

SYLLABUS

for

Choice Based Credit System

(CBCS)

4 Year UG Programme

As Per National Education Policy 2020

PSYCHOLOGY

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PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

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3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58 / 4

"College with Potential for Excellence" (CPE) Status Accorded by UGC

2024

Choice Based Credit System in B.A. (Hons.) in Psychology
Department of Psychology
Patna Women's College, Patna

PROGRAMME OUTCOMES

After the completion of B.A. Honours Degree Programme, the students will be able to:

- PO1:** Induce basic knowledge of the concepts, mechanisms, and theoretical perspectives in Psychology.
- PO2:** Design and apply the basic research methodology in Psychology.
- PO3:** Develop critical skills and approach required to organize and structure behaviour and mental process.
- PO4:** Apply psychological principles to different areas like clinical, social, organizational, educational, and community.
- PO5:** Inculcate the ethical standards, best values and recognize roles and responsibilities towards society.

PROGRAMME SPECIFIC OUTCOMES

Upon completion of these courses, the student would be able to:

- PSO1:** Fulfill the criteria for higher studies and professional courses such as M.A., Ph.D., and Psy.D.
- PSO2:** Compete in different competitions like UGC-NET, UPSC, BPSC and others.
- PSO3:** Explore new research areas to contribute to theoretical and professional approach of Psychology.
- PSO4:** Build analytical skills and potential to ensure modification and restructuring the behaviour.
- PSO5:** Work and contribute to the development of different areas of work, and society using the principles of psychology.
- PSO6:** Be attentive and patient in their roles and responsibilities towards others and society.

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Choice Based Credit System in B.A. (Hons.) in Psychology
Department of Psychology
Patna Women's College, Patna

Semester	Major Course MJC (16)	Ability enhance ment course (AEC) (4)	Skill Enhancement course (SEC) (2)	Multidisci plinary Course MDC (3)	Minor Course MIC (10)	Value Added Course (3)	Any Other (2)
I	PSY MJC101: Introduction to psychology (P)		PSY SEC101: Personality development (Life skills and Soft skills) (P)	PSY MDC101: Health and Behaviour	PSY MIC101: General Psychology		
II	PSY MJC202: Psychology of individual differences (P)		PSY SEC202: Skills of Communicatio n (P)	PSY MDC202: Behavioral Perspective s in Education	PSY MIC202: Individual Differences and Human Development		
III	PSY MJC303: Statistical Methods for Psychological Research-I		PSY SEC303: Conflict Management Skills (P)	PSY MDC303: Gender and Identity	PSY MIC303: Psychology for Health		
	PSY MJC304: Biopsychology						
IV	PSY MJC405: Psychological Research(P)				PSY MIC404: Youth, Gender and Identity		
	PSY MJC406: Development of Psychological Thought						
	PSY MJC407: Social Psychology						
V	PSY MJC508: Statistical Methods for Psychological Research-II				PSY MIC505: Consumer Behaviour and Psychology		PSY INT501: Interna- ship

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	PSY MJC509: Developmental Psychology				PSY MIC506: Psychopathol ogy and Current Issues		
VI	PSY MJC610: Applied Social Psychology (P)				PSY MIC607: Psychology and Society		
	PSY MJC611: Understanding Psychological Disorders				PSY MIC608: Basic Research Methodology		
	PSY MJC612: Organizational Behavior (P)						
VII	PSY MJC713: Understanding and Dealing with Psychological Disorders				PSY MIC709: Psychology At Work		
	PSY MJC714: Human Resource Management (P)						
	PSY MJC715: Positive Psychology (P)						
VIII	PSY MJC816: Counselling Psychology (P)				PSY MIC810: Theories and Practice of Counselling		PSY RP801: Research project / Dissertat ion

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Details of CBCS Syllabus

Major Courses (6 credits each)

SEMESTER I

Course outcomes: The course aims to

CO1: Understand the concept of psychology.

CO2: Analyze various mental processes.

CO3: Examine the concepts to develop analytical skills and the concept of behaviour modification.

CO4: Apply the knowledge in real life settings and demonstrate through experiments.

PSY MJC101: Introduction to Psychology		
PWC 6 credits (Theory: 4 credits + Practicum: 2 credits)		
Unit	Headings (Theory)	Hours (40)
1	Introduction: What is psychology? Perspectives on behaviour; Methods of Psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India.	5
2	(a) Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions.	7
	(b) Thinking and Language: Mental imagery, concepts, decision making; nature of language, language development	6
3	Learning and Motivation: Concepts, Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning in a digital world; Self-regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.	10
4	(a) Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Reconstructive nature of memory; Forgetting, Improving memory.	6
	(b) Emotions: Components, theories – (i) The James – Lange Theory; (ii) The Cannon – Bard Theory; (iii) Activation Theory – Lindsley; (iv) Schachter – Singer Theory (v) Bharat Rasa theory	6

Practicum: 2 practicums from the topics.

Unit	Headings (Practical)	Hours (20)
1	Serial learning / Retroactive inhibition	10
2	Bilateral transfer / Aesthesiometric index	10

Reading List:

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

2. Ciccarelli, S. K. & White, J. N. (2016). *Psychology*: South Asian Edition. New Delhi: Pearson Education.

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3. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
4. Kishore, M. (2006). *Experiments in Psychology*. Novelty & Col.
5. Nolen-Hoeksema S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's Introduction to psychology*. Cengage Learning EMEA.
6. सिंह, ए.के. (2005). *उच्चतर सामान्य मानवविज्ञान*, नई दिल्ली, मोतीलाल बनारसी दास

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SEMESTER II

Course Outcomes: The course aims to

CO1: Describe nature of personality, its theoretical perspectives.

CO2: Develop understanding about intelligence, the concept of individual differences, and different approaches and its theories.

CO3: Analyze the concept of self and identity in the Indian context.

CO4: Evaluate individual potential and ways to enhance self and creativity.

PSY MJC202: Psychology of Individual Differences		
PWC 6 credits (Theory: 4 credits + Practicum: 2 credits)		
Unit	Headings (Theory)	Hours (40)
1	Personality: Nature of personality; Biological foundations of personality; Culture, gender, and personality; Perspectives on personality; Psychodynamic, Phenomenological-humanistic, Trait and type.	12
2	Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment, and intelligence; Group differences in intelligence; Extremes of intelligence.	12
3	Indian approach: Self and identity in Indian thought.	6
4	Enhancing individual's potential: Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.	10

Practicum:

Two psychological tests (one based on Intelligence, and one based on personality)

Unit	Headings (Practical)	Hours (20)
1	Raven's Progressive matrices test of intelligence	10
2	Differential personality test by A. K. Singh and A. K. Singh	10

Reading List:

1. Carr, A. (2011). *Positive psychology*. Routledge.
2. Ciccarelli, S. K. & White, J. N. (2016). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
3. Cornelissen R. M. M., Mishra G. & Varma S. (2014). *Foundations and applications of Indian Psychology*. New Delhi: Pearson
4. Ryckman R. M. (2013). *Theories of personality* (10th Ed.). New Delhi, Cengage Learning.
5. Schultz, D. P. & Schultz (2013). *Theories of personality* (10th Ed.). New Delhi: Cengage Learning.
6. Rao K. R. & Paranjpe A.C. (2017) *Psychology in the Indian Tradition*. New Delhi: Printworld.
7. Snyder, C.R. & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
8. Snyder C. R., Lopex S.J., & Pedrotti, J. T. (2019). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publication India Pvt. Limited.

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SEMESTER – III

Course Outcomes: The course aims to

CO1: Introduce psychological research and the basic concepts.

CO2: Understand the concepts of central tendency, variability, and correlations; and their measurements.

CO3: Demonstrate the normal probability distribution.

CO4: Articulate the random sampling distribution of the mean.

PSY MJC303: Statistical Methods for Psychological Research-I		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	a) Introduction: Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.	7
	b) Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks	5
2	a) Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors Affecting the Shape of Graphs.	5
	b) Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean.	6
3	a) Measures of Variability and Standard (z) Scores: The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability; Standard Scores (z-score); Properties of z-scores.	7
	b) The Normal Distribution: The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; Finding scores when the area is known; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	6
4	a) Correlation: The Meaning of Correlation; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Pearson's Correlation Coefficient; Spearman's Rank-Order Correlation Coefficient.	7
	b) Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values of Sample Mean.	7

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1. Chadha, N. K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
2. King, B. M. & Minium, E. W. (2007). *Statistical Reasoning in the behavioral Sciences*. USA: John Wiley & Sons.
3. Mangal, S. K. (2012). *Statistics in Psychology & Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
4. Mohanty, B. & Mishra, S. (2015). *Statistics for Behavioural and Social Sciences*. New Delhi: Sage Texts.
5. Singh, A. K. (2021). *Test measurement and research methods in behavioural sciences*. Bharti Bhavan, Patna, Bihar.
6. Filed, A. (2016). *Discovering Statistics using IBM SPSS statistics*. Sage publication.
7. सिंह ए.के. (2019). मनोविज्ञान, समाजशास्त्र तथा शिक्षा में सांख्यिकीय. नॉवेल्टी एंड कंपनी, पटना

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SEMESTER III

Course Outcomes: The course aims to

CO1: Define biopsychology and classify its major divisions.

CO2: Illustrate the functioning of neurons and its abnormalities.

CO3: Classify parts of the nervous system with functions.

CO4: Appraise the structure and functions of the endocrine system.

PSY MJC304: Biopsychology		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credits)		
Unit	Headings (Theory)	Hours (50)
1	Introduction: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.	7
2	The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.	12
3	(a) Organization of nervous system: CNS & PNS: structure and functions. Neuroplasticity of the brain (neural degeneration, neural regeneration, and neural reorganization).	12
	(b) Hemispheric specialization	8
4	Endocrine system: structure, functions and abnormalities of major glands: thyroid, adrenal, gonads, pituitary, pancreas, and pineal.	11

Reading List:

1. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
2. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
3. Pinel, J. P. J. & Barnes, S.J. (2016). *Introduction To Biopsychology*, 9th Edition. Pearson Education, New Delhi.
4. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random.
5. Kalat, J.W. (2013). *Biological psychology*. New Delhi: Cengage Learning.
6. Singh A. K. (2017). न्यूरोमनोविज्ञान के मूल तत्व. मोतीलाल बनारसीदास, नई दिल्ली।

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SEMESTER IV

Course Outcomes: The course aims to

CO1: Summarize the basics of research, and research traditions.

CO2: Categorize the methods of sampling and data collection.

CO3: Compare the various experimental and non-experimental methods.

CO4: Identify the concept and characteristics of psychological testing and demonstrate through practicum.

PSY MJC405: Psychological Research		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.	5
	Research Traditions: Quantitative and Qualitative Orientations towards Research and their Steps; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.	5
2	Experimental Method: Basic Introduction to Experimental and Quasi-experimental Methods.	4
	Methods of Data Collection: Sampling; Probability Sampling Methods and Non-Probability Sampling Methods.	9
3	Non-Experimental Methods (I): Case Study; Observation; Surveys, Interviews.	7
4	Non-Experimental Methods (II): Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications.	10

Practicum:

The students are required to conduct two practicals.

Unit	Headings	Hours (20)
1	Negative transfer in verbal learning	10
2	Varying length of foreperiod and Reaction time	10

Reading List:

1. Kumar, R. (2015). *Research Methodology*. New Delhi: Sage Texts.
2. Singh, A.K. (2016). *Tests, Measurements and Research Methods in Behavioural Sciences*, Bharti Bhawan.
3. Chadha, N.K. (2009). *Applied Psychometry*. Sage Pub: New Delhi.
4. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
5. Miller, L.A., Lovler, R. L. & McIntire, S. A. (2013). *Psychological Testing: A Practical Approach (4th Ed.)*. New Delhi: Sage Texts.
6. Kothari C.R. & Garg G., (2021), *Research methodology, research and techniques*, New Delhi: New Age International Limited.
7. Panneerselvam R. (2011), *Research methodology*, Phi learning private limited, New Delhi.
8. सुलेमान एम. एवं कुमार डी. (2011) मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, जनरल बुक एजेंसी, पटना।

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SEMESTER IV

Course Outcomes: The course aims to

CO1: Outline the antecedent principles to psychology.

CO2: Explain the psychological perspectives.

CO3: Relate to the psychological perspectives in Western and Indian orientations.

CO4: Evaluate the differences among the perspectives.

PSY MJC406: Development of Psychological Thought		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	Understanding Psyche: (a) free will and determinism (b) empiricism and rationality (c) issues of consciousness and mind body relationship	6
2	(a) Early schools of psychology: Associationism, Structuralism and Functionalism	10
	(b) Positivist Orientation: from Behaviorism to cognitive: key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model	12
3	Psychoanalytic orientation Freudian Psychoanalysis, Adler, Jung, Fromm; Horney, Sullivan, Erik Erikson, Klein; Cultural psychoanalysis (Sudhir Kakar)	12
4	Humanistic-Existential orientation Basic principles; Contributions of Maslow and Rogers; Contributions of Ludwig Binswanger and Rollo May	10

Reading List:

1. Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* (3rd Edn.). Blackwell Publishing.
2. King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* (4th Ed.). Pearson education.
3. Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
4. Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
5. Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.
6. Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.
7. सिंह ए.के. एवं सिंह ए.के. (2004) मनोविज्ञान के संप्रदाय एवं इतिहास, मोतीलाल बनारसी दास, नई दिल्ली।

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SEMESTER IV

Course Outcomes: The course aims to

CO1: Outline the history, assumptions, and approaches to Social Psychology.

CO2: Evaluate self and its processes and relation of self to the social world.

CO3: Analyze the processes of social interaction and influence.

CO4: Explain the group dynamics and inter-group relations.

PSY MJC407: Social Psychology		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology	10
2	Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes: concept and Strategies for attitude change.	15
3	Social interaction and Influence: Interpersonal attraction, Pro-Social Behavior, Aggression, Social influence.	10
4	Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations- prejudice, inter-group conflict, Intervention techniques.	15

Readings List:

1. Baron, R.A., Byrne, D., & Bhardwaj. G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
2. Branscomb N.R. & Baron R. A. (2018). *Social psychology* (14th ed.). Pearson Publication.
3. Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
4. Misra, G. (2009). *Psychology in India*, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
5. Mohanti, G. (2016). *Social Psychology*. Kalyani Publishers, New Delhi.
6. Singh, A. K. (2015). *Social Psychology*. New Delhi: Prentice Hall of India.
7. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed). New Delhi: Pearson.
8. रवीन्द्र नाथ मुखर्जी, (2005), सामाजिक मानवविज्ञान की रूपरेखा, किताबमहल, इलाहाबाद

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SEMESTER V

Course Outcomes: The course aims to

CO1: Introduce the concept of inferential statistics and testing the hypothesis.

CO2: Apply the hypothesis testing about the difference between two independent and dependent means.

CO3: Evaluate the non-parametric tests.

CO4: Discuss the significance of SPSS in Psychology.

PSY MJC508: Statistical Methods for Psychological Research-II		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	(a) Introduction to Inferential Statistics and Hypothesis Testing about Single Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about Single Means (z and t); Assumptions in Testing a Hypothesis about a Single Mean; The Null and the Alternative Hypotheses; Choice of H_A : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; The Statistical Decision regarding Retention and Rejection of Null Hypothesis; Estimating the Standard Error of the Mean when σ Is Unknown; The t Distribution; Characteristics of Student's Distribution of t ; Computing t Using Definitional Formula Only; Levels of Significance versus p -Values.	10
	(b) Interpreting the Results of Hypothesis Testing: A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test.	5
2	Hypothesis Testing About the Difference Between Two Independent Means: The Null and Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Determining a Formula for t ; Testing the Hypothesis of No Difference between Two Independent Means; Use of a One-Tailed Test; Assumptions Associated with Inference about the Difference between Two Independent Means	11
3	Hypothesis Testing About the Difference Between Two Dependent (Correlated) Means: The Null and Alternative Hypotheses; Determining a Formula for t ; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.	11
4	(a) Nonparametric Approaches to Data: Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.	8
	(b) Introduction to SPSS: Getting Started with SPSS; Uses of SPSS in Statistics and Research.	5

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1. Belhekar, V. M. (2016). *Statistics for Psychology Using R*. New Delhi: Sage Texts.
2. Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
3. Field, A. (2017). *Discovering Statistics using SPSS (5th Ed)*. New Delhi: Sage.
4. King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences (5th Ed)*. USA: John Willey.
5. Mangal, S.K. (2012). *Statistics in Psychology & Education*. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.
6. Mohanty, B. & Mishra, S. (2015). *Statistics for Behavioural and Social Sciences*. New Delhi: Sage Texts.
7. Siegal, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill.
8. Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non-Parametric Statistics*. New Delhi: Sage Texts.

Statistics. New Delhi: Sage Texts.

SEMESTER V

Course Outcomes: The course aims to

CO1: Outline the concept of human development.

CO2: Understand the process of human development across the lifespan.

CO3: Analyze the various domains of human development.

CO4: Illustrate the socio-cultural contexts and their significance in human development.

PSY MJC509: Developmental Psychology		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	Introduction a) Concept of Human Development b) Periods of Life Span Development: Prenatal development; Birth and Infancy; childhood; Adolescence; and Adulthood	15
2	Domains of Human Development a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development	20
3	Research methods a) Longitudinal b) Cross-sectional c) Sequential	8
4	Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context	7

Reading List:

1. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
2. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
3. Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
4. Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.
5. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.
6. Berk, L.E. (2017). *Life Span Development*. Pearsons Education India, New Delhi.

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Course Outcomes: The course aims to

CO2: Determine the applications of social psychology in environment, population, and diversity.

CO3: Examine the social psychology applications in work, health, and legal systems.

CO4: Assess the process and impact of intervention programmes to social problems.

PSY MJC610: Applied Social Psychology		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Introduction: Nature of applied Social Psychology, Social influences on behavior, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.	12
2	Applying Social Psychology-I: Environment, population, diversity	9
3	Applying Social Psychology-II: work, health, legal system	9
4	Intervention and Evaluation: Impact analysis; Process of intervention; need for evaluation for effective programme. Case studies in Indian context.	10

Practicum: The students will conduct two practicums based on topics.

Unit	Headings (practical)	Hours (20)
1	Group conformity scale by T.S. Dhapola	10
2	Peer pressure test by Sandeep Singh and Sunil Saini	10

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage.
2. Mikkelsen, B. (1995). *Methods for development work and research: A guide for practioners*. New Delhi: Sage.
3. Semin, G. R. & Fiedler, K. (1996). *Applied social psychology*. Sage Publication.
4. Schneider, F.W., Gruman, A., & Coultts, L.M. (2012). *Applied social psychology, Understanding and addressing social and practical problems*. New Delhi: Sage publications.
5. Smith, P. B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.

across cultures. New Delhi: Sage Publication.

SEMESTER VI

Course Outcomes: The course aims to

CO1: Introduce the concept of abnormality and its classification.

CO2: Sketch the clinical types of anxiety, conversion and dissociative disorders.

CO3: Summarize the dynamics of developmental disorders.

CO4: Understand substance-related and eating disorders - dynamics and etiology and therapeutic interventions.

PSY MJC611: Understanding Psychological Disorders		
PWC 6 credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	Understanding abnormality Definition and criteria of abnormality; classification (latest edition of DSM & ICD), Clinical assessment (behavioural assessment, interview, case history, mental status examination), Diathesis Stress Model	15
2	Clinical states (a) Anxiety disorders – Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder (clinical picture and dynamics of anxiety disorders) (b) Conversion Disorder (clinical picture and dynamics) (c) Dissociative Identity Disorder (clinical picture and dynamics)	15
3	Developmental Disorders (clinical picture and dynamics) Intellectual Disability, autism, ADHD, and learning disabilities	10
4	Substance related disorders and eating disorders a) Substance-related disorder: alcohol-abuse and drug abuse (clinical picture and causes) b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa	10

Reading List:

1. Barlow D.H. & Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Davey, G., Lake, N. & Whittington, A. (2021), *Clinical Psychology*. Routledge.
4. Butcher, J. N., Hooley, J. M., Mineka, S. & Dwivedi, C. B. (2017). *Abnormal Psychology* (16th Edition). New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
6. Kring, A. M., Johnson, S. L., Davison, G. C. & Neale, J. M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.
7. Ray, W. (2015). *Abnormal Psychology*. New Delhi: Sage Texts.

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SEMESTER VI

Course Outcomes: The course aims to

CO1: Highlight the antecedents, and contemporary trends and challenges in Indian as well as global settings.

CO2: Examine the employee attitudes, motivation, and its application at the workplace.

CO3: Analyze the dynamics of organizational behaviour at the level of organization.

CO4: Appraise the approaches in leadership, issues and challenges, and Indian perspective.

PSY MJC612: Organizational Behavior		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Introduction a. Historical antecedents of Organizational Behaviour b. Contemporary Trends and Challenges c. Organizational Behavior: Challenges in the Indian Setting	6
2	Individual level processes a. Employee attitudes: Job satisfaction, Organizational Commitment	5
	b. Work Motivation i Early theories: Maslow, McClelland, Two factor ii Contemporary theories: Goal setting, Equity, Expectancy iii Applications: Job Characteristics Model, Job redesign, Management by objectives (MBO)	10
3	Dynamics of Organizational Behavior a. Organizational culture b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics. c. Positive Organizational Behavior	10
4	Leadership a. Basic approaches: Trait theories, Behavioral theories, Contingency theories b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles c. Indian perspective	11

PRACTICUM: Any two practicums based on topics.

Unit	Headings (Practical)	Hours (20)
1	Learning organization scale - Dhar & Dhar	10
2	Achievement Motivation Scale – Vivek Bhargava	10

Reading List:

1. Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
2. Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers.
3. Landy, F. J. & Conte, J. M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

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4. Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
5. Robbins, S. P. & Judge, T. A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.
6. Schermerhorn, J. R., Hunt, J. G. & Osborn, R. N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
7. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

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SEMESTER VII

Course Outcomes: The course aims to

CO1: Understand the clinical picture of schizophrenia.

CO2: Explain the causal factors of mood disorders and suicide.

CO3: Interpret the dynamics of personality and sexual disorders.

CO4: Examine the traditional and contemporary methods of psychological treatment of disorders.

PSY MJC713: Understanding and Dealing with Psychological Disorders		
PWC 6 Credits (Theory: 5 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (50)
1	Schizophrenia: Clinical Picture, causal factors and subtypes	8
2	Mood Disorders: Clinical Picture, causal factors and subtypes; suicide	8
3	a) Personality Disorders (Clinical Picture and Dynamics): Antisocial personality disorder and Borderline Personality Disorder b) Sexual Disorders (Clinical Picture): Gender Dysphoria, Paraphilia - Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism, Sexual Dysfunction	17
4	Treatment of disorders: a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy, Cognitive-Behaviour therapy.	17

Reading List:

1. Barlow, D.H. & Durand, V. M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
4. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
6. Davey, G., Lake, N., & Whittington, A. (2021). *Clinical Psychology*. Routledge.

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SEMESTER VII

Course Outcomes: The course aims to

CO1: Interpret the concept of HRM and HRD, its context and contemporary issues.

CO2: Examine the human resource practices in Organizations.

CO3: Relate the concept and issues in International HRM, and organizational change and development.

CO4: Develop the understanding of the concept through practicum.

PSY MJC714: Human Resource Management		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM	6
2	Human Resource Practices: Staffing; Training and development; Performance management and compensation	12
3	International human resource management (IHRM): The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede).	8
4	Organizational change and development: Organizational change: concepts, models (one model); Organizational development: concepts, models (one model), techniques (one for individual and one for group).	10

Practicum: Students would be required to complete 2 practicums.

Unit	Headings (practical)	Hours (20)
1	Individualism Collectivism	10
2	Writing advertisement for Recruitment	10

Reading List:

1. Chadha, N.K. (2005). *Human Resource Management-Issues, case studies and experiential exercises* (3rd edition). New Delhi: Sai Printographers.
2. Harzing, A-W.K. & Pennington, A. (2011). *International human resource management*. New Delhi: Sage publications.
3. Luthans, F. (2010). *Organizational Behaviour* (12th Edition). McGraw Hill.
4. Schultz, D. & Schultz, S.E. (2006). *Psychology and Work Today*. 9th ed. New Jersey, Pearson Education Inc.
5. Aswathappa, K. & Dash, S. (2021). *Human Resource Management: Text and cases*. McGraw Hill, India.
6. Mathis R., Jackson J.H., & Tripathy, M. R. (2012). *Human Resource Management: A South-Asian Perspective*, Cengage Learning India Pvt. Limited.
7. Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. Sage Publication India Pvt. Limited.

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SEMESTER VII

Course Outcomes: The course aims to

CO1: Introduce the theoretical approach of positive psychology.

CO2: Explain the positive emotional and cognitive states and processes.

CO3: Examine the application of positive psychology in the areas of work, education, ageing and health from local to global level.

CO4: Develop the significance of resilience and emotional intelligence through practicum.

PSY MJC715: Positive Psychology		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Introduction: Introduction of Positive Psychology, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.	10
2	Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	12
3	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.	12
4	Applications: Work, education, aging, health	6

Practicum: Any two practicums from the syllabus

Unit	Headings (practical)	Hours (20)
1	Resilience Scale – Vijaya Lakshmi and Shruti Narain	10
2	Emotional Intelligence Scale – A.K. Singh and Shruti Narain	10

Reading List:

1. Baumgardner, S.R. & Crothers, M.K. (2015). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
3. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
4. Snyder, C.R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
5. Snyder, C. R. & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.
6. Snyder, C. R., Lopex S. J., & Pedrotti, J. T. (2019). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publication India Pvt. Limited.

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SEMESTER VIII

Course Outcomes: The course aims to

CO1: Understand the meaning, goals and process of counselling.

CO2: Apply the techniques and applications of counselling.

CO3: Design counselling techniques practically through Yoga and meditation.

CO4: Evaluate the current trends in counselling.

PSY MJC816: Counselling Psychology		
PWC 6 Credits (Theory: 4 credits + Practical: 2 credits)		
Unit	Headings (theory)	Hours (40)
1	Introduction a) Meaning and goals b) Counselling as a profession: training, skills, and ethics c) Counselling process and relationship	7
2	Techniques of Counselling a) Psychoanalytic techniques b) Humanistic approaches c) Behavioral techniques d) Cognitive techniques	15
3	Counselling Applications a) Child Counselling b) Family Counselling c) Career Counselling d) Crisis intervention: suicide, grief and sexual abuse	10
4	Contemporary Trends a) Indian approaches: yoga and meditation b) Counselling and technology c) Expressive techniques: art, music, dance.	8

Practicum: Any two practicums based on topics.

Unit	Headings (practicum)	Hours (20)
1	Yoga	10
2	Meditation	10

Reading List:

1. Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
2. Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
3. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
4. Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
5. Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
6. Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.

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Semester II

Course Outcomes: The course aims to

CO1: Understand the concepts of intelligence and personality.

CO2: Analyze the factors of individual differences.

CO3: Analyze the methods of assessment of intelligence and personality.

CO4: Outline the cognitive, moral and psycho-social development processes.

PSY MIC202: Individual Differences and Human Development		
PWC 3 credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Introduction to individual differences: (a) Nature versus nurture (b) Principles of development	3
2	Psychology of individual differences (a) Theories of personality: Freud's theory, type and trait; humanistic (b) Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner (c) Emotional intelligence	6
3	Psychological assessment of individuals a) Assessment of personality: One projective test (RT/TAT); One psychometric test (MMPI) b) Assessment of intelligence: Raven's Progressive Matrices	4
4	Understanding developmental processes a) Cognitive Development – Piaget b) Moral Development – Kohlberg c) Psycho-social Development – Erikson	7

Reading List:

1. Baron, R. & Misra, G. (2013). *Psychology*. Pearson.
2. Ciccarelli, S. K. & White, J. N. (2016). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
3. Passer, M. W. & Smith, R. E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
4. Berk, L. E. (2010). *Child development (9th Ed.)*. New Delhi: Prentice Hall.
5. Santrock, J. W. (2012). *Child development (13th Ed.)*. New Delhi: McGraw Hill.
6. Ryckman R. M. (2013). *Theories of personality (10th Ed.)*. New Delhi, Cengage Learning.
7. Schultz D. P. & Schultz, S. E. (2013). *Theories of personality (10th Ed.)*. New Delhi: Cengage Learning.

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SEMESTER III

Course Outcomes: The course aims to

CO1: Understand the concepts and models of illness, health, and well-being.

CO2: Analyze the effect of stress on physical and mental health and ways to manage it.

CO3: Apply health enhancing and protective behaviors in local and global perspectives.

CO4: Evaluate issues and challenges in health promoting behavior.

PSY MIC303: Psychology for Health		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Illness, Health and Wellbeing Concept, Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and wellbeing	5
2	Stress and Coping Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management	5
3	Health Management Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours; Illness Management	6
4	Issues and Challenges Health promotion; Trends in Health and Health Psychology; Schemes and Health Services	4

Reading List:

1. DiMatteo, M. R. & Martin, L. R. (2002). *Health psychology*. New Delhi: Pearson.
2. Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
3. Taylor, S. E. (2006). *Health psychology* (6th Ed.). New Delhi: Tata McGraw Hill.
4. Val, M. & Paul, B. (2009). *An Introduction to Health Psychology* (2nd Ed.). Pearson Education Limited.
5. Misra, G. (1999). *Stress and Health*. New Delhi: Concept

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Course Outcomes: The course aims to

CO2: Analyze the family, peer group and workplace identity in youth.

CO3: Outline gender discrimination, sexuality, and cultural differences from local to global level.

CO4: Evaluate major issues like violence, women empowerment and work-life balance related to youth.

PSY MIC404: Youth, Gender and Identity		
PWC	3 Credits (Theory: 2 credits + Tutorial: 1 credit)	
Unit	Headings (theory)	Hours (20)
1	Introduction (a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context (b) Concepts of Gender: Sex, Sexual Orientation, Gender Roles (c) Concepts of Identity: Theories (Erikson, Eysenck)	4
2	Youth and Identity (a) Family: Parent-youth conflict, sibling relationships, intergenerational gap (b) Peer group identity: Friendships and Romantic relationships. Workplace identity and relationships (c) Youth culture: Influence of globalization on Youth identity and Identity crisis	6
3	Gender and Identity (a) Issues of Sexuality in Youth (b) Gender stereotypes and discrimination (c) Globalisation and Gender identity	6
4	Issues related to Youth, Gender and Identity (a) Youth, Gender and violence (b) Enhancing work-life balance (c) Changing roles and women empowerment (d) Encouraging non-gender stereotyped attitudes in youth	4

1. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

2. Baron, R. A., Byrne, D., & Bhardwaj. G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

3. Santrock, J. W. (2012). *Life Span Development* (13th Ed.). New Delhi: McGraw Hill.

4. Gardiner H. W. (2018). *Lives Across Culture: Cross-Culture Human Development* (6th Ed.). Pearson.

5. Denmark, F. L., Rabinowitz, V. C., & Sechzer, J. A. (2005). *Engendering Psychology: Women and Gender Revisited* (2nd Ed.). Routledge.

6. Cote J. E. (2019). *Youth Development in Identity Societies: Paradoxes of Purpose*. Routledge.

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Course Outcomes: The course aims to

CO2: Analyze determinants of consumer behaviour.

CO3: Apply the methods and processes in knowing the consumers and their happiness.

CO4: Evaluate consumer behavior from local to global level.

PSY MIC505: Consumer Behaviour and Psychology		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Introduction a) Consumer behaviour b) Interface between consumer behaviour and psychology	3
2	Determinants a) Individual: Attention, Perception, Learning, Motivation, and Memory b) External: Media and Advertising, Socio-cultural environment	8
3	Knowing Consumer Needs a) Methods of Knowing the Consumer: Quantitative & Qualitative Methods b) Consumer and happiness	5
4	Changing Consumer Behaviour a) Indian context b) Globalisation	4

1. Dill, K. E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.
2. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
3. Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
4. Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.
5. Schultz, D. & Schultz, S. E. (2006). *Psychology and Work Today* (9th Ed.). New Jersey, Pearson Education Inc.
6. Khan, M. (2007). *Consumer Behaviour*. India: New Age International (P) Limited.
7. Solomon, M., White, K., & Dahl, D. W. (2013). *Consumer Behaviour: Buying, Having, and Being* (6th Canadian Ed.), (n.p.): Pearson Education.

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Course Outcomes: The course aims to

CO2: Acquaint students with different clinical types of mood disorders, Schizophrenia, personality and sleep wake disorders.

CO3: Provide knowledge and dynamics of developmental disorders.

CO4: Illustrate the current issues of disorders and their global prevalence.

PSY MIC506: Psychopathology and Current Issues		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Introduction to Psychopathology a) Understanding psychopathology: Definition; Historical context b) Indicators of abnormality c) Basics of DSM	5
2	Disorders a) Mood disorders b) Schizophrenia	5
3	Disorders a) Personality b) Sleep-wake disorders; Parasomnia	5
4	Current Issues a) Global prevalence of psychopathology b) Internet gaming disorders c) Suicidal behaviour and non-suicidal self-injury	5

1. Barlow, D. H. & Durand, V. M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
2. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers.
3. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
4. Davey, G., Lake, N., & Whittington, A. (2021). *Clinical Psychology*. Routledge.
5. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
6. Butcher, J. N., Hooley, J. M., Mineka, S. & Dwivedi, C. B. (2017). *Abnormal Psychology* (16th Ed.). New Delhi: Pearson.
7. Kring, A. M., Johnson, S. L., Davison, G. C. & Neale, J. M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.

(11th Ed.). NY: John Wiley.

SEMESTER VI

Course Outcomes: The course aims to

CO1: Understand the concept of psychology and society.

CO2: Analyze social identity and its functions.

CO3: Inspect the concept of social interaction.

CO4: Evaluate the group dynamics.

PSY MIC607: Psychology and Society		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Introduction: Definition; Key assumptions; Relationship with Sociology and Anthropology; Historical context	4
2	Social identity and its functions: Social cognition; social perception; Attitudes (formation and change)	6
3	Social Interaction: Interpersonal attraction; Pro-social behaviour	5
4	Group dynamics: Nature of groups; Consequences of belonging – performance, decision-making, cooperation and conflict.	5

Reference List:

1. Semin, G. R. & Fiedler, K. (1996). *Applied social psychology*. Sage Publication.
2. Schneider, F. W., Gruman, A., Coultts, L. M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
3. Baron, R. A., Byrne, D., & Bhardwaj. G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
4. Branscomb, N. R. & Baron, R. A. (2018). *Social psychology* (14th Ed.). Pearson.
5. Chadha, N. K. (2012). *Social Psychology*. MacMillan: New Delhi
6. Singh, A. K. (2015). *Social Psychology*. New Delhi: Prentice Hall of India.
7. Mohanti, G. (2016). *Social Psychology*. Kalyani publishers, New Delhi.

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Course Outcomes: The course aims to

CO2: Categorize the sampling methods.

CO3: Compare the various experimental and non-experimental methods.

CO4: Discuss ethical issues in psychological research.

PSY MIC608: Basic Research Methodology		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.	4
2	Research Traditions: Quantitative and Qualitative Orientations towards Research and their Steps; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.	4
3	Sampling: Probability Sampling Methods and Non-Probability Sampling Methods	6
4	Methods: Experimental – basic introduction to experimental and quasi-experimental methods; Non-experimental methods – Case study, Observation, Survey, and Interviews	6

1. Chadha, N. K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
2. King, B. M. & Minium, E.W. (2007). *Statistical Reasoning in the behavioral Sciences*. USA: John Wiley & Sons.
3. Mangal, S. K. (2012). *Statistics in Psychology & Education* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.
4. Mohanty, B. & Mishra, S. (2015). *Statistics for Behavioural and Social Sciences*. New Delhi: Sage Texts.
5. Singh, A. K., (2021). *Test measurement and research methods in behavioural sciences*. Bharti Bhavan, Patna, Bihar.

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SEMESTER VII

Course Outcomes: The course aims to

CO1: Understand organizational behavior and challenges in the Indian settings.

CO2: Illustrate the individual-level processes in organisations.

CO3: Examine the group-level processes in organisations.

CO4: Evaluate organization level process in local and global scenario.

PSY MIC709: Psychology At Work		
PWC 4 Credits (Theory: 3 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (30)
1	Introduction a) Historical antecedents of Organizational Behaviour b) Contemporary Trends and Challenges c) Organizational Behavior: Challenges in the Indian Setting	7
2	Individual-level Process a) Employee attitudes: Job attitudes, Organizational commitment b) Work motivation: Concepts, Concepts to application	10
3	Group-level Process a) Foundation of group behaviour; Teams b) Leadership: Theories and Contemporary issues	7
4	Organization-level Process a) Organizational culture b) Organizational change	6

Reference List:

1. Chadha, N. K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
2. Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers.
3. Landy, F. J. & Conte, J. M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.
4. Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
5. Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2008). *Organizational Behavior* (10th Ed.). New Delhi: Wiley India Pvt. Ltd.
6. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.

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SEMESTER VIII

Course Outcomes: The course aims to

CO1: Understand the concept of counselling.

CO2: Analyze various techniques of counselling.

CO3: Identify the applications of the methods and processes in counselling.

CO4: Evaluate crisis intervention strategies at different levels.

PSY MIC810: Theories and Practice of Counselling		
PWC 4 credits (Theory: 3 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (30)
1	Introduction a) Meaning and goals b) Counselling as a profession; Training, skills & ethics c) Counselling process and relationship	8
2	Techniques of Counselling a) Behavioural techniques b) Cognitive techniques	8
3	Counselling Applications a) Child counselling b) Family counselling c) Career counselling	8
4	Crisis Intervention a) Suicide b) Grief c) Sexual abuse	6

Reference List:

1. Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
2. Corey, G. (2009) *Counselling and Psychotherapy: Theory and Practice* (7th Ed.). New Delhi: Cengage Learning.
3. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.). New Delhi: Sage.
4. Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed.). New Delhi, Pearson.
5. Rao, S. N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
6. Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.

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Multidisciplinary Courses (3 credits each)

Semester I

Course outcomes: The course aims to

CO1: Understand the theoretical background of health in relation to psychology.

CO2: Examine the characteristics and barriers to health behaviour.

CO3: Explain stress and its management.

CO4: Assess the health management behaviours and the relationship between psychological factors and physical health.

PSY MDC101: Health and Behaviour		
PWC 3 credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (Theory)	Hours (20)
1	Introduction: Introduction to Health Psychology; Components of health: social, emotional, cognitive and physical aspects.	3
2	Models of Health: Mind-body relationship; Goals of Health psychology, Biomedical model, Bio-psychosocial model of health.	5
3	Behaviour and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.	6
4	Health Enhancing Behaviours: Exercise, nutrition, safety, pain; Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.	6

Reading List:

1. Allen, F. (2011). *Health psychology and behavior*. Tata McGraw Hill Edition.
2. Dimatteo, M. R. & Martin, L. R. (2011). *Health psychology*. India: Dorling Kindersley.
3. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
4. Taylor, S. E. (2006). *Health psychology* (6th Ed.). New Delhi: Tata McGraw Hill.
5. Val, M. & Paul, B. (2009). *An introduction to health psychology* (2nd Ed.). Pearson Education Limited.

Education Limited.

Semester II

Course Outcomes: The course aims to

CO1: Understand the interface between education and psychology.

CO2: Analyze the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education.

CO3: Evaluate the classroom management and assessment.

CO4: Assess and deal with classroom diversity.

PSY MDC202: Behavioral Perspectives in Education		
PWC 3 credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Education and Psychology an Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centered' and 'progressive' education.	6
2	Issues in Educational Psychology: Role of Play in Education; Role of a teacher and parent.	4
3	Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control; Behavioural objective myth, the law-and-order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy.	5
4	Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste. Disability.	5

Reading List:

1. Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.
2. Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.
3. Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.
4. Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.
5. Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
6. Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

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SEMESTER III

Course Outcomes: The course aims to

CO1: Summarize the theoretical conceptualization of gender and identity.

CO2: Analyze gender roles, gender role attitudes, and the concept of gender equity.

CO3: Apply the understanding of gender in relation to identity.

CO4: Evaluate the issues related to gender and identity.

PSY MDC303: Gender and Identity		
PWC 3 Credits (Theory: 2 credits + Tutorial: 1 credit)		
Unit	Headings (theory)	Hours (20)
1	Introduction: a) Gender: Sex, Sexual orientation, Gender roles b) Identity: Theories (Erikson, Eysenck)	5
2	Gender and Society: a) Gender role attitudes b) Gender stereotypes c) Gender equity	6
3	Gender and Identity: a) Issues of sexuality b) Identity crisis c) Globalisation and Gender Identity	5
4	Issues related to Gender and Identity: a) Gender and violence b) Enhancing work-life balance c) Changing roles and women empowerment d) Encouraging non-gender stereotyped attitudes	4

Reference List:

1. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R. A., Byrne, D., & Bhardwaj, G (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
3. Santrock, J. W. (2012). *Life Span Development* (13th Ed.). New Delhi: McGraw Hill.
4. Gardiner, H. W. (2018). *Lives Across Culture: Cross-Culture Human Development* (6th Ed.). Pearson.
5. Denmark, F. L., Rabinowitz, V. C., & Sechzer, J. A. (2005). *Engendering Psychology: Women and Gender Revisited* (2nd Ed.). Routledge.

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Skill Enhancement Course (3 credits)

Semester I

Course outcome: The course aims to

CO1: Understand the concept of personality development.

CO2: Acquire knowledge of various aspects of life skills.

CO3: Illustrate various soft skills.

CO4: Apply the life skills and soft skills for personality and professional development.

PSY SEC101: Personality Development (Life skills and Soft skills)		
PWC 3 credits (Theory + Practicum)		
Unit	Headings	Hours (20)
1	Introduction: Meaning of Personality development, Life skills, Soft skills	2
2	Life skills: Time management, Anger management, Know your worth, Forgiveness, Proactive thinking	8
3	Soft skills: Resume writing, Interview skills, Team building, Body language, Assertiveness, Leadership qualities	8
4	Application: Life skills and soft skills at Workplace	2

Practicum:

Any 4 practicums based on the topics given.

Unit	Headings	Hours (10)
1	Depicting personality development	10
2	Any one life skill	
3	Any one soft skill	
4	Application of life skills and soft skills	

Reading List:

1. Bhatia, R.C. (2010). *Personality development*. Ane Books India.
2. Wadkar, A. (2016). *Life Skills for Success*. India: SAGE Publications.
3. Sharma, P. (2018). *Soft Skills Personality Development for Life Success*. India: BPB Publications.

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Semester II

Course outcome: The course aims to

CO1: Understand the basic processes of communication, both verbal as well as non-verbal.

CO2: Identify the various communication styles.

CO3: Categorize barriers and ways to improve effective communication and listening skills.

CO4: Demonstrate cultural sensitivity in communication from local to global level.

PSY SEC202: Skills of Communication		
PWC 3 credits (Theory + Practicum)		
Unit	Headings	Hours (20)
1	Introduction to Communication: Nature and process of communication, Developing Communication skills – active listening skills, giving and receiving feedback; Technology mediated communication; Personal Attitudes and Communication	5
2	Communication Styles: Verbal and Non-verbal; Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence, etc.	5
3	Communication Barriers and Breakdowns: Barriers in effective communication; overcoming barriers for effective communication; Learning how to make communication effective and meaningful; Cultural differences in communication in a multicultural context.	5
4	Communication in Relational Contexts: Understanding dynamics of interpersonal communication, Self-disclosure and trust, emotions, and power	5

Practicum:

Any 4 practicums based on the topics given.

Unit	Headings	Hours (10)
1	Process of communication	10
2	Any one communication style	
3	Effective communication	
4	Interpersonal communication	

Reading List:

1. Adler, R.B. & Proctor, R.F. (2009). *Communication Goals and Approaches*. Delhi: Wadsworth Cengage Learning.
2. Argyle, M. (1975). *Bodily Communication*. London: Methuen & Co. Ltd.
3. Bull, P. (1983). *Body Movement and Interpersonal Communication*. London: Wiley.
4. Feldman, R. S., & Rimé, B. (1991). *Fundamentals of Nonverbal Behaviour*. New York.

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Course outcome: The course aims to

CO2: Analyze outcomes of various negotiation styles.

CO3: Evaluate various negotiation styles.

CO4: Demonstrate conflict management skills through practicum.

PSY SEC303: Conflict Management Skills		
PWC 3 credits (Theory + Practicum)		
Unit	Headings	Hours (20)
1	Introduction to Conflict: Different thoughts on conflict; Constructive and Destructive conflicts; Differences among conflicts, disagreements, and argument; Systems approach to conflict diagnosis.	5
2	Introduction to Negotiation: Negotiation and its components; Use of negotiation; Process; Outcome.	4
3	Conflict Handling Styles / Negotiation Styles: Five styles – competing, collaborating, avoiding, accommodating, and compromising; Bargaining – Distributive and Integrating.	6
4	Skills and Techniques of Conflict Management: Lobby, Persuasion, Dialogue, Consultation, Trust-building, Building rapport, Empathetic listening.	5

Any 4 practicums based on the topics given.

Unit	Headings	Hours (10)
1	Building rapport	10
2	Empathetic listening	
3	Any one negotiation style	
4	Conflict diagnosis	

1. Schellenburg, J. (1996). *Conflict Resolution: Theory, Research and Practice*. State University of New York Press, Albany.
2. Das, A. K. (2008). *Contemporary Conflict Resolution*. Sarup & Sons, New Delhi.
3. Jeong, H. (2010). *Conflict Management and Resolution: An Introduction*. Routledge.
4. Corvette, B. A. B. (2014). *Conflict Management: A Practical Guide to Developing Negotiation Strategies*. Pearson Education Limited.
5. Sharma, A. K. (2012). *Conflict Management and Negotiation Skills*. Excel Books Private Limited.

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SEMESTER V

Course Outcomes: The course aims to

CO1: Utilize exposure to the real settings to excel in their field.

CO2: Examine the significance of theoretical knowledge on subject matter by on-site applications.

CO3: Evaluate the aspects of mental health and leadership roles in improving it.

CO4: Develop required skills in developing, providing, evaluating, and disseminating effective psychological services.

PSY INT501: Internship		
PWC 4 Credits		
Unit	Headings	Hours (40)
1	Internship is a professional learning experience for the students. It will offer practical knowledge and applications in different settings. Students must work in organizations related to their study or area of interest to gain practical knowledge.	40

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Course Outcomes: The course aims to

CO2: Analyse the quantitative and quantitative research designs and sampling methods.

CO4: Design and conduct an original research project / dissertation applying the knowledge.

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