

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR



B.A. PSYCHOLOGY (Hons.)

Course Structure

**as per UP Govt Order No. 2090/Sattar-3-2024-
09(01)/2023 (L4) dated 02.09.2024**

Session 2025-26 onwards

**Department of Clinical Psychology
School of Arts, Humanities and Social Sciences
CSJM University Campus**

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Ordinance

B.A Psychology (Honours) on campus

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 effort, 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, Approaches to Personality, 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.



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- 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 clinical psychology in the faculty of Clinical Psychology.

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 the 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 Skill Development 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:

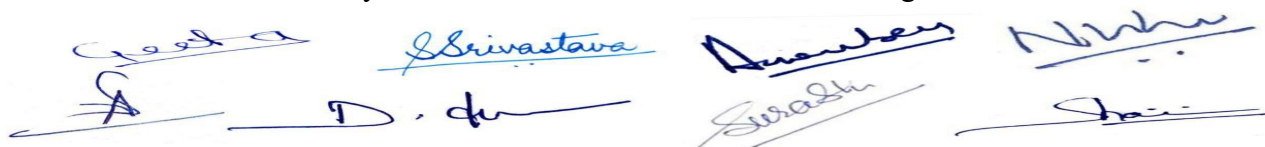
As per University regulations.

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 mid semester exam carrying 10 marks, one presentation/assignment carrying 10 marks and 5 marks for Attendance & Conduct.
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.



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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.	Mid Sem Exam	10 marks
2.	Presentation/Assignment (Oral & Written Presentation)	10 marks
3.	Attendance/Conduct*	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 130 credits with a mix of five types of courses: eighteen core courses, six elective courses (four Discipline Specific Electives and Two Minors), three papers based on survey and research projects and seven ability enhancement courses (four ability enhancing compulsory courses and three skill enhancing courses). While each of the AECs is of 2 credit and each of SECs is of 3 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.

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COURSE STRUCTURE 2025-26

Se m	Major courses 4 credits	Discipline Specific Elective Courses 4 credits minimum*	Interdisciplinary courses 6 credits	Vocational Skill Enhancement Courses 3 credits**	Co-curricular Courses 2 credits**	Credits	Research Project Dissertation /Internship/ Field or survey work
I	SH09010T1 Introduction to Psychology SH09010T2 Statistics in Psychology SH090103P Practical			As per courses offered in the University	As per courses offered in the University	17	
II	SH090201T Psychology of Individual Differences SH090202T Cognitive Psychology SH090203P Practical		As per courses offered in the University (MINOR1 Basic Psychological Processes SH090204M)	As per courses offered in the University	As per courses offered in the University	23	
III	SH090301T Human Development SH090302T Social Psychology SH090303P Practical			As per courses offered in the University	As per courses offered in the University	17	
IV	SH090401T Psychological Research SH090402T Approaches to Personality SH090403P Practical		As per courses offered in the University (MINOR2 Applied Psychology SH090405M)		As per courses offered in the University	23	3
V	SH090501T Psychological testing and Assessment SH090502T Abnormal Psychology SH090506P Practical	SH090503T Effective Communication SH090504T Biopsychology SH090505T Organisational Psychology				25	5
VI	SH090601T Assessment of personality and Mental Ability SH090602T Counselling Psychology SH090606P Practical	SH090603T Health Psychology SH090604T Positive Psychology SH090605T Community Psychology				25	5



Semester-wise Distribution of Course

* Any two courses to be chosen during each semester 5 and semester 6 as elective

** 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 33% in each individual paper with minimum 33% 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 33% 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 CGPA of marks:

- I. 6.50 and above in aggregate of all the papers--1st Division
- II. 5.00 and above in aggregate but less than 6.50 of all the papers--2nd Division
- III. 4.00 and above but below 5.00--3rd Division

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CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Programme: B.A. (Honours) Psychology

Course Structure

Semester - I			
Code	Paper	Courses	Credits
SH090101T	Core Course - I	Introduction to Psychology	4
SH090102T	Core Course -II	Statistics in Psychology	4
SH090103P	Practical -I	Practical	4
VOCxxx	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z011101	Co-curricular Course	First Aid and Basic Health	2
Total credits			17

Semester - II			
Code	Paper	Courses	Credit
SH090201T	Core Course - I	Psychology of Individual Differences	4
SH090202T	Core Course -II	Cognitive Psychology	4
SH090203P	Practical -II	Practical	4
SH090204TM	Minor Course	Basic Psychological Processes**	6
VOCxxx	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z021201	Co-curricular Course	Human Values and Environment Studies	2
Total Credits			23

Note:

1. Total Credits 40 till semester II
2. Student is entitled for certificate in Faculty after successful completion of first two semesters
3. **The Minor multi-disciplinary Course (6 credits) will be taken by the students of other disciplines (Other than Psychology)/Faculty

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Semester - III			
Code	Paper	Courses	Credits
SH090301T	Core Course - I	Human Development	4
SH090302T	Core Course -II	Social Psychology	4
SH090303P	Practical -III	Practical	4
VOCxxx	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z031301	Co-curricular Course	Physical Education and Yoga	2
Total credits			17

Semester - IV			
Code	Paper	Courses	Credit
SH090401T	Core Course - I	Psychological Research	4
SH090402T	Core Course -II	Approaches to Personality	4
SH090403T	Practical -IV	Practical	4
SH090404R	Project	Survey	3
SH090405TM	Minor Course	Applied Psychology**	6
Z041401/ Z041402	Co-curricular Course	Social Responsibility and Community Engagement/Indian Language	2
Total Credits			23

Note:

1. Total Credits 80 till semester IV
2. Student is entitled for Diploma in Faculty after successful completion of four semesters
3. **The Minor multi-disciplinary Course (6 credits) will be taken by the students of other disciplines (Other than Psychology)/Faculty



Semester -V			
Code	Paper	Courses	Credits
SH090501T	Core Course - I	Psychological Testing and Assessment	4
SH090502T	Core Course -II	Abnormal Psychology	4
SH090503T	Elective	Effective Communication (Elective 1) *	4
SH090504T	Elective	Biopsychology (Elective 2) *	4
SH090505T	Elective	Organisational Psychology (Elective 3)*	4
SH090506T	Practical - V	Practical	4
SH090507R	Research Project	Field Work	5
Total credits			25

*** Elective Courses (any two electives to be chosen)**

Semester - VI			
Code	Paper	Courses	Credit
SH090601T	Core Course - I	Assessment of Personality and Mental Ability	4
SH090602T	Core Course -II	Counselling Psychology	4
SH090603T	Elective	Positive Psychology (Elective 1)*	4
SH090604T	Elective	Health Psychology (Elective 2)*	4
SH090605T	Elective	Community Psychology (Elective 2)*	4
SH090606P	Practical - V	Practical	4
SH090607R	Research Project	Project work	5
Total Credits			25

*** Elective Courses (any two electives to be chosen)**

Note:

- 1. Total Credits 130 till semester VI**
- 2. Student is entitled for Three Year B.A. (Honours) Psychology UG Degree after successfully completion of six semesters.**

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DETAILED SYLLABUS

SEMESTER - I

COURSE CODE: SH090101T

COURSE NAME: INTRODUCTION TO PSYCHOLOGY

TOTAL MARKS: 100, Credit:4

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:

Introduction to Psychology: Concept, Definition, Scope. Historical perspectives in psychology; Structuralism, Functionalism, Psychodynamic, Behaviourism, Gestalt, Indian approach, Methods of psychology; Subfields of psychology; Psychology in modern India. Introduction to biopsychology: Neuron type and functions.

UNIT II: SENSATION AND PERCEPTION:

Sensation and Perception: Concept, Definition, Types of Sensation, Meaning of Attention and Perception, Perceptual Organization and Perceptual Constancies. Illusions.

UNIT III: MOTIVATION AND EMOTION:

Motivation: Concept of Motivation, Sources of Motivation- Instincts and Drives, Types of Motivation, Motivational conflicts. Theories of Motivation. Emotion: Nature, Concept and Theories.

UNIT IV: MEMORY AND LEARNING:

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.



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- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Singh, A. K. (2011). *Uchchatar Samanya Manovigyan*. New Delhi: Motilal Banarsidas.
- Brennan, J.F. (1991). *History and Systems of Psychology*. NJ: Prentice hall.
- Madhu Asthana, et. al (2023) *Manovigyan Ka Udbhav Evam Vikas*. New Delhi: Motilal Banarsidas. ISBN 978-93-5760-424-8

SEMESTER - I

COURSE CODE: SH090102T

COURSE NAME: STATISTICS IN PSYCHOLOGY

TOTAL MARKS: 100, Credit: 4

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

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; 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:

Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, 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 Shiksha 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: SH090103P (Practical)

COURSE NAME: Practical

MARKS: 100, Credits: 4

COURSE OUTCOMES

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

Name of experiments/tests (Any four based on the courses taught may be conducted)

- Maze Learning
- Muller Lyer Illusion Test
- Retroactive Inhibition
- Paired Associates- Verbal Learning
- Short term memory
- Serial learning
- Eysenck Series of Digit Span Test (ESDST)

SEMESTER - II

COURSE CODE: SH090201T

COURSE NAME: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

MARK: 100, Credits: 4

COURSE OUTCOMES

1. *Define and describe 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.*



Four handwritten signatures in blue ink are displayed horizontally. From left to right, they appear to be: 'Geeta', 'Srivastava', 'Anand', and 'Nikhil'. Below each name is a corresponding signature line.

5. *Display* an informed perspective with respect to Eastern and Western conceptualisation of self and personality.

UNIT I: HEREDITY AND ENVIRONMENT:

Principles of Heredity 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, Sternberg, Cattell, Guilford

UNIT III: PERSONALITY:

Concept and Nature of Personality; Determinants of Personality: Biological and Family

Determinants; Type and Trait theories; Sheldon, Kretchmer, Cattell, Allport; Psychodynamic:

Sigmund Freud, Phenomenological & Humanistic perspective; Rogers and Maslow

UNIT IV: INDIAN APPROACH:

Self and identity in Indian thought. Levels of consciousness; Enhancing individual's 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). Uchchitar 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.



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SEMESTER - II

COURSE CODE: SH090202T

COURSE NAME: COGNITIVE PSYCHOLOGY

TOTAL MARKS: 100, Credits: 4

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 (IDC PAPER)

COURSE CODE: SH090204M (MINOR 1)

COURSE NAME: BASIC PSYCHOLOGICAL PROCESSES

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES:

- 1. Define basic concepts such as behaviour, mental processes and experiences.*
- 2. Describe the fields, perspectives, and methods in psychology.*
- 3. Describe basic theories of intelligence*
- 4. Explain the processes related to areas of perception, memory and learning.*
- 5. Demonstrate mnemonic strategies for memory enhancement*
- 6. Describe meaning and concepts of learning. Explain learning types and conditioning.*

UNIT I: INTRODUCTION TO PSYCHOLOGY

Introduction to Psychology: Concept, Definition, Scope, Methods of Psychology: Observation, Correlation and Experiment; Brief history, Fields and Branches of Psychology.

UNIT II: SENSATION AND PERCEPTION

Sensation and Perception: Concept, Definition, Types of Sensation, Meaning of Attention and Perception, Perceptual Organization and Perceptual Constancies. Illusions.

UNIT III: MOTIVATION AND EMOTION

Motivation: Concept of Motivation, Sources of Motivation- Instincts and Drives, Types of Motivation, Motivational conflicts. Theories of Motivation. Emotion: Nature, Concept and Theories.

UNIT IV: INTELLIGENCE

Intelligence: Definition and concept, Theories of Intelligence- Spearman's two factor theory, Gardner's multiple intelligence, Sternberg's tri-archic theory.

UNIT V: MEMORY

Memory: Definition, Types, Models of Memory, level of processing, episodic, semantic and procedural memory. Forgetting: interference and repression. Improving memory strategies.

UNIT VI: LEARNING



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Learning: concept and types; Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning

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.
- King, L. A. (2019). The science of psychology: An appreciative view (5th ed.). McGraw-Hill Education.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Myers, D. G. (2018). Psychology (12th ed.). Worth Publishers.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- Singh, A. K. (2011). Uchchatar Samanya Manovigyan. New Delhi: Motilal Banarsidas.

SEMESTER - II

PAPER CODE: SH090203P (Practical)

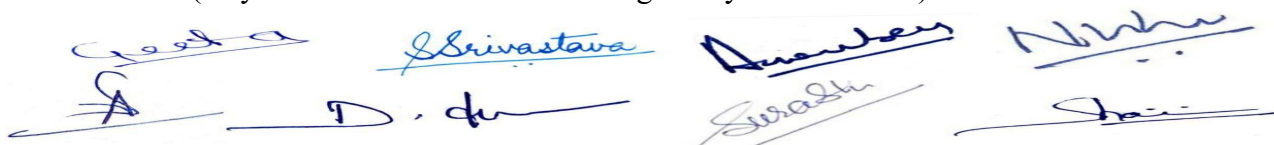
COURSE NAME: Practical

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES

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

Name of tests (Any four based on the courses taught may be conducted)

The image shows four handwritten signatures in blue ink, arranged horizontally. From left to right, the signatures are: 1. A signature that appears to be 'Geeta' with a stylized 'A' below it. 2. A signature that appears to be 'Srivastava' with a stylized 'D. du' below it. 3. A signature that appears to be 'Anand' with a stylized 'Suresh' below it. 4. A signature that appears to be 'Nikhil' with a stylized 'Jai' below it.

- Segune Form Board (SFB)
- Personality Inventory
- Problem Solving Test
- Verbal intelligence test
- Emotional intelligence test
- Self-concept
- Rotters' Locus of Control

SEMESTER - III

COURSE CODE: SH090301T

COURSE NAME: HUMAN DEVELOPMENT

TOTAL MARKS: 100, Credits: 4

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. Lifespan Approach; Baltes theory. Ecological Perspective: Bronfenbrenner. 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 Vikasatmak Manovigyaan. 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). Adhunik Vikasatmak Manovigyaan. Motilal Banarsidas Publication, Varanasi.
- Tilker, H.A. (1975). Developmental Psychology Today. Random House International, New York.
- Feldman, R.S. & Babu, N. (2011). Discovering the Lifespan. Pearson
- Saraswathi, T.S. (2003). Cross-Cultural Perspectives in Human Development: Theory, Research and Applications.

SEMESTER - III

COURSE CODE: SH090302T

COURSE NAME: SOCIAL PSYCHOLOGY

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES

1. *Define* social psychology and related terminology.
2. *Describe* the relationship between the person and the situation, and its 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 I: 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 II: UNDERSTANDING AND EVALUATING THE SOCIAL WORLD:

Self-Concept and its Development; Social cognition: Schema, Heuristics; Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.

UNIT III: SOCIAL INTERACTION AND INFLUENCE:

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

UNIT IV: 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.
 - Kassir, 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* (12th Ed.). New Delhi: Pearson



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SEMESTER - III

COURSE CODE: SH090303P (Practical)

COURSE NAME: Practical

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES

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

Name of tests (Any four based on the courses taught may be conducted)

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

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SEMESTER – IV

COURSE CODE: SH090401T

COURSE NAME: PSYCHOLOGICAL RESEARCH

TOTAL MARKS: 100, Credits: 4

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:

Introduction to Psychological Research. Goals of Psychological Research, Paradigms of Research; Quantitative & Qualitative orientations. Research Design: Correlational, Experimental, Mixed. Principles of Good Research, Ethics in Psychological Research. Research Tradition: Types and steps of research, Formulation of problem & development of testable research questions / 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: Chi square 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.

The image shows five handwritten signatures in blue ink, arranged horizontally. From left to right, the signatures are: 1. A signature that appears to be 'Geeta' with a stylized 'A' below it. 2. A signature that appears to be 'Srivastava' with a stylized 'D. du' below it. 3. A signature that appears to be 'Anand' with a stylized 'Suresh' below it. 4. A signature that appears to be 'N.K.' with a stylized 'Shri' below it. 5. A signature that appears to be 'N.K.' with a stylized 'Shri' below it.

- 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 (4th Ed.)*. 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: SH090402T

COURSE NAME: APPROACHES TO PERSONALITY

TOTAL MARKS: 100, Credits: 4

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 Factors Theory of Personality. Eysenck's Theory. Hippocrates. MBTI theory.

UNIT II: PSYCHODYNAMIC APPROACHES:

Psychoanalytic theory. Jung's Analytical theory, Murray Needs theory. Neo-Freudian Approach- Horney, Adler, Sullivan. Psychoanalytic Object Relation, Attachment Perspective.

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: INDIGENOUS AND HUMANISTIC THEORIES:

Satva, Rajas, Tamas (SRT) Theory, Panchokosh as: From gross to subtle; 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.

The image shows five handwritten signatures in blue ink, arranged in two rows. The top row contains four signatures, and the bottom row contains one signature that is longer and spans across the space of the first two signatures in the row above. The signatures are stylized and appear to be of Indian origin.

- 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, 4th Edition. John Wiley and Sons.
- Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran and Grandsons.
- Schultz and Schultz (2005). Theories of Personality, Wadsworth, Cengage Learning.
- Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran and Grandsons.

SEMESTER - IV

COURSE CODE: SH090405M

COURSE NAME: APPLIED PSYCHOLOGY

TOTAL MARKS: 100, Credits: 6

COURSE OUTCOMES:

1. *Understand fundamental concepts of applied social psychology including social behavior, perception, attribution, stereotypes, and the mechanisms of social influence such as conformity, compliance, and obedience, along with pro-social behavior.*
2. *Explain the scope of clinical psychology, identify major categories of mental disorders, understand biological, psychological, and social causes of mental illness, and recognize basic psychological therapies like counseling, cognitive behavioral therapy (CBT), and behavioral therapy.*
3. *Describe the relationship between psychological factors and physical health, highlighting the role of lifestyle choices such as diet, exercise, and stress management in maintaining well-being.*
4. *Understand the core concepts of positive psychology, including happiness, optimism, resilience, character strengths, and various models of well-being (Ryff and Diener).*
5. *Comprehend the basic principles of educational psychology, including the developmental stages, factors affecting learning such as motivation, and intelligence. Understand learning styles, impact of technology and learn about the techniques of memory improvement.*
6. *Understand the fundamentals of organizational psychology, focusing on workplace motivation, job satisfaction and its effect on performance, and the dynamics of groups and teamwork within organizations.*

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UNIT I: APPLIED SOCIAL PSYCHOLOGY

Basics of social behavior, social perception, and attribution. Understanding stereotypes and social influence (conformity, compliance, obedience). Pro-social behaviour.

UNIT II: CLINICAL AND COUNSELING PSYCHOLOGY

Meaning and Scope of Clinical Psychology, Classification of Mental Disorders (basic idea: mood, anxiety, psychotic disorders), Causes of Mental Illness: Biological, Psychological, Social Factors, Psychological Therapies: Counseling, CBT, and Behavioural therapy (basic concepts)

UNIT III: HEALTH PSYCHOLOGY

Meaning and Scope of Health Psychology, Relationship Between Mind, Body, and Health, Lifestyle and Health: Role of Diet, Exercise, and Stress Management.

UNIT IV: POSITIVE PSYCHOLOGY

Understanding happiness, optimism, resilience, and Character strengths (VIA), Well-being (Ryff and Diener)

UNIT V: EDUCATIONAL PSYCHOLOGY

Meaning, Nature, and Scope of Educational Psychology, Developmental Stages and Characteristics (Childhood to Adolescence), Classroom environment and teaching methods; Role of Motivation and Intelligence in Learning, Theories of Learning; Learning styles; Social and Emotional learning; Impact of technology; Techniques of improving memory.

UNIT VI: ORGANIZATIONAL PSYCHOLOGY

Meaning and scope of organizational psychology; Motivation at Workplace: Basic Concepts and Importance; Job Satisfaction and Its Impact on Performance; Group Dynamics and Teamwork in Organizations

Books Recommended:

- Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology* (12th ed.). Pearson Education.
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (2012). *Applied social psychology: Understanding and addressing social and practical problems* (2nd ed.). SAGE Publications.
- Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.
- Trull, T. J., & Prinstein, M. J. (2021). *Clinical psychology* (11th ed.). Cengage Learning.
- Hecker, J. E., & Thorpe, G. L. (2015). *Introduction to clinical psychology: Science, practice, and ethics* (4th ed.). Pearson Education.



Five handwritten signatures in blue ink are displayed horizontally. From left to right, the signatures are: a stylized 'G' followed by 'eetha'; 'Srivastava'; 'Anand'; 'Nikhil'; and 'Shri'.

- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths* (2nd ed.). Routledge.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Taylor, S. E. (2018). *Health psychology* (10th ed.). McGraw-Hill Education.
- Brannon, L., Feist, J., & Updegraff, J. A. (2018). *Health psychology: An introduction to behavior and health* (9th ed.). Cengage Learning.
- Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson Education.
- Santrock, J. W. (2017). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson Education.
- Miner, J. B. (2015). *Organizational behavior 1: Essential theories of motivation and leadership*. Routledge.

SEMESTER - IV

COURSE CODE: SH090403P (Practical)

COURSE NAME: Practical

TOTAL MARKS: 100, Credits: 4

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 based on the courses taught may be conducted)

- Case study of an atypical individual.
- 16 PF
- NEO-Five
- Word Association Test
- Eyesenck Personality Inventory
- Psychological Type Indicator

Field work: some illustrative topics (on any one topic):

- Examining the issues of old age by interviewing an elderly individual.
- Evaluating quality of service in old-age homes.



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- Identifying the challenges faced by people with disabilities through secondary data analysis.
- Interviewing a nursery teacher for understanding the issues encountered in taking care of children

SEMESTER - IV

COURSE CODE: SH090404R

COURSE NAME: Survey

TOTAL MARKS: 100, Credits: 3

Description: Students will conduct a small survey through offline or online mode. They will present the data they found in the survey.

(Course Outcomes):

- *Learn how to ask good questions and collect information*
- *Understand how psychology works in real situations.*
- *Learn how to talk and work with people.*
- *Know about professional behaviour and ethics.*

Marks Distribution:

Proposal (plan for work)	20
Data Collection & Field Notes	25
Final Report	40
Viva (oral presentation)	15

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SEMESTER - V

COURSE CODE: SH090501T

COURSE NAME: PSYCHOLOGICAL TESTING AND ASSESSMENT

TOTAL MARKS: 100, Credits: 4

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 (5th ed.) USA: Wadsworth Thomson Learning.
- Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication Co Pvt.

The image shows four handwritten signatures in blue ink. From left to right, they appear to be: 'Gestha', 'D. N. Srivastava', 'Anand', and 'N. N. Jain'. Each signature is written in a cursive, flowing style.

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

SEMESTER - V

COURSE CODE: SH090502T

COURSE NAME: ABNORMAL PSYCHOLOGY

TOTAL MARKS: 100, Credits: 4

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: John Wiley.
- Carson, R.C., Butcher, J.N. & Mineka, S. (2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.



Handwritten signatures of faculty members in blue ink, including names like G. S. Srivastava, Anurag, N. K. Singh, and others.

- Sarason, G.I. and Sarason, R.V. (2007). Abnormal psychology. The Problem of maladaptive behavior, 11th edition. Prentice Hall Publishing Inc.

SEMESTER - V

COURSE CODE: SH090503T

COURSE NAME: EFFECTIVE COMMUNICATION (Elective 1)

TOTAL MARKS: 100, Credits: 4

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:

- Adler, R.B. and Rodman, G. (1997). Understanding Human Communication. 6th edition, Harcourt Brace College Publishers
- Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication. Allan and Bacon.
- Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow.
- Mandal, S.K. (2008). Effective Communication and Public Speaking. Jaico Book.



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- Scott, B. (2008). The Skills of Communicating. Jaico Publishing House.

SEMESTER - V

COURSE CODE: SH090504T

COURSE NAME: BIOPSYCHOLOGY (Elective 2)

TOTAL MARKS: 100, Credits: 4

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.

SEMESTER - V



Handwritten signatures of faculty members in blue ink, including names like Srivastava, Anand, and others.

COURSE CODE: SH090505T

COURSE NAME: Organisational Psychology (Elective 3)

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES:

- 1. Explain the meaning, scope, and historical development of Industrial and Organisational Psychology, and discuss contemporary workplace challenges including sexual harassment, discrimination, and diversity.*
- 2. Demonstrate an understanding of major theories of work motivation and apply these concepts to analyse job satisfaction and employee motivation in organisational settings.*
- 3. Identify different leadership styles and functions, distinguish between transformational and transactional leadership, and evaluate the process of effective communication along with barriers and strategies to overcome them in organisational contexts.*
- 4. Describe the concept, causes, and consequences of work stress, examine organisational factors contributing to stress, and propose suitable stress management techniques and well-being initiatives for employees in the workplace.*

UNIT I: INTRODUCTION TO ORGANISATIONAL PSYCHOLOGY

Definition, Historical Background of Industrial and Organizational Psychology, Contemporary Trends and Challenges: Sexual Harassment, Discrimination & Diversity

UNIT II: WORK MOTIVATION

Theories and applications: Maslow's hierarchy of needs, Herzberg's two factor theory, Locke's Goal Setting theory, Porter & Lawler's Expectancy theory, Adam's Equity theory. Concepts of Job satisfaction.

UNIT III: LEADERSHIP AND COMMUNICATION IN ORGANISATIONS

Meaning and functions of leadership. Transformational & Transactional Leadership. Leadership styles (Authoritarian, Democratic, Laissez-faire). Effective Communication: Types and Process. Barriers to communication and Overcoming Them

UNIT IV: WORK STRESS AND EMPLOYEE WELL-BEING

Concept and Causes of Work Stress, Effects of Work Stress on Job Performance, Health and Morale, Organisational Factors Contributing to Stress. Stress Management Techniques in the Workplace.

Books recommended:



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- Muchinsky, P. M. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology* (8th ed.). Hypergraphic Press.
- Schultz, D., & Schultz, S. E. (2016). *Psychology and work today* (10th ed.). Routledge. <https://doi.org/10.4324/9781315662834>
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
- Miner, J. B. (2005). *Organizational behavior 1: Essential theories of motivation and leadership*. M. E. Sharpe.
- Greenberg, J. (2011). *Behavior in organizations* (10th ed.). Pearson.

SEMESTER - V

COURSE CODE: SH090506P (Practical)

COURSE NAME: Practical

TOTAL MARKS: 100, Credits: 4

Course outcomes

1. Learn to perform psychometric assessment for clinical diagnosis.

Name of tests (any 4 tests based on the courses taught 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: SH090507R

COURSE NAME: Field Work

TOTAL MARKS: 100, Credits: 5

Description:

Students will go to villages, schools, colleges, offices, or communities to collect information about



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people's behaviour and problems. They will make a survey form or interview questions, meet people, collect information, and write a report about what they find.

Course Outcomes

1. *Learn how to ask good questions and collect information.*
2. *Understand how people behave in their daily life.*
3. *Learn to work in a team and talk to different people.*
4. *Prepare a report and explain findings in simple words.*

Marks Distribution:

Work	Marks
Proposal (plan for work)	20
Data Collection & Field Notes	25
Final Report	40
Viva (oral presentation)	15

SEMESTER - VI

COURSE CODE: SH090601T

COURSE NAME: ASSESSMENT OF PERSONALITY & MENTAL ABILITY

TOTAL MARKS: 100, Credits: 4

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 TECHNIQUES OF PERSONALITY ASSESSMENT:

The image shows five handwritten signatures in blue ink, arranged in two rows. The top row contains four signatures, and the bottom row contains one signature that is longer and spans more space. The signatures appear to be of various individuals, likely faculty members associated with the course.

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.). Macmillan Co.
- Anastasi, A. (1997). Psychological Testing. New York, Macmillan Co.,
- Singh, A. K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawan (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 (5th ed.) 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.

SEMESTER - VI

COURSE CODE: SH090602T

COURSE NAME: COUNSELLING PSYCHOLOGY

TOTAL MARKS: 100, Credits: 4

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.

The image shows four handwritten signatures in blue ink. From left to right, they appear to be: 'Geeta', 'D. N. Srivastava', 'Anand', and 'N. K. Jain'. Each signature is written in a cursive, flowing style.

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: SH090603T

COURSE NAME: HEALTH PSYCHOLOGY (Elective 1)



The image shows four handwritten signatures in blue ink, arranged horizontally. From left to right, the signatures appear to be: 'Gestha', 'S. Srivastava', 'Anand', and 'Nikhil'. Below each signature is a horizontal line, possibly a separator or a part of the signature itself.

TOTAL MARKS: 100, Credits: 4

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 III: HEALTH ENHANCING BEHAVIOURS:

Exercise, nutrition, safety, pain, stress management

UNIT IV: 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.

SEMESTER - VI

COURSE CODE: SH090604T

COURSE NAME: POSITIVE PSYCHOLOGY (Elective 2)

TOTAL MARKS: 100, Credits: 6

The image shows five handwritten signatures in blue ink, arranged in two rows. The top row contains four signatures, and the bottom row contains one signature that is longer and spans across the space of the first two in the row above. The signatures are stylized and appear to be of the faculty members responsible for the course.

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

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

UNIT II: POSITIVE EMOTIONAL STATES

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

UNIT III: POSITIVE COGNITIVE STATES

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

UNIT IV: APPLICATIONS OF POSITIVE PSYCHOLOGY

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.

SEMESTER - VI

COURSE CODE: SH090605T

COURSE NAME: COMMUNITY PSYCHOLOGY (Elective 3)

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES



Handwritten signatures of faculty members in blue ink, including names like Srivastava, Anand, and others.

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 I: 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 II: 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 III: 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 IV: 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., 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

Five handwritten signatures in blue ink are displayed at the bottom of the page. From left to right, they appear to be: 'Gestha', 'S. Srivastava', 'Anand', 'N. N. N.', and 'D. D. D.'. The signatures are stylized and vary in length and complexity.

SEMESTER - VI

COURSE CODE: SH090606P (Practical)

COURSE NAME: Practical

TOTAL MARKS: 100, Credits: 4

COURSE OUTCOMES

1. Learn to perform psychometric assessment for clinical diagnosis.

Name of tests (any 4 tests based on the courses taught 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
- Binet Simon Intelligence Test
- Sack Sentence Completion Test
- Rozenwig Picture Frustration Test
- Psychological Well Being Scale
- Subjective Well Being Scale
- General Health Questionnaire Scale (GHQ-12)
- Life Satisfaction Scale
- Spirituality Scale
- Life Orientation Test (LOT-R)

SEMESTER - VI

COURSE CODE: SH090607R

COURSE NAME: Project Work based on either primary or secondary data

TOTAL MARKS: 100, Credits: 5

Description:

Students will undertake a minor project based on topics related to personality, cognitive, social, positive or developmental psychology. The project will involve selecting a problem, formulating

The image shows five handwritten signatures in blue ink, arranged horizontally. From left to right, the signatures are: 1. A stylized signature that appears to be 'Geetha'. 2. A signature that appears to be 'S. Srivastava'. 3. A signature that appears to be 'Anand'. 4. A signature that appears to be 'Nikhil'. 5. A signature that appears to be 'Sai'. Each signature is written in a cursive, flowing style.

objectives, reviewing literature, and using appropriate psychological tools for data collection and analysis.

Course Outcomes:

1. *Develop basic research skills.*
2. *Learn report writing and APA formatting.*
3. *Gain exposure to psychological testing and data analysis.*

Assessment Components:

- Project Proposal: 20 marks
- Report Submission: 40 marks
- Viva-voce: 40 marks



Handwritten signatures of faculty members in blue ink. The signatures are arranged in two rows. The top row contains four signatures: 'Geetha', 'S. Srivastava', 'Anand', and 'N. K. S.'. The bottom row contains four signatures: 'S.', 'D. K.', 'Swarath', and 'Jain'.