & Babu, N. (2011). *Discovering the lifespan*. Pearson.
- Heatherington, E. M., & Parke, R. D. (1986). *Child psychology*. McGraw-Hill.
- Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill Education.
- Hurlock, E. B. (2005). *Child development* (6th ed.). McGraw-Hill Education.
- Kaplan, R. M., & Sacuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). Asian Books.
- Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. Psychology Press.
- Mussen, P., Conger, J. J., & Kagan, J. (1979). *Child development and personality* (5th ed.). Harper & Row.
- Nunnally, J. C. (1981). *Psychometric theory*. Tata McGraw-Hill.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). McGraw-Hill.
- Santrock, J. W. (2012). *Life-span development* (13th ed.). McGraw-Hill.
- Saraswathi, T. S. (2003). *Cross-cultural perspectives in human development: Theory, research, and applications*. Sage Publications.
- Snodgrass, J. G., Levy-Berger, G., & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.
- Srivastava, A. K. (1997). *Child development: An Indian perspective*. (Publisher not specified).
- Thomas, K., Cowl, Kaminsky, S., & Podell, D. M. (1997). *Educational psychology: Windows on teaching*.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford & IBH Publishing.

PSYCHOLOGY (MAJOR)

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER 3: BEHAVIOUR MODIFICATION

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction-What is behaviour. What is behaviour modification? What is behaviour assessment? (15 hours)

Unit 2: Application of principles of conditioning theories on behaviour modification (Emphasis on punishment, reinforcement, schedules of reinforcement and related concepts). Application of cognitive perspectives on behaviour modification. (15 hours)

Unit 3: Techniques-Token Economy, Contingencies, Shaping, Premack Principle etc. Application of behaviour modification principles and techniques in Family, School and Workplace. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. To determine the effect of positive reinforcement (for example: feedback) on dependent variable (for example: reaction time)

Readings:

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford IBH Publishing.

Luthans, F. (2005). *Organizational behavior* (10th ed.). McGraw-Hill Irwin.

Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures*. Wadsworth Publishing.

Robbins, S. P. (2000). *Organizational behavior: Concepts, controversies, and applications* (7th ed.). Prentice Hall of India.

Robbins, S. P., Judge, T. A., & Hasham, E. S. (2012). *Organizational behavior* (Arab World ed.). Pearson Education.

INTER DISCIPLINARY COURSE (IDC)

THEORY: 50 Marks

PRACTICAL: 25 Marks

SEMESTER 3: HUMAN RESOURCE MANAGEMENT

Unit 1: a) Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM (**8 hours**)

b) Human Resource Practices; Job analysis; Recruitment and selection; Training (**7 hours**)

Unit 2: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). (**15 hours**)

Practicum: (25 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Job Stress Scale by Parker and Decotiis (1983)

Readings:

Aamodt, M. G. (2001). *Industrial/organizational psychology*. Wadsworth/Thomson Learning.

Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. Routledge.

Briscoe, D. R., Schuler, R. S., & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd ed.). Routledge.

Chadha, N. K. (2005). *Human resource management: Issues, case studies, and experiential exercises* (3rd ed.). Sai Printographers.

DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th ed.). Wiley.

Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32(2), 160–177.

PSYCHOLOGY (MAJOR)

SEMESTER 4: BASICS OF SOCIAL AND INDUSTRIAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Nature, scope and methods of social psychology (15 hours)

Unit 2: Group: Nature of groups; Influence of group on individual behaviour; crowd and mob behaviour. Leadership. Social issues: Public opinion and Propaganda. (15 hours)

Unit 3: Industrial Psychology: Concept of industrial psychology: History, aim, scope and methods. Selection; Job Analysis; Industrial Accident (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, be familiar with the associated concepts and be able to explain the findings and link the findings with the theory.

1. To determine the effect of Group on Individual Behaviour
2. Job Psychograph

Readings:

Baumeister, R. F., & Bushman, B. J. (2013). *Social psychology and human nature*. Wadsworth.

Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.

Blum, M. L., & Naylor, J. C. (n.d.). *Industrial psychology: Its theoretical and social foundations*.

Das, S., & Dasgupta, S. (2021). *Samaj monobiggyan*. West Bengal State Book Board.

Franzoi, S. L. (2009). *Social psychology* (5th ed.). McGraw-Hill.

Ghosh, P. K., & Ghorpade, M. B. *Industrial psychology*. Himalaya Publishing.

- Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology*. Houghton Mifflin.
- Krech, D., & Crutchfield, R. S. *Theory and problems of social psychology*. McGraw-Hill.
- Kuppuswamy, B. *An introduction to social psychology*. Media Promoters and Publishers Pvt. Ltd.
- Misra, G. (2009). *Psychology in India (Vol. 4): Theoretical and methodological developments*. Pearson.
- Schultz, D. P., & Schultz, S. E. *Psychology and work today: An introduction to industrial and organizational psychology*. Prentice Hall.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson

PSYCHOLOGY (MAJOR)

SEMESTER 4: ADVANCED SOCIAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Social organization, social interaction; person perception, attribution. Conformity & Compliance.

b) Attitude: definition, formation of attitude, theories, measurement; change of attitude. Stereotype, prejudice and discrimination; concept and origin, measurement; Reduction of prejudice. **(20 hours)**

Unit 2: Self: Self Knowledge – Origin and Aspects; Self-Regulation; Social Comparison theory; Culture and Self **(10 hours)**

Unit 3 a): Prosocial behaviour & Aggression; Theories and impact of media

b) Social problems- Terrorism, Communalism, War, Social Violence **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. On Group Cohesiveness by Sociogram Method
2. Pro-socialness Scale for Adults (Caprara et al., 2005)

Readings:

- Baumeister, R. F., & Bushman, B. J. (2013). *Social psychology and human nature*. Wadsworth.
- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.
- Caprara, G. V., Steca, P., Zelli, A., & Capanna, C. (2005). A new scale for measuring adults' pro-socialness. *European Journal of Psychological Assessment, 21*(2), 77–89
- Das, S., & Dasgupta, S. (2021). *Samaj monobiggyan*. West Bengal State Book Board.
- Franzoi, S. L. (2009). *Social psychology* (5th ed.). McGraw-Hill.
- Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology*. Houghton Mifflin.
- Krech, D., & Crutchfield, R. S. *Theory and problems of social psychology*. McGraw-Hill.
- Kuppuswamy, B. *An introduction to social psychology*. Media Promoters and Publishers.
- Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and methodological developments (ICSSR survey of advances in research)*. Pearson.
- Myers, D. G., & Twenge, J. M. (2021). *Social psychology* (14th ed.). McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.

PSYCHOLOGY (MAJOR)

SEMESTER 4: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Sampling. Normal probability curve: Properties and applications. Standard scores. (15 hours)

Unit 2: Introduction to correlation: Meaning of bivariate distribution; product moment, rank difference, biserial, point-biserial, tetrachoric, phi coefficient, contingency coefficient – Computation and use. **(15 hours)**

Unit 3: Statistical inference – concepts and steps involved in drawing a statistical inference. Concept of parametric and non-parametric statistics. Experimental hypothesis – null hypothesis and its testing. Concept of standard error. Computation and use of chi-square test. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the statistical methods used and be able to explain the findings and link the findings with the theory.

1. On Correlation - Product Moment, Rank Difference, Biserial, Point-Biserial, Tetrachoric, Phi Coefficient, Contingency Coefficient
2. On Chi-Square

Readings:

Anastasi, A. (1990). *Psychological testing*. Macmillan.

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for psychology* (4th ed.). Prentice Hall.

Broota, K. D. (1992). *Experimental design in behavioural research*. New Age International Publishers

Chadha, N. K. (1991). *Statistics for behavioral and social sciences*. Reliance Publishing House.

Coolican, H. (2006). *Introduction to research methodology in psychology*. Hodder Arnold.

Das, D., & Das, A. *Statistics in biology and psychology*. Academic Publishers.

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Sage.

Freeman, S. F. *Theory and practice of psychological testing* (3rd ed.). Oxford & IBH Publishing.

Garrett, H. E. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons.

Gravetter, F. J., & Wallnau, L. B. (2009). *Statistics for the behavioral sciences* (9th ed.). Cengage Learning.

Guilford, J. P., & Fruchter, B. (1973). *Fundamental statistics in psychology and education*. McGraw-Hill.

Kaplan, R. M., & Saccuzzo, D. P. *Psychological testing: Principles, applications, and issues* (5th ed.). Wadsworth.

King, B. M., & Minium, E. W. (2007). *Statistical reasoning in the behavioral sciences* (5th ed.). John Wiley & Sons.

Kothari, C. R. (1990). *Research methodology: Methods and techniques* (2nd ed.). Vishva Prakashan.

Mangal, S. K. (2012). *Statistics in psychology and education* (2nd ed.). PHI Learning.

Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

PSYCHOLOGY (MAJOR)

SEMESTER 4: INTRODUCTION TO RESEARCH METHODOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Research Problem and Hypothesis: Characteristics of problems, definitions, sources and criteria of good hypothesis, hypothesis and theory. **(15 hours)**

Unit 2: **a)** Experimental method and field study. **b).** Design of experiments- i) controlling subject, situation and sequence related variable, ii) single group and separate group designs, iii) quasi-experimental design and time series. **(15 hours)**

Unit 3: Development and Standardization of Psychological Test: Concept of Item Analysis; Reliability; Validity and Norms; theoretical understanding of computation of reliability and validity. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, be familiar with the associated concepts and be able to explain the findings and link the findings with the theory.

1. Attitude Scale Construction by Likert's Method

Readings:

Anastasi, A. & Urbina S. (1996). *Psychological Testing*, Pearson, First Edition.

Bryman, A. (2004). *Quantity and Quality in Social Research*. Routledge.

Chadha, N.K. (2009) *Applied Psychometry*. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.

Kerlinger, F.N.& Lee, H.B. (1999). *Foundations of Behavioural Research*. Wadsworth

Kothari, C.R. (1990). *Research Methodology Methods and Techniques*. Wishwa Prakashan Calcutta, Second edition.

McGuigan, F. J. (1990). *Experimental Psychology: A Methodological Approach*, Prentice Hall.

Mohsin, S. M. (1984). *Research methods in Behavioural Sciences*, Orient Longman, Calcutta. (Latest edition).

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.

Singh, A.K. (1988). *Tests, Measurements and Research Methods in Behavioural Sciences*. Tata McGraw Hill, New Delhi.

PSYCHOLOGY (MAJOR)

SEMESTER 5: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura). **(15 hours)**

Unit 2: Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Sternberg's Triarchic Theory. **(15 hours)**

Unit 3: Artificial Intelligence: Concept and Applications; Tools Used; Ethics & Biases. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test

materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. On Intelligence: Administration of Culture Fair Test of Cattell
2. On Personality: Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire.

Readings:

Aleem, S. (2012). *Theories of personality*. Dorling Kindersley (India) Pvt. Ltd.

Baron, R. A., & Mishra, G. (2015). *Psychology*. Pearson Education Limited.

Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) questionnaire. In W. I. Dorfman & M. Hersen (Eds.), *Understanding psychological assessment: Perspectives on individual differences*. Springer.

Cattell, R. B. (1960). *Culture fair intelligence test*. Institute for Personality and Ability Testing.

Cattell, R. B., & Cattell, A. K. S. (1949–1963). *Test of “g”: Culture fair*. Institute for Personality and Ability Testing.

Cattell, R. B., & Cattell, A. K. S. (1973). *Handbook for the individual or group culture fair intelligence test*. Institute for Personality and Ability Testing.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology (Vol. 1): Theories and concepts*. Pearson.

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student’s handbook* (8th ed.). Taylor & Francis.

Sinha, D., Misra, G., & Dalal, A. K. (2015, September). *Psychology for India*. SAGE Publications.

PSYCHOLOGY (MAJOR)

SEMESTER 5: DEVELOPMENTAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Concept of Human Development; Direction of Growth - Cephalocaudal and Proximodistal. Research Designs (15 hours)

Unit 2: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development (up to adolescence) (15 hours)

Unit 3: Socio-Cultural Contexts for Human Development: Family, Peers, Schooling & Media. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Differential Aptitude Test (All subtests). (English version of Ojha)

Readings:

Bennett, G. K., Seashore, H. G., & Wesman, A. G. (1956). The differential aptitude tests: An overview. *The Personnel and Guidance Journal*, 35(2), 81–91.

Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.

Feldman, R. S., & Babu, N. (2011). *Discovering the lifespan*. Pearson.

Georgas, J., Berry, J. W., van de Vijver, F. J. R., Kagitçibasi, Ç., & Poortinga, Y. H. (2006). *Families across cultures: A 30-nation psychological study*. Cambridge University Press.

Hetherington, E. M., & Parke, R. D. (1986). *Child psychology*. McGraw-Hill.

Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill Education.

Hurlock, E. B. (2005). *Child development* (6th ed.). McGraw-Hill Education.

Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. Psychology Press.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). McGraw-Hill.

Santrock, J. W. (2011). *Child development* (13th ed.). McGraw-Hill.

Santrock, J. W. (2012). *Life-span development* (13th ed.). McGraw-Hill.

Saraswathi, T. S. (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage Publications.

Srivastava, A. K. (1997). *Child development: An Indian perspective*.

PSYCHOLOGY (MAJOR)

SEMESTER 5: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH -II

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Inferential Statistics and Hypothesis Testing: Testing the difference between Two Independent means. Null and the Alternative Hypotheses; Degrees of Freedom; Properties of the Sampling Distribution of the Difference between Means; One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The t Distribution; Computing t-test (**15 hours**)

Unit 2: Hypothesis Testing About the Difference between Two Dependent (Correlated) Means: The Null and Alternative Hypotheses; Degrees of Freedom; Testing a Hypothesis about Two Dependent Means; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means. (**15 hours**)

Unit 3: Nonparametric Approaches to Data: Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests. (**15 hours**)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the statistical methods used and be able to explain the findings and link the findings with the theory.

1. On Computation of t-test (Independent, Dependent) and U-test

Readings:

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for psychology* (4th ed.). Prentice Hall.

Broota, K. D. (2017). *Experimental design in behavioural research*. Delhi.

Chadha, N. K. (1991). *Statistics for behavioral and social sciences*. Reliance Publishing House.

- Das, D., & Das, A. *Statistics in biology and psychology*. Academic Publishers.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Sage.
- Garrett, H. E. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons Ltd.
- King, B. M., & Minium, E. W. (2007). *Statistical reasoning in the behavioral sciences* (5th ed.). John Wiley & Sons.
- Kothari, C. R. (1990). *Research methodology: Methods and techniques* (2nd ed.). Wishwa Prakashan.
- Mangal, S. K. (2012). *Statistics in psychology and education* (2nd ed.). PHI Learning Pvt. Ltd.

PSYCHOLOGY (MAJOR)

SEMESTER 5: BASICS OF RESEARCH

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Principles of Good Research, Ethics in Psychological Research. Paradigms of Research: Quantitative & Qualitative orientations towards research & their steps, Distinction between Qualitative & Quantitative Research orientations **(20 hours)**

Unit 2: Sampling: Probability & Non-probability sampling methods **(10 hours)**

Unit 3: Methods of Data Collection: Brief mention of all the methods. Detailed understanding of Case study, observation, interview, and Survey. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory

1. Experimental Determination of Complex Reaction Time: Discriminative and Choice Reaction Time

Readings:

Anastasi, A., & Urbina, S. (1996). *Psychological testing* (1st ed.). Pearson.

- Bryman, A. (2004). *Quantity and quality in social research*. Routledge.
- Chadha, N. K. (2009). *Applied Psychometry*. Sage Publications.
- Dyer, C. (2001). *Research in psychology: A practical guide to research methodology and statistics* (2nd ed.). Blackwell Publishers.
- Gregory, R. J. (2006). *Psychological testing: History, principles, and applications* (4th ed.). Pearson Education.
- Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of behavioral research*. Wadsworth.
- Kothari, C. R. (1990). *Research methodology: Methods and techniques* (2nd ed.). Vishva Prakashan.
- McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice Hall.
- Mohsin, S. M. (1984). *Research methods in behavioural sciences* (latest ed.). Orient Longman.
- Murphy, K. R., & Davidshofer, C. O. (2004). *Psychological testing: Principles and applications* (6th ed.). Prentice Hall.
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson Education.
- Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw Hill.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Open University Press.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology* (latest ed.). Oxford & IBH Publishing.

PSYCHOLOGY (MAJOR)

SEMESTER 6: BASICS OF ADJUSTMENT AND PSYCHIATRIC DISORDERS

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction: Concept of adjustment; Mental Health; Mental Hygiene; Criteria and factors of adjustment. **b)** Stress: Concept, Types of Stress, Frustration and Conflict. Reaction to stress: Generalized principles of adjustive behaviour; task-oriented and defence-oriented reaction patterns. **(15 hours)**

Unit 2: Introduction: Concept of abnormality: Criteria of normality. Concept of Neuroticism, Psychoticism. Determinants of Abnormal Behaviour: a) Biological; b) Psychological. c) Socio-Cultural. (15 hours)

Unit 3: Clinical features & classification Following DSM 5- TR. I) Schizophrenia II) Mood Disorders – Major Depressive and Dysthymic disorders. III) Generalized Anxiety Disorder; IV) Phobia; V) Obsessive and Compulsive Disorder. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of NEO-FFI-3 (Costa, P. T., Jr., & McCrae, R. R., 2010).
2. Administration of Beck's Depression Inventory-2 (Beck, et. al., 1996)

Readings:

Atwater, E. W. (1983). *Psychology of adjustment*. Prentice Hall.

Barlow, D. H., & Durand, V. M. (2013). *Abnormal psychology* (7th ed.). Cengage Learning India.

Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *Beck Depression Inventory–II (BDI-II)*. APA PsycTests.

Bennett, P. (2006). *Abnormal and clinical psychology: An introductory textbook*. Open University Press.

Brewer, K. (2001). *Clinical psychology*. Heinemann Educational Publishers.

Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal psychology*. Pearson.

Comer, R. J. (2010). *Abnormal psychology* (9th ed.). Worth Publishers.

Costa, P. T., Jr., & McCrae, R. R. (2010). *NEO Five-Factor Inventory-3 (NEO-FFI-3) professional manual*. Psychological Assessment Resources.

Goldberger, L., & Breznitz, S. (1986). *Handbook of stress: Theoretical and clinical aspects*. Free Press.

Kaplan, H. I., & Sadock, B. J. (2007). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry*. Lippincott Williams & Wilkins.

Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Cengage Learning.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). Wiley.

Marks, D. F., Murray, M., Evans, B., & Willig, C. (2000). *Health psychology: Theory, research and applications*. Sage Publications.

Misra, G. (Ed.). (1999). *Psychological perspectives on stress and health*. Concept Publishing

PSYCHOLOGY (MAJOR)

SEMESTER 6: PSYCHOPATHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1 a): Concepts of psychopathology. Current classification of mental disorders (According to APA) **b)** Methods of studying abnormal behaviour: Case History; Interview; Psychometric; Projective **(15 hours)**

Unit 2 a): Etiology of Mood disorders – Major Depressive Disorder and Bipolar disorders **(7 hours)**. **b)** Etiology of Schizophrenia Spectrum Disorder **(8 hours)**

Unit 3 a): Etiology of Generalized anxiety disorder, phobia and obsessive compulsive disorder **(7 hours)**. **b)** Signs, Symptoms and Etiology of Somatoform disorders – Somatization and Conversion **(8 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Eysenck Personality Questionnaire-R (Eysenck, H. J., & Eysenck, S. B. G., 1991).

2. Administration of General Health Questionnaire (GHQ) – 28 (Goldberg, D.P., & Hiller, V.E., 1979)

Readings:

- Barlow, D. H., & Durand, V. M. (2013). *Abnormal psychology* (7th ed.). Cengage Learning India.
- Bennett, P. (2006). *Abnormal and clinical psychology: An introductory textbook*. Open University Press.
- Brewer, K. (2001). *Clinical psychology*. Heinemann Educational Publishers.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal psychology*. Pearson.
- Comer, R. J. (2010). *Abnormal psychology* (9th ed.). Worth Publishers.
- Corey, G. (2008). *Theory and practice of counseling and psychotherapy*. Thomson Learning.
- Eysenck, H. J., & Eysenck, S. B. G. (1991). *Manual of the Eysenck Personality Questionnaire—Revised*. Hodder & Stoughton.
- Goldberg, D. P., & Hiller, V. F. (1979). A scaled version of the General Health Questionnaire. *Psychological Medicine*, 9, 139–145.
- Goldberg, D., & Williams, P. (1988). *A user's guide to the General Health Questionnaire*. NFER-Nelson.
- Kaplan, H. I., & Sadock, B. J. (2007). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry*. Lippincott Williams & Wilkins.
- Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Cengage Learning.
- Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). Wiley.
- Plante, T. G. (2020). *Contemporary clinical psychology* (4th ed.). John Wiley & Sons.
- Riskind, J. H., Manos, M. J., & Alloy, L. B. (2004). *Abnormal psychology: Current perspectives*. McGraw-Hill.

PSYCHOLOGY (MAJOR)

SEMESTER 6: ORGANIZATIONAL BEHAVIOUR

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting (15 hours)

Unit 2: Individual level processes: Employee attitudes: Job satisfaction, Organizational Citizenship Behaviour; Content theories of Work Motivation; Maslow, McClelland, Two-factor; Process Theories- Vroom's VIE Model, Equity Theory. (15 hours)

Unit 3: Dynamics of Organizational Behavior: Organizational culture: Power and Politics; Organizational Politics; Gender issues at workplace, its influence on work-life balance, sexual harassment at workplace. Positive Organizational Behaviour: (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Questionnaire on Work Life Balance (WLB) (Hayman, 2005)

Aroosiya, M. A. C. F. (2022). A study on work life balance during the economic crisis in Sri Lanka. *American Journal of Interdisciplinary Research and Innovation (AJIRI)*, 1(3), 17–23.

2. Work Motivation Questionnaire (WMQ-A), (KG Agrawal, 2012)

Readings:

Agrawal, K. G. (2012). *Manual for work motivation questionnaire (WMQ-A)*. National Psychological Corporation.

Aroosiya, M. A. C. F. (2022). A study on work life balance during the economic crisis in Sri Lanka. *American Journal of Interdisciplinary Research and Innovation (AJIRI)*, 1(3), 17–23. <https://doi.org/10.54536/ajiri.v1i3.865>

Blum, N. L., & Naylor, J. C. *Industrial psychology: Its theoretical and social foundation*.

Chadha, N. K. (2007). *Organizational behavior*. Galgotia Publishers.

Greenberg, J., & Baron, R. A. (2007). *Behavior in organizations* (9th ed.). Dorling Kindersley.

Griffin, R. W., & Moorhead, G. (2009). *Organizational behavior: Managing people and organizations*. Biztantra Publishers.

- Hayman, J. (2005). Psychometric assessment of an instrument designed to measure work-life balance. *Research and Practice in Human Resource Management*, 13(1), 85–91.
- Landy, F. J., & Conte, J. M. (2007). *Work in the 21st century: An introduction to industrial and organizational psychology*. Wiley-Blackwell.
- Luthans, F. (2009). *Organizational behavior*. McGraw Hill.
- Muchinsky, P. M. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Hypergraphic Press.
- Pareek, U. (2010). *Understanding organizational behaviour*. Oxford University Press.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of psychology*. Oxford University Press.
- Robbins, S. P., & Judge, T. A. (2007). *Organizational behavior* (12th ed.). Prentice Hall of India.
- Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2008). *Organizational behavior* (10th ed.). Wiley India.
- Schultz, D. P., & Schultz, S. E. (2010). *Psychology and work today: An introduction to industrial and organizational psychology* (10th ed.). Pearson.
- Singh, K. (2010). *Organizational behavior: Texts and cases*. Dorling Kindersley.
- Sinha, J. B. P. (2008). *Culture and organizational behavior*. Sage.

PSYCHOLOGY (MAJOR)

With & Without Research

SEMESTER 7: APPLIED SOCIAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Nature of Applied Social Psychology, Social influences on behaviour; Methods – Correlational approach, Survey method, Participatory Action Research (**10 hours**)

Unit 2: Environment, diversity. Population explosion, Globalization. Urbanization. (**10 hours**)

Unit 3: a) Controlling Aggression and Promoting Prosocial Behaviour (**8 hours**)

b) Applications of Media [Including Social Media and Technology] (7 hours)

c) Cyber-psychology- Digital behaviour, Cyberbullying, Cyber-crime, Digital Mental Health & Telemanas Pariseva (10 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Cyberbullying Scale
2. A Brief Survey on Bystander Effect

Readings:

Kirwan, G. (2016). *An introduction to cyber psychology*. Routledge.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage Learning.

Kool, V. K., & Agarwal, R. (2006). *Applied social psychology: A global perspective*. Atlantic Publishers.

Mikkelson, B. (1995). *Methods for development work and research: A guide for practitioners*. Sage Publications.

Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications.

Smith, P. B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. Sage Publications.

PSYCHOLOGY (MAJOR)

With & Without Research

SEMESTER 7: COMMUNITY PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Definition of community psychology; types of communities; Models & perspectives. Seven Core Values of Community Psychology (15 hours)

Unit 2: Aims & Methods of Community psychology- Quantitative & Qualitative Methods; Integrating Qualitative and Quantitative methods. (15 hours)

Unit 3: Health promotion: process of community organization for health promotion, importance. Community programme for: Child and Maternal health, Disability and Old age in the Indian context. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Social Support Scale

2. The Brief Sense of Community Scale (Peterson, N.A., Speer, P.W., & McMillan, D., 2008).

Readings:

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). *Can information campaigns start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India* (World Bank Policy Research Working Paper No. 3967). World Bank.

Bond, M. A., Serrano-García, I., Keys, C. B., & Shinn, M. (Eds.). (2017). *APA handbook of community psychology*. American Psychological Association.

Chakraborty, N., Das, S., & Banerjee, S. (2026). *Community psychology: Moving towards collective wellbeing*. Taylor & Francis.

Fetterman, D. M., Kaftarian, S. J., & Wandersman, A. (Eds.). (1996). *Empowerment evaluation*. Sage Publications.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth Cengage Learning.

McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2005). *An introduction to community health*. Jones & Bartlett Publishers.

Misra, G. (Ed.). (2010). *Psychology in India*. Indian Council of Social Science Research & Pearson Education.

Peterson, N. A., Speer, P. W., & McMillan, D. W. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36(1), 61–73.

Poland, B. D., Green, L. W., & Rootman, I. (2000). *Settings for health promotion: Linking theory and practice*. Sage Publications.

PSYCHOLOGY (MAJOR)

With & Without Research

SEMESTER 7: HEALTH PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health (**15 hours**)

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. (**15 hours**)

Unit 3: Health Enhancing Behaviours and Well-being: Exercise, nutrition, safety, pain, stress management (**15 hours**)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Short Health Anxiety Inventory (Salkovskis, P. M., Rimes, K. A., Warwick, H. M. C., & Clark, D. M., 2002).

2. PGI Wellbeing Scale (Verma, S.K., & Verma, A., 1989).

Readings:

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill.

Carr, A. (2004). *Positive psychology: The science of happiness and human strength*. Kindersley.

Dimatteo, M. R., & Martin, L. R. (2011). *Health psychology*. Dorling Kindersley.

Misra, G. (1999). *Stress and health*. Concept.

Salkovskis, P. M., Rimes, K. A., Warwick, H. M. C., & Clark, D. M. (2002). The health anxiety inventory: Development and validation of scales for the measurement of health anxiety and hypochondriasis. *Psychological Medicine*, 32(5), 843–853.

Sarafino, E. P. (2002). *Health psychology: Biopsychosocial interactions* (4th ed.). Wiley.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Sage.

Taylor, S. E. (2006). *Health psychology* (6th ed.). Tata McGraw Hill.

Verma, S. K., & Verma, A. (1989). *Manual for PGI general well-being measure*. Ankur Psychological Agency.

PSYCHOLOGY (MAJOR)

With & Without Research

SEMESTER 7: QUALITATIVE RESEARCH METHODS

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Historical Moments in Qualitative Research (3 hours)

b) Ethical Issues & Considerations. Focus Group Discussion, Use of Secondary Data (5 hours)

c) Characteristics of qualitative research; Sampling; Trustworthiness (7 hours)

Unit 2: Data generation in Qualitative Research (Coding Techniques) (15 hours)

Unit 3: Writing in Qualitative Research - Practice of interpretation, evaluation and representation (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, be familiar with the associated concepts and be able to explain the findings and link the findings with the theory.

1. Practical on Focus Group Discussion

Readings:

Bryman, A. (2004). *Quantity and quality in social research*. Routledge.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.

Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson Education.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Open University Press.

PSYCHOLOGY (MAJOR)

With & Without Research

SEMESTER 7: COUNSELLING PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Nature and Goals; Counselling as a profession: professional ethics; The effective counsellor: personality characteristics; Indian Concept (**15 hours**)

Unit 2: Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships (**15 hours**)

Unit 3: Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Mindfulness-based Techniques (**15 hours**)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the concept and processes to be used, if any, and be able to explain the findings and link the findings with the theory.

1. Case History taking
2. Effect of Brief Relaxation on state anxiety (Pre - Post Design)

Readings:

Aguilera, D. C. (1998). *Crisis intervention: Theory and methodology* (8th ed.). Mosby.

- Belkin, G. S. (1998). *Introduction to counselling* (3rd ed.). W. C. Brown.
- Capuzzi, D., & Gross, D. R. (2007). *Counselling and psychotherapy: Theories and interventions* (4th ed.). Pearson.
- Corey, G. (2009). *Counselling and psychotherapy: Theory and practice* (7th ed.). Cengage Learning.
- Friedlander, M. L., & Diamond, G. M. (2012). Couple and family therapy. In E. M. Altmaier & J. C. Hansen (Eds.), *The Oxford handbook of counselling psychology*. Oxford University Press.
- Geldard, K., & Geldard, D. (2011). *Counselling children: A practical introduction* (3rd ed.). Sage.
- Gibson, R. L., & Mitchell, M. H. (2012). *Introduction to counselling and guidance* (7th ed.). Pearson.
- Gladding, S. T. (2012). *Counselling: A comprehensive profession* (7th ed.). Pearson.
- Hansen, J. C. (2012). Contemporary counselling psychology. In E. M. Altmaier & J. C. Hansen (Eds.), *The Oxford handbook of counselling psychology*. Oxford University Press.
- Kapur, M. (2011). *Counselling children with psychological problems*. Pearson.
- Mallik, N. B., & Chattopadhyay, P. K. (2002). *Manual for the Bengali adaptation of the State-Trait Anxiety Inventory*. Psycho-Medico Centre.
- Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.), *Psychology in India: Vol. 3. Clinical and health psychology*. ICSSR/Pearson.
- Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. Tata McGraw Hill.
- Seligman, L., & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). Pearson.
- Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and cases* (5th ed.). Brooks/Cole Cengage Learning.
- Spielberger, C. D., Gorsuch, R. L., & Lushene, R. G. (1970). *STAI manual*. Consulting Psychologists Press.
- Udupa, K. N. (1985). *Stress and its management by yoga*. Motilal Banarsidass.

PSYCHOLOGY (MAJOR)

Honours With & Without Research

SEMESTER 8: RESEARCH METHODOLOGY -I

THEORY: 75 Marks

PRACTICAL: 25 Marks (Viva)

Unit 1a: Formulating a Research Problem: Reviewing the literature; formulating a research problem; identifying variables and converting concepts into variables; constructing hypotheses. **(5 hours)**

b) The research design; selecting a study design—decision regarding quantitative, qualitative, mixed method approach. **(5 hours)**

Unit:2a) Constructing an Instrument for Data Collection: Selecting a method of data collection; collecting data using Attitude Scales; establishing reliability and validity of a research instrument. **(5 hours)**

b) Selecting A Sample: Differences between sampling in quantitative and qualitative research; theoretical basis for sampling; factors affecting inferences drawn from a sample; different types of sampling. **(5 hours)**

Unit 3a): Writing A Research Proposal: Purpose of research proposal in quantitative and qualitative research; content of research proposal; how to write a research proposal. **(5 hours)**

b) Collecting Data: Considering ethical issues in data collection. **(5 hours)**

c) Processing and Displaying Data: Methods for processing data in quantitative studies; how to edit data and prepare for coding, how to code qualitative data in quantitative studies; methods for processing data in qualitative studies; analyzing data in qualitative and quantitative studies; role of statistics in research; role of computer in data analysis. **(10 hours)**

d) Writing A Research Report: How to develop an outline of a research report; how to integrate hard data into the report; writing about the variables; drawing inferences and conclusions; different referencing systems; how to write bibliography. **(5 hours)**

Practicum: (30 hours)

Objectives: For this practicum, students are expected to know about the usage of excel, statistical software.

Introduction to Statistical Package for Social Sciences (SPSS) or any other available statistical software: Opening a data file, SPSS Data Editor, Data View, Using SPSS/ other statistical package in Statistical Analyses, Closing SPSS.

Readings:

Broota, K. D. (2022). *Experimental design in behavioural research* (3rd ed.). New Age International Publishers.

Bryman, A. (2004). *Quantity and quality in social research*. Routledge.

Creswell, J. W. (2011). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). Sage Publications.

Cunningham, J. B., & Aldrich, J. O. (2024). *Using SPSS: An interactive hands-on approach*. Sage Publications.

Dyer, C. (2001). *Research in psychology: A practical guide to research methodology and statistics* (2nd ed.). Blackwell Publishers.

Field, A. (2019). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.

Flick, U. (2019). *An introduction to qualitative research* (5th ed.). Sage Publications.

Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of behavioural research*. Wadsworth.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage Publications

Neuman, W. L., & Tucker, V. (2022). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.

Pandian, P. S., Muthulakshmi, S., & Vijaykumar, T. (2022). *Research methodology & applications of SPSS in social science research*. Sultan Chand & Sons.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Oxford University Press.

PSYCHOLOGY (MAJOR)

Honours With & Without Research

SEMESTER 8: RESEARCH METHODOLOGY II

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Theory construction in psychology (5 hours)

Unit 2: a) Research Design (i) Advanced Research design & sampling design (ii). Sample size estimation. (10 hours) b) APA format of report writing for analysis of quantitative data (5 hours)

Unit 3: Statistical Techniques – correlation & regression, ANOVA (25 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the statistical methods used and be able to explain the findings and link the findings with the theory.

1. On Computation of Correlation
2. On Computation of One-way ANOVA

Readings:

Anastasi, A., & Urbina, S. (1996). *Psychological testing* (1st ed.). Pearson.

Broota, K. D. (2017). *Experimental design in behavioural research*. Delhi.

Kothari, C. R. (1990). *Research methodology: Methods and techniques* (2nd ed.). Wishwa Prakashan.

McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice Hall.

Mohsin, S. M. (1984). *Research methods in behavioural sciences* (Latest ed.). Orient Longman.

Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw Hill.

PSYCHOLOGY (MAJOR)
Honours Without Research
SEMESTER 8: POSITIVE PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and Virtues. **(15 hours)**

Unit 2: a) Positive Emotional States and Processes: Happiness (Emphasis on Indian Perspective) and Well-being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience **(8 hours)** b) Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness. **(7 hours)**

Unit 3: Applications: Work, education, ageing, health **(15 hours)**

Practicum: (30 Hours)

Objectives: For practicum, students are expected to conduct an interview and select the codes and themes from the interview.

1. Application of Thematic Analysis

Readings:

Baumgardner, S. R., & Crothers, M. K. (2010). *Positive psychology*. Prentice Hall.

Carr, A. (2004). *Positive psychology: The science of happiness and human strength*. Routledge.

Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.

Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. Free Press/Simon and Schuster.

Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Sage.

Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. Oxford University Press.

PSYCHOLOGY (MAJOR)

Honours Without Research

SEMESTER 8: PERSONALITY PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Psychoanalytic Theories (Jung, Adler, Erikson), Object Relations Theories (Klein, Mahler) **(15 hours)**

Unit 2: Trait and Humanistic Theories of Personality: Cattell, Eysenck, Rogers **(15 hours)**

Unit 3: Measurement of Personality: Projective and Non-Projective techniques **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Thematic Apperception Test

2. Children's Apperception Test

Readings:

Fiest, G.A.: *Theories of Personality*, (Latest Edition) Holt, Rinehart & Winston.

Hogan, R. (1976): *Personality Theory*, Prentice Hall, New Jersey

PSYCHOLOGY (MAJOR)

Honours Without Research

SEMESTER 8: INDIAN PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Need for studying Indian Psychology. Alternate concept of mind in Indian philosophies – Vedanta, Samkhya, Nyaya, Buddhism (15 hours)

Unit 2: Indian Approach to a) Cognition; b) Self and Consciousness (15 hours)

Unit 3: Indian Approaches to a) moral behavior (b) psychological disorders. Concept and Significance of meditation. (15 hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Effect of Meditation on State Anxiety (Pre - Post Design)

Readings:

Cornelissen, M., Misra, G., & Varma, S. (2014). *Foundations and applications of Indian psychology*. Pearson.

Farias, M., Brazier, D., & Lalljee, M. (Eds.). (2019). *The Oxford handbook of meditation*. Oxford University Press.

Hiriyanna, M. (2014). *Outlines of Indian philosophy*. Motilal Banarsidass. (Original work published 1932)

Paranjape, A. C. (2002). *Self and identity in modern psychology and Indian thought*. Kluwer Academic/Plenum Publishers.

Paranjape, A. C., & Rao, K. R. (2012). *Psychology in the Indian tradition*. Springer.

Rao, K. R., Paranjape, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press.

Sinha, J. (2000). *Indian psychology* (Vols. 1–3). Routledge. (Original work published 1934)

Sinha, J. (2016). *Indian philosophy* (Vols. 1–3). Motilal Banarsidass. (Original work published 1956)

Veereshwar, P. (2002). *Indian systems of psychotherapy*. Kalpaz Publications.

PSYCHOLOGY (MAJOR)

Honours With Research

SEMESTER 7: DISCIPLINE SPECIFIC RESEARCH INTERNSHIP

THEORY: 75 Marks

Viva: 25 Marks

Research internship should be carried out in Academic Institute/ Research institute/ NGO/ Hospitals/ Reputed Private or Corporate Organizations.

Theory includes evaluation of submitted document about the work carried out during internship duly signed by appropriate authority of internship site.

PSYCHOLOGY (MAJOR)

Honours With Research

SEMESTER 8: DISSERTATION

THEORY: 150 Marks

VIVA : 50 Marks

Research Oriented Dissertation

Table: 2 Psychology-Minor (with Major) (4 papers)

Semester	Course	Paper & Name	Credit	Marks
1/3	Minor-1	Introduction to Psychology	4 [3th+1P]	75 Th +25 ^P
2/4	Minor-2	Basic Psychological Processes	4 [3th+1P]	75 Th +25 ^P
5/6	Minor-3	Basics of Developmental and Educational Psychology	4 [3th+1P]	75 Th +25 ^P
	Minor-4	Basics of Social and Industrial/Organizational Psychology	4 [3th+1P]	75 Th +25 ^P

PSYCHOLOGY

(MINOR-1)

SEMESTER 1/3: INTRODUCTION TO PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit: I

- (a) Introduction: Nature, definition, scope and branches of Psychology. Methods: Observation, Experimentation, Interview **5 hours**
- (b) Brief Concepts of Schools of Psychology: Structuralism & Behaviorism **5 hours**
- (c) Variables and their classifications, Independent, Dependent and Controlling of variables **5 hours**

Unit: II

- (a) Attentional Processes: Definition, Nature of Attention, Determinants of Attention **5 hours**
- (b) Sensation: Definition and Attributes of Sensation. Perception- Definition; Laws of Perceptual organization. **6 hours**

(c) Biological Foundation of Behaviour: **4 hours**
Structure and function of neuron, synapse and neurotransmitters.

**Unit:
III**

(a) Processing of data: (i) Tabulation, classification and frequency distribution of data; plotting of Graph **8 hours**

(Polygon, histogram and Ogive)

(b) Concept, types, uses and measures of Central tendency. **7 hours**

Practicum (30 Hours)

Objectives:

For each practicum, students are expected to know about the calculation and plotting the graph, be able to conduct the practicum and justify the method used, if any, and be able to explain the findings.

(a) Computational Techniques of the measures of Central tendency.

(b) Graphical Representation: Frequency Polygon, Histogram and Ogive

Readings:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. (Latest ed.). *Introduction to Psychology*. Harcourt Brace Java.

Baron, R., & Misra, G. (2013). *Psychology*. Pearson.

Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.

Carlson, N. R. (2000). *Physiology of behavior*. Allyn & Bacon.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Das, D., & Das, A. (Latest ed.). *Statistics in biology and psychology*. Academic Publishers.

Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). Sage Publications.

Garrett, H. E., & Woodworth, R. S. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons Ltd.

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford IBH Publishing.

Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.

Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.

- Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.
- McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice-Hall.
- Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill Higher Education.
- Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.
- Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.
- Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). A.I.T.B.S. Publishers.
- Olson, M. H., & Hergenhahn, B. R. (2009). *Introduction to theories of learning*. Prentice-Hall India.
- Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.
- Pinel, J. P. J. (2000). *Biopsychology*. Allyn & Bacon.
- Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.
- Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.
- Santrock, J. W. (n.d.). *Psychology essentials* (2nd ed.). McGraw-Hill Higher Education.
- Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.
- Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

PSYCHOLOGY

(MINOR-2)

SEMESTER 2/4: BASIC PSYCHOLOGICAL PROCESSES

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Perceptual Processes: 15 hours

- a) Nature of perception, relation of attention and perception; form perception, time perception (**8 hours**)
- b) Perceptual organization, figure and ground (**7 hours**)

Unit 2: Learning processes; Memory & Forgetting:15 hours

- a) Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight (**8 hours**)
- b) Memory & Forgetting: Nature of encoding; storage & retrieval; STM, LTM, Types of memory; nature and theories of forgetting: Trace-decay, Interference (to be related with serial position effect), Motivated Forgetting (**7 hours**)

Unit 3: Intelligence; Emotion and Motivation: 15 hours

- a) Intelligence: definition, nature, classification, factor theories of intelligence - Spearman and Thurstone (**4 hours**)
- b) Emotion: nature, basic emotions, theories -bodily theories (peripheral: James-Lange, central: Cannon-Bard) (**4 hours**)
- c) Motivation: definition, types - biological and social; theories - concept of drive, incentive, Maslow's need hierarchy theory (**7 hours**)

Practicum: 30 Hours

Objectives:

For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Standard Progressive Matrices (SPM) (Raven, 1938)

Readings:

Anastasi, A. (1990). *Psychological testing*. Macmillan.

Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. (Latest ed.). *Introduction to psychology*. Harcourt Brace Jovanovich.

Baron, R., & Misra, G. (2013). *Psychology*. Pearson.

Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.

Carlson, N. R. (2000). *Physiology of behavior*. Allyn & Bacon.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.
- Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). Sage.
- Grossman, S. P. (1967). *A textbook of physiological psychology*. John Wiley & Sons.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford & IBH Publishing.
- Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.
- Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.
- Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.
- McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice-Hall.
- Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill.
- Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.
- Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.
- Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). AITBS Publishers.
- Olson, M. H., & Hergenhahn, B. R. (2009). *Introduction to the theories of learning*. Prentice-Hall India.
- Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.
- Pinel, J. P. J. (2000). *Biopsychology*. Allyn & Bacon.
- Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.
- Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.
- Raven, J. C. (1938). *Standard progressive matrices*. Lewis.
- Santrock, J. W. *Psychology essentials* (2nd ed.). McGraw-Hill.
- Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.
- Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

Snodgrass, J. G., Levy-Berger, G., & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.

Solso, R. L. (2006). *Cognitive psychology* (6th ed.). Pearson.

Solso, R. L., Maclin, H., & Maclin, M. K. (2008). *Cognitive psychology* (8th ed.). Pearson.

Woodworth, R. S., & Schlosberg, H. *Experimental psychology*. Oxford & IBH Publishing.

Woodworth, R. S., & Sheehan, M. R. *Contemporary schools of psychology*. Methuen.

Zimbardo, P. G., & Weber, A. L. (1997). *Psychology*. HarperCollins College Publishers.

PSYCHOLOGY

(MINOR-3)

SEMESTER 5/6: BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.

b) Child Development – Piaget’s theory of Cognitive Development; Kohlberg’s Theory of Moral Development **(15 hours)**

Unit 2: a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.

b) Application of Learning & Memory Theories in Education. Programmed Learning, Transfer of training. **(15 hours)**

Unit 3: Intelligence: **a)** Application and its Measurement; **b)** Exceptional Children – Gifted, Intelligence ranging from below average to above average. **(15 hours)**

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Dearborn Form Board/ Block Design Test)

Readings:

- Aggarwal, J. C. (2001). *Basic ideas in educational psychology*. Shipra Publication.
- Anastasi, A. (1990). *Psychological testing*. Macmillan.
- Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.
- Brodzinsky, D. M., Gormly, A. V., & Anibron, S. R. (1986). *Life span human development*. CBS Publishers.
- Carmichael, L. (1968). *Child psychology*. Wiley Eastern Pvt. Ltd.
- Chauhan, S. S. (1987). *Advanced educational psychology*. Vikas Publishing House.
- Feldman, R. S., & Babu, N. (2011). *Discovering the lifespan*. Pearson.
- Georgas, J., Berry, J. W., van de Vijver, F. J. R., Kagitçibasi, Ç., & Poortinga, Y. P. (2006). *Families across cultures: A 30-nation psychological study*. Cambridge University Press.
- Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw Hill Education.
- Hurlock, E. B. (2005). *Child development* (6th ed.). McGraw Hill Education.
- Hetherington, E. B., & Parke, R. D. (1986). *Child psychology*. McGraw-Hill.
- Kaplan, R. M., & Sacuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). Asian Books Pvt. Ltd.
- Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. Psychology Press.
- Mussen, P. H., Conger, J. J., & Kagan, J. (1979). *Child development and personality* (5th ed.). Harper & Row.
- Nunnally, J. C. (1981). *Psychometric theory*. Tata McGraw Hill.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). McGraw Hill.
- Santrock, J. W. (2011). *Child development* (13th ed.). McGraw Hill.
- Santrock, J. W. (2012). *Life-span development* (13th ed.). McGraw Hill.
- Saraswathi, T. S. (2003). *Cross-cultural perspectives in human development: Theory, research, and applications*. Sage Publications.
- Srivastava, A. K. (1997). *Child development: An Indian perspective*.
- Thomas, K., Crowl, T. K., Kaminsky, S., & Podell, D. M. (1997). *Educational psychology: Windows on teaching*.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford & IBH Publishing.

PSYCHOLOGY

(MINOR-4)

SEMESTER 5/6: BASICS OF SOCIAL & ORGANIZATIONAL PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Nature, scope and methods of Social Psychology. (15 hours)

Unit 2: Group: Nature of groups; Types of Groups; Crowd and mob behaviour. Leadership. (15 hours)

Unit 3: Industrial/Organizational Psychology: Concept of Industrial Psychology and Organizational behaviour: Introduction: Aim, scope and methods of OB. Content Theories of Work Motivation- Maslow, Herzberg (15 hours)

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Work Motivation Questionnaire (WMQ-A), (KG Agrawal, 2012)

Readings:

Agrawal, K. G. (2012). *Manual for work motivation questionnaire (WMQ-A)*. National Psychological Corporation.

Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.

Baumeister, R. F., & Bushman, B. J. (2013). *Social psychology and human nature*. Wadsworth.

Franzoi, S. L. (2009). *Social psychology* (5th ed.). McGraw-Hill.

Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology*. Houghton Mifflin.

Krech, D., & Crutchfield, R. S. *Theory and problems of social psychology*. McGraw-Hill.

Kuppuswamy. *An introduction to social psychology*. Media Promoters and Publishers Pvt. Ltd.

Misra, G. (2009). *Psychology in India (Vol. 4): Theoretical and methodological developments (ICSSR survey of advances in research)*. Pearson.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.

COURSE STRUCTURE-MDC

	CC1	CC2	Minor	IDC	AEC	SEC	CVAC	Summer Internship	Total Credit
Semester	8x4= 32	8x4= 32	6x4= 24	3x3=9	4x2= 8	3x4=12	4x2=8	1x3= 3	124
1	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+ 1P/TU		1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2=4		21
2	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+ 1P/TU		1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2=4		21
3	1x4= 4 (3TH+ 1P/TU)	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+1P/TU	1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4			21
4	2x4=8 4x(3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)	1x4= 4 (3TH+1P/TU)		1x2= 2 2TH +0P/TU				22
5	2x4= 8 2x(3TH+ 1P/TU)	1x4= 4 3TH+ 1P/TU	2x4= 8 2x(3TH+ 1P/TU)						20
6	1x4= 4 (3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)						20
Credits	8x4= 32	8x4= 32	6x4= 24	3x3= 9	4x2= 8	3x4= 12	4x2= 8		125+3 =128
Marks	8x100= 800	8x100= 800	6x100= 600	3x75= 225	4x50= 200	3x100= 300	4x50= 200		Total Marks =3200

Marks= 25 marks per credit.

Total credit=125+3 (for summer internship) = 128

Table: 3 MDC Course-Psychology (CC-1/CC-2) (8 Papers)

MDC-Core Course

Semester	Course	Paper & Name	Credit	Marks
1	CC-1/CC-2	MDC-1:Introduction to Psychology	4 [3th+1P]	75 Th +25 ^P
2	CC-1/CC-2	MDC-2:Basic Psychological Processes	4 [3th+1P]	75 Th +25 ^P
3	CC-1/CC-2	MDC-3: Basics of Developmental and Educational Psychology	4 [3th+1P]	75 Th +25 ^P
4	CC-1/CC-2	MDC-4: Basics of Social and Industrial/ Organizational Psychology	4 [3th+1P]	75 Th +25 ^P
		MDC-5: Psychology of Individual Differences	4 [3th+1P]	75 Th +25 ^P
5	CC-1/CC-2	MDC-6: Basics of Adjustment and Behavioural Problems	4 [3th+1P]	75 Th +25 ^P
5 OR 6	CC-1 OR CC-2	MDC-7: Life Span Development	4 [3th+1P]	75 Th +25 ^P
6	CC-1/CC-2	MDC-8: Counseling Psychology	4 [3th+1P]	75 Th +25 ^P

Semester	Course	Paper & Name	Credit	Marks
1/2/3	SEC	Stress Management	4 [3th+1P]	75 Th +25 ^P
1/2/3	IDC	Human Resource Management [HRM]	3 [2Th+1P]	50 Th + 25 ^P

Table: 4 MDC Course-Psychology as Minor (6 Papers)

(To be started from Semester-3)

Semester	Course	Paper & Name	Credit	Marks
3	m1	MDC-1:Introduction to Psychology	4 [3th+1P]	75 Th +25 ^P
4	m2	MDC-2: Basic Psychological Processes	4 [3th+1P]	75 Th +25 ^P
5	m3	MDC-3: Basics of Developmental and Educational Psychology	4 [3th+1P]	75 Th +25 ^P
	m4	MDC-4: Basics of Social and Industrial/ Organizational Psychology	4 [3th+1P]	75 Th +25 ^P
6	m5	MDC-5: Psychology of Individual Differences	4 [3th+1P]	75 Th +25 ^P
	m6	MDC-6: Basics of Adjustment and Behavioural Problems	4 [3th+1P]	75 Th +25 ^P

PSYCHOLOGY
Multidisciplinary Course(MDC)
(MDC-1) (CC1/CC2)
SEMESTER 1: INTRODUCTION TO PSYCHOLOGY
And as m1 FOR PSYCHOLOGY MINOR in SEMESTER 3
THEORY: 75 Marks
PRACTICAL: 25 Marks

Unit: I

- (a) Introduction: Nature, definition, scope and branches of Psychology, Methods: Observation, Experimentation, Interview. **5 hours**
- (b) Brief Concepts of Schools of Psychology: Structuralism, Behaviorism **5 hours**
- (c) Variables and their classifications, Independent, Dependent and Controlling of variables **5 hours**

Unit: II

- (a) Attention: Definition, Nature of Attention, and Determinants of Attention **5 hours**
- (b) Sensation: Definition and Attributes **5 hours**
Perception: Definition & Laws of Perceptual Organization
- (c) Biological Foundation of Behaviour: Structure & Functions of neuron, synapse and neurotransmitter **5 hours**

Unit: III

3. (a) Processing of data: (i) Tabulation, classification and frequency distribution of data; plotting of Graph (Polygon, histogram and Ogive) **8 hours**
- (b) Concept, types, uses and measures of Central tendency **7 hours**

Practicum: (30 Hours)

Objectives:

For each practicum, students are expected to know about the calculation and plotting, be able to conduct the practicum and justify the method used, if any, and be able to explain the findings.

- a. Computational Techniques of the measures of Central tendency
- b. Graphical Representation: Frequency Polygon, Histogram and Ogive

Readings:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. (Latest ed.). *Introduction to psychology*. Harcourt Brace Java.

Baron, R., & Misra, G. (2013). *Psychology*. Pearson.

Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.

Carlson, N. R. (2000). *Physiology of behavior*. Allyn & Bacon.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Das, D., & Das, A. (Latest ed.). *Statistics in biology and psychology*. Academic Publishers.

Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). Sage Publications.

Garrett, H. E., & Woodworth, R. S. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons.

Guilford, J. P., & Fruchter, B. (1988). *Fundamental statistics in psychology and education*. McGraw-Hill.

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford & IBH Publishing.

Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.

Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.

Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.

McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice Hall.

Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill.

Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.

Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.

Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.

Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). AITBS Publishers.

Olson, M. H., & Hergenhahn, B. R. (2009). *Introduction to theories of learning*. Prentice Hall India.

Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.

Pinel, J. P. J. (2000). *Biopsychology*. Allyn & Bacon.

Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.

Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.

Santrock, J. W. (n.d.). *Psychology essentials* (2nd ed.). McGraw-Hill.

Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.

Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

Solso, R. L. (2006). *Cognitive psychology* (6th ed.). Pearson.

Solso, R. L., Maclin, H., & Maclin, M. K. (2008). *Cognitive psychology* (8th ed.). Pearson.

Woodworth, R. S., & Schlosberg, H. (1954) (Latest ed.). *Experimental psychology*. Oxford & IBH Publishing.

Woodworth, R. S., & Sheehan, M. R. (Latest ed.). *Contemporary schools of psychology*. Methuen.

Zimbardo, P. G., & Weber, A. L. (1997). *Psychology*. HarperCollins.

PSYCHOLOGY (MDC)

SKILL ENHANCEMENT COURSE (SEC)

THEORY: 75 Marks

PRACTICAL: 25 Marks

SEMESTER 1/2/3: STRESS MANAGEMENT

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress; Various sources of stress: environmental, social, physiological and psychological. **(15 hours)**

Unit 2: Stress and health: effects of stress on health, eustress. **(15 hours)**

Unit 3: Managing stress: Methods - yoga, meditation, relaxation techniques, problem-focused and emotion-focused approaches. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test

materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Perceived Stress Scale (Cohen et al., 1983)
2. Administration of State Trait Anxiety Inventory (Spielberger et al., 1970)

Readings:

- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 386–396.
- DiMatteo, M. R., & Martin, L. R. (2002). *Health psychology*. Pearson.
- Goldberger, L., & Breznitz, S. (1986). *Handbook of stress: Theoretical and clinical aspects*. Free Press.
- Mallik, N. B., & Chattopadhyay, P. K. (2002). *Manual for the Bengali adaptation of the State-Trait Anxiety Inventory*. Psycho-Medico Centre.
- Misra, G. (Ed.). (1999). *Psychological perspectives on stress and health*. Concept.
- Neiten, W., & Lloyd, M. A. (2007). *Psychology applied to modern life*. Thomson Delmar Learning.
- Spielberger, C. D., Gorsuch, R. L., & Lushene, R. G. (1970). *STAI manual*. Consulting Psychologists Press.

PSYCHOLOGY (MDC)

INTER DISCIPLINARY COURSE (IDC)

THEORY: 50 Marks

PRACTICAL: 25 Marks

SEMESTER 1/2/3: HUMAN RESOURCE MANAGEMENT

Unit 1: a) Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM (**8 Hours**)

b) Human Resource Practices; Job analysis; Recruitment and selection; Training (**7 hours**)

Unit 2: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). (**15 hours**)

Practicum: (25 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Job Stress Scale by Parker and Decotiis (1983)

Readings:

Aamodt, M. G. (2001). *Industrial/organizational psychology*. Thomson Wadsworth.

Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. Routledge.

Briscoe, D. R., Schuler, R. S., & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd ed.). Routledge.

Chadha, N. K. (2005). *Human resource management: Issues, case studies and experiential exercises* (3rd ed.). Sai Printographers.

DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th ed.). Wiley.

Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32(2), 160–177.

PSYCHOLOGY

(MDC-2) (CC1/CC2)

SEMESTER 2: BASIC PSYCHOLOGICAL PROCESSES

And as m2 FOR PSYCHOLOGY MINOR in SEMESTER 4

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Perceptual Processes:

a) Nature of perception, relation of attention and perception; form perception, time perception (8 hours)

b) Perceptual organization, figure and ground (7 hours)

Unit 2: Learning processes; Memory & Forgetting:

a) Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight (8 hours)

b) Memory & Forgetting: Nature of encoding; storage & retrieval; STM, LTM, Types of memory; nature and theories of forgetting: Trace-decay, Interference (to be related with serial position effect), Motivated Forgetting (7 hours)

Unit 3: Intelligence; Emotion and Motivation:

a) Intelligence: definition, nature, classification, factor theories of intelligence - Spearman and Thurstone (4 hours)

b) Emotion: nature, basic emotions, theories – bodily theories (peripheral: James-Lange, central: Cannon-Bard) (4 hours)

c) Motivation: definition, types - biological and social; theories - concept of drive, incentive, Maslow's need hierarchy theory (7 hours)

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical construct, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Standard Progressive Matrices (SPM) (Raven, 1938)

Readings:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., & Hilgard, E. R. (Latest ed.). *Introduction to psychology*. Harcourt Brace Java.

Baron, R., & Misra, G. (2013). *Psychology*. Pearson.

Best, J. B. (1998). *Cognitive psychology* (5th ed.). John Wiley & Sons.

Carlson, N. R. (2000). *Physiology of behavior*. Allyn & Bacon.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Das, D., & Das, A. (Latest ed.). *Statistics in biology and psychology*. Academic Publishers.

Gallotti, K. M. (2016). *Cognitive psychology: In and out of the laboratory* (5th ed.). Sage.

- Garrett, H. E., & Woodworth, R. S. (1981). *Statistics in psychology and education*. Vakils, Feffer & Simons.
- Grossman, S. P. (1967). *A textbook of physiological psychology*. John Wiley & Sons.
- Guilford, J. P., & Fruchter, B. (1988). *Fundamental statistics in psychology and education*. McGraw-Hill.
- Guyton, A. C., & Hall, J. E. (1966). *Textbook of medical psychology* (9th ed.). Prism Books.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (1975). *Introduction to psychology* (6th ed.). Oxford IBH.
- Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.
- Lahey, B. B. (1965). *Psychology: An introduction* (6th ed.). Tata McGraw-Hill.
- Lefton, L. A. (1985). *Psychology*. Allyn & Bacon.
- McGuigan, F. J. (1990). *Experimental psychology: A methodological approach*. Prentice Hall.
- Melvin, H. M. M., & William, A. H. (1979). *Systems and theories in psychology*. McGraw-Hill.
- Mishra, B. K. (2016). *Psychology: The study of human behaviour* (2nd ed.). PHI Learning.
- Mohsin, S. M. (1981). *Research methods in behavioral sciences*. Orient Longman.
- Morgan, C. T. (1965). *Physiological psychology*. McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). *Introduction to psychology* (7th ed.). McGraw-Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). *Introduction to psychology* (5th ed.). A.I.T.B.S. Publishers.
- Olson, M., & Hergenhahn, B. R. (2009). *Introduction to the theories of learning*. Prentice Hall India.
- Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.
- Plotnik, R., & Kouyoumdjian, H. (2014). *Introduction to psychology* (10th ed.). Cengage Learning.
- Rathus, S. A. (1999). *Psychology in the new millennium*. Prism Books.
- Raven, J. C. (1938). *Standard progressive matrices*.
- Santrock, J. W. *Psychology essentials* (2nd ed.). McGraw-Hill Higher Education.
- Schneider, A. M., & Tarshis, B. (1975). *Physiological psychology*. Random House.

Singh, A. K. (1988). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw-Hill.

Solso, R. L. (2006). *Cognitive psychology* (6th ed.). Pearson.

Solso, R. L., Maclin, H., & Maclin, M. K. (2008). *Cognitive psychology* (8th ed.). Pearson.

Woodworth, R. S., & Schlosberg, H. (Latest ed.). *Experimental psychology*. Oxford & IBH.

Woodworth, R. S., & Sheehan, M. R. (Latest ed.). *Contemporary schools of psychology*. Methuen.

Zimbardo, P. G., & Weber, A. L. (1997). *Psychology*. HarperCollins College Publishers.

PSYCHOLOGY (MDC-3) (CC1/CC2)

SEMESTER 3: BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

And as m3 FOR PSYCHOLOGY MINOR in SEMESTER 5

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.

b) Child Development – Piaget’s Theory of Cognitive Development, Kohlberg’s Theory of Moral Development. **(15 hours)**

Unit 2: a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.

b) Application of Learning & Memory Theories in Education (Program Learning, Transfer of training). **(15 hours)**

Unit 3: Intelligence: a) Application and its Measurement; b) Exceptional Children – Gifted, Intelligence ranging from below average to above average. **(15 hours)**

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Form Board/Block Design Test)

Readings:

Aggarwal, J. C. (2001). *Basic ideas in educational psychology*. Shipra Publication.

Anastasi, A. (1990). *Psychological testing*. Macmillan.

Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.

Brodzinsky, D. M., Gormly, A. V., & Anibron, S. R. (1986). *Life-span human development*. CBS Publishers.

Carmichael, L. (1968). *Child psychology*. Wiley Eastern.

Chauhan, S. S. (1987). *Advanced educational psychology*. Vikas Publishing House.

Crowl, T. K., Kaminsky, S., & Podell, D. M. (1997). *Educational psychology: Windows on teaching*. Brown & Benchmark.

Feldman, R. S., & Babu, N. (2011). *Discovering the lifespan*. Pearson.

Georgas, J., Berry, J. W., van de Vijver, F. J. R., Kagitçibasi, Ç., & Poortinga, Y. H. (2006). *Families across cultures: A 30-nation psychological study*. Cambridge University Press.

Hetherington, E. M., & Parke, R. D. (1986). *Child psychology: A contemporary viewpoint*. McGraw-Hill.

Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill.

Hurlock, E. B. (2005). *Child development* (6th ed.). McGraw-Hill.

Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). Asian Books.

Kothurkar, V. V., & Vanarase, S. D. (1985). *Experimental psychology*. Wiley Eastern.

Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. Psychology Press.

Mussen, P. H., Conger, J. J., & Kagan, J. (1979). *Child development and personality* (5th ed.). Harper & Row.

Nunnally, J. C. (1981). *Psychometric theory*. Tata McGraw-Hill.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). McGraw-Hill.

Santrock, J. W. (2011). *Child development* (13th ed.). McGraw-Hill.

Santrock, J. W. (2012). *Life-span development* (13th ed.). McGraw-Hill.

Saraswathi, T. S. (2003). *Cross-cultural perspectives in human development: Theory, research, and applications*. Sage Publications.

Srivastava, A. K. (1997). *Child development: An Indian perspective*.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford & IBH Publishing.

PSYCHOLOGY (MDC-4) (CC1/CC2)

SEMESTER 4: BASICS OF SOCIAL AND ORGANIZATIONAL PSYCHOLOGY

And as m4 FOR PSYCHOLOGY MINOR in SEMESTER 5

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Nature, scope and methods of social psychology (**15 hours**)

Unit 2: Group: Nature of groups; types of group; crowd and mob behaviour. Leadership. (**15 hours**)

Unit 3: Industrial/Organizational Psychology: Concept of industrial psychology and organizational behaviour: Introduction: Aim, scope and methods of organizational behaviour. Content theories of work motivation: Maslow & Herzberg (**15 hours**)

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Work Motivation Questionnaire (WMQ-A), (KG Agrawal, 2012)

Readings:

Agrawal, K. G. (2012). *Manual for work motivation questionnaire (WMQ-A)*. National Psychological Corporation.

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). *Social psychology and human nature*. Wadsworth.
- Franzoi, S. L. (2009). *Social psychology* (5th ed.). McGraw-Hill.
- Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology*. Houghton Mifflin.
- Krech, D., & Crutchfield, R. S. *Theory and problems of social psychology*. McGraw-Hill.
- Kuppuswamy. An introduction to social psychology. Media Promoters and Publishers Pvt. Ltd.
- Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and methodological developments (ICSSR survey of advances in research)*. Pearson.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.

PSYCHOLOGY (MDC-5) (CC1/CC2)

SEMESTER 4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

And as m5 FOR PSYCHOLOGY MINOR in SEMESTER 6

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Contribution of heredity and environment on individual differences in intelligence and personality; culture and individual differences

b) Biopsychosocial foundations of personality; Perspectives on personality: Social (Bandura). **(20 hours)**

Unit 2: Intelligence: Concept of intelligence; Classifications of intelligence; Gardner's multiple intelligences; Emotional Intelligence (concept & models: Salovey and Mayer's Four branch ability model, Goleman's model). **(20 hours)**

Unit 3: Aptitude, Interest **(5 hours)**

Practicum: (30 Hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test

materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. On Intelligence: Administration of Culture Fair Test of Cattell

Readings:

Aleem, S. (2012). *Theories of personality*. Dorling Kindersley (India) Pvt. Ltd.

Baron, R. A., & Mishra, G. (2015). *Psychology*. Pearson Education Limited.

Carr, A. (2011). *Positive psychology*. Routledge.

Cattell, R. B. (1960). *Culture fair intelligence test*. Institute for Personality and Ability Testing.

Cattell, R. B., & Cattell, A. K. S. (1973). *Handbook for the individual or group culture fair intelligence test*. Institute for Personality and Ability Testing.

Cattell, R. B., & Cattell, A. K. S. (1949–1963). *Test of “g”: Culture fair*. Institute for Personality and Ability Testing.

Chadha, N. K., & Seth, S. (2014). *The psychological realm: An introduction*. Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. Pearson Education.

Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology (Vol. 1): Theories and concepts*. Pearson.

Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *The Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.

Mentis, M., Dunn-Bernstein, M., & Skuy, M. (2009). *Bridging learning: Unlocking cognitive potential in and out of the classroom*. Corwin.

Passer, M. W., & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. Tata McGraw-Hill.

Sinha, D., Misra, G., & Dalal, A. K. (2015). *Psychology for India*. SAGE Publications.

PSYCHOLOGY (MDC-6) (CC1/CC2) (COMPULSORY)

SEMESTER 5: BASICS OF ADJUSTMENT AND BEHAVIOURAL PROBLEMS

And as m6 FOR PSYCHOLOGY MINOR in SEMESTER 6

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: a) Introduction: Concept of adjustment; Types and factors of adjustment.

b) Stress: Concept, Types of Stress, Reaction to stress, Models of stress (GAS & Lazarus model).

c) Introduction to mental health (**25 hours**)

Unit 2: Clinical features of: I) Major Depressive and Dysthymic disorders. II) Generalized Anxiety Disorder; Phobia; Obsessive and Compulsive Disorder. (**20 hours**)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Academic Stress Scale (Kumar, P., Yadav, J., & Yadav, V., 2024)

Readings:

Atwater, E. W. (1983). *Psychology of adjustment*. Prentice Hall.

Barlow, D. H., & Durand, V. M. (2013). *Abnormal psychology* (7th ed.). Cengage Learning India.

Bennett, P. (2006). *Abnormal and clinical psychology: An introductory textbook*. Open University Press.

Brewer, K. (2001). *Clinical psychology*. Heinemann Educational Publishers.

Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal psychology*. Pearson.

Comer, R. J. (2010). *Abnormal psychology* (9th ed.). Worth Publishers.

- Feist, G. A. (n.d.). *Theories of personality*. Holt, Rinehart & Winston.
- Goldberger, L., & Breznitz, S. (1986). *Handbook of stress: Theoretical and clinical aspects*. Free Press.
- Hogan, R. (1976). *Personality theory*. Prentice Hall.
- Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Cengage Learning.
- Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2015). *Abnormal psychology* (13th ed.). Wiley.
- Kumar, P., Yadav, J., & Yadav, V. (2024). *Academic stress scale*. Prasad Psycho.
- Marks, D. F., Murray, M., Evans, B., & Willig, C. (2000). *Health psychology: Theory, research and applications*. Sage.
- Misra, G. (Ed.). (1999). *Psychological perspectives on stress and health*. Concept Publishing.
- Sadock, B. J., & Sadock, V. A. (2007). *Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry*. Lippincott Williams & Wilkins.
- Whitman, R. D. (1980). *Adjustment: The development and organization of behaviour*. Oxford University Press.
- Windy, D. (1988). *Counselling in action*. Sage.

PSYCHOLOGY (MDC-7) (CC1/CC2)

SEMESTER 5 OR 6: LIFE SPAN DEVELOPMENT

FOR PSYCHOLOGY AS CC1 – TO BE STUDIED IN SEMESTER 5 ALONG WITH MDC 6

OR,

FOR PSYCHOLOGY AS CC2 – TO BE STUDIED IN SEMESTER 6 ALONG WITH MDC 8

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Life span perspective and methods (longitudinal and cross-sectional). **(15 hours)**

Unit 2: Developmental tasks & hazards of adulthood (emerging adults, young adults, midlifers); concept of adult attachment. **(15 hours)**

Unit 3: Developmental tasks and hazards in old age. (15 hours)

Practicum: (30 hours)

Objectives: For practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the test materials and associated concepts used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Adult Attachment Style Scale (Collins and Reed, 1990)

Readings:

Berk, L. E. (2010). *Child development* (9th ed.). Prentice Hall.

Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58(4), 644–663.

Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. Pearson.

Hurlock, E. B. (1978). *Child development*. McGraw-Hill.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th ed.). McGraw-Hill.

Santrock, J. W. (2012). *A topical approach to life-span development*. Tata McGraw-Hill.

Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi.

PSYCHOLOGY (MDC-8) (CC1/CC2) (COMPULSORY)

SEMESTER 6: COUNSELLING PSYCHOLOGY

THEORY: 75 Marks

PRACTICAL: 25 Marks

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling.

Unit 1: Introduction: Meaning and goals; Counseling process and relationship; Counselor effectiveness. (15 hours)

Unit 2: Techniques: Play, Relaxation, Yoga, Meditation. (15 hours)

Unit 3: Applications: Family Counseling; School and Career Counseling. (15 hours)

Practicum: (30 Hours)

Objectives: It helps students of Psychology understand how to assess individual differences in interests and overall well-being through the use of standardized tools. It enhances their practical knowledge of administering tests, interpreting results, and applying findings in real-life situations. Additionally, it develops their ability to analyze human behaviour, which is useful in areas such as counseling, career guidance, and promoting mental health and quality of life.

1. Interest Inventory by Guilford and Zimmerman (Guilford, J.S. & Zimmerman, W. S., 1963, 1989, Copyright)
2. WHO Quality of Life Scale (World Health Organization, 1996)

Readings:

Gibson, R. L., & Mitchell, M. H. (2012). *Introduction to counselling and guidance* (7th ed.). Pearson.

Gladding, S. T. (2012). *Counselling: A comprehensive profession* (7th ed.). Pearson.

Guilford, J. S., & Zimmerman, W. S. (1989). *Guilford–Zimmerman interest inventory*. Consulting Psychologists Press. (Original work published 1963)

Kapur, M. (2011). *Counselling children with psychological problems*. Pearson.

Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. Tata McGraw-Hill.

Seligman, L., & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). Pearson.

The WHOQOL Group. (1994a). Development of the WHOQOL: Rationale and current status. *International Journal of Mental Health*, 23(3), 24–56.

The WHOQOL Group. (1994b). The development of the World Health Organization quality of life assessment instrument (the WHOQOL). In J. Orley & W. Kuyken (Eds.), *Quality of life assessment: International perspectives*. Springer.

The WHOQOL Group. (in preparation). *The World Health Organization quality of life assessment (WHOQOL): Development and general psychometric properties*.

World Health Organization. (1996). *WHOQOL-BREF: Introduction, administration, scoring and generic version of the assessment*. WHO.