CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Department of Clinical Psychology

B.A. PSYCHOLOGY(Honours)
ORDINANCE AND REGULATIONS
Course Structure
2024

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR
Ordinance
B.A Psychology (Honours)

The objective of every programme at Higher Education Institute is to prepare their students for the society at large. The CSJMU University visualizes all its programmes in the best interest of their students and in this efforts it offers new Under-Graduate courses with new vision; psychology is one of them. Psychology is broadly study and interesting subject and it's very imperative in day to day life as psychology helps and prepares students in making an informed decision regarding the goals that they wish to pursue in future education and life, at large.

1. **Aims of the Programme:**

The program of BA in Psychology will help students of Psychology to learn basic concepts of Psychology in different areas like learning, memory, intelligence, child development, social psychology, assessment, abnormality, personality etc. It will enable them learn the theories and mechanism for explaining human thought and behaviour and enhance their knowledge on practical aspects as well. They will be able to learn the applications of different methods, theories and concepts studied in Psychology.

The course has been developed keeping in mind the current realities of the discipline including the socio-cultural context. The reach to different fields of psychology has been made through incorporating different papers viz. Social Psychology, Developmental Psychology, Systems in Psychology, Understanding Psychological Disorders, Counselling Psychology, etc. To face the challenges of the modern life, skills like Stress Management, Effective Leadership and Communication Competence have been included.

2. **Programme Outcome:**

   a) The course offers good progression where individuals are seeking to attain their higher studies in Psychology.

   b) Enable the learner to become familiar with the major theories of basic psychological process, personality, sign and symptoms of abnormality, assessment of behavior and thoughts of the individual with the help of various tests and experiments.

   c) Help students to learn the phenomena of social aspects about a community or society.

   d) Enrich their knowledge about how the development of each individual takes place in different spheres of his/ her life.

   e) Inculcating the knowledge provided to them via classroom lectures, workshops or seminars and applying the same in real life settings.

   f) Practicing effective listening skills in order to understand narratives of pain and social suffering enabling them to become more aware about themselves and others.

g) Development of skills related for competence in clinical work with a focus on empathetic understanding.

h) Enhancement of knowledge related to self through the utilisation of Indian Psychological concepts for personal growth.

i) Learning skills related to research and analysis of data in a scientific manner using SPSS.

3. **Objectives:**
   a) To provide flexibility of pre-defined entry and multiple exit points.
   b) To develop an interwoven mix of skills and general education.
   c) To prepare a global standard workforce with high ethical and social values.
   d) To provide vertical mobility in professional and research spaces.

4. The degree of B.A. Psychology (Honours) shall be pursued in the Department of LLLE in the faculty of Advance Social Science Studies.

5. Total intake of students in the course will be 30. Reservation will be as per the rules of U.P. Government/University.

6. The students shall be selected for the B.A. Psychology (Honours) Course through an entrance test/merit/as per University policy in this behalf

7. **Eligibility of Admission:**
   The eligibility for entry in B. A. Psychology (Honours) programme shall be 10+2 or its equivalent in any stream with minimum. 40% marks in class XII or as per university policy.

   The B. A. Psychology (Honours) is a full time course. It shall be in three parts viz. Part I, II and Part III spread over six semesters in three academic years.

8. English/Hindi shall be the medium of instruction in the admission test as well as in the University examination. The examination shall be after the end of each semester.

9. A candidate who has less than 75% attendance in theory will not be allowed to appear in the examination. However, the Vice-Chancellor on the recommendation of head of the

department may condone shortage of attendance up to 15% on grounds of ill health or some other equally genuine reasons.

10. Ordinarily 50% Paper setters/examiners shall be internal and 50% external.

11. Curriculum:

a) The curriculum includes classroom lectures, tutorials, and project work.

b) The curriculum emphasizes on development of students' theoretical knowledge, research skills, communicative skills and counselling skills.

c) The program includes skill development (especially soft and interpersonal skills) through Interaction with experts/Skill Knowledge Providers (SKPs)/ Experts of SkillDevelopment Councils (SSCs)/Institutes.

d) The campus also offers opportunities of extra-curricular activities like NSS, Sports Clubs, Eco club, Social Work, and Cultural Events etc.

12. Fee Structure:

As per University regulations from time to time.

13. Completion of Course:

As per University regulations.

14. Examination Scheme:

The B.A Psychology (Hons) programme shall follow the semester pattern of examination.

15. Continuous Internal Assessment:

a. One fourth of the maximum marks in each course, will be reserved for internal assessment. Written examination of each course will carry 75 marks and internal assessment will carry 25 marks. (i.e. 75 marks external & 25 internal assessment).

b. Marks for internal assessment will be awarded on the basis of one assignment carrying 10 marks, one presentation on the assignment carrying 10 marks and 5 marks for Attendance.

Marks obtained in each of the assignment, presentation, attendance will be announced to the students. Internal Assessment will only be done once. Marks once obtained in internal assessment in any course will be final and will not be changed.

For continuous internal assessment (CIA) in each paper, the following method will be followed:

Scheme of Continuous Internal Assessment (CIA)		
S. No.	**Components**	**Marks**
1.	Assignment (Written Submission)	10 marks
2.	Presentation (Oral & Written Presentation)	10 marks
3.	Attendance*	05 marks
Total CIA Marks		**25 marks**

* Note: As far as the marks of attendance for internal assessment is concerned, **below 60%** = 0 marks; From **60% to below 70%** = 1 mark; From **70% to below 75%** = 2 marks; From **75% to below 80%** = 3 marks; From **80% to below 85%** = 4 marks; and **85% and above** = 5 marks shall be awarded.

For continuous internal assessment (CIA), the schedule of conduct of oral presentation sessions and/or submission of written assignment will be official/formally announced among the students well in advance (at least one month before) by each respective faculty member. After completion of internal assessment, the related records including award lists should be submitted in the Department at least two weeks before the commencement of the end semester examinations.

16. Course Structure:

To meet the stated aims and objectives, as stated above, this programme besides having strong foundation in psychology also has integrated a number of interdisciplinary and ability enhancing courses which provide the learner opportunities to explore subjects beyond the discipline of Psychology. The programme is of 140 credits with a mix of five types of courses: eighteen core courses, eight elective courses (four Discipline Specific Electives and four interdisciplinary), a choice based research project and four ability enhancement courses (two ability enhancing compulsory courses and two skill enhancing courses). While each of the AECs and SECs is of 2 credit weightage, all other courses of this programme are 4 credit courses. The AECs and SECs will be offered from the pool of courses offered by the university. Students may also do these courses from the SWAYAM portal. Thus, there are a total of 18 Core Courses, which you will study during the 6 semesters of your three-years Honours program in Psychology. Each core course is worth four credits. The following Table gives you a clearer picture of the distribution of core courses across the six semesters.

Semester-wise Distribution of Course

Sem	Major courses 6 credits	Discipline Specific Elective Courses 6 credits minimum*	Interdisciplinary courses 6 credits	Ability Enhancement Courses 2 credits**	Skill Enhancement Courses 2 credits**	Credits
I	**S090101T** Introduction to Psychology **S090102P** Practical **S090103T** Statistics in Psychology		As per courses offered in the University	As per courses offered in the University		20
II	**S090201T** Psychology of Individual Differences **S090202T** Cognitive Psychology **S090203P** Practical		As per courses offered in the University	As per courses offered in the University		20
III	**S090301T** Life Span Development **S090302P** Practical **S090303T** Social Psychology **S090304T** Psychology of Personality		As per courses offered in the University		As per courses offered in the University	26
IV	**S090401T** System in Psychology **S090402T** Psychological Research **S090403T** Approaches to Personality **S090404P** Practical		As per courses offered in the University		As per courses offered in the University	26
V	**S090501T** Psychological testing and Assessment **S090502T** Abnormal Psychology **S090503P** Practical	**S090504T** Effective Communication **S090505T** Biopsychology **S090506T** Human Resource Management				24
VI	**S090601T** Assessment of personality and Mental Ability **S090602P** Practical **S090603T** Counselling Psychology	**S090604T** Positive Psychology **S090605T** Health Psychology **S090606T** Community Psychology				24

* Any two courses to be chosen during each semester.

** From the courses available in the University and also from the MOOC platforms such as the SWAYAM Portal)

18. Passing Criterion

Greater than or equal to 36% in each individual paper with minimum 40% marks in aggregate in each of the semester examinations will be the passing criterion.

   a. A candidate who fails to secure minimum passing of at least 36% in a course will be allowed to give a back paper of that course in the semester (in which that particular course is offered) of the next academic session. Students with a maximum of 1 back paper will be promoted to the next semester. If a student fails to secure minimum pass marks in two or more papers at any time, such student will not be promoted to the next semester. Such a student will be allowed to repeat the entire semester as a fresh student.

   b. A candidate who fails in odd semester will pay only semester Examination Fee to reappear in the same examination, no Tuition Fee will be payable. A candidate who fails in even semester will pay Annual fee in addition to the Examination Fee to reappear in the same examination, no Tuition Fee will be payable.

   c. Any discrepancy will be resolved as per the University norms.

19. Faculty Requirement:

   1. Faculty requirement will be in proportion of 1: 20 (Faculty: Student) i.e. for 40 intakes 2 teachers will be required.

20. Infrastructure:

   a. One lecture room per class enough to seat 40 students with adequate lighting and air facility.

   b. The lecture rooms must be equipped with whiteboard and audio-visual teaching equipments.

   c. At least one computer Lab with computer sets commensurate with the number of students.

   d. A library with adequate number of course and reference books, journals, magazines (including e-books and e-journals) relating to commerce and industry and business newspapers. The library shall have a reading room, computers with network connectivity and photocopy machines.

   e. The campus shall have free wi-fi facility for the students.

   f. There shall be indoor and outdoor games facilities for the students.

21. The candidates shall be declared passed and be eligible for the award of degree in B.A.(Hon) Psychology, provided they obtain the following gradation of marks: I. 60% and above in aggregate of all the papers--1st Division

   II.   45% and above in aggregate but less than 60% of all the papers--2nd Division

   III.   40% and above but below 45%--3rd Division

Semester wise Distribution of Course

Total Credit – 140

Semester – I Credit: 20

Course code	Course Name	Credits
S090101T S090102P	Introduction to Psychology + Practical – S090101	6 (4Th + 2 practical)
S090103T	Statistics in Psychology	6 (5Th + 1 Tutorial)
	Interdisciplinary course (As per courses offered in the University)	6
	Ability Enhancement Course (As per courses offered in the University)	2

Semester – II, Credit: 20

Course code	Course Name	Credits
S090201T	Psychology of Individual Differences	6 (5Th + Tutorial)
S090202T S090202P	Cognitive Psychology + Practical	6 (4Th + Practical)
	Interdisciplinary course (As per courses offered in the University)	6
	Ability Enhancement Course (As per courses offered in the University)	2

Semester – III, Credit: 26

Course code	Course Name	Credits
S090301T S090301P	Life Span Development + Practical - S090301	6 (4 Th + 2 Practical)
S090302T	Social Psychology	6 (5Th + 1 Tutorial)
S090303T	Psychology of Personality	6 (5Th + 1 Tutorial)
	Interdisciplinary course (As per courses offered in the University)	6
	Skill Enhancement Course (As per courses offered in the University)	2

Semester – IV, Credit: 26

S090401T	System in Psychology	6 (5 + 1 Tutorial)
S090402T	Psychological Research	6 (5Th + 1 Tutorial)
S090403T S090403P	Approaches to Personality + Practical S090403	6 (4Th + 2 Practical)
	Interdisciplinary course (As per courses offered in the University)	6
	Skill Enhancement Course (As per courses offered in the University)	2

Semester – V, Credit: 24

S090501T	Psychological testing and Assessment	6 (5Th + 1 Tutorial)
S090502T S090502P	Abnormal Psychology + Practical – S090502	6 (4Th + 2 Practical)
S090503T	Effective Communication	6 (5Th + 1 Tutorial)
S090504T	Biopsychology	6 (5Th + 1 Tutorial)
S090505T	Human Resource Management	6 (5Th + 1 Tutorial)

Semester – VI, Credit: 24

S090601T S090601P	Assessment of personality and Mental Ability + Practical – S090601	6 (4Th + 2 Practical)
S090602T S090602P	Counselling Psychology + Practical S090101	6 (4Th + 2 Practical)
S090603T	Positive Psychology	6 (5 + 1 Tutorial)
S090604T	Health Psychology	6 (5 + 1 Tutorial)
S090605T	Community Psychology	6 (5 + 1 Tutorial)

SEMESTER - I

COURSE CODE: S090101T
COURSE NAME: INTRODUCTION TO PSYCHOLOGY
TOTAL MARKS: 100, Credit:6

COURSE OUTCOMES

1. *Define* basic concepts such as behaviour, mental processes and experiences.
2. *Describe* the fields, perspectives, and methods in psychology.
3. *Explain* the processes related to areas of perception, memory and learning.
4. *Demonstrate* mnemonic strategies for memory enhancement.
5. *Practice* mnemonics for better memory and recall.

UNIT I: INTRODUCTION:
What is psychology? Perspectives on behavior; Methods of psychology; Subfields of psychology; Psychology in modern India. Introduction to biopsychology: Neuron type and functions.

UNIT II: PERCEPTION:
Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

UNIT III: 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.

UNIT IV: MEMORY:
Models of memory: Levels of processing, Parallel distributed processing, Information processing; Forgetting; Improving memory.

Books Recommended:
- 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.
- Singh, A. K. (2011). *Uchchtar Samanya Manovigyan*. New Delhi: Motilal Banarsidas.

SEMESTER - I

COURSE CODE: S090103T
COURSE NAME: STATISTICS IN PSYCHOLOGY
TOTAL MARKS: 100, Credit: 6

COURSE OUTCOMES

1. *Define and describe* descriptive and inferential statistics.
2. *Explain* concepts related to normal distribution.
5. *Practice* statistical calculations.
6. *Follow* the concept of random sampling distribution.
7. *Display skills for statistical analysis of psychological data.*

UNIT I: INTRODUCTION TO STATISTICS:

Introduction to Statistics and Measurement: Descriptive and Inferential Statistics, and Levels of Measurement (Nominal, Ordinal, Interval and Ratio).

Frequency Distribution: Graphical Representation of Data (Histogram, Bar -Diagram, Frequency Polygon).

UNIT II: MEASURES OF CENTRAL TENDENCY:

Concept of Central Tendency; Measures of Central Tendency: Mean, Median and Mode. Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation

UNIT III: CORRELATION:

The Meaning of Correlation; Historical Perspective; Correlation: A Matter of Direction; The

Coefficient of Correlation; Calculating Pearson's Correlation Coefficient; Spearman's Rank-Order Correlation Coefficient.

UNIT IV: BASICS CONCEPTS OF STATISTICS:

 Normal Distribution and Concept of Probability, Skewness and Kurtosis.

Level of Significance, Types of Hypothesis, Type I and Type II error.

Introduction to Parametric and Non- Parametric Statistics.

Books Recommended:
  • Garrett, H. C. (1981). Statistics in Psychology and Education. New York: Longmans, Green &Co.
  • Garrett, H. C. (2003). *Manovigyan aur Shikha mein Sankhyiki.* New Delhi: Motilal Banarsidas.
  • Gravetter, F.J. &Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
  • Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences.* Reliance Pub. House: New Delhi.
  • Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

SEMESTER - I

COURSE CODE: S090102P (Practical)
COURSE NAME: Practical – I
MARKS: 100, Credits: 6

COURSE OUTCOMES
1. Perform experiments/tests/scales
2. Learn the basics of experimentation and psychological assessment.

Name of experiments/tests (Any four may be conducted)

- Maze Learning
- Muller Lyer Illusion Test
- Retroactive Inhibition
- Paired Associates- Verbal Learning
- Rotters' Locus of Control
- Zeigarnik effect

SEMESTER - II

COURSE CODE: S090201T
COURSE NAME: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
MARK: 100, Credits: 6

COURSE OUTCOMES

1. Define and describe the the role of heredity in determining behaviour of individuals.
2. Define concepts of intelligence and personality.
3. Explain how heredity - environment interaction influence personality and intelligence.
4. Formulate IQ from mental age of an individual.
5. Display an informed perspective with respect to Eastern and Western conceptualisation of self and personality.
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UNIT-I: HEREDITARY AND ENVIRONMENT:
Principles of Hereditary Transmission: Chromosomes, Genes, Meiosis and Zygote Formation.
Estimation of contribution of Gene and Environment Chromosomal and Genetic Abnormalities:
Causes, Sex linked Abnormalities, Autosomal Abnormalities
UNIT II: INTELLIGENCE:

Intelligence: Concept, Intelligent Quotient (IQ). Individual Differences in Intelligence: Developmental Delay, Giftedness. Nature and Nurture Controversy.

Theories of Intelligence: Spearman, Thurstone, Gardner.

UNIT III: PERSONALITY:

Concept and Nature of Personality. Determinants of Personality: Biological and Family Determinants. Typology of Personality: Sheldon and Kretschmer.

Perspectives of Personality: Psychodynamic and Phenomenological.

UNIT 3: INDIAN APPROACH:

Self and identity in Indian thought. Enhancing individual's potential: Enhancing cognitive potential, Self- regulation and self enhancement.

Books Recommended:

- Baron, R.A. (1995). Psychology: The Essential Science. New York: Allyn and Bacon.
- Hilgard, E.R and Atkinson, R. (1976). Introduction to Psychology, Harcourt Bracor and World
  Inc.
- Levinthal, C.F. (1996). Physiological Psychology (3rd ed). Prentice Hall of India PvtLtd.
- Morgan, C.T. (1961). An Introduction to Psychology, Tata McGraw and Hill.
- Hurlock, B. (1976). Personality Development. New Delhi: Tata McGrawHill.
- Singh, A. K. (2011). Uchchtar Samanya Manovigyan. New Delhi: Motilal Banarsidas.
- Shaffer, D. R.(2001). DevelopmentalPsychologyChildhoodandAdolescence.Wadsworth Thomson Learning.
- 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.

SEMESTER - II

COURSE CODE: S090202T
COURSE NAME: COGNITIVE PSYCHOLOGY
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe* meaning and approaches of cognitive psychology.
2. *Explain* the processes involved in attention, memory, thinking and perception
3. *Practice* steps involved in problem solving and creativity.
4. *Demonstrate* application of cognitive psychology to everyday life.

UNIT-I: COGNITIVE PSYCHOLOGY:

Nature, Historical Development and Current Status

Approaches; Experiential, Cognitive Science, Neuroscience and Cognitive Neuroscience

UNIT-II: ATTENTION AND PERCEPTION:

Attention: Nature, Divided Attention, Selective Attention, Theories of Selective Attention.

Perception: Nature, Figure and Ground, Perceptual Constancies; Theories of Pattern Recognition: Bottom-Up, Top-Down Processing; Template Matching, Prototype Models, Distinctive Feature Models, Psychophysics

UNIT-III: MEMORY:

Memory:Nature and Processes, Models of Memory: Atkinson-Shiffrin Model, Level of Processing Approach, Tulving Model, PDP Approach, Sensory Memory, Short Term Memory and Working Memory, Autographical and Flashbulb Memory

Memory of General Knowledge: Structure of Semantic Memory, Schema & Meta Cognition and Meta Memory

UNIT-IV: THINKING:

Thinking: Concept and Types; Problem Solving: Nature, Approaches, Factors Influencing Problem Solving, Concept: Nature, Concept Formation

Creativity, Reasoning, Types of Reasoning, Decision Making, Process of Decision Making, Errors in Decision Making.

Books Recommended:

- Morgan, C.T. (1961). An Introduction to Psychology, Tata McGraw and Hill.
- Sternberg, R. (2000*). Psychology: In Search of the Human Mind.* Wadsworth Publishing.
- Singh, A.K. (2006). Cognitive Psychology. Motilal Banarasidas, Varanasi.
- Singh, R. S., Singh, A. P., & Singh, S. N. (2019). *Cognitive Psychology.* Agra: H P Bhargav Publication.

SEMESTER - II

PAPER CODE: S090203P (Practical)
COURSE NAME: Practical – II
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Perform psychological testing.
2. Perform cognitive assessment tests.

Name of tests (Any four may be conducted)

*   Seguine Form Board (SFB)
*   Multiple Assessment of Personality Test (MAPs)
*   Eysenck Series of Digit Span Test (ESDST)
*   Problem Solving Test

SEMESTER - III

COURSE CODE: S090301T
COURSE NAME: LIFE SPAN DEVELOPMENT

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe* concepts related to human development.
2. *Explain* changes involved in physical, social, emotional and cognitive development across individual lifespan.
3. *Demonstrate* understanding of adolescent and geriatric issues.
4. *Follow* a developmental perspective to ageing and related issues and concerns.
5. *Display* a sensitive approach towards problems related to adolescence.

UNIT I: THEORETICAL PERSPECTIVE:
Introduction: Concept, Principles, Stages of development, difference between growth and development.
Determinants: Biological and Social.
Developmental Perspective: Freud and Erikson.
Method: Longitudinal, Cross Sectional, Observational Method.
UNIT II: BIOLOGICAL, PHYSICAL, MOTOR AND COGNITIVE
DEVELOPMENT: Biological Development: Zygote, embryo, foetus.
Physical Development: concept of maturation and growth, Development in childhood and Adolescence.
Motor Development: Loco motor Development, Milestones.
Cognitive Development: Concept and Approaches: Piaget and Vygotsky.

UNIT III: LANGUAGE, SOCIAL, EMOTIONAL AND MORAL DEVELOPMENT:
Language Development: Stages and Determinant.
Emotional Development: Primary Emotion, Development from Infancy to Adulthood: Emotional Intelligence.
Social Development: Stages; Factors Affecting Social Development, Social Intelligence.
Moral Development: Concept of Morality Kohlberg's Theory, Spiritual Intelligence.
UNIT IV: ADOLESCENT AND GERIATRIC ISSUES:
Adolescent and Youth Problem.
Developmental Concerns during Adulthood: Marriage, Family and Work, Mid Life Crisis.
Aging Problems: Physical, Cognitive and Emotional.

Books Recommended:
- Berk, L.E. (2003). Child Development. Boston: Allyn and Bacon.
- Hurlock, E.B. (1978). Child Development. Mcgraw Hill Company, NewDelhi.
- Hurlock, E.B. (1981). Developmental Psychology. Mcgraw Hill, EighthEds.
- Mishra, P.C. (2006). Aaj Ka VikasatmakManovigyaan. SahityaPrakashan,Agra.
- Shaffer, D.R. (1985). Developmental Psychology. Fourth Ed. Brooks and Cole Publications.
- Shamrock, J.W. (1999). Lives Span Development. Mcgraw Hill. NewYork
- Singh, R.N. (2000). AdhunikVikasatmak Manovigyaan. Motilal Banarsidas Publication, Varanasi.
- Tilker, H.A. (1975).DevelopmentalPsychologyToday.RandomHouseInternational,New York.
- Feldman, R.S.& Babu, N. (2011). Discovering the Lifespan.Pearson
- Saraswathi, T.S. (2003). Cross-Cultural Perspectives in Human Development: Theory, Research andApplications.

SEMESTER - III
COURSE CODE: S090303T
COURSE NAME: **SOCIAL PSYCHOLOGY**
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define* social psychology and related terminology.
2. *Describe* the relationship between the person and the situation, and it's influence on attitudes, prejudice, aggression, pro social behaviour, and interpersonal relationships.
3. *Describe* the dynamics of group behaviour in areas of social influence such as performance, decision making, cooperation, intergroup relations, and conflict and cooperation.
4. *Identify and evaluate* the current historical research, and research methods of social psychology, including ethical considerations.

5. *Apply* social psychological principles to real world issues.

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UNIT 1: INTRODUCTION:

Nature and Scope; Methods of Studying Social Behaviour: Observation, Experimental, Field Study, Survey, Sociometry and Cross-cultural.

Socialization: Agents and Mechanisms, Socialization and Deviation.

Perceiving Others: Forming Impressions; Role of Non-verbal Cues, Group stereotypes, Central Traits; Primary and Recency Effects; Models of Information.

UNIT 2: UNDERSTANDING AND EVALUATING THE SOCIAL WORLD:

Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.

UNIT 3: SOCIAL INTERACTION AND INFLUENCE:

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence.

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)

Books Recommended:

Baron, R.A., Byrne, D. &Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Baumeister,R.F.&Bushman,B.J.(2013).*Social Psychology and Human Nature*.Wadsworth.
- Franzoi, S.L. (2009). *Social Psychology* (5th 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 Miffin.
- 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 (12th Ed.).* New Delhi: Pearson

SEMESTER - III

COURSE CODE: S090304T
COURSE NAME: PSYCHOLOGY OF PERSONALITY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe* approaches to personality

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2. *Explain* differences across different psychological perspectives on personality.
3. *Demonstrate* an informed view of the assumptions underlying Eastern and Western conceptualisation of self.
4. *Follow* a context sensitive approach towards concept of self.
5. *Display an informed view of personality and self with respect to Western and Eastern theories on self.*

UNIT I: CONCEPT AND HISTORICAL PERSPECTIVE:

Concept, Popular and Scientific Views, Historical Perspective: Traits vs. Types, Type-Sheldon, Kretchmer, Traits Approach: Cattell and Allport.

UNIT II: DETERMINANTS OF PERSONALITY:

Genetic and Constitutional, Physical Environment, Family Determinants and Molding Techniques, Socio Cultural Factors, School and Media.

UNIT III: SELF-CONCEPT:

Nature and Components, Kinds of Self Concept, Development of Self Concept: Patterns, SelfSchema and stability of Self.

UNIT IV: INDIAN PERSPECTIVES ON SELF:

Satva, Rajas, Tamas (SRT) Theory, Panchokosh as: From gross to subtle, Self in Bhagwad Gita: Stithpragya, Awakenedand Enlightened Man-Buddha.

Books Recommended:

- Hall, C.S. and Lindzey, C.T. (1985). Theories of Personality. 3rdEdition. Wile EasternLtd. Hjella, L.A. and Ziegler, D.J. (1976). Personality Theories. McGrawHill
- Hurlock, E.S. (1976). Personality Development. Tata McGrawHill
- Mischel, W. (1976). Introduction to Personality. Holt Rinehart andWinston.
- Pervin, L.A. (1984). Personality- Theory and Research. 4th Edition. John Willey andSons.
- Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran andGrandsons.

SEMESTER - III

COURSE CODE: S090302P (Practical)
COURSE NAME: Practical III
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Perform assessment of psychological attributes.
2. Perform assessment of stereotypes and agression.
3. Measurement of moral judgement.

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Name of tests (Any four may be conducted)

- **Schutte Emotional** Intelligence Scale
- Gender Stereotypes (Bem Sex Role Inventory/ Adjective Checklist)
- Moral Judgement
- Mohsin Significant Other Attitude Scale
- Aggressive Behaviour Scale
- General Self Efficacy Scale

COURSE CODE: S090401T
COURSE NAME: SYSTEM IN PSYCHOLOGY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Describe* the historical events and scientific discoveries that have influenced contemporary psychology.
2. *Explain* the major systems of psychology in the light of assumptions about human nature.
3. *Demonstrate* understanding of the philosophical ideas from which the discipline of psychology arose. 4. *Display* significant figures within each system and describe their contributions.

UNIT I:
Science and Psychology; Associationism: Only British empiricism to be covered; Structuralism: Wundt and Titchener; Act Psychology: Brentano.

UNIT II:
Classical Behaviourism: Watson; Overview of Neo-behaviourism.

UNIT III:
Psychodynamics (an overview): Classical psychoanalysis of Freud, Neo-Freudians (an overview).
UNIT IV:
Indigenous Indian thought and traditions; Nature of consciousness, mind, self and mental functions as understood in Samkhya, Yoga, Vedanta.

Books Recommended:

- Bhushan, B. (2017). *Eminent Indian Psychologist: 100 years of Psychology in India*. New Delhi: Sage Publication (1st chapter to be referred for contribution of Indian Psychologists).
- Brennan,J.F. (1991).*History and Systems of Psychology*. NJ: Prentice hall.
- Chaplin,J.P. and Krawiec,T.S.(1979). *Systems and Theories in Psychology*. NY: Holt, Rinchart and Winston.
- Hergenhahn, B.R. & Henley, T.B. (2014): *An Introduction to History of Psychology*. UK: Wadsworth,Cengage Learning.
- Marx, M.H. and Hillix,W.A.(1986).*Systems and Theories in Psychology*. NY: McGraw Hill.
- Paranjpe, A.C. (1984). *Theoretical Psychology: The Meeting of East and West*. New York: Plenum Press.
- Rao, K, R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: Springer (Chapter 1, page 1-5; Chapter 3, page 71-78; 85-92; Chapter 4: page 95-105; 118-121; Chapter 5: 129-133; 139-145; chapter 6: 167-179).

- Leahey,T.H. (1994). *A History of Modern Psychology*.N.J.: Prentice Hall.
- Saraswati, S.N. (2008). *Samkhya Darshan. Yoga publications trust*. Munger, Bihar, India.

- Woody, W.D. and Viney, W. (2017). *A History of Psychology: The Emergence of Science and Applications.UK: Routledge.*

SEMESTER – IV

COURSE CODE: S090402T
COURSE NAME: PSYCHOLOGICAL RESEARCH
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe* research and its goals.
2. *Explain* paradigms of research and their ontological and epistemological assumptions.
3. *Formulate* research problems and testable hypothesis.
4. *Develop understanding of ethical* principles involved in research.
5. *Follow* statistical techniques involved in research including SPSS.

UNIT I: 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 Tradition: Types and steps of research, formulating a problem & developing a testable research question / research hypothesis.

UNIT II: SAMPLING:
Population. Probability & Non probability sampling methods

UNIT III: METHODS OF DATA COLLECTION:
Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data.

UNIT IV: PARAMETRIC AND NON PARAMETRIC STATISTICS:
Parametric Statistics: t test, ANOVA (one way); Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests: Chisquare test and Mann Whitney U test.
Introduction to SPSS: Uses of SPSS in Statistics and Research.

Books Recommended:

- 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 (2nd Ed.)* Oxford: Blackwell Publishers.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4thEd.).* New Delhi: Pearson Education.
- Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research.
- Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.

SEMESTER - IV

COURSE CODE: S090403T
COURSE NAME: APPROACHES TO PERSONALITY
TOTAL MARKS: 100, Credits: 6

Course Objective:
This course aims to familiarize the students with various theoretical approaches to Personality like trait and type, psychoanalytic, cognitive, behavioural, social learning and humanistic theories.

UNIT I: TRAIT AND TYPE THEORIES:

Big Five Factor Theory of Personality, Need Theory of Murray, Jung's Theory, Eysenck's Theory.

UNIT II: PSYCHOANALYTIC THEORIES:

Classical Freudian Perspective, Neo-Psycho Analytical Approach-Horney, Adler, Sullivan, Psychoanalytic Object Relation-Fairburn, Klein, Kohut, Attachment Perspective Winnicoat.

UNIT III: COGNITIVE, BEHAVIOURAL AND SOCIAL LEARNING THEORIES:

Kelly Personal Construct Theory, Skinner Theory of Operant Conditioning, Bandura Observational Learning and Social Cognitive Theory, Mischel Social Cognitive Theory.

UNIT IV: HUMANISTIC THEORIES:

Maslow Hierarchy of Need, Rogers Theory of Self, Ryan and Deci Self Determination Theory

Books Recommended:
- Hall, C.S. and Lindzey, C.T. (1985). Theories of Personality, 3rd Edition. Wile Eastern Ltd.
- Hjella, L.A. and Ziegler, D.J. (1976). Personality Theories. McGraw Hill
- Hurlock, E.S. (1976). Personality Development. Tata McGraw Hill
- Mischel, W. (1976). Introduction to Personality. Holt Rinehart and Winston.
- Pervin,L.A.(1984). Personality Theory and Research, 4thEdition.JohnWilleyandSons.
- Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran and Grandsons.
- Schultz and Schultz (2005). Theories of Personality, Wads worth, Cengage Learning.

SEMESTER - IV

COURSE CODE: S090404P (Practical)
COURSE NAME: Practical IV
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Perform psychological testing.
2. Learn the methods involved in fieldwork.
3. Learn to analyze qualitative data generated through fieldwork.

Name of tests (Any four may be conducted)
- Case study of an atypical individual.
- 16 PF
- Self-Concept
- NEO-Five
- Word Association Test
- General Self Efficacy Scale

Field work: some illustrative topics (on any one topic):
- o Examining the issues of old age by interviewing an elderly individual.
- o Evaluating quality of service in old-age homes.
- o Identifying the challenges faced by people with disabilities through secondary data analysis.
- o Interviewing a nursery teacher for understanding the issues encountered in taking care of children

COURSE CODE: S090501T
COURSE NAME: PSYCHOLOGICAL TESTING AND ASSESSMENT

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Describe* the need for psychological assessment and testing.
2. *Explain* errors of measurement.
3. *Demonstrate* an understanding of types of psychological tests.
4. *Follow* the steps involved in test construction.
5. *Display* an understanding of need based assessments.

UNIT I: INTRODUCTION TO ASSESSMENT:

Assessment: Concept and Need. Distinction between Assessment and Measurement. Errors in Measurement: Examiner Variables, Testee Variables, Situational Variables. Types of Assessment.

UNIT II: PSYCHOLOGICAL TEST:

Definition and uses of Psychological Test. Brief History of Psychological Testing.

Type of Tests: (Administration) Individual vs. Group, Speed vs. Power.

Type of Tests: (Content) Verbal vs. Performance, Culture Fair, Objective vs. Projective.

UNIT III: CHARACTERISTICS OF PSYCHOLOGICAL

TEST: Reliability: Concept and Internal Consistency.

Methods of determining Reliability: Test-Retest, Cronbach Alpha& Split Half. Validity: Concept and Types.

Factors influencing Reliability and Validity.

UNIT IV: TEST CONSTRUCTION

Item Writing and Pretesting. Item Analysis and Test Administration. Standardization: Meaning, Norms Development & Types of Norms. Self-Administering Scales: Rating Scales and Types.

Book Recommended:

- Anastasi, A. & Urbina, S. (1999). Psychological testing (7th International ed.), Macmillon Co.
- Anastasi, A. (1997). Psychological Testing. New York, Macmillon Co.
- Singh, A.K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D).
- Srivastava, D. N. (2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.
- Kaplan, R. N. & Saccuzzo, D. P. (2001). Psychological Testing. Principles, Applications and Issues (5thed.) USA: Wadsworth Thomson Learning.
- Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication Co Pvt.

- Garret, H. C. (1981). Statistics in Psychology and Education. Longmans, Green & Co., NewYork.

SEMESTER - V

COURSE CODE: S090502T
COURSE NAME: ABNORMAL PSYCHOLOGY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe concepts of normality and abnormality.*
2. *Explain causes of abnormality.*
3. *Demonstrate models of abnormality*
4. *Assess signs and symptoms of psychological disorders.*
5. *Follow the classification of disorders ICD 10 and DSM 5.*

UNIT- I: CLASSIFICATION & MODEL:

Concept and criteria of abnormal Behavior.

Classification- ICD-10, DSM5.

Biological and Sociological models.

Psychodynamic, Behavioral &Humanistic models.

UNIT -II: CAUSES OF ABNORMAL BEHAVIOR:

Biological causes. Psychological causes. Social causes. Stress- Sources and Coping.

UNIT-III: STRESS AND ANXIETY DISORDER:

Stress Disorders: PTSD and Psycho-physiological Disorder (any two).

Anxiety Disorder: Phobia, obsessive and Compulsive Disorder.

Somatoform Disorder: Conversion Disorder.

Dissociative Disorder: Amnesia and Dissociated Identity Disorder.

UNIT-IV: PSYCHOTIC AND DEVELOPMENT DISORDER:

Schizophrenia.

Mood disorder: Major Depressive Disorder, Bipolar Disorder.

Mental Retardation: Autism.

Personality Disorder (any two).

Books Recommended:

- Bhatnagar, P. (1990). Abnormal Psychology: The Inside Story. A self-Assessment Quiz. Bharat Publications,Lucknow

- Buss, A.H. (1999). Psychopathology. New York: JohnWiley.
- Carson, R.C., Butcher, J.N. & Mineka, S. (2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley PublishingInc.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.
- Sarason, G.I. and Sarason, R.V. (2007). Abnormal psychology. The Problem of maladaptive behavior, 11th edition. Prentice Hall PublishingInc.

SEMESTER - V

COURSE CODE: S090503P (Practical)
COURSE NAME: Practical V
TOTAL MARKS: 100, Credits: 6

Course outcomes

1. Learn to perform psychometric assessment for clinical diagnosis.

Name of tests (any 4 may be conducted)
- Bender Visual Motor Gestalt Test
- Any Neuropsychological Battery
- Beck Depression Inventory
- Sinha Anxiety Scale
- Stress Scale
- Y-BOCS
- Childhood Autism Rating Scale (CARS)
- Understanding the problems faced by children suffering from neurological disorders·

SEMESTER - V

COURSE CODE: S090503T
COURSE NAME: EFFECTIVE COMMUNICATION
TOTAL MARKS: 100, Credits: 6
COURSE OUTCOMES

1. *Describe and explain* important aspects involved in communication.
2. *Practice* communication skills for effective communication.
3. *Follow* verbal and non verbal communication skills.

4. Understand the significance of communication in human relationships.

5. Develop understanding of relational conflict and its resolution.

UNIT-I: PROCESS OF COMMUNICATION:

Meaning, Components of Human Communication. Models of Communication: Linear and Interactive. Types of Communication: Verbal and Non-Verbal. Importance and Misconceptions of Communication.

UNIT II: INTERPERSONAL COMMUNICATION SKILLS:

Stages of Interpersonal Communication. Impression Formation, Attribution and barriers of accurate Perception. Barriers to Effective Listening. Improving Listening and Responding Skills.

UNIT III: VERBAL AND NON VERBAL COMMUNICATION:

Words and their functions. Word Barriers and using words to establish supportive relationships. Functions and types of nonverbal Communication. Interpreting and improving Nonverbal Communication.

UNIT IV: IMPROVING INTERPERSONAL RELATIONSHIP:

Relationship Needs, Development of Relationship and Quality of Relationship.

Conflict Management Styles and Skills. Family Communication System and Skills. Making Friends, Skills of Maintaining and Repair of Friendships.

Books Recommended:

1. Adler, R.B. and Rodman, G. (1997). Understanding Human Communication. 6th edition, Harcourt Brace CollegePublishers

2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication. Allan and Bacon.

3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition,Deisow.

4. Mandal, S.K. (2008). Effective Communication and Public Speaking. JaicoBook.

5. Scott, B. (2008). The Skills of Communicating. Jaico PublishingHouse.

SEMESTER - V

COURSE CODE: S090504T
COURSE NAME: BIOPSYCHOLOGY
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. *Define and describe biological bases of experience and behaviour.*
2. *Explain the structure and functions of nervous system with respect to human behaviour.*
3. *Demonstrate understanding of endocrine system in relation to human behaviour.*
4. *Display understanding of human behaviour as a function of mind-body relationship.*

UNIT I: INTRODUCTION TO BIOPSYCHOLOGY:

Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

UNIT II: THE FUNCTIONING BRAIN:
Structure and functions of neurons; Neural conduction and synaptic transmission.

UNIT III: ORGANIZATION OF NERVOUS SYSTEM:
CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

UNIT IV: NEUROENDOCRINE SYSTEM:
Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

Books Recommended:

- 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.

<p style="text-align:center">SEMESTER - V</p>

COURSE CODE: S090505T
COURSE NAME: HUMAN RESOURCE MANAGEMENT
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES:
1.   Developing the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.
2.   Demonstrating skills to conduct training needs analysis using appropriate quantitative/qualitative methods.
3.   Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
4.   Acquiring relevant abilities to map competencies of employees of an organization.
5.   Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.

Unit 1 Human Resource Management
Strategic and traditional HRM, HR manager proficiencies. Changing role and changing environment of HRM. Labour legislation in India

Unit 2 Person-organization Fit
Job Analysis, Recruitment and selection, Performance management systems

Unit 3 Human Resource Development

Training need analysis (competency mapping), methods of training, Learning and development, Career development.

Unit 4 International HRM

Understanding cultural and contextual differences, Context of globalisation, Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational)

References:

Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.

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

Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.

Tayeb, M. H. (2005). International human resource management: A multinational company perspective. NY: Oxford University Press.

SEMESTER - VI

COURSE CODE: S090601T
COURSE NAME: ASSESSMENT OF PERSONALITY & MENTAL ABILITY TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Define and describe ethical issues in psychological testing.
2. Explain various types of tests and their relevance in measurement of human attributes.
3. Demonstrate understanding of Personality and intelligence assessment.
4. Assess and formulate goals/need for testing.
5. Practice skills required for testing of psychological attributes.
6. Display an ethical and context sensitive understanding of testing and assessment.

UNIT I: INTRODUCTION TO PERSONALITY ASSESSMENT:

History of Personality Assessment. Ethical Issues in Personality Assessment. Types of Personality Assessment.

UNIT II: PSYCHOMETRIC ASSESSMENT OF PERSONALITY:

Basic Techniques of Personality Assessment: MMPI, 16 PF, EPPS

UNIT III: PROJECTIVE TECHNIQES OF PERSONALITY ASSESSMENT:

Projective tests: TAT, Rorschach Inkblot Test.

Sentence Completion Test, Picture Frustration and Word Association Test. Assessment of Interest and Values: Strong Vocational Interest Blank.

UNIT IV: ASSESSMENT OF MENTAL ABILITY:

Stanford Binet V-edition, Wechsler Scales-Verbal and Performance. Bhatia Battery and Standard Progressive Matrices. Assessment of Special Ability: DAT, Minnesota test of Clerical Aptitude, Career Maturity Scale. Achievement tests: Standardized and Teacher made Achievement tests.

Books Recommended:

- Anastasi, A. & Urbina, S. (1999). Psychological testing (7th International ed.).Macmillon Co.
- Anastasi, A. (1997). Psychological Testing. New York, Macmillon Co.,
- Singh, A. K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D),
- Srivastava, D. N. (2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir
- Kaplan, R. N. & Saccuzzo D.P. (2001). Psychological Testing. Principles, Applications and Issues (5thed.) USA: Wadsworth Thomson Learning
- Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication CoPv.
- Frager, R. and Fadiman, J. (2007). Personality and Personal Growth. Pearson.
- Pandey, J. (1988). Psychology in India the State of the Art, Vol 2, Basic and Applied Social Psychology. Edited by Janak Pandey. Sage, India.
- Pandey, J. (1988). Psychology in India the State of the Art, Vol1, Personality and Mental Processes. Edited by Janak Pandey. Sage, India.

<div style="text-align:center">SEMESTER - VI</div>

COURSE CODE: S090602T
COURSE NAME: COUNSELLING PSYCHOLOGY
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Define and describe counselling process.
2. Explain the goals and ethical principles of counselling.
3. Practice effective listening skills.
4. Follow the methods and techniques of counselling.
5. Display context sensitive and socially responsible understanding of counselling.

UNIT I: INTRODUCTION:
Nature and Goals of Counselling, Ethical issues in Counselling. The Effective Counsellor: Personality Characteristics.
UNIT II: COUNSELLING PROCESS:
Counselling Process: Building Counselling Relationships; Basic Counselling Skills.
UNIT III: TECHNIQUES OF COUNSELLING:
Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

UNIT IV: COUNSELLING APPLICATIONS:

Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse.

Books Recommended:

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) 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.
- 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.
- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsi das.

SEMESTER - VI

COURSE CODE: S090602 (Practical)
COURSE NAME: Practical VI
TOTAL MARKS: 100, Credits: 6

Name of tests (any 4 may be conducted)

- Making a list of tests that are used in different contexts (educational, counselling, organizational and clinical) along with their specific uses.
- TAT
- Bhatia Battery Performance Intelligence test
- Sack Sentence Completion Test
- Rozenwing Picture Frustration Test
- Psychological Well Being Scale

- General Health Questionnaire Scale (GHQ-12)
- Life Satisfaction Scale
- Spirituality Scale
- Life Orientation Test (LOT-R)

SEMESTER - VI

COURSE CODE: S090603T

COURSE NAME: HEALTH PSYCHOLOGY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Define and describe mind - body relationship in the context of health.
2. Explain the biopsychosocial model of health.
3. Demonstrate understanding of healthy behaviours.
4. Follow theories of health behaviour and their implications.
5. Display an understanding of the relationship between health and well - being.

UNIT I: 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.

UNIT II: BEHAVIOR AND HEALTH:

Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT 3: HEALTH ENHANCING BEHAVIOURS:

Exercise, nutrition, safety, pain, stress management

UNIT 4: HEALTH AND WELL-BEING:

Happiness; Life satisfaction; Resilience; Optimism and Hope

Books Recommended:

- 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* (4th 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.

COURSE CODE: S090604T
COURSE NAME: POSITIVE PSYCHOLOGY
TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Define and describe the need and relevance of positive psychology.
2. Explain the difference between positive emotional states and cognitions with reference to health and well - being.
3. Follow the application of positive psychology in various fields.
4. Display an understanding of the linkage between thoughts, emotions and health.

UNIT I:
Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT II:
Positive Emotional States and Processes: Happiness and Well-being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT III:
Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT IV: Applications: Work, education, ageing, health, Role of positive psychology in everyday life: Practical strategies to enhance happiness, pleasure, engagement and meaning in life. Meditation and its usefulness.

Books Recommended:

- 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.

COURSE CODE: S090605T
COURSE NAME: COMMUNITY PSYCHOLOGY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES

1. Understanding the role of Psychology in community development.
2. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
3. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context through case studies.

Unit 1: Introduction to community Psychology
Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.

Unit 2: Core values in community psychology
Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths Community functions – learning, socialization, and supportive functions.

Unit 3: Communities as setting for health promotion
Need and process of community organization and building for health promotion programming Community programme for child and maternal health, for physical challenged and old age in the Indian context.
Interventions for Community Development and Empowerment

Unit 4: Concept and practices for community development and empowerment
Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting.

References:
- Banerjee, A., Banerji, R., Duflo, E., Glenneske, 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.
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