



# UNIVERSITY OF CALCUTTA

SENATE HOUSE

87/1, College Street, Kolkata – 700 073

*Prof. (Dr.) Soma Bandyopadhyay*

Registrar (Acting)

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প্রফেসর (ডঃ) সোমা বন্দ্যোপাধ্যায়  
কার্যনির্বাহী নিবন্ধক

## TO WHOM IT MAY CONCERN

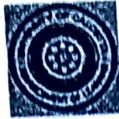
This is to certify that Muralidhar Girls' College, p-411/14, Gariahat Road, Ballygunge, Kolkata- 700029, West Bengal is affiliated to the University of Calcutta and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval:

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three Year B.A. Honours Courses in English, Bengali, Sanskrit, Education, History, Philosophy, Political Science, Sociology, Psychology, Geography, Journalism & Mass Communication	NA		Affiliation stands valid till date
2.	Three Year B.A. General in Elective English, Bengali, Sanskrit, Education, History, Philosophy, Political Science, Sociology, Psychology, Geography, Journalism & Mass Communication	NA		Do
3.	Three Year B.Sc. General Course in Botany, Economics, Geography, Psychology, Mathematics, Statistics, Chemistry, Film Studies	NA		Do
4.	Three Year B.Sc. Honours Course in Botany, Economics, Geography, Psychology	NA		Do
5.	Three Year Major Course in Tourism & Travel Management	NA		Do

Date: 21.02.2016  
Place : Kolkata

*Kripalini Bhowmik*  
20.7.20  
Principal  
Muralidhar Girls' College

*S. Bandyopadhyay*  
Prof. (Dr.) S. Bandyopadhyay  
Registrar (Acting) 22.03.16.



# UNIVERSITY OF CALCUTTA

**GURUPADA SAREN**  
SECRETARY  
COUNCILS FOR UNDERGRADUATE STUDIES,  
UNIVERSITY OF CALCUTTA.

Ref.No : CUS/ 268 (Cir.)/18  
Dated the 07<sup>th</sup> May, 2018

To  
The Principals/T.I.C.  
of all the U.G. Colleges  
affiliated to the University of Calcutta

**SENATE HOUSE**

Kolkata - 700 073.  
Phone : 2241-0071-74,  
2241-0077-78, 2241-4989-90,  
2241-2850-51, 2241-2859  
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E-mail : u.g.councilsc.u@gmail.com  
Website : www.caluniv.ac.in

Sir/Madam,

The undersigned is directed to forward you the University Notifications No. CSR/3 /18, dt.07.05.2018 and CSR/ 4 /18, dt.07.05.2018, containing new Admission & Examination Regulations for semester - wise three-year (six semesters) B.A./B.Sc./B.Mus. (Honours/General) and B.A./B.Sc./B.Com.(Major) Courses of Studies under CBCS.

This new Admission and Examination Regulation will come into effect from this academic session, i.e., 2018-2019.

The said Notifications along with detail Regulations is also available in the University Website.

Thanking you,

Enclo:

The University Notifications No. CSR/3/18, dt.07.05.2018 & CSR/4/18, dt.07.05.2018 along with detail Regulations.

Yours faithfully,

*[Signature]*  
Secretary 07/05/18

*[Signature]*

20.7.20  
Principal  
Muralidhar Girls' College



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

### List of the subjects

Sl. No.	Subject	Sl. No.	Subject
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	✓37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies ( General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE  
KOLKATA-700073  
The 4<sup>th</sup> June, 2018

*Spaul*  
4/6/18  
(Dr. Santanu Paul)  
Deputy Registrar

**SEMESTER WISE COURSES FOR B.A./ B.Sc. (HONOURS)**

	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>	<b>Semester 5</b>	<b>Semester 6</b>
<b>CORE COURSES(CC)</b>	<p>2TH + 2P/TU</p> <p>CC- 1: INTRODUCTION TO PSYCHOLOGY</p> <p>(Practicals on Memory, Forgetting and Perception)</p> <p>CC-2: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I</p> <p>(Practicals on Graphical Representations, Central Tendency, Variability, Normal Probability Curve and Correlation)</p> <p>Pages 5-8*</p>	<p>2TH+2P/TU</p> <p>CC-3: BIOPSYCHOLOGY</p> <p>(Practicals on Arousal and Reaction Time)</p> <p>CC-4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES</p> <p>(Practicals on Intelligence and Personality)</p> <p>Pages 9-11*</p>	<p>3TH+3P/TU</p> <p>CC-5: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT</p> <p>(Practicals on Word Association Test and Gender Role Identity)</p> <p>CC-6: PSYCHOLOGICAL RESEARCH</p> <p>(Practicals on Coping and Sentence Completion)</p> <p>CC-7: SOCIAL PSYCHOLOGY</p> <p>(Practicals on Group Cohesiveness and Problem Solving)</p> <p>Pages 11-16*</p>	<p>3TH+3P/TU</p> <p>CC-8: UNDERSTANDING PSYCHOLOGICAL DISORDERS</p> <p>(Practicals on Anxiety and Introversion- Extraversion)</p> <p>CC-9: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II</p> <p>(Practicals on t test and chi square test)</p> <p>CC-10: APPLIED SOCIAL PSYCHOLOGY</p> <p>(Practicals based on Likert's Scale and Goode and Hatte's revision of Bogardus's Scale)</p> <p>Pages 16-21*</p>	<p>2TH+2P/TU</p> <p>CC-11: UNDERSTANDIN G AND DEALING WITH PSYCHOLOGICA L DISORDERS</p> <p>(Practicals on Psychiatric Morbidity and Aggression)</p> <p>CC-12: DEVELOPMENTA L PSYCHOLOGY</p> <p>(Practicals on Parent Child Relationship and Aptitude)</p> <p>Pages 21-23*</p>	<p>2TH+2P/TU</p> <p>CC-13: ORGANIZATIONAL BEHAVIOUR</p> <p>(Practicals on Emotional Intelligence and Intrinsic Extrinsic Motivation)</p> <p>CC-14: COUNSELLING PSYCHOLOGY</p> <p>(Practicals on Interest and Dysfunctional Attitude)</p> <p>Pages 24-26*</p>

**SEMESTER WISE COURSES FOR B.A./ B.Sc. (HONOURS)**

ELECTIVE COURSES						
DISCIPLINE SPECIFIC ELECTIVES(DSE)					<p>2TH+2P/TU DSE-A (1,2)</p> <p>DSE-01: POSITIVE PSYCHOLOGY</p> <p>(Practicals on Well being and Resilience)</p> <p>Pages 26-27*</p> <p align="center">OR</p> <p>DSE-05: CULTURAL AND INDIGENOUS PSYCHOLOGY</p> <p>(Practicals on Semi structured interview on gender role attitude and Bogardus Social Distance Scale on Ethnic Issues)</p> <p>Pages 31-33*</p>	<p>2TH+2P/TU DSE-A (3,4)</p> <p>DSE-02: HUMAN RESOURCE MANAGEMENT</p> <p>(Practicals on Career Maturity and Entrepreneurship)</p> <p>Pages 27-29*</p> <p align="center">OR</p> <p>DSE-05: CULTURAL AND INDIGENOUS PSYCHOLOGY</p> <p>(Practicals on Semi structured interview on gender role attitude and Bogardus Social Distance Scale on Ethnic Issues)</p> <p>Pages 31-33*</p>

**SEMESTER WISE COURSES FOR B.A./ B.Sc. (HONOURS)**

					<p>DSE-B (1,2)</p> <p>DSE-03: HEALTH PSYCHOLOGY</p> <p>(Practicals on Hope and Health Behaviour)</p> <p>Page 29*</p> <p align="center">OR</p> <p>DSE-06: PSYCHOLOGICA L PERSPECTIVES IN EDUCATION</p> <p>(Practicals on Intelligence and Temperament/ Adjustment)</p> <p>Pages 33-34*</p>	<p>DSE-B (3,4)</p> <p>DSE-04: COMMUNITY PSYCHOLOGY</p> <p>(Practicals on Family Environment and Women Empowerment)</p> <p>Pages 30-31*</p> <p align="center">OR</p> <p>DSE-06: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</p> <p>(Practicals on Intelligence and Temperament/ Adjustment)</p> <p>Pages 33-34*</p>
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**SEMESTER WISE COURSES FOR B.A./ B.Sc. (HONOURS)**

SKILL ENHANCEMENT COURSE (SEC)			1TH+0P/TU  SEC-A-01 BEHAVIOUR MODIFICATION  (No Practical)  OR  SEC-A-01 COMMUNICATION (No Practical)  Page 35, 36*	1TH+0P/TU  SEC-B-02: EMOTIONAL INTELLIGENCE  (No Practical)  OR  SEC-B-02: STRESS MANAGEMENT (No practical)  Pages 36, 37*		
TOTAL CREDITS	20	20	26	26	24	24

- ❖ CC/GE/DSE: Each Theory and Practical Course have 4 and 2 Credits respectively/ Each Theory and Tutorial Course have 5 and 1 Credit (s) respectively
  - ❖ GE: Covering two subjects with two courses each; any subject in any semester; CC of a different subject in General course is to be treated as GE for Honours Course
  - ❖ DSE/SEC: Group (A&B) for specified semesters
  - ❖ AECC/SEC: Each course has 2 Credits
  - ❖ AECC-1: Communicative English/MIL ; AECC-2: Environmental Studies
  - ❖ Page numbers in the syllabus
- TH= Theory; P=Practical; TU=Tutorial

**SEMESTER WISE COURSES FOR B.SC (GENERAL)**

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
CORE COURSE (CC)	<p>CC-1:</p> <p>Foundations of Psychology</p> <p>Theory + Practical (Practical on Memory and Intelligence)</p> <p>Pages 1-2*</p>	<p>CC-2:</p> <p>Introduction To Social Psychology</p> <p>Theory + Practical</p> <p>(Practical on Group Cohesiveness by Sociometric Method and Influence of Group on Individual Behaviour)</p> <p>Pages 3-4*</p>	<p>CC-3:</p> <p>Psychological Disorders</p> <p>Theory + Practical</p> <p>(Practical on Anxiety and Stress)</p> <p>Pages 4-5*</p>	<p>CC-4:</p> <p>Statistical Methods and Psychological Research</p> <p>Theory+ Practical</p> <p>(Practical on Personality and Computation of Central Tendency, Variability Measures, Rank Difference Correlation)</p> <p>Pages 5-7*</p>		
ELECTIVE COURSES DISCIPLINE SPECIFIC ELECTIVE (DSE)					<p>DSE-1A</p> <p>Life Span Development</p> <p>(Practical on Attachment Style)</p> <p>Page 8-9*</p>	<p>DSE-1B</p> <p>Industrial /Organizational Psychology</p> <p>(Practical on Intrinsic Extrinsic Motivation)</p>



**SEMESTER WISE COURSES FOR B.SC (GENERAL)**

					OR DSE- 1A Health and Well Being (Pactical on Well- Being)  Page 9*	Page 10* OR DSE-1B Counselling Psychology (Pactical on Empathy)  Page 11*
SKILL ENHANCEMENT ELECTIVE (SEC)			SEC- 1A Managing Stress  OR  SEC- 1A Applications of Social Psychology  Page 12-13*	SEC-1B Managing Human Resources  OR  SEC- 1B Developing Emotional Competence  Page 14-15*	SEC- 1A Managing Stress  OR  SEC- 1A Applications of Social Psychology  Page 12-13*	SEC-1B Managing Human Resources  OR  SEC- 1B Developing Emotional Competence  Page 14-15*
TOTAL CREDITS	20	20	20	20	20	20

### **SEMESTER WISE COURSES FOR B.SC (GENERAL)**

- ❖ CC/ DSE: Each Theory and Practical Course have 4 and 2 Credits respectively/ Each Theory and Tutorial Course have 5 and 1 Credit(s) respectively
- ❖ CC: 4 courses each from 3 subjects (one course from each subject under each semester)
- ❖ DSE: 2 courses each from 3 subjects ( one course from each subject under each semester)
- ❖ AECC/SEC: Each Course has 2 credits
- ❖ AECC-1: Communicative English/MIL; AECC-2: Environmental Studies
- ❖ SEC: 4 courses; two courses each from two subjects
- ❖ DSE/SEC: Group (A&B) for specified semesters

\*Page Numbers in the syllabus

TH=Theory; P=Practical; TU=Tutorial

### SEMESTER WISE COURSE FOR B.A. (GENERAL)

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
CORE COURSE (CC)	<p>CC-1:</p> <p>Foundations of Psychology</p> <p>Theory + Practical (Practical on Memory and Intelligence)</p> <p>Pages 1-2*</p>	<p>CC-2:</p> <p>Introduction To Social Psychology</p> <p>Theory + Practical (Practical on Group Cohesiveness by Sociometric Method and Influence of Group on Individual Behaviour)</p> <p>Pages 3-4*</p>	<p>CC-3:</p> <p>Psychological Disorders</p> <p>Theory + Practical (Practical on Anxiety and Stress)</p> <p>Pages 4-5*</p>	<p>CC-4:</p> <p>Statistical Methods and Psychological Research</p> <p>Theory+ Practical (Practical on Personality and Computation of Central Tendency, Variability Measures, Rank Difference Correlation)</p> <p>Pages 5-7*</p>		
ELECTIVE COURSES DISCIPLINE SPECIFIC ELECTIVE (DSE)					<p>DSE-1A Life Span Development</p> <p>(Practical on Attachment Style)</p> <p>Page 8-9*</p>	<p>DSE-1B Industrial /Organizational Psychology</p> <p>(Practical on Intrinsic Extrinsic Motivation)</p>

**SEMESTER WISE COURSE FOR B.A. (GENERAL)**

					OR DSE- 1A Health and Well Being (Pactical on Well- Being) Page 9*	Page 10* OR DSE-1B Counselling Psychology (Pactical on Empathy) Page 11*
SKILL ENHANCEMENT ELECTIVE (SEC)			SEC- 1A Managing Stress  OR  SEC- 1A Applications of Social Psychology  Page 12-13*	SEC-1B Managing Human Resources  OR  SEC- 1B Developing Emotional Competence  Page 14-15*	SEC- 1A Managing Stress  OR  SEC- 1A Applications of Social Psychology  Page 12-13*	SEC-1B Managing Human Resources  OR  SEC- 1B Developing Emotional Competence  Page 14-15*
TOTAL CREDITS	20	20	20	20	20	20

### **SEMESTER WISE COURSE FOR B.A. (GENERAL)**

- ❖ CC/LCC/GE/DSE: Each Theory and Practical Course have 4 and 2 credits respectively / Each Theory and Tutorial Course have 5 and 1 Credit (s) respectively
- ❖ CC: 4 courses each from 2 subjects (one course from each subject under each semester)
- ❖ LCC: LCC1- English courses; LCC2- MIL courses
- ❖ GE: Two courses from one subject different from core subjects including LCC
- ❖ DSE: 2 courses each from 2 subjects
- ❖ AECC/SEC: Each course has 2 Credits
- ❖ AECC-1: Communicative English/ MIL; AECC-2: Environmental Studies
- ❖ SEC: 4 courses; 2 courses each from two subjects
- ❖ DSE/SEC: Group (A&B) for specified semesters

\*Page Numbers in the syllabus

TH=Theory; P=Practical; TU=Tutorial

**SYLLABUS FOR B.A./ B.Sc (HONS.) PSYCHOLOGY  
CHOICE BASED CREDIT SYSTEM (CBCS)**

**THREE-YEAR FULL-TIME PROGRAMME**

## **B. A./ B.Sc (HONS.) PSYCHOLOGY**

This course aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required competencies in the students to understand and respond to the same efficiently and effectively.

### **Pedagogy for teaching the B.A. (Hons) Course in Psychology**

The teaching-learning of the programme would be organized through lectures, tutorials, experiential exercises, projects, presentations, workshops, seminars and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in most of the papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

### **Evaluation**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

### **NOTES:**

- For Core papers- 4 Theory classes+ 4 Practical Classes per week/ per group
- DSE Theory- 4 Theory classes+ 4 Practical Classes per week/ per group
- For GE papers- - 4 Theory classes + 4 Practical Classes per week/ per group

**[a). Psychology honours students will have other subjects as pass papers which is synonymous to Generic Elective**

**b). The core papers for Psychology General Course will serve as Generic Elective for the students of other honours who will opt for Psychology as a pass paper]**

- For SEC courses- 2 Theory classes
- Evaluation through tests
- Hands on training will be provided through skill based learning.

**PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN**  
**B.A./B.Sc (HONS.) IN PSYCHOLOGY**

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (SEC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	<b>CC-1</b> Introduction to Psychology (Theory+ Practical)				
	<b>CC-2</b> Statistical Methods for Psychological Research-I (Theory+ Practical)				
II	<b>CC-3</b> Biopsychology (Theory+ Practical)				
	<b>CC-4</b> Psychology of Individual Differences (Theory+ Practical)				
III	<b>CC-5</b> Development of Psychological Thought (Theory+ Practical)		SEC-A (1)		
	<b>CC-6</b> Psychological Research (Theory+ Practical)				
	<b>CC-7</b> Social Psychology (Theory+ Practical)				
IV	<b>CC-8</b> Understanding Psychological Disorders (Theory+ Practical)		SEC-B (2)		
	<b>CC-9</b> Statistical Methods for Psychological Research-II (Theory+ Practical)				
	<b>CC-10</b> Applied Social Psychology (Theory+ Practical)				
V	<b>CC-11</b> Understanding and Dealing With Psychological Disorders (Theory+ Practical)			DSE-A (1,2)	
	<b>CC-12</b> Developmental Psychology (Theory+ Practical)			DSE-B (1,2)	
VI	<b>CC-13</b> Organizational Behavior (Theory+ Practical)			DSE-A (3,4)	
	<b>CC-14</b> Counseling Psychology (Theory+ Practical)			DSE-B (3,4)	



**ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) [Two IN SEMESTER- V (One from A and One from B) AND Two IN SEMESTER-VI (One from A and One from B)]:**

Sem 5

DSE-A -01: Positive Psychology (Theory+ Practical)

OR

DSE-A-05: Cultural and Indigenous Psychology (Theory+ Practical)

Sem 6

DSE-A -02: Human Resource Management (Theory+ Practical)

OR

DSE-A-05: Cultural and Indigenous Psychology (Theory+ Practical)

Sem 5

DSE-B -03: Health Psychology (Theory+ Practical)

OR

DSE-B -06: Psychological Perspectives in Education (Theory+ Practical)

Sem 6

DSE-B -04: Community Psychology (Theory+ Practical)

OR

DSE-B -06: Psychological Perspectives in Education (Theory+ Practical)

**SKILL ENHANCEMENT COURSE (SEC) (SKILL BASED) (ANY 2) (one IN SEMESTER III AND one IN SEMESTER IV):**

Sem 3

SEC-A -01: Behaviour Modification (Theory)

OR

SEC-A-01: Communication (Theory)

Sem 4

SEC-B -02: : Emotional Intelligence (Theory)

OR

SEC-B -02: Stress Management (Theory)

## CORE COURSES

### SEMESTER-I

#### CC-1: INTRODUCTION TO PSYCHOLOGY

**Objective:** To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Unit 1: Introduction:** What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India. **(8 hours)**

**Unit 2: Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions. **(14 hours)**

**Unit 3: Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts. **(16 hours)**

**Unit 4: Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory. **(12 hours)**

#### **Practicum:**

Any 2 practicum pertaining to CC-1- **(4 hours, per week per batch: 15-25 students)**

1. Memory- a) Effect of spaced and unspaced method of learning on memorization capacity of the subject  
b) Effect of retroactive inhibition on the memorization capacity of the subject
2. Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card

#### **Readings:**

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

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

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

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

#### **Further Readings**

Best, J.B. (1998, 5<sup>th</sup> Edition). *Cognitive Psychology*. John Wiley & Sons. ISBN-13: 978-0470002322  
ISBN-10: 0470002328

Baron, R. A. (2001). *Psychology (5th Edition)*, Prentice-Hall of India Private Limited.

Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5<sup>th</sup> Edition). Sage Publication, 2016

Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6<sup>th</sup> Edition). Oxford IBH Publishing

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 (2<sup>nd</sup> Edition). PHI Learning Private Limited.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7<sup>th</sup> Edition), McGraw Hill Booh Company.

Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.

Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10<sup>th</sup> Edition). An Cengage Learning.

Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education

Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8<sup>th</sup> Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> Edition). Pearson Publishing House, 2006

## **CC-2: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I**

**Objective:** To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

### **Unit 1: (10 hours)**

**Introduction:** Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

**Frequency Distributions, Percentiles, and Percentile Ranks:** Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks.

**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 (Skewness and Kurtosis).

**Unit 2: (14 hours)**

**Measures of Central Tendency:** The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

**Measures of Variability:** The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.

**Unit 3: (14 hours)**

**Standard (z) Scores:** Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

**The Normal Probability Distribution:** 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 Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

**Unit 4: (12 hours)**

**Correlation:** The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.

**Random Sampling and Sampling Distributions:** Random Sampling; Using a Table of Random Numbers; The Random 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; Random Sampling With and Without Replacement.

**Practicum:** Any 2 practicum pertaining to CC-2 **(4 hours, per week per batch: 15-25 students)**

1. On Graphical representations ( Frequency Polygon, Histogram, Pie Chart, Smoothed Curve, Ogive)
2. On computation of Central Tendency and Variability measures
3. On Skewness, Kurtosis, Normal Probability Curve- Areas and Z scores
4. On Correlation- Pearson Product Moment Correlation Coefficient

**Reading List:**

Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9<sup>th</sup> Ed.). USA: Cengage Learning.

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5<sup>th</sup> Ed.). USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2<sup>nd</sup> Ed.). New Delhi: PHI learning Pvt. Ltd.

### **Further Readings**

Anastasi, A.(1990). *Psychological Testing*, New York: MacMillan Co.

Das, D. & Das, A. (2008). *Statistics in Biology and Psychology*. Academic Publishers, Calcutta, (Latest edition)

Freeman, S.F.: *Theory and practice of Psychological testing*. Oxford & IBH publishing Co. Calcutta. Third Edition.

Garrett, H.E. (1981). *Statistics in Psychology and education*. VakilsFeffer & Simons Ltd.

Guilford, J.P. & Fruchter, B. (1973). *Fundamental Statistics in Psychology and Education*, McGraw Hill New Delhi.

Kaplan, R.M. & Saccuzzo D.P.: *Psychological Testing Principles, Applications, and Issues*, Wadsworth, Fifth Edition.

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

## SEMESTER II

### CC-3: BIOPSYCHOLOGY

#### Objectives:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Unit 1: Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. **(8 hours)**

**Unit 2: The Functioning brain:** Structure and functions of neurons; Neural conduction and synaptic transmission. **(14 hours)**

**Unit 3: Organization of Nervous system:** CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. **(14 hours)**

**Unit 4: Neuroendocrine system:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary. **(14 hours)**

**Practicum:** Any 2 practicum pertaining to CC-3 **(4 hours, per week per batch: 15-25 students)**

1. On Arousal- Determination of the effect of variation of different levels of attentive task on arousal (Pneumograph).
2. On Reaction Time – Simple, Choice and Discriminative Reaction Time (Emphasis on Physiological Explanation)

#### Readings:

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

#### Further Readings

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

Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.

Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition, Prentice -Hall of India Pvt. Ltd., New Delhi.

Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

## CC-4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

**Objective:** To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

**Unit 1: Personality:** Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura). **(10 hours)**

**Unit 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. **(14 hours)**

**Unit 3: Indian approach:** Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. Components of Identity: Concept of Triguna from Sankhya perspective. **(10 hours)**

**Unit 4: Enhancing individual's potential:** Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity. **(16 hours)**

**Practicum:** Any 2 practicum pertaining to CC-4

Two psychological tests (one based on Intelligence and one based on personality). **(4 hours, per week per batch: 15-25 students)**

1. Intelligence:

- a.) WASI II: Wechsler Abbreviated Scale of Intelligence, Second Edition, India (WASI-II INDIA)  
David Wechsler, 2016, Psychological Corporation; PsychCorp.

OR

- b.) Terman, L. M. & Merrill, M.A. (1937). Measuring Intelligence. Boston, MA: Houghton Mifflin

2. Personality:

Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire. In : Dorfman W. I., Hersen M. (eds). Understanding Psychological Assessment. Perspectives on Individual Differences. Springer, Boston MA.

Print ISBN : 978-1-4613-5434-5

Online

ISBN

:

978-1-4615-1185-4

**Readings:**

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

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, 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. New Delhi: Tata McGraw-Hill.

Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN-13: 9788131773444.

**Further Readings**

Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.

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

The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C. R. Snyder. Oxford Library of Psychology

**SEMESTER- III****CC-5: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT****Objectives:**

- This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

**Unit 1: Understanding Psyche:** A universal quest for understanding Consciousness. Indian Perspective: Yoga and Vedant: Western Perspective. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality. **(14 hours)**

**Unit 2: Positivist Orientation:** Developments in Behaviourism (Watson), Neo-behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift) **(12 hours)**

**Unit 3: Analytic Debates:** Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential **(12 hours)**

**Unit 4: Contemporary Developments: Psychology of Gender (12 hours)**



**Practicum:** Any 2 practicum pertaining to CC-5 (**4 hours, per week per batch: 15-25 students**)

1. Word Association Test-

Word Association Test- by Dr. Girindra Sekhar Bose

2. Indian Gender Role Identity Scale-

Basu, J. (2010). Development of The Indian Gender Role Identity Scale (IGRIS). Psychometric Properties and Application. Journal of Indian Academy of Applied Psychology, 36, 25-34.

**Readings:**

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist, 40, 266-275.

Helgeson, V.S. (2006). Psychology of Gender. Pearson Education.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006, pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.

Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Rider, E. A. (2004, Apr). Our Voices: Psychology of Women, 2<sup>nd</sup> Edition. Wiley Publishers  
ISBN: 978-0-471-47879-9. Copyright 2005

St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.

Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.

Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. Springer.

## **CC-6: PSYCHOLOGICAL RESEARCH**

**Objective:** To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

### **Unit 1:**

**Basics of Research in Psychology:** What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.

**Research Traditions :** Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis. **(12 hours)**

**Unit 2: Sampling:** Probability & Non probability sampling methods **(14 hours)**

**Unit 3: Methods of Data Collection:** Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data **(12 Hours)**

**Unit 4: Psychological testing:** Characteristics of a test – standardization, reliability, validity, norms, applications & issues **(12 Hours)**

**Practicum :** Any 2 practicum pertaining to CC-6 **(4 hours, per week per batch: 15-25 students)**

Semi Projective Techniques-

1. Semi Structured Interview on Coping compared with Coping Scale by Rao, K., Subbakrishna, D.K. & Prabhu, G.C. (1989). Development of a Coping Checklist- A Preliminary Report. Indian Journal of Psychiatry, 31 (2), 128-133.
2. Sentence Completion Test:

Sacks, J.M & Levy, S. (1950). Sentence Completion Test (SSCT). Dr. Joseph M. Sacks & other Psychologists of the New York Veterans Administrative Mental Hygiene Service.

**Reading List:**

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* (2<sup>nd</sup> Ed.) Oxford: Blackwell Publishers

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

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

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

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6<sup>th</sup> Ed.) Boston: Pearson Education.

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

### **Further Readings**

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

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).

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

## **CC-7: SOCIAL PSYCHOLOGY**

### **Objectives:**

- Develop an understanding of the individual in relation to the social world
- Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.

**Unit 1: Introduction:** Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology. **(12 hours)**

**Unit 2: Understanding and evaluating the social world:** Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change **(12 hours)**

**Unit 3: Social interaction and Influence:** Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence **(12 hours)**

**Unit 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) **(14 hours)**

**Practicum:** Any 2 practicum pertaining to CC-7 **(4 hours, per week per batch: 15-25 students)**

1. On Group Cohesiveness by Sociogram Method
2. On Social Facilitation by Problem Solving-Individual and Group Situations

**Readings:**

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup> Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
- Franzoi, S.L. (2009). *Social Psychology* (5<sup>th</sup> Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup> Ed.). New Delhi: Pearson

**Further Readings**

- 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.

**SEMESTER- IV****CC-8: Understanding Psychological Disorders****Objectives**

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

**Unit 1: Understanding Abnormality:** Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

**(10 hours)**

**Unit 2: Clinical Picture and etiology of Disorders I:** Anxiety disorders (any 2 disorders);- Generalized Anxiety Disorder and Obsessive Compulsive Disorder  
Somatoform disorders – Hypochondriasis and Conversion disorders **(12 hours)**

**Unit 3 :** a) Clinical Picture and etiology- Mood disorders  
b) Clinical Picture- Eating disorders **(12 hours)**

**Unit 4 :** a). Clinical Picture and etiology: Schizophrenia  
b). Clinical Picture- Personality Disorder: Anti Social Personality Disorder  
c). Clinical Picture- Disorders of Development : Mental Retardation, ADHD  
**(16 hours)**

**Practicum:** Any 2 practicum pertaining to CC-8 **(4 hours, per week per batch: 15-25 students)**

1. Anxiety  
State Trait Anxiety Inventory: Spielberger, C.D., Gorsuch, R.L., & Lushene, R.G. (1970). STAI Manual; Palo Alto. Consulting Psychologists Press.
2. Personality:  
Kundu Introversion Extraversion Inventory (1976, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science & Technology, 92 Acharya Prafulla Chandra Road. Calcutta-700009

### **Readings:**

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7<sup>th</sup> Edition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning

### **Further Readings**

Comer, R. J.(2010). Abnormal psychology. New York, NY: Worth.9<sup>th</sup> edition.

Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippincott Williams and Wilkins, 2007.

Kring, A.M., Johnson, S.L., Gerald C., & Neale, D.J.M. (2015). Abnormal Psychology. 13<sup>th</sup> edition.

**CC-9: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II**

**Objective:** To educate students with the techniques of inferential statistics and hypothesis testing.

**Unit 1: ( 14 hours)**

**Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means:** The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of  $H_A$ : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The  $t$  Distribution; Characteristics of Student's Distribution of  $t$ ; Computing  $t$  Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

**Interpreting the Results of Hypothesis Testing**

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Levels of Significance versus  $p$ -Values.

**Unit 2: ( 16 hours)****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.

**Confidence Intervals**

Confidence Intervals for  $\mu_x - \mu_y$ ; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.

**Unit 3: ( 8 hours)**

**Hypothesis Testing for Differences among Three or More Groups:** One-Way Analysis of Variance (ANOVA). Concept of ANOVA. Concept of t and F test and their relationship. (No computation of ANOVA)

**Unit 4: ( 12 hours)****Hypothesis Testing for Categorical Variables and Inference about Frequencies**

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

**Nonparametric Approaches to Data**

Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

**Theoretical Introduction to SPSS Statistical Package**

**Practicum : Any 2 practicum pertaining to CC-9 (4 hours, per week per batch: 15-25 students)**

1. On Computation of t test
2. On Computation of Chi Square

**Reading List:**

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall .

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Field, A. (2009). *Discovering Statistics using SPSS* (3<sup>rd</sup> Ed). New Delhi :Sage.

King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Willey.

Mangal, S.K. (2012). *Statistics in Psychology & Education*. (2nd Ed). New Delhi: PHI learning Pvt. Ltd.

**Further Readings**

Broota, K. D. (2017). *Experimental Design in Behavioural Research*, Delhi.

Das, D. & Das, A. (Latest edition). *Statistics in Biology and Psychology*. Academic Publishers, Calcutta.

Garrett, H.E. (1981). *Statistics in Psychology and education*. VakilsFetTer& Simons Ltd.

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



**CC-10: APPLIED SOCIAL PSYCHOLOGY**

**Objective:** To help student understand social problems and gain knowledge about intervention strategies.

**Unit 1: Introduction:** Nature of applied Social Psychology, Social influences on behaviour, Methodological approaches – Participatory Action and Learning research techniques. **(10 hours)**

**Unit 2: Applying Social Psychology-I:** Environment, diversity. (Practicals below) **(14 hours)**

**Unit 3: Applying Social Psychology-II:** work, health, legal system. **(14 hours)**

**Unit 4: Intervention and Evaluation:** Process of intervention; need for evaluation for effective programmes. Case studies in Indian context. **(12 hours)**

**Practicum:** Any 2 practicum pertaining to CC-10: **(4hours, per week per batch: 15-25 students)**

1. Likert Scale Construction on Environment
2. Diversity to be measured in terms of Ethnic Prejudice by Bogardus's Social Distance Scale (Revision of Goode and Hatt)

**Readings:**

Kloos, B., Hill, J., Thomas, E., Wandersman, E., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelsen, B. (1995). Methods for development work and research: A guide for practitioners. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coultas, L.M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

**SEMESTER- V****CC-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS****Objective:**

- To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- Help students develop an understanding of how to deal with moderate to severe psychopathology.

**Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia:** Application in case of mood disorders and schizophrenia **(12 hours)**

**Unit 2: Insight oriented explanations and interventions:** Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention **(12 hours)**

**Unit 3: Behavioural and Cognitive explanations :** Application in case of : phobias, depression. **(12 hours)**

**Unit 4: Perspectives of Counselling:** Concept, Steps, Types- Directive, Nondirective and Eclectic **(14 hours)**

**Practicum:** Any 2 practicum pertaining to CC-11 **(4 hours, per week per batch: 15-25 students)**

1. Psychiatric Morbidity: General Health Questionnaire 28:
  - a.) Goldberg, D.P., & Hiller, V.E. (1979). A scaled version of the General Health Questionnaire. Psychological Medicine, 9, 136-146.
  - b.) Goldberg, H., & Williams, P. (1988). The user's guide to the general health questionnaire. Windsor : NFER- Nelson Publishing Co.
2. Aggression: State Trait Anger Expression Inventory-
  - a.) Spielberger, C. D. ( 1996, February ). State-Trait Anger Expression Inventory. Professional Manual. Centre for Research in Behavioural Medicine and Health Psychology. University of South Florida. Tampa, Florida.
  - b.) Spielberger, C. D. (1996). State-Trait Anger Expression Inventory. PAR Psychological Assessment Resources, Inc.

**Readings:**

Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

**Further Readings**

Corey, G. (2008). Theory and Practice of Counseling and Psychotherapy. Thomson Learning Academic Resource Center.

Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry. Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/Lippincott Williams and Wilkins, 2007.

**CC-12: DEVELOPMENTAL PSYCHOLOGY**

**Objectives:** To equip the learner with an understanding of the concept and process of human development across the life span To impart an understanding of the various domains of human development To inculcate sensitivity to socio-cultural context of human development

**Unit 1: Introduction:** Concept of Human Development; themes ( Cephalocaudal and Proximodistal ) and research designs ( **8 hours** )

**Unit 2: Stages of Life Span Development:** Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood ( **12 hours** )

**Unit 3: Domains of Human Development:** Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development ( **15 hours**)

**Unit 4: Socio-Cultural Contexts for Human Development:** Family; Peers, Media & Schooling; Human Development in the Indian context ( **15 hours**)

**Practicum:** Any 2 practicum pertaining to CC-12 ( **4 hours, per week per batch: 15-25 students**)

1. Parent Child Relationship:
  - a.) Rao, N. (1989). Manual for Parent Child Relationship Scale. National Psychological Corporation
3. Aptitude:
  - Vohra, S. (1997). Davis's Battery of Differential Abilities. National Psychological Corporation

#### **Reading List:**

Berk, L. E. (2010). *Child Development* (9<sup>th</sup> Ed.). New Delhi: Prentice Hall.

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

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13<sup>th</sup> Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13<sup>th</sup> ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

#### **Further Readings**

Heatherington, E.B., & Parke, R.D.: *Child Psychology*, McGraw Hill New York, 1986.

Hurlock, E.B.: *Developmental Psychology: A Life-Span Approach*. McGraw Hill Education, Fifth Edition, 2001.

Hurlock, E.B.: *Child Development*, McGraw Hill Education, Sixth Edition, 2005.

**SEMESTER- VI****CC-13: ORGANIZATIONAL BEHAVIOUR****Objectives:**

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

**Unit 1: Introduction:** Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting **(12 hours)**

**Unit 2: Individual level processes:** Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign **(14 hours)**

**Unit 3: Dynamics of Organizational Behavior:** Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism. **(12 hours)**

**Unit 4: Leadership:** Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership **(12 hours)**

**Practicum:** Any 2 practicum pertaining to CC-13 **(4 hours, per week per batch: 15-25 students)**

1. Emotional Intelligence:

Hyde, A., Pete, S. & Dear, U. (2002). Manual for Emotional Intelligence Scale (EIS). Vedanta Publication. Lucknow.

2. Intrinsic Extrinsic Motivation:

Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra : National Psychological Corporation.

**Readings:**

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding organizationalbehaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). *Organizational Behavior* (10<sup>th</sup> Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

### **Further Readings**

Blum, N.L. & Naylor, J.C.: *Industrial Psychology- Its Theoretical and Social Foundation*

Schultz, D.P. & Schultz S.E.: *Psychology and Work Today: an Introduction to Industrial and Organizational Psychology*, Prentice Hall.

## **CC-14: COUNSELLING PSYCHOLOGY**

### **Objectives:**

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

**Unit 1: Introduction:** Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India **(12 hours)**

**Unit 2: Counselling Process:** Building counselling relationships; Working in a counselling relationship; Closing counselling relationships **(12 hours)**

**Unit 3: Techniques of Counselling:** Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation **(12 hours)**

**Unit 4: Counselling Applications:** Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse **(14 hours)**

**Practicum:** Any 2 practicum pertaining to CC-14 **(4 hours, per week per batch: 15-25 students)**

#### 1. Interest-

Guilford, J.S. & Zimmerman, W. S. (1963, 1989, Copyright). Guilford- Zimmerman Interest Inventory. Consulting Psychologists Press Inc. 3803 E. Bayshore Road. Palo Alto, CA 94303.

#### 2. Dysfunctional Attitude-

Power, M.J. (1994, Copyright). Dysfunctional Attitude Scale. Reprinted by permission in *Cognitive Therapy for Chronic Pain* by Beverly E. Thorn. Copyright 2004 by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details).

### **Readings:**

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby.

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi: Pearson.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.

Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India*. Volume 3: *Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson

Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

### **ELECTIVE: DISCIPLINE SPECIFIC DSE**

**[2 in Semester V (One from A & one from B) and 2 in Semester VI (One from A & one from B)]:**

#### **DSE-A -01: POSITIVE PSYCHOLOGY**

**Objective:** To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

**Unit 1: Introduction: Positive Psychology:** An Introduction, Perspectives on Positive

Psychology: Western and Eastern, Character Strengths and virtues. **(12 hours)**

**Unit 2: Positive Emotional States and Processes:** Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience **(14 hours)**

**Unit 3: Positive Cognitive States and Processes:** Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness. **(12 hours)**

**Unit 4: Applications:** Work, education, ageing, health **(12 hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-01 **(4 hours, per week per batch: 15-25 students)**

1. Well being:

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

2. Resilience- To construct a Semi structured Interview and compare with **Annalakshmi's Scale**

**Reading List:**

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

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

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

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

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

**DSE-A -02: HUMAN RESOURCE MANAGEMENT**

**Objective:** To help students understand the various processes and issues inherent in organizations related to human resources.

**Unit 1: Introduction to Human Resource Management (HRM):** HRM and HRD, Context and issues in HRM **(10 hours)**

**Unit 2:** Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation **(14 hours)**



**Unit 3:** International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. **(16 hours)**

**Unit 4: Organizational change and development:** Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group). **(10 hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-02 **(4 hours, per week per batch: 15-25 students)**

1. Career Maturity:

- a.) Crites, J.O. (1973a). Administration and Use Manual: Career Maturity Inventory. Monterey: McGraw- Hill
- b.) Crites, J.O. (1973b). Theory and Research Handbook: Career Maturity Inventory. Monterey: McGraw- Hill

2. Entrepreneurship- Semi-structured Interview and compared with Entrepreneurship Scale

- a.) Vijaya, V., & Kamalabhan, T.J. (1998). A scale to assess entrepreneurship motivation. The Journal of Entrepreneurship, VII-2

**Reading List:**

Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.

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

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

Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3<sup>rd</sup> ed.) New Delhi: Sai Printographers.

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

### **DSE-B -03: HEALTH PSYCHOLOGY**

**Objective:** To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

**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 **(14 hours)**

**Unit 2: Behavior and health:** Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. **(12hours)**

**Unit 3: Health Enhancing Behaviours:** Exercise, nutrition, safety, pain, stress management **(12 hours)**

**Unit 4: Health and Well-being:** Happiness; Life satisfaction; Resilience; Optimism and Hope **(12 hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-03 **(4 hours, per week per batch: 15-25 students)**

1. Hope:

Adult Hope Scale- Synder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T. et. al (1991). The will and the ways: Development and validation of an individual differences measure of hope. *Journal of Personality and Social Psychology*, 60, 570-585.

2. Health Behaviour- To construct a Semi Structured Interview and compared with Cornell Medical Index

### **Readings:**

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

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

Kindersley. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4<sup>th</sup> Ed.). NY: Wiley.

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

Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

**DSE-B -04: COMMUNITY PSYCHOLOGY**

**Objective:** To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

**Unit 1: Introduction:** Definition of community psychology; types of communities; models. **(12 hours)**

**Unit 2: Core values:** Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation. **(14 hours)**

**Unit 3: Health promotion:** process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. **(12 hours)**

**Unit 4: Interventions:** community development and empowerment; case studies in Indian context. **(12 hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-04 **(4 hours, per week per batch: 15-25 students)**

1. Family Environment:

Bhatia, H., & Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow

2. Women Empowerment- To construct a Semi Structured Interview.

**Readings:**

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

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Kloos B. Hill, J Thomas, 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. United States: Jones and Bartlett Publishers.

Misra, G. (Ed).(2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

**Further Readings**

APA Handbook of Community Psychology by Meg A. Bond, PhD, Irma Serrano-García, PhD, and Christopher B. Keys, PhD and Marybeth Shinn, PhD (Associate Editor). Part of the APA Handbooks in Psychology Series and APA Reference Books Collection

**DSE-A- 05: CULTURAL AND INDIGENOUS PSYCHOLOGY**

**Objective:** To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

**Unit 1: Cultural Processes:** Cultures; Multiculturalism and Cultural Relativity; Cultures and psychology: Perspectives of cross cultural psychology. **(12 Hours)**

**Unit 2: Culture, Self and Others:** Who am I and Who are They? Representation: Person, Other People, Self and of Groups, Acculturation & Enculturation: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways. **(14 Hours)**

**Unit 3: Intercultural Contacts:** Nature, psychological benefits and costs, Migration, globalization and cultural diversity. **(12 Hours)**

**Unit 4: Indigenous Psychology:** Indian Psychology – Implications and applications; indigenization of psychology in India. Integration of modern psychology with Indian thought. **(12 Hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-05 **(4 hours, per week per batch: 15-25 students)**

1. Semi structured interview of people from different ethnic background on gender role attitude.
2. Bogardus Social Distance Scale on Ethnic Issues

## Readings

Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.

Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.

Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.

Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.

Mathijs, Cornelissen, R.M., Misra, G. & Verma, Suneet. (2011). *Foundation of Indian Psychology*, Vol 1, Theories and Concepts. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 421-439. New Delhi: Concept Publishing Company.

Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and concepts*, Vol, 1. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures: Living and working in a changing world*. London: Sage.

### **Further Readings:**

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

Shiraev, E.B. & Levy, D.A. (2015, 5<sup>th</sup> Edition). *Cross-Cultural Psychology. Critical Thinking and Contemporary Applications*. Pearson India Education Services Pvt. Ltd.

## **DSE-B -06: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION**

### **Objectives:**

- To understand of the interface between education and psychology
- To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- To enable learners to deal with various problems and issues related to student diversity in a classroom

**Unit 1: Education and Psychology: An Introduction:** Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education. **(12 Hours)**

**Unit 2: Debates and Issues in Educational Psychology:** Role of Play in Education; Role of a teacher. **(12 Hours)**

**Unit 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. **(14 Hours)**

**Unit 4: Inclusive Education: Dealing with Classroom Diversity:** Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste. Disability **(14 Hours)**

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-06 **(4 hours, per week per batch: 15-25 students)**

**1. Standard Progressive Matrices /WASI II India**

**2. Temperament Scale / Bell Adjustment Scale**

**Readings:**

Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.

Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives*. London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.

Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.

Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education*. Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). *Education and schooling*. London: Methuen & Co. Ltd.

Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

Smith, M. (1977). *The underground and education: A guide to the alternative press*. London: Methuen & Co. Ltd.

Spring, J. (1975). *A preimer of libertarian education*. New York: Free Life Editions.

Sutherland, M. (1988). *Thoery of education*. London: Longman.

Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

**SKILL ENHANCEMENT ELECTIVE (SEC) (SKILL BASED) (1 IN SEM III AND 1 IN SEM IV):**

**SEC-A-01: BEHAVIOUR MODIFICATION**

Objective: To understand the concept of behaviour modification and its applications.

**Unit 1: Introduction-** What is behaviour. What is behaviour modification. What is behaviour assessment. **(8 hours)**

**Unit 2:** Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications. **(14 hours)**

**Unit 3 : Techniques-** Token Economy, Contingencies, Shaping, Premack Principle. **(14 hours)**

**Unit 4: Applications-** School, Family, Work. Behavioural principles and procedures-a) Getting a behaviour to occur more often with positive reinforcement, b.) Developing and maintaining behaviour with conditioned reinforcement, c.) Decreasing a behaviour with extinction. Planning, applying and evaluating. **(14 hours)**

Readings:

Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L. (1975). Introduction to Psychology, 6<sup>th</sup> Ed. Oxford IBH Publishing.

Luthans, F. (2005). Organizational Behaviour, 10<sup>th</sup> Edition. McGraw Hill Irwin, Boston, MA. ISBN: 0072873876 / 9780072873870.

Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright). Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

**Further Readings**

Miltenberger, R.G.(May 12th 2011) Behaviour Modification: Principles and Procedures. Wadsworth Publishing Company

**OR**

**SEC-A-01: COMMUNICATION**

Objective: To understand communication and its different facets in different contexts.

**Unit 1: Introduction:** What is Communication. Definition, Nature, Types, Process and Functions. **(10 hours)**

**Unit 2:** Nonverbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non Verbal Communication. Functions of Non Verbal communication. Interaction of verbal and Non Verbal behaviour in conversation. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. **(16 hours)**



**Unit 3:** Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. **(16 hours)**

**Unit 4: Applications :** Family and Work. **(8 hours)**

Readings:

Miner, J.B.(1992). Industrial – Organizational Psychology. McGraw Hill

Mumby, D.K. (2001). Organizational Communication: A Critical Approach. Sage Publishing.

Pennington, D.C., Gillen, K., & Hill, P. (1999). Social Psychology. Routledge.

Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

## **SEC-B-02: EMOTIONAL INTELLIGENCE**

**Objective:** To understand the concept of emotional intelligence and learn ways of developing it.

**Unit 1: Introduction:** Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence **(14 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**(14 hours)**

**Unit 3: Managing Emotions:** The relationship between emotions, thought and behaviour; Techniques to manage emotions **(14 hours)**

**Unit 4: Applications:** Workplace; Relationships; Conflict Management; Effective Leadership **(8 hours)**

**Readings:**

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nded.)* New Delhi: Response Books.

**OR****SEC-B -02: STRESS MANAGEMENT**

**Objective:** In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

**Unit 1: Stress:** Introduction, Nature of stress, symptoms of stress **(12 hours)**

**Unit 2: Various sources of stress:** environmental, social, physiological and psychological **(14 hours)**

**Unit 3: Stress and health:** effects of stress on health, eustress **(14 hours)**

**Unit 4: Managing stress:** Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches. **(10 hours)**

**Readings:**

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.  
DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson  
Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

**Further Readings**

Goldberger, I. & Breznitz, S. (1986). *Handbook of Stress: Theoretical and Clinical Aspect*. The Free Press Collier MacMillan Publishers. London.

Misra, G. (Ed.) (1999). *Psychological Perspectives on Stress and Health*, New Delhi, Concept.

## BA/ BSC

## Paper – I ( Module 1.1 &amp; 1.2)

## (Introduction to Psychology and Basic Psychological Processes)

## Bengali Books

- ১) আফছারউদ্দিন, মো : সাধারণ মনোবিজ্ঞান (দ্বিতীয় মুদ্রণ), একুশে প্রিন্টার্স, ২০০৭।
- ২) আউয়াল, রবিউল, মো : সরকার, বশিরুল হাসান, এবং সুলতান জাহিদ উদ্দিন : মনোবিজ্ঞান পরিচিতি (প্রথম মুদ্রণ), কবির পাবলিকেশন, ২০১১
- ৩) হিদ্দিকি, আবু. বক্কর : স্নাতক ও স্নাতকোত্তর মনোবিজ্ঞান (ত্রয়োদশ সংস্করণ)। সাহিত্যকোষ, ১৯৯৪
- ৪) সরকার নীহাররঞ্জন : মনোবিজ্ঞান ও জীবন (ত্রয়োদশ সংস্করণ), জ্ঞানকোষ প্রকাশনী, ২০১২
- ৫) সাইফুল, কাজী : মনোবিজ্ঞানের ভূমিকা তত্ত্বীয় এবং ব্যবহারিক (প্রথম সংস্করণ)। অজিজিয়া বুক ডিপো, ২০০৭
- ৬) মিত্র স্নিগ্ধা, চ্যাটার্জি ঈশিতা : মনোবিজ্ঞানের প্রথম কথা। বি. বি. কুন্ডু গ্র্যান্ড সপ। জানুয়ারী, ২০১৪
- ৭) মডল, জগদিস্ত্র : মনোবিজ্ঞানের ইতিবৃত্ত। পশ্চিমবঙ্গ বাংলা একাডেমি। ২০১০

BA/ BSC

Part – I

Paper – II (Module 1.3)

- ১) ব্যবহারিক শারীর বিজ্ঞান  
ডঃ দেবনাথ যোগেন  
শ্রীধর প্রকাশনী তৃতীয় সংস্করণ ২০০৮
- ২) শারীর বিজ্ঞান (দ্বিতীয় খণ্ড)  
ডঃ দেবনাথ যোগেন  
শ্রীধর প্রকাশনী  
পুনর্মুদ্রণ ১লা অর্গষ্ট ২০১০
- ৩) মনোবিজ্ঞান ও জীবন  
অধ্যাপক সরকার নীহাররঞ্জন  
ত্রয়োদশ সংস্করণ  
পুনর্মুদ্রণ - ডিসেম্বর/১২  
জ্ঞানকোষ প্রকাশনী
- ৪) স্নায়ুতন্ত্র - সাধারণ মনোবিজ্ঞান  
ড. আফছার উদ্দিন মোঃ  
দ্বিতীয় মুদ্রণ জুলাই ২০১১  
তাম্রলিপি

BA/ BSC

Part - II

Paper – III (Module 2.1 &amp; 2.2)

- ১) পরীক্ষাগারে মনোবিজ্ঞান  
প্রফেসর আহমেদ মঞ্জু ও প্রফেসর মুহম্মদ নুরুল্লাহ।  
আলোয়া বুক ডিপো, বঙ্গনিষ্ঠ প্রকাশনা প্রতিষ্ঠান দ্বিতীয় সংস্করণ।
- ২) মনোবৈজ্ঞানিক পরিমাপন ও পরিসংখ্যান  
সরকার নীহাররঞ্জন  
জ্ঞানকোষ প্রকাশনী, বাংলাবাজার, ঢাকা দ্বিতীয় সংস্করণ।
- ৩) পরীক্ষণ মনোবিজ্ঞান ও গবেষণা পদ্ধতি  
ডঃ সাইফুদ্দীন কাজী ও ডঃ আহসান খান নাজমুল।  
আবীর পাবলিকেশন, বাংলাবাজার, ঢাকা, প্রথম সংস্করণ।

BA/ BSC

Part - II

Paper – IVA (Module 2.3)

- ১) বানু, সুলতানা : বিকাশ মনোবিজ্ঞান (১ম ও ২য় খন্ড), চয়নিকা, ২০১৩
- ২) রায়, সুশীল : শিক্ষা মনোবিদ্যা, সোমা প্রকাশনি, ২০১৫
- ৩) মন্ডল, জগদিস্ত্র : প্রতিবন্ধী ও প্রতিভাবান শিশু : বিশেষ শিক্ষাধারা। সোমা বুক এজেন্সি ২০১০ - ২০১১।

BA/ BSC

Part - III

Paper – V (Module 3.1 & 3.2)

মন্ডল, জগদিস্ত্র : মানসিক স্বাস্থ্যবিদ্যা, সোমা বুক এজেন্সি, ১৯৯৯

মন্ডল, জগদিস্ত্র : 'মনের কথা', দীপ প্রকাশনী ২০১৫

মন্ডল, জগদিস্ত্র ও মুখোপাধ্যায় পৃথা : মনোবৈজ্ঞানিক নির্দেশনা ও পরামর্শদান - সোমা বুক এজেন্সি, ২০১৭

BA/ BSC

Part - III

Paper – VII (Module 3.4 & 3.5)

১) শিল্প মনোবিজ্ঞান - ডঃ খালেদ আবদুল, ঢাকা বিশ্ববিদ্যালয়

২) সাংগঠনিক আচরণ সিদ্ধিক রেজাউল করিম

সরকার মো: আকতারতজ্জামান

আজিজিয়া প্রকাশনী

৩) সাংগঠনিক আচরণ - অধ্যাপক জামাল নসিমুল

হোসেন আকতার

আলম মোহাম্মদ শাহ

পারভীন শামীমা

সম্পাদনায় মো : জহিরুল ইসলাম পাটোয়ারী,

গ্রন্থ কুটির।

## **B. A. /B.Sc with PSYCHOLOGY**

### **Evaluation**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

### **NOTES:**

#### **Core papers (Gen) / Generic Elective (Hons):**

**Theory:** 4 classes

**With Practicals:** 2 practicum to be done in a practical paper - 4 practical classes per week/per group (15-25 students in each group)

#### **DSE papers:**

**Theory:** 4 classes

**Practicals:** 1 practicum to be done in a practical paper - 4 practical classes per week/per group. Each practical group will consist of 15-25 students

#### **SEC papers:**

**Theory:** 2 classes per week

- Evaluation through tests

**PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN**  
**B.A./B.Sc with PSYCHOLOGY**

SEMESTER	CORE COURSE (12)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (SEC) (2)	DISCIPLINE SPECIFIC ELECTIVE DSE (2)	
<b>I</b>					
	CC- 1: Foundations of Psychology (Theory + Practical)				
<b>II</b>					
	CC-2: Introduction To Social Psychology (Theory + Practical)				
<b>III</b>					
	CC-3: Psychological Disorders (Theory + Practical)				
<b>IV</b>					
	CC-4: Statistical Methods and Psychological Research (Theory + Practical)				



<b>V</b>				DSE-1 A	
<b>VI</b>				DSE 1B	

**ELECTIVE: DISCIPLINE SPECIFIC DSE (one in sem V from Group A and one in Sem VI from Group B):**

DSE-1A: Life span development (Theory+ Practical)

OR

DSE- 1A: Health and Well Being (Theory+ Practical)

DSE- 1B: Industrial/ Organizational Psychology (Theory+ Practical)

OR

DSE-1B: Counseling Psychology (Theory+ Practical)

**SKILL ENHANCEMENT ELECTIVE COURSE (SEC) (SKILL BASED)( one in Sem III/Sem V from Group A and one in Sem IV/ Sem VI from Group B):**

SEC 1A: Managing Stress (Theory)

OR

SEC 1A: Applications of Social Psychology (Theory)

SEC 1B: Managing human resources (Theory)

OR

SEC 1B: Developing Emotional Competence (Theory)

## CORE COURSES

### SEMESTER I

#### CC-1: FOUNDATIONS OF PSYCHOLOGY

**Objectives:** To understand the basic psychological processes and their applications in everyday life.

**Unit 1: Introduction:**

Psychology: a science and a perspective, origin and development of psychology, Indian Psychology, methods. **(12 hours)**

**Unit 2: Cognitive processes:**

Perception, nature of perception, laws of perceptual organization, learning-conditioning, observational learning; memory-processes, information processing model, techniques for improving memory. **(14 hours)**

**Unit 3: Motivation and Emotion:**

Motives: biogenic and sociogenic

Emotions: aspects of emotions, key emotions **(12 hours)**

**Unit 4: Personality and Intelligence:**

Personality: nature, theories (Freud, Allport)

Intelligence: nature, theories (Spearman, Gardner) **(12 hours)**

**Practicum:** One experiment and one test to be done on any two topics from the *syllabus* **4 practical classes per week/per group (15-25 students in each group)**

1. Memory- Whole Vs Part Learning Method
2. Intelligence- Suitability Culture Fair Test (Raven's Progressive Matrices Test)

**Readings:**

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K. & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman, S.R. (2009). Essentials of understanding psychology (7<sup>th</sup> Ed.) New Delhi : Tata Mc Graw Hill.

Glassman, W.E. (2000). Approaches to Psychology (3<sup>rd</sup> Ed.) Buckingham: Open University Press.

**Further Readings**

Baron, R.A. (1995). Psychology: The Essential Science. Allyn and Bacon, New York.

Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1986). Introduction to Psychology. (International Student Edition) McGraw Hill Book Co.

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

Theories of Personality Paperback – 16 Jan 2013 by Jess Feist (Author), Gregory J Feist (Author), Tomi-Ann Roberts (Author)

Introduction to Psychology Paperback – 1 Jul 2017 by Clifford Morgan (Author), Richard King (Author), John Weisz (Author),

**SEMESTER II****CC-2: INTRODUCTION TO SOCIAL PSYCHOLOGY**

**Objective:** To understand the basics of social psychology and to understand the individual in the social world.

**Unit 1: Introduction:**

Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behaviour **(12 hours)**

**Unit 2: Individual level processes:**

Attitude: formation, change and resistance to change **(12 hours)**

**Unit 3: Interpersonal processes:**

Interpersonal attraction, prosocial behavior, aggression **(14 hours)**

**Unit 4: Group dynamics:**

Key aspects of groups (Structure, Function and Types of Groups), cooperation and conflict **(12 hours)**

**Practicum: 4 practical classes per week/per group (15-25 students in each group)**

1. To determine group cohesiveness of a small group (by Sociometric method)
2. Influence of group on individual behaviour

**Readings:**

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

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

### **SEMESTER-III**

#### **CC-3: PSYCHOLOGICAL DISORDERS**

**Objective:** To develop an understanding of the various psychological disorders and their treatment.

**Unit 1: Basic Concepts:** Definition and criteria of abnormality, classification, Diathesis Stress Model. **(12 hours)**

**Unit 2: Theoretical perspectives:**

Biological, familial, cultural, behavioral, cognitive and psychodynamic. **(14 hours)**

**Unit 3: Clinical features:**

Generalized Anxiety Disorder, Obsessive compulsive disorder, Major Depression, Bipolar I disorder and Schizophrenia: According to Current Nomenclature (DSM) **(14 hours)**

**Unit 4: Treatment of disorders:**

Psychological treatment: Basic tenets of Psychoanalytic therapy, Behaviour therapy **(10 hours)**

**Practicum: 4 practical classes per week/per group (15-25 students in each group)**

1. On Anxiety: State Trait Anxiety Inventory

2. On Stress : Stress Life Event Scale (Holmes and Rahe, 1967)

**Readings:**

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

## **SEMESTER IV**

### **CC-4: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH**

**Objective:** To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

**Unit 1: Introduction:** Scales of measurement, graphical representation of data (Frequency Polygon, Histogram, Bar Diagram and Pie Chart) **(10 hours)**

**Unit 2: Data analysis:** Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method. **(14 hours)**

**Unit 3: Psychological Testing:** Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, standardization, types of tests. **(16 hours)**

**Unit 4: Qualitative methods -** Difference between qualitative and quantitative methods. Application of Interview in Qualitative Methods **(10 hours)**

**Practicum: 4 practical classes per week/per group (15-25 students in each group)**



### 1. Personality:

Kundu Neurotic Personality Inventory (1987, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science and Technology, 92, Acharya Prafulla Chandra Road. Calcutta-700009. India

### 2. Computation of Central Tendency and Variability Measures, Rank Difference Correlation (Practical on Quantitative Method)

#### **Readings:**

Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.

Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.

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

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

#### **Further Readings**

Mangal, S.K. (2012). Statistics in Psychology & Education. (2nd Ed). New Delhi: PHI learning Pvt. Ltd

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

**ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 2) (one in sem V from Group A and one in Sem VI from Group B):**

**DSE- 1A: LIFE SPAN DEVELOPMENT**

**Objectives:** To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

**Unit 1: Introduction to life-span perspective:** Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods. **(12 hours)**

**Unit 2: Physical development:** Patterns of growth from conception till late adulthood. **(8 hours)**

**Unit 3: Cognitive development:** Introduction, Piagetian. Cognitive changes in old age **(14 hours)**

**Unit 4: Socio-emotional development:** Emotional development; Moral development. **(16 hours)**

**Practicum:** Students have to carry out any 1 practicum based on the syllabus. **4 practical classes per week/per group (15-25 students in each group)**

1. Attachment Style:

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.

**Readings:**

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

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

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

### Further readings

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.

Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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

### OR

#### **DSE-1A: HEALTH AND WELL-BEING**

**Objective:** To develop an understanding of health and how to maintain health and wellbeing.

**Unit 1: Introduction to Health Psychology:** components of health, relationship between health and psychology, mind and body relationship, goals of health psychology, Role of Positive Psychology. **(10 hours)**

**Unit 2: Well-Being:** components of well-being: life satisfaction, affect **(10 hours)**

**Unit 3: Stress, illness and pain:** causes, consequences and coping with stress, pain and illness. **(14 hours)**

**Unit 4: Health enhancing behaviors:** Implications for well-being: psychological factors: resilience, hope, optimism; exercise, safety, nutrition, Life Skills. **(16 hours)**

**Practicum:** Students are required to carry out any 1 practical based on the syllabus. **4 practical classes per week/per group (15-25 students in each group)**

1. Well Being - Verma, S.K & Verma, A.(1989)- PGI General Well- Being Measure

#### **Reading List:**

DiMatteo, M.R. and Martin, L.R.(2002). Health psychology. New Delhi: Pearson.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions ( 4th Ed.).NY: Wiley.

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

Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill.

**DSE-1B : INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY**

**Objective:** To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

**Unit 1: Introduction:** Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context. **(8 hours)**

**Unit 2: Work Related Attitudes:** Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior; Work Engagement. **(14 hours)**

**Unit 3: Work Motivation:** Theories and application; Indian perspective. **(14 hours)**

**Unit 4: Leadership:** Contemporary perspectives on leadership; Cross-cultural leadership issues; Indian perspective on leadership. **(14 hours)**

**Practicum:** Any one practicum based on the syllabus. **4 practical classes per week/per group (15-25 students in each group)**

1. Intrinsic Extrinsic Motivation- Agrawal, K.G. (1988)- Work Motivation Questionnaire

**Reading List:**

Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning.

Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.

**OR**

## **DSE-1B: COUNSELLING PSYCHOLOGY**

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

**Unit 1: Introduction:** Meaning and goals; Counseling process and relationship; Counselor effectiveness, Counseling in the Indian context **(10 hours)**

**Unit 2: Approaches:** Overview of approaches to counseling: Psychodynamic, Behavioral, Person-centered and Cognitive-behavioral **(18 hours)**

**Unit 3: Techniques:** Play, Relaxation, Yoga, Meditation **(8 hours)**

**Unit 4: Applications:** Family Counseling; School and Career Counseling. **(14 hours)**

**Practicum:** Students are required to carry out any 1 practical based on the syllabus. **4 practical classes per week/per group (15-25 students in each group)**

### 1. Empathy :

Hogan, R. (1969). Development of an Empathy Scale. Journal of Consulting and Clinical Psychology, 33, 307-316

### **Readings:**

Gladding, S. T. (2012) Counseling: A Comprehensive Profession. (7th ed). Pearson

Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

### **Further Readings**

Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.

**SKILL ENHANCEMENT ELECTIVE COURSE (SEC) (SKILL BASED) (one in Sem III/ V from Group A and one in Sem IV/VI from Group B):**

**SEC 1A: MANAGING STRESS**

**Objective:** To understand the main symptoms and sources of stress and learn ways of coping with stress.

**Unit 1: Stress:** Nature of stress, symptoms of stress, sources of stress, Stress and health **(12 hours)**

**Unit 2: Managing stress:** Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches **(12 hours)**

**Readings:**

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.

Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning .

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

**OR**

**SEC 1A: APPLICATIONS OF SOCIAL PSYCHOLOGY**

**Objective:** To apply the principles of social psychology to understand and deal with social issues.

**Unit 1: Introduction:** Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context **(10 hours)**

**Unit 2:** Applications of social psychology: diversity, health, environment, population, law, work. **(14 hours)**

**Readings:**

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

Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

**Further Readings**

Gun R Semin, Klaus Fiedler: Applied Social Psychology, SAGE, 28-May-1996 - Psychology - 492 pages

## **SEC 1B: MANAGING HUMAN RESOURCES**

**Objective:** To understand the main concepts related to human resource management and learn related techniques.

**Unit 1: Introduction:** Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management, cross-cultural issues. **(12 hours)**

**Unit 2: Human resource practices:** Job analysis, Selection, training, performance evaluation. **(12 hours)**

### **Readings:**

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers.

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

Harzing, A.-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

### **Further Readings**

Ghosh, P.K. & Ghorpade, M.B.: Industrial Psychology, Himalaya Publishing

**OR**

## **SEC 1B: DEVELOPING EMOTIONAL COMPETENCE**

**Objective:** To help the students learn how to understand and manage their emotions and develop emotional competencies.

**Unit 1: Introduction:** importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions. **(12 hours)**



**Unit 2: EQ competencies:** self-awareness, self-regulation, motivation, empathy, and interpersonal skills **(12 hours)**

**Readings:**

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

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

**Further Readings:**

Emotional Intelligence 2.0 Hardcover – June 16, 2009 by Travis Bradberry (Author), Jean Greaves (Author), Patrick M. Lencioni (Foreword)

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.



