

**BANARAS HINDU UNIVERSITY**  
(Detailed Syllabus of PSYCHOLOGY 2024 under NEP 2020)

**B.A.- SEMESTER I**

**PAPER (MAJOR 1) PSYMJ11: FOUNDATIONS OF PSYCHOLOGY**

Course Title	<b>PSYMJ11: FOUNDATIONS OF PSYCHOLOGY</b>				
Category of Course <sup>1</sup>	<b>Major</b>				
Credits <sup>2</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	<b>3</b>	<b>1</b>	<b>4</b>	
	Hour of Teaching (Total)	45	15 hrs (is equivalent to 30 hrs of teaching)	<b>60</b>	
Course Objectives (not more than 100 words)	The course <i>Foundations of Psychology</i> deals with the basic concepts of psychology. This course would enable the learners to understand the nature and core concepts of psychology. This course is useful for beginners who want to pursue psychology in higher education and aim to build a career as a psychologist. This course will also enable the learner to understand the core concepts of psychology and would be helpful in developing a better understanding of the subject matter of psychology.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>	
I	Psychology: Definition and Goals, Emergence of Psychology: Historical approaches, Modern Psychology: Major issues and Perspectives.			<b>10</b>	
II	Psychology as a scientific study of behaviour, Biological and socio-cultural bases of behaviour, Subfields of Psychology.			<b>11</b>	
III	Sensation: Concept of sensation, Vision: Basic structure and functions, Color vision, Hearing: Basic structure and functions, Taste, Smell and Touch sense.			<b>12</b>	
IV	Attention and Perception: Nature, Determinants, and Types of attention, Concept of perception, Organizing principles of perception, Perceptual Constancy, Perception of Depth, Illusions.			<b>12</b>	

Texts / References	<ol style="list-style-type: none"> <li>1. Baron, R. A. &amp; Misra, G. (2018). <i>Psychology</i> (5<sup>th</sup> Ed.). New Delhi: Pearson Education.</li> <li>2. Ciccarelli, S. K., &amp; Meyer, G. E. (2009). <i>Psychology</i>. Delhi: Pearson Education.</li> <li>3. Coon, D., &amp; Mitterer, J. O. (2007). <i>Introduction to Psychology: Gateway to mind and behaviour</i>. New Delhi: Cengage.</li> <li>4. Gerrig, R. J., &amp; Zimbardo, P. G. (2006). <i>Psychology and Life</i> (17<sup>th</sup> Ed.). New Delhi: Pearson Education.</li> <li>5. Eysenck, H. J. (2009). <i>Fundamental of Psychology</i>. New York: Psychology Press.</li> <li>6. Singh, R. N. (2012). <i>Adhunik Samanya Manovigyan</i>. Agra: Agrawal Publications</li> </ol>
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Learning Outcomes (not more than 100 words)	This course is designed to provide the learners a basic concept of psychology. Successful completion of this course would enable the learners to understand the nature and goals of psychology. Students would get acquaintance with the historical and modern perspectives of psychology. They would be aware about the basic methods used in the psychological researches. This course would enhance the understanding of fundamental concepts of psychology such as sensation, attention and perception.
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### **PAPER (MAJOR 1) PSYMJ12: PRACTICAL**

	<b>BA SEM 1</b>				
Course Title	<b>PSYMJ12 (PRACTICALS Based on PSYMJ11) (Any Three)</b>				
Category of Course	<b>Major</b>				
Credits <sup>34</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	1	1	
	Hour of Teaching (Total)	NA	15 (= 30 hrs)	30	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with Basic Concept of Psychology.				
	1. Effect of knowledge of result on performance. 2. Span of apprehension. 3. Perceptual organization 4. Tweezer dexterity. 5. Trial and error: Finger-maze experiment 6. Geometric illusions			<b>15=30</b>	

**PAPER (MINOR) PSYMN11: FOUNDATIONS OF PSYCHOLOGY**

Course Title	PSYMN11 :FOUNDATIONS OF PSYCHOLOGY				
Category of Course <sup>3</sup>	Minor				
Credits <sup>4</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	15 hrs (is equivalent to 30 hrs of teaching)	60	
Course Objectives (not more than 100 words)	The course <i>Foundations of Psychology</i> deals with the basic concepts of psychology. This course would enable the learners to understand the nature and core concepts of psychology. This course is useful for beginners who want to pursue psychology in higher education and aim to build a career as a psychologist. This course will also enable the learner to understand the core concepts of psychology and would be helpful in developing a better understanding of the subject matter of psychology.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Psychology: Definition and Goals, Emergence of Psychology: Historical approaches, Modern Psychology: Major issues and Perspectives.			10	
II	Psychology as a scientific study of behaviour, Biological and socio-cultural bases of behaviour, Subfields of Psychology.			11	
III	Sensation: Concept of sensation, Vision: Basic structure and functions, Color vision, Hearing: Basic structure and functions, Taste, Smell and Touch sense.			12	
IV	Attention and Perception: Nature, Determinants, and Types of attention, Concept of perception, Organizing principles of perception, Perceptual Constancy, Perception of Depth, Illusions.			12	
Texts / References	7. Baron, R. A. & Misra, G. (2018). <i>Psychology</i> (5 <sup>th</sup> Ed.). New Delhi: Pearson Education. 8. Ciccarelli, S. K., & Meyer, G. E. (2009). <i>Psychology</i> . Delhi: Pearson Education. 9. Coon, D., & Mitterer, J. O. (2007). <i>Introduction to Psychology: Gateway to mind and behaviour</i> . New Delhi: Cengage. 10. Gerrig, R. J., & Zimbardo, P. G. (2006). <i>Psychology and Life</i> (17 <sup>th</sup> Ed.). New Delhi:				

	Pearson Education. 11. Eysenck, H. J. (2009). <i>Fundamental of Psychology</i> . New York: Psychology Press. 12. Singh, R. N. (2012). <i>Adhunik Samanya Manovigyan</i> . Agra: Agrawal Publications
Learning Outcomes (not more than 100 words)	This course is designed to provide the learners a basic concept of psychology. Successful completion of this course would enable the learners to understand the nature and goals of psychology. Students would get acquaintance with the historical and modern perspectives of psychology. They would be aware about the basic methods used in the psychological researches. This course would enhance the understanding of fundamental concepts of psychology such as sensation, attention and perception.

### PAPER (MAJOR 1) PSYMN12: PRACTICAL

	<b>BA SEM 1</b>				
Course Title	<b>PSYMN12 (PRACTICALS Based on PSYMN11) (Any Three)</b>				
Category of Course	<b>Major</b>				
Credits & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	1	1	
	Hour of Teaching (Total)	NA	15 (= 30 hrs)	30	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with Basic Concept of Psychology.				
	1. Effect of knowledge of result on performance. 2. Span of apprehension. 3. Perceptual organization 4. Tweezer dexterity. 5. Trial and error: Finger-maze experiment 6. Geometric illusions				<b>15=30</b>

**Multidisciplinary course :MD 1**

**PAPER (MD-1) PSYMD11 : APPLIED PSYCHOLOGY**

BA SEM -I				
Course Title	PSYMD11: APPLIED PSYCHOLOGY			
Category of Course <sup>5</sup>	MD			
Credits <sup>6</sup> & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4	0	4
	Hour of Teaching (Total)	60	0	60
Course Objectives (not more than 100 words)	The objective is to study and describe the major applied areas of psychology e.g., clinical, industrial, school, mental health, society etc. To articulate how psychological theories and principles are applicable in different domains of life.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content		Hr. of Teaching	
I	Introduction: Nature and fields. Psychology in industries and organizations: Personnel selection; job analysis; fatigue and accidents; advertising and consumer behavior.		15	
II	Psychology in education: Factors influencing school achievement. Exceptional children: Problems and remedial measures.		15	
III	Psychology and mental health: Symptoms and causes of anxiety disorders: GAD, phobia, panic disorder. Concept of well-being.		15	
IV	Psychology and social behavior: Concept of Socialization, agents of socialization. Groups: Nature and dynamics. Anti-social Behaviour.		15	
Texts / References	1. Anastasi, A. (1979). <i>Fields of applied psychology</i> . New Delhi: McGraw Hill. 2. Goldstein, A. P., & Krasner, B. (1987). <i>Modern applied psychology</i> . Elmford, New York: Pergmon Press. 3. McCormick, E. J., & Ilgen, D. (1980). <i>Industrial psychology</i> . Englewood Cliffs, N.J.: Prentice Hall. 4. Rastogi, G. D. (1992). <i>Vyavaharik manovigyan</i> . Agra: Har Prasad Bhargava. Singh, A. P. (1995). <i>Vyavaharik monovigyan</i> . Varanasi: Abhishek publications			
Learning Outcomes (not more than 100 words)	The students will demonstrate advanced and integrated understanding of a complex body of knowledge in the application of psychological principles and theories to real world environments.They will understand how theories and research of psychology can be applied to these real world settings. They will understand the implications of psychological research and theories in the commercial and social/government sectors			

### Skill enhancement course: SEC 1

#### PSYSE11: Basic Life Skills/ Online courses 60%

#### PAPER PSYSE11 : BASIC LIFE SKILLS TRAINING

Course Title		PSYSE11 : BASIC LIFE SKILLS TRAINING			
Category of Course <sup>7</sup>		SEC			
Credits <sup>8</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	0	3	
	Hour of Teaching (Total)	45	0	45	
Course Objectives (not more than 100 words)		To shape youth's attitudes and beliefs in a positive manner so that they contribute to society by making productive life choices, manage their emotional wellbeing, and achieve personal success as they transition to adulthood, and, eventually, the work world.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units		Course Content		Hr. of Teaching	
I		SELF-AWARENESS: Stress Management, Emotional Regulation, Positive Thinking, Self-Esteem		15	
II		INTERPERSONAL SKILLS: Empathy, Listening Skills, Interpersonal Effectiveness, Handling Disputes, Managing Relationships, Confident Communication		15	
III		THINKING SKILLS: Goal Setting, Decision Making, Problem Solving, Critical and Creative Thinking, Executive Functioning Skills, Resilience		15	
IV					
V					
Texts / References		REFERENCES <ul style="list-style-type: none"><li>Benson, P. L., &amp; Scales, P. C. (2011). Developmental assets. In R. J. R. Levesque (Ed.), Encyclopedia of adolescence (pp. 667-683). New York: Springer.</li><li>Basic Life Skills Course Facilitator's Manual Ministry of Youth and Sport of the Republic of Azerbaijan UNICEF Azerbaijan</li><li>Curriculum for Life Skills (Jeevan Kaushal) (2019). University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.</li><li>Handbook of activities on Life Skills (2018). American India Foundation, Gurgaon.</li><li>World Health Organization (1997). Life Skills Education for Children and Adolescents in Schools. Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programs. World Health Organization - Programme on Mental Health. Doc. WHO/MNF/PSF/93.7A.Rev.2. Geneva: World Health Organization.</li></ul>			
Learning Outcomes (not more than 100 words)		It will enable youth with new knowledge and the opportunity to apply novel skills in a safe environment. . It will induce open mindedness, respectful of others, help balance society's gender and socioeconomic inequalities.			

## B.A.- SEMESTER II

### PAPER (MAJOR 1) PSYMJ21 : BASIC PSYCHOLOGICAL PROCESSES

B.A SEM II					
Course Title		PSYMJ21 : BASIC PSYCHOLOGICAL PROCESSES			
Category of Course <sup>9</sup>		Major			
Credits <sup>10</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	15 hrs (is equivalent to 30 hrs of teaching)	60	
Course Objectives (not more than 100 words)		The course <i>Foundations of Psychological Processes</i> comprises of the basic concepts of psychology. This course would enable the learners to understand the nature and core concepts of psychology. This course is useful for beginners who want to pursue psychology in higher education and aim to build a career as a psychologist. This course will also enable the learner to understand the core concepts of psychology and would be helpful in developing a better understanding of the subject matter of psychology.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
	Units	PSYMJ21 Course Content			Hr. of Teaching
	I	Learning and Memory: Classical and Operant conditioning, Basic principles and applications, Insight learning, Observational learning. Memory: Nature and Components, Early studies of memory, Models of memory, Forgetting and its causes.			12
	II	Emotion and Motivation: Concept and Nature, Components of emotion, Biological bases of emotion, Types of emotion, Theories of emotion: James-Lange, Cannon-Bard and Schachter-Singer. Motivation: Concept and Types, Need Hierarchy Model, Achievement Motivation.			12
	III	Personality: Nature and Concept, Trait approach: Allport, Cattell, Big five factors, Psychodynamic approach: Id, Ego, Superego, Defense Mechanism. Humanistic approach: Carl Rogers and Maslow. Measurement of personality.			11
	IV	Intelligence: Nature and Concept, Theories of intelligence: Spearman, Cattell, Gardner, Sternberg. Role of heredity and environment in intelligence, Individual differences in Intelligence, Flynn effect. Measurement of intelligence.			10
Texts / References		13. Baron, R. A. & Misra, G. (2018). <i>Psychology</i> (5 <sup>th</sup> Ed.). New Delhi: Pearson Education. 14. Ciccarelli, S. K., & Meyer, G. E. (2009). <i>Psychology</i> . Delhi: Pearson Education. 15. Coon, D., & Mitterer, J. O. (2007). <i>Introduction to Psychology: Gateway to mind and behaviour</i> . New Delhi: Cengage. 16. Gerrig, R. J., & Zimbardo, P. G. (2006). <i>Psychology and Life</i> (17 <sup>th</sup> Ed.). New Delhi: Pearson Education. 17. Eysenck, H. J. (2009). <i>Fundamental of Psychology</i> . New York: Psychology Press. 18. Singh, R. N. (2012). <i>Adhunik Samanya Manovigyan</i> . Agra: Agrawal Publications			

Learning Outcomes (not more than 100 words)	This course is designed to make learners understand the fundamental concepts of psychology. Successful completion of this course would enable the learners to understand the concepts and theories of learning, memory, emotion, motivation, personality and intelligence. Students would also learn about the measurement of intelligence and personality assessment in this course. This course provides learners with the opportunity to understand these concepts by performing the practical.
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### **PAPER (MAJOR 1) PSYMJ22: PRACTICAL**

	BA SEM 2				
Course Title	PSYMJ22 (PRACTICALS Based on PSYMJ21) (Any Three)				
Category of Course	Major				
Credits <sup>34</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	1	1	
	Hour of Teaching (Total)	NA	15 (= 30 hrs)	30	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with Basic Psychological Process.				
	1. Memory span of digits and words. 2. Test of Personality 3. Test of Intelligence-Verbal 4. Achievement Motivation test 5. Serial position effect 6. Emotional maturity			15=30	

**PAPER (MINOR) PSYMN21 : BASIC PSYCHOLOGICAL PROCESSES**

	<b>B.A SEM II</b>				
Course Title	<b>PSYMN21 : BASIC PSYCHOLOGICAL PROCESSES</b>				
Category of Course <sup>11</sup>	<b>Minor</b>				
Credits <sup>12</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	15 hrs (is equivalent to 30 hrs of teaching)	60	
Course Objectives (not more than 100 words)	The course <i>Foundations of Psychological Processes</i> comprises of the basic concepts of psychology. This course would enable the learners to understand the nature and core concepts of psychology. This course is useful for beginners who want to pursue psychology in higher education and aim to build a career as a psychologist. This course will also enable the learner to understand the core concepts of psychology and would be helpful in developing a better understanding of the subject matter of psychology.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
<b>Units</b>	<b>PSYMN21 Course Content</b>				<b>Hr. of Teaching</b>
I	Learning and Memory: Classical and Operant conditioning, Basic principles and applications, Insight learning, Observational learning. Memory: Nature and Components, Early studies of memory, Models of memory, Forgetting and its causes.				<b>12</b>
II	Emotion and Motivation: Concept and Nature, Components of emotion, Biological bases of emotion, Types of emotion, Theories of emotion: James-Lange, Cannon-Bard and Schachter-Singer. Motivation: Concept and Types, Need Hierarchy Model, Achievement Motivation.				<b>12</b>
III	Personality: Nature and Concept, Trait approach: Allport, Cattell, Big five factors, Psychodynamic approach: Id, Ego, Superego, Defense Mechanism. Humanistic approach: Carl Rogers and Maslow. Measurement of personality.				<b>11</b>
IV	Intelligence: Nature and Concept, Theories of intelligence: Spearman, Cattell, Gardner, Sternberg. Role of heredity and environment in intelligence, Individual differences in Intelligence, Flynn effect. Measurement of intelligence.				<b>10</b>
Texts / References	19. Baron, R. A. & Misra, G. (2018). <i>Psychology</i> (5 <sup>th</sup> Ed.). New Delhi: Pearson Education. 20. Ciccarelli, S. K., & Meyer, G. E. (2009). <i>Psychology</i> . Delhi: Pearson Education. 21. Coon, D., & Mitterer, J. O. (2007). <i>Introduction to Psychology: Gateway to mind and behaviour</i> . New Delhi: Cengage.				

	22. Gerrig, R. J., & Zimbardo, P. G. (2006). <i>Psychology and Life</i> (17 <sup>th</sup> Ed.). New Delhi: Pearson Education. 23. Eysenck, H. J. (2009). <i>Fundamental of Psychology</i> . New York: Psychology Press. 24. Singh, R. N. (2012). <i>Adhunik Samanya Manovigyan</i> . Agra: Agrawal Publications
Learning Outcomes (not more than 100 words)	This course is designed to make learners understand the fundamental concepts of psychology. Successful completion of this course would enable the learners to understand the concepts and theories of learning, memory, emotion, motivation, personality and intelligence. Students would also learn about the measurement of intelligence and personality assessment in this course. This course provides learners with the opportunity to understand these concepts by performing the practical.

### PAPER (MAJOR 1) PSYMN22: PRACTICAL

	<b>BA SEM 2</b>				
Course Title	<b>PSYMN22 (PRACTICALS Based on PSYMN21) (Any Three)</b>				
Category of Course	<b>Major</b>				
Credits <sup>34</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	1	1	
	Hour of Teaching (Total)	NA	15 (= 30 hrs)	30	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with Basic Psychological Process.				
	1. Memory span of digits and words. 2. Test of Personality 3. Test of Intelligence-Verbal 4. Achievement Motivation test 5. Serial position effect 6. Emotional maturity				<b>15=30</b>

## Multi-Disciplinary course 2

### PAPER (MD) PSYMD22: PSYCHOLOGY IN EDUCATION

		<b>BA SEM –II</b>			
Course Title		<b>PSYMD22: Psychology in Education</b>			
Category of Course <sup>13</sup>		Major / Minor / Minor (Vocational) / SEC / AEC / VAC / <b>MD</b> /Internship/Dissertation (Tick any one of the above)			
Credits <sup>14</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	0	3	
	Hour of Teaching (Total)	45	0	45	
Course Objectives (not more than 100 words)		The students will learn to practice of theories and principles of psychology in the schools and educational settings. Students will gain competence in the substantive content areas of psychological and educational theory and practice. They will articulate activities that support the educational and psychological well-being of students. They will be enriched with knowledge of effective educational practices and the skills necessary to deliver psychological services in school settings.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>				<b>Hr. of Teaching</b>
I	<b>UNIT-I: Foundations of Educational Psychology</b> Introduction to Educational psychology: Nature and Concepts. Major perspectives: Piaget's theory of cognitive development, Vygotsky's Sociocultural perspective, Bronfenbrenner's social context.				12
II	<b>UNIT-II: Psychology of Learning and Teaching</b> Psychological Principles underlying effective teaching learning process. Goals and objectives of teaching. Improving memory and academic achievement; Exceptional children: issues and remedies.				11
III	<b>UNIT- III: Classroom Management and Motivation</b> Classroom management, Creating a positive learning environment, Effective teaching: issues and challenges. Role of Motivation in academic achievement.				11
IV	<b>UNIT- IV: Intelligence and Creativity</b> Intelligence: concept and theories, concept of Individual Differences. Creativity: concept and theories, Fostering creativity. Attitude: Nature and Types.				11
V					
Texts / References		Brophy, J. (2010). Motivating Students to Learn (3 <sup>rd</sup> ed.). Routledge.  Frederickson, N., Miller, A. & Cline, T. (2008). Educational Psychology. Hodder Education.  Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. Routledge.			

	Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). Teaching Students with Special Needin Inclusive Settings (6 <sup>th</sup> ed.). PHI Learning.
Learning Outcomes (not more than 100 words)	Students will develop a clear idea about the application of Psychology in Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education. Students will gather knowledge about Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

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## SEC 2

### PAPER PSYSE22: BASIC SOCIAL SKILLS

Course Title	PSYSE22:BASIC SOCIAL SKILLS				
Category of Course <sup>15</sup>	SEC				
Credits <sup>16</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	0	3	
	Hour of Teaching (Total)	45	0	45	
Course Objectives (not more than 100 words)	Social skills training includes interventions and instructional methods that help an individual improve and understand social behaviours. The goal of social skills training is to teach people about verbal and nonverbal behaviours that are involved in typical social interactions. Social skills training is usually initiated when adults have not learned or been taught appropriate interpersonal skills or have trouble reading subtle cues in social interactions.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Basic Social Skills: Conversation Skills, Listening Skills, Understanding Social Cues, Cooperation, Use of Humour			15	
II	Communication Skills: Verbal and Non-Verbal Communication, communication style, Tone, Acceptance, Content delivery			15	
III	Self-Management Skills: Handling Criticism, Coping Skills, Negotiation Skills, Anger Management Skills, Assertiveness			15	
Texts / References	<b>REFERENCES</b> <ul style="list-style-type: none"><li>● Bandura, A. (1969). <i>Principles of Behavior Modification</i>. New York: Holt, Rinehart and Winston, Inc.</li><li>● Bloomquist, M. L. (2005). <i>Skills Training for Children with Behavior Problems: A Parent and Practitioner Guidebook</i> (Revised ed.). New York: Guilford press.</li><li>● Hope, D. A., Heimberg, R. G., &amp; Bruch, M. A. (1995). Dismantling cognitive-behavioral therapy for social phobia. <i>Behaviour Research and Therapy</i>, 33, 637-650.</li><li>● Kurtz, M. M., &amp; Mueser, K. T. (2008). A meta-analysis of controlled research on social skills training for schizophrenia. <i>Journal of Consulting and Clinical Psychology</i>, 76, 491-504.</li><li>● Monti, P. M., Abrams, D. B., Kadden, R. M., &amp; Cooney, N. L. (2002). <i>Treating Alcohol Dependence</i> (Second ed.). New York: Guilford Press.</li><li>● Mueser, K. T., Valenti-Hein, D., &amp; Yarnold, P. R. (1987). Dating skills groups for the developmentally disabled: Social skills and problem solving versus relaxation training. <i>Behavior Modification</i>, 11, 220-228.</li></ul>				
Learning Outcomes (not more than 100 words)	Social skills training can help people feel more comfortable and utilize their communication and interpersonal skills more effectively. Social Skills classes enhance communication, boost self-confidence, improve relationships, resolve conflicts and lead to professional growth.				

## B.A.- SEMESTER III

### PAPER (MAJOR 1) PSYMJ31: EXPERIMENTAL METHODS AND ELEMENTARY STATISTICS

BA SEM III					
Course Title	PSYMJ31:Experimental Methods and Elementary Statistics				
Category of Course <sup>17</sup>	Major -1				
Credits <sup>18</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)	The course Experimental Methods and Elementary Statistics comprises basic concepts of experimentation and statistics in psychology. This course would enable the learners to understand the nature of experimentation and use of statistics in the psychological researches. This course would be useful for students who want to pursue psychology in higher education and aim to build a career as a psychologist.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Experimental method: Meaning and characteristics, Steps involved in experimentation; Research Problem, hypothesis: definition and types, Variables: characteristics and types.			14	
II	Experimental design: Meaning and purpose; Single group design - pre-and post-measurements. Between subjects designs - Randomized, matched groups and factorial designs.			14	
III	Levels of measurement: Nominal, Ordinal, Interval and Ratio. Sampling and Generalization. Frequency distributions and graphical representation of data.			10	
IV	Descriptive statistics: mean, median, mode, range, quartile deviation and standard deviation. Normal probability curve: Properties and applications.			10	
V	Hypothesis testing: Significance of difference between two means. Correlations: Product - moment and rank difference.			12	
Texts / References	1. Breakwell, G. M., Hammon, S, Fife-Shaw, C., & Smith, J. (2006). <i>Research methods in psychology</i> (3rd edition). London: Sage. 2. Haslam, S. A., & McGarty, C. (2003). <i>Research methods and statistics in psychology</i> . London: Sage. 3. McGuigan, F. J. (1990). <i>Experimental psychology</i> (5th edition). New Delhi: Prentice Hall.				

	<p>4. Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.</p> <p>5. Singh, A. K. (2004). <i>Monovigyan, samajshastra tatha shiksha mein shodh vidhiyan</i>. Varanasi: Motilal Banarasi Das.</p> <p>Singh, R. N.&amp; Bhatia, T. (2019). <i>Modern Statistical Methods</i>. Agra: Agrawal Publications.</p> <p>6. Asthana, H.S. &amp; Bhusan B. (2016). Statistics for Social Sciences (2<sup>nd</sup> Edition). Delhi: PHI Learning Pvt. Ltd.</p>
Learning Outcomes (not more than 100 words)	<p>This course is designed to make learners understand the fundamental concepts of experimentation and statistics in psychology. Successful completion of this course would enable the learners to understand the concept of experimentation and use of statistics in psychology. This course would be helpful for students in developing critical thinking for application of appropriate statistical analysis in experimental psychological research and to develop understanding of experimental research design and hypothesis testing.</p>

**PAPER (MAJOR 2) PSYMJ32: PSYCHOLOGY OF HUMAN DEVELOPMENT**

		BA SEM III			
Course Title		PSYMJ32: Psychology of Human Development			
Category of Course <sup>19</sup>		Major 2			
Credits <sup>20</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	1	4	
	Hour of Teaching (Total)	45	15 hrs (is equivalent to 30 hrs of teaching)	60	
Course Objectives (not more than 100 words)		The basic objective of this course to expose students to a basic understanding about the basic fundamental issues of developmental psychology. To assist the students, understand the developmental stages of the humans and the implications of developmental milestones for the normal human development.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	PSYMJ32 Course Content			Hr. of Teaching	
I	Introduction to human development and its determinants: Concept of growth and maturation. Developmental stages.			10	
II	Infancy: Sensory and perceptual development; language, emotional and social development.			10	
III	Childhood: Developmental tasks. Cognitive, social, emotional and moral development.			10	
IV	Adolescence: Developmental tasks; physical and psychological changes; development of identity. Adulthood and old age: Developmental tasks; adjustment problems and specific issues			15	
Texts / References		1. Berk, L. E. (2013). <i>Child development</i> (9 <sup>th</sup> Ed.). New York: Pearson. 2. Hurlock, E. (2017). <i>Developmental Psychology</i> (6 <sup>th</sup> Ed.). New Delhi: McGraw Hill. 3. Kaluger, G. S., &Kaluger, M. F. (1990). <i>Human development: The span of life</i> , (3rd edition). New York: Pearson 4. Santrock, J. W. (2017). <i>Life-span development</i> (16 <sup>th</sup> Ed.). New York: McGraw Hill. 5. Shaffer, D. R., &Kipp, K. (2014). <i>Developmental psychology: Childhood &amp; adolescence</i> . New York: Cengage.			
Learning Outcomes (not more than 100 words)		Students will be able to Understand the nature, types, principles of development and various stages of development and will be able to conduct research in the area.			

**PAPER (MAJOR 1) PSYMJ33: PRACTICAL**

	<b>BA SEM 3</b>				
Course Title	<b>PSYMJ33 (PRACTICALS Based on PSYMJ32) (Any Three)</b>				
Category of Course	<b>Major</b>				
Credits <sup>34</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	1	1	
	Hour of Teaching (Total)	NA	15 (= 30 hrs)	30	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with Basic Psychological Process.				
	1. Self-esteem /adjustment 2. Eysenk's personality inventory or Scholastic aptitude test 3. General mental health 4. Parent -child relationship or Adjustment of elderly people 5. Work - family conflict				<b>15=30</b>

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1. PSYMV31 : Psychological Testing
2. PSYMD31: Individual in Society
3. PSYSE31: Advanced Social Skills/online courses 60%

**PAPER (MINOR VOC 1) PSYMV31: PSYCHOLOGICAL TESTING**

B.A SEM III					
Course Title	<b>PSYMV31: Psychological Testing</b>				
Category of Course <sup>21</sup>	<b>Minor VOC 1</b>				
Credits <sup>22</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	nil	4	
	Hour of Teaching (Total)	60	nil	60	
Course Objectives (not more than 100 words)	The course <i>Psychological testing</i> comprises of measurement of the basic concepts of psychology. This course is useful for beginners who want to pursue psychology in higher education and aim to build a career as a psychologist. This course will also enable the learner to understand the core concepts of psychology and would be helpful in developing a better understanding of the subject matter of psychology.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
<b>Units</b>	<b>Course Content</b>				<b>Hr. of Teaching</b>
I	1. Psychological Test: Definition, nature, characteristics of good psychological test, reliability, validity of the test, standardization and norms, Limitations of Psychological test.				<b>15</b>
II	2. Types of Tests : Single or individual Test, Group test , Speed test, Power test, Verbal test, Non-verbal test, Performance test, Objective tests, Projective Tests, Intelligence tests, Personality tests, Aptitude tests, Interest inventories, Attitude tests, Achievement tests.				<b>15</b>
III	Applications in Psychological Testing: Intelligence test; Stanford-Binet Intelligence Scale, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale; Personality test: Eysenck P; Attitude Test: Likert Scale, Thurstone Scale; Achievement Test: Peabody Individual Achievement Test, Wechsler Individual Achievement Test; Aptitude test: Armed Services Vocational Aptitude Battery, Bloomberg Aptitude Test				<b>15</b>
IV	Administration of any 3 tests from Unit III and submission of report for internal assessment 1. Intelligence Test Non-Verbal 2. Personality Test 3. Achievement Test 4. Aptitude Test 5. Attitude Test				<b>15</b>

Texts / References	<b>Books recommended:</b>  Gregory Robert, J. (2017). Psychological Testing, 7e . Pearson Education  Kaplan, Robert M. and Saccuzzo, Dennis P.(2017) Psychological Testing: Principle Applications, and Issues. Wadsworth Publishing.  Anastasi, A. and Susana, U.(2016) . Essentials of Psychological Testing. Pearson Education.  Cohen, Ronald Jay and Swerdlik, Mark E. (2017).. Psychological Testing and Assessment. cGraw Hill  Miller, A. and Lovler, Robert L. (2019). Foundations of Psychological Testing: A Practical approach. SAGE Publications, Inc  Kline, .Theresa J.B.(2005) Introduction to Psychological Testing: A Practical Approach to design and Evaluation. SAGE Publications Inc 25.		
Learning Outcomes (not more than 100 words)	This course is designed to make learners understand the fundamental concepts of psychological tests and the applications of these tests for assessment of various groups of populations such as children, students, employed persons etc.. Successful completion of this course would enable the learners to understand the measurement of intelligence, interests, aptitudes and personality assessment in this course. This course provides learners with the opportunity to understand the operational definitions of theses concepts and their measurement		

### Multi-Disciplinary Course 3

#### PAPER (MDC-3) PSYMD33: INDIVIDUAL IN SOCIETY

BA SEM -I					
Course Title	PSYMD33: Individual in Society				
Category of Course <sup>23</sup>	MD				
Credits <sup>24</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	NA	3	
	Hour of Teaching (Total)	45	NA	45	
Course Objectives (not more than 100 words)	This course introduces the students to the concepts, institutions and organization of Indian society by examining their linkages and the complex social and cultural processes of Contemporary India. The topics that will be covered include Socialization, Attitude, Prejudice and Stereotypes and Group and Leadership.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Introduction and Basic Concepts: Nature and scope, Nature/Nurture, Relation between individual and society, Social Structure, Social System, Social Norms, Society, Community, Association, Institution.			11	
II	Socialization: Social Influence, Social Constraint, and Social Change			11	
III	Attitude, Prejudice and Stereotypes: Attitudes- Nature, characteristics and functions of attitude; Attitude formation and change, Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice			11	
IV	Group and Leadership: Group structure, stages of group formation, Group pressure and conformity, Group cohesiveness, social facilitation and social loafing, Leadership: Definitions and functions, theoretical approaches to leadership, leader characteristics and effectiveness.			12	
Texts / References	Books recommended: 1. Aronson, E. (2010). Social psychology (7th ed.). New York: Pearson. 2. Krech, D., Crutchfield, R. S., & Ballachey, E. L. (1962). Individual in society: A textbook of social psychology. 3. Morgan, M. (1998). The Individual and Society. 4. Crawford, L. A., & Novak, K. B. (2018). Individual and society: Sociological social psychology. Routledge.				
Learning Outcomes (not more than 100 words)	After studying this course, the students will be able to identify the social forces and social relations that shape the “individual” in our society.They are able to apply key theories and concepts related to a specific content area (e.g. social cognition, self & identity, attitudes, prejudice & discrimination) in day to day lives				

### Skill enhancement course (SEC) 3

#### PAPER PSYSE33: ADVANCED SOCIAL SKILLS TRAINING

Course Title	PSYSE33 : ADVANCED SOCIAL SKILLS TRAINING				
Category of Course <sup>25</sup>	SEC				
Credits <sup>26</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	3	0	4	
	Hour of Teaching (Total)	45	0	45	
Course Objectives (not more than 100 words)	Social skills training includes interventions and instructional methods that help an individual improve and understand social behaviours. The goal of social skills training is to teach people about verbal and nonverbal behaviours that are involved in typical social interactions. Social skills training is usually initiated when adults have not learned or been taught appropriate interpersonal skills or have trouble reading subtle cues in social interactions.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Emotional Intelligence: Self-Awareness, Emotional-Regulation, Motivation, Empathy, Socialization			15	
II	Study Skills: Self-evaluation skills, Goal setting, Time management, Motivation, Learning strategies.			15	
III	High Order Skills: Conflict Management, Problem-Solving, Decision-making, Handling Persuasion, Handling Success and Failure			15	
Texts / References	<b>REFERENCES</b> <ul style="list-style-type: none"><li>• Bandura, A. (1969). <i>Principles of Behavior Modification</i>. New York: Holt, Rinehart and Winston, Inc.</li><li>• Bloomquist, M. L. (2005). <i>Skills Training for Children with Behavior Problems: A Parent and Practitioner Guidebook</i> (Revised ed.). New York: Guilford press.</li><li>• Hope, D. A., Heimberg, R. G., &amp; Bruch, M. A. (1995). Dismantling cognitive-behavioral therapy for social phobia. <i>Behaviour Research and Therapy</i>, 33, 637-650.</li><li>• Kurtz, M. M., &amp; Mueser, K. T. (2008). A meta-analysis of controlled research on social skills training for schizophrenia. <i>Journal of Consulting and Clinical Psychology</i>, 76, 491-504.</li><li>• Monti, P. M., Abrams, D. B., Kadden, R. M., &amp; Cooney, N. L. (2002). <i>Treating Alcohol Dependence</i> (Second ed.). New York: Guilford Press.</li><li>• Mueser, K. T., Valenti-Hein, D., &amp; Yarnold, P. R. (1987). Dating skills groups for the developmentally disabled: Social skills and problem solving versus relaxation training. <i>Behavior Modification</i>, 11, 220-228.</li></ul>				
Learning Outcomes (not more than 100 words)	Social skills training can help people feel more comfortable and utilize their communication and interpersonal skills more effectively. Social Skills classes enhance communication, boost self-confidence, improve relationships, resolve conflicts and lead to professional growth.				

## B.A.- SEMESTER IV

### PAPER (MAJOR 1) PSYMJ41: BEHAVIOURAL DISORDERS

		BA SEM IV				
Course Title		PSYMJ41: Behavioural Disorders				
Category of Course <sup>27</sup>		Major 1				
Credits <sup>28</sup> & Hour of Teaching		Theory	Practical	Cumulative		
	Credits	4	NA	4		
	Hour of Teaching (Total)	60	NA	60		
Course Objectives (not more than 100 words)		This course is designed for students to make them aware about the key concepts in abnormality as well as the major theories associated with the etiology, diagnosis and treatment of psychological disorders and disabilities such as Anxiety, Affective and different Psychotic disorders, etc. This core paper will also help the students to strongly categorize them into DSM IV-TR /DSM 5diagnostic categories				
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching		
I	Introduction: Nature and Characteristics of abnormal behaviour, approaches to psychopathology. Classification of psychopathology: DSM - 5.			12		
II	Disorders of childhood: Intellectual disabilities, autism spectrum disorder, ADHD.			12		
III	Anxiety disorder: Panic disorder, specific phobias, obsessive compulsive, generalized anxiety disorder.			12		
IV	Schizophrenia and other psychotic disorders: Schizophrenia and bipolar I and II disorders.			12		
V	Personality disorders: Antisocial, paranoid personality disorder.			12		
Texts / References		1 . American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorders</i> : DSM -5 2. Barlow, D.H. & Durand, V.M. (2016). <i>Abnormal psychology : An integrative approach</i> (7 <sup>th</sup> Ed.) Cengage Learning 3. Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). <i>Abnormal psychology</i> . Pearson Education , India				

	<ol style="list-style-type: none"> <li>4. Carson, R. C., Butcher, J. N., &amp; Mineka, S. (2004). <i>Abnormal psychology and modern life</i> (11<sup>th</sup> Ed.). Singapore: Pearson Education.</li> <li>5. Kaplan, H. J. &amp; Saddock, B. J. (2004). <i>Synopsis of comprehensive textbook of psychiatry</i>, (9<sup>th</sup> Ed.). Baltimore: Williams &amp; Wilkins.</li> <li>6. Oltmanns, T. F. &amp; Emery, R. E. (2006). <i>Abnormal psychology</i> (5<sup>th</sup> Ed.). Prentice Hall.</li> <li>7. Sue, D., Sue, D. W., &amp; Sue, S. (2010). <i>Understanding abnormal behavior</i>. Belmont: Wadsworth</li> </ol>
Learning Outcomes (not more than 100 words)	Students will be able to differentiate between normal and abnormal behaviours. They will be able to identify different types of anxiety and mood disorders, their clinical picture and management

**PAPER (MAJOR 2) PSYMJ42: PSYCHOLOGY OF SOCIAL BEHAVIOR**

BA SEM IV					
Course Title		PSYMJ42: Psychology of Social Behavior			
Category of Course <sup>29</sup>		Major 2			
Credits <sup>30</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	4	NA	4
		Hour of Teaching (Total)	60	NA	60
Course Objectives (not more than 100 words)		This core paper is designed to introduce the students to the field of social psychology, and how social psychologists study human behavior in social context. How we apply the principles of social psychology in the situations we face in everyday life.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction: Nature and scope of social psychology. Groups: Structure and functions; social facilitation and social loafing.			10	
II	Social perception: Impression formation, Attribution process: Theories of Kelly and Weiner.			10	
III	Attitudes: Formation, measurement and change. Stereotype, prejudice and discrimination: Sources and dynamics; techniques of overcoming prejudice.			14	
IV	Social influence: Social norms, conformity, compliance, obedience: influencing factors, Minority influence, and ethical issues			14	
V	Pro-social behaviour: Cooperation and helping behaviour; personal, situational and socio-cultural determinants of helping.			12	
Texts / References		1. Alcock, J. E., Carment, D. N., Sadava, S.N., Collins, J. E. & Green J. M. (1998). <i>A textbook of social psychology</i> . Scarborough, Canada: Prentice Hall. 2. Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., & Lewis, N., Jr. (2023). <i>Social Psychology</i> (11th ed.). Hoboken, NJ: Pearson. 3. Branscombe, N. R., & Baron, R. A. (2023). <i>Social Psychology</i> (15th global ed.). Harlow, England: Pearson 4. Hayes, N. (2013). <i>Principles of Social Psychology</i> . New York: Psychology Press. 5. Kruglanski, A.W., & Higgins, E.T. (2007). <i>Social Psychology: Handbook of basic principles</i> (2 <sup>nd</sup> ed.). New York: Guilford Press. 6. Singh, A. K. (1996). <i>Adhunik samajikmanovigyankirooprekha</i> (3 <sup>rd</sup> Ed.). Varanasi: MotiLalBanarasi Das. 7. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). <i>Social Psychology</i> (12th Ed.). Englewood Cliffs, NJ: Prentice Hall.			
Learning Outcomes (not more than 100 words)		The students will be able to understand the significance of various concepts of social Psychology such as socialization, attitudes, stereotypes and prejudices in understanding explaining human behavior in the social contexts.			

**PAPER (MAJOR 3) PSYMJ43: PSYCHOLOGICAL TESTING AND ASSESSMENT**

		BA SEM IV			
Course Title		PSYMJ43: Psychological Testing and Assessment			
Category of Course <sup>31</sup>		Major 3			
Credits <sup>32</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		This course will help the students to gain important information to the understanding of individual characteristics and capabilities, through the collection, integration, and interpretation of information about an individual through various types of psychological tests. The students will gain insight about construction and standardization of psychological tests.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Overview of psychological test. Administration, scoring and interpretation of tests.			12	
II	Basic psychometric concepts: Test construction and item analysis. Reliability and validity: Meaning and types. Norms.			12	
III	Assessment of ability and aptitude: Basic concept and theories. Tests of intelligence and aptitude: Stanford-Binet (4 <sup>th</sup> ed.), and Wechsler Intelligence Scales; Differential Aptitude Test.			12	
IV	Personality assessment: Approaches to personality assessment - psychometric and projective. Important measures of personality- MMPI, NEO-FFI, Rorschach and TAT.			12	
V	Statistics in psychological testing: Correlation techniques–Biserial, point-biserial, tetra-choric, phi-coefficient, contingency coefficient.			12	
Texts / References		1. Aiken, L. R., & Groth-Marnet, G. (2009). <i>Psychological testing and assessment</i> (12 <sup>th</sup> Ed.) New Delhi: Pearson Education. 2. Gregory, R. J. (2014). <i>Psychological testing: History, principles, and applications</i> (7 <sup>th</sup> edition). New Delhi: Pearson Education. 3. Howell, D. C. (2013). <i>Statistical methods for psychology</i> (8 <sup>th</sup> Ed.). New York: Cengage. 4. Kaplan, R. M., &Saccuzzo, D.P. (2018). <i>Psychological testing: Principles, applications and issues</i> (9 <sup>th</sup> Ed.). London: Cengage. 5. Singh, A. K. (2017). <i>Tests, measurement research methods in behavioural sciences</i> . Patna:BhartiBhawan.			

Learning Outcomes (not more than 100 words)	Students will be able to use various types of tests such as intelligence, personality, interests, aptitude etc. in their day to day lives. Know the methods of test construction and standardization.
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**PAPER (MAJOR 4): PSYMJ44 (PRACTICALS)**

	BA SEM 4				
Course Title	PSYMJ44 (PRACTICALS Based on PSYMJ41, PSYMJ42, and PSYMJ43)				
Category of Course <sup>33</sup>	Major 4				
Credits <sup>34</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	2	2	
	Hour of Teaching (Total)	NA	30 (= 60 hrs)	60	
Course Objectives (not more than 100 words)	This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with papers- social psychology, behavioural disorders and Psychological Testing.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content: Any 2 from each unit			Hr. of Teaching	
I	Psychological Testing and Assessment 1. NEO-FFI/MMPI 2. WAIS/WISC 3. Personality assessment using any projective test 4. Cattell's 16 P.F.			20	
II	Psychology of Social Behavior 1. Social conformity 2. Social perception 3. Measurement of Attitude 4. Measurement of Helping Behavior			20	
III	Behavioural Disorders 1. Anxiety (State, trait and free-floating anxieties) 2. Depression 3. Any test of Intelligence to screen any cognitive or learning impairment 4. Neuropsychological test			20	
Texts / References					
Learning Outcomes (not more than 100 words)	This paper will equip the students to learn the importance of psychological testing and the types of tests used. They will also gain insight about the scope of studying social psychology and the methods to gather data in the social context to explain them.				

**PAPER (MINOR) PSYMN44: BEHAVIOURAL DISORDERS**

		<b>BA SEM IV</b>			
Course Title		<b>PSYMN44: Behavioural Disorders</b>			
Category of Course <sup>35</sup>		Minor			
Credits <sup>36</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		This course is designed for students to make them aware about the key concepts in abnormality as well as the major theories associated with the etiology, diagnosis and treatment of psychological disorders and disabilities such as Anxiety, Affective and different Psychotic disorders, etc. This core paper will also help the students to strongly categorize them into DSM IV-TR /DSM 5diagnostic categories			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>		<b>Hr. of Teaching</b>		
I	Introduction: Nature and Characteristics of abnormal behaviour, approaches to psychopathology. Classification of psychopathology: DSM - 5.		12		
II	Disorders of childhood: Intellectual disabilities, autism spectrum disorder, ADHD.		12		
III	Anxiety disorder: Panic disorder, specific phobias, obsessive compulsive, generalized anxiety disorder.		12		
IV	Schizophrenia and other psychotic disorders: Schizophrenia and bipolar I and II disorders.		12		
V	Personality disorders: Antisocial, paranoid personality disorder.		12		
Texts / References		8. American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorders: DSM -5</i> 9. Barlow, D.H. & Durand, V.M. (2016). <i>Abnormal psychology : An integrative approach</i> (7 <sup>th</sup> Ed.) Cengage Learning 10. Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). <i>Abnormal psychology</i> . Pearson Education , India 11. Carson, R. C., Butcher, J. N., & Mineka, S. (2004). <i>Abnormal psychology and modern life</i> (11 <sup>th</sup> Ed.). Singapore: Pearson Education. 12. Kaplan, H. J. & Saddock, B. J. (2004). <i>Synopsis of comprehensive textbook of psychiatry</i> , (9 <sup>th</sup> Ed.). Baltimore: Williams & Wilkins. 13. Oltmanns, T. F. & Emery, R. E. (2006). <i>Abnormal psychology</i> (5 <sup>th</sup> Ed.).			

	<p>Prentice Hall.</p> <p>14. Sue, D., Sue, D. W., &amp; Sue, S. (2010). <i>Understanding abnormal behavior</i>. Belmont: Wadsworth</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>Students will be able to differentiate between normal and abnormal behaviours. They will be able to identify different types of anxiety and mood disorders, their clinical picture and management</p>

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## B.A.- SEMESTER V

### PAPER (MAJOR 1) PSYMJ51: COGNITIVE PSYCHOLOGY

		BA SEM V			
Course Title		PSYMJ51: Cognitive Psychology			
Category of Course <sup>37</sup>		Major-1			
Credits <sup>38</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The basic objective of this course is to expose students to the basic understanding of mental processes and how it results in thoughts and communication. It will also help students to gain knowledge about the various structural and functional changes of each of the mental processes and how they are interrelated with each other.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction: Nature, themes and emergence of cognitive psychology. Cognitive neuroscience.			12	
II	Mental imagery: Categories of mental images, mental manipulation of images, spatial cognition and cognitive maps.			12	
III	Verbal learning: Nature and materials, determinants; Methods – paired associate learning, serial learning, free recall			12	
IV	Memory processes: Encoding, storage and retrieval; traditional models and levels of processing model of memory. Forgetting in memory. Constructive nature of memory.			12	
V	Problem solving: Nature and Types. Problem solution: Algorithms and heuristics. Factors affecting problem solving. Creativity: Concept and nature.			12	
Texts / References		<div>1. Matlin, M.W. (2008). <i>Cognition</i> (7<sup>th</sup> Ed.). CA: John Wiley &amp; Sons.</div> <div>2. Riegler, B. R., &amp; Riegler, G. R. (2008). <i>Cognitive psychology: Applying the science of the mind</i> (2<sup>nd</sup> Ed.). New Delhi: Dorling Kindersley.</div> <div>3. Sternberg, R. J. (2009). <i>Cognitive psychology</i> (4<sup>th</sup> Ed.). Wadworth, Cengage Learning.</div> <div>4. Solso, R. L. (2004). <i>Cognitive psychology</i> (6<sup>th</sup> Ed). New Delhi: Pearson Education.</div> <div>5. Schiffman, H. R. (2000). <i>Sensation and perception: An integrated approach</i>. New York: JohnWiley.</div> <div>6. Hulse, S. H., Deese, J., &amp; Egeth, H. (1975). <i>The psychology of learning</i>. ND: McGraw Hill.</div> <div>7. Galotti, K.M. (2014). <i>Cognitive Psychology: In and Out of the Laboratory</i>, 5th</div>			

	<p>Edition. New Delhi: Sage</p> <p>8. Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). Cognitive Psychology. New York: McGraw-Hill. ISBN: 9780077122669.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>Students will be able to understand the basic structure and functions of human memory. They will also be able to understand the basic sensory actions and the processes of integration in creating and interpreting perceptual events. Students' understanding about problem solving, thinking and creativity is enhanced</p>

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## PAPER (MAJOR 2) PSYMJ52: CLINICAL PSYCHOLOGY

		<b>BA SEM V</b>			
Course Title		<b>PSYMJ52: Clinical Psychology</b>			
Category of Course <sup>39</sup>		<b>Major-2</b>			
Credits <sup>40</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The basic objective of this course to expose students to the basic elements of clinical psychology. The students will be able to learn about various mental disorders and understand the various issues related to the same.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>	
I	Clinical Psychology: Historical development, nature and scope. Diagnosis: Meaning and nature, differential diagnosis.			12	
II	Diagnostic assessment and clinical tools: Interview, case study, behavioural assessment and psychological tests.			12	
III	Clinical utility of psychological tests: Tests of intelligence- Stanford Binet (IV Ed). WAISIII, personality tests - MMPI - 2, NEO - FFI, TAT and Rorschach.			12	
IV	Freudian psychoanalytic therapy: Person centered therapy, and group therapy			12	
V	Nature and rationale of systematic desensitization, aversion, modeling, rational emotive therapies.			12	
Texts / References		1. Corey, G. (2009). <i>Theory and practice of counselling and psychotherapy</i> . Belmont, C.A.: Brooks/Cole. 2. Goldenberg, H. (1983). <i>Contemporary clinical psychology</i> (2 <sup>nd</sup> Ed.) New York: Brooks/Cole. 3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). <i>Introduction to clinical psychology</i> , (5 <sup>th</sup> Ed.). Upper Saddle River NJ: Prentice Hall. 4. Prohesska, J.O. & Norcross, J.C. (2010). <i>Systems of Psychotherapy: A transrational analysis</i> . USA: Brooks/Cole 5. Singh, A. K. (2004). <i>Naidanik manovigyan</i> . Varanasi: Motilal Banarasi Das. 6. Freeman, A., Simon, K.M., Beutler L.E. & Arkowitz, M. (1988). <i>Comprehensive Handbook of cognitive therapy</i> . New York: Plenum Press.			
Learning Outcomes (not more than 100 words)		The students will be able to develop understanding related to various categories of mental disorders with an emphasis on diagnosis and prognosis. They will also be able to inculcate the basic skills which are needed to become a professional in the field of clinical psychology			

**PAPER (MAJOR 3) PSYMJ53: CULTURE AND HUMAN BEHAVIOR**

BA SEM VI					
Course Title		PSYMJ53 Culture and Human Behavior			
Category of Course <sup>41</sup>		Major-3			
Credits <sup>42</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	4	NA	4
		Hour of Teaching (Total)	60	NA	60
Course Objectives (not more than 100 words)		This course content is designed to introduce culture, addresses methodological issues, and introduces the idea that culture is a process. Understanding cultural processes can help people get along better with others and be more socially responsible. The major objective of this paper is to help students in appreciating cultural awareness as a source of personal well-being, social responsibility, and social harmony.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction: Concept of culture; cross-cultural and cultural psychology; eco-cultural approach.			12	
II	Methods of study: Methods and measuring instruments; sampling and comparability issues.			12	
III	Perception: Color and depth perception; perception of patterns, pictures and time.			12	
IV	Culture and intelligence: Psychometric and cultural approaches, deficit and difference hypotheses.			12	
V	Culture and emotion: Similarities and differences in emotions; experience and expression of emotions.			12	
Texts / References		<div>1. Berry, J. W., Poortinga, Y. H., Segall, M. H., &amp; Dasen, P. R. (2010). <i>Cross-cultural psychology: Research and applications</i>. New York: Cambridge University Press.</div> <div>2. Matsumoto, D. (2001). <i>The handbook of culture and psychology</i>. New York: Oxford University Press.</div> <div>3. Ratner, C. (2008). <i>Cultural psychology: Cross-cultural psychology and indigenous psychology</i>. NY: Nova Science Publisher Inc.</div>			

	<p>4. Segall, M. H., Dasen, P. R., Berry, J. W., &amp; Poortinga, Y. H. (1999). <i>Human behaviour in global perspective</i>. Needham Heights, MA: Allyn &amp; Bacon.</p> <p>5. Shiraev, E., &amp; Levy, D. (2009). <i>Cross-cultural psychology</i>. Delhi: Pearson Education.</p>
Learning Outcomes (not more than 100 words)	<b>Students will be able to gain</b> insights which in turn, can be used to increase the quality of intercultural dialogue, to preserve cultural traditions, and to promote self-awareness

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**PAPER (MAJOR 4) PSYMJ54: PRACTICALS**

		<b>BA SEM V</b>			
Course Title		<b>PSYMJ54 : Practicals (Based on PSYMJ51, PSYMJ52, and PSYMJ53 )</b>			
Category of Course <sup>43</sup>		<b>Major 4</b>			
Credits <sup>44</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	NA	2	2
		Hour of Teaching (Total)	NA	30 (=60 hrs)	60
Course Objectives (not more than 100 words)		The aim of this core paper is to provide the students with the practical knowledge of conducting various experiments and Psychological Tests in consonance with their theoretical papers offered.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>	
I	Cognitive psychology a. Memory process b. Problem solving c. Metacognition			10 (= 20hrs)	
II	Organizational behaviour a. Leadership b. Job satisfaction c. Work motivation			10 (= 20hrs)	
III	Clinical Psychology a. Mental status examination b. Rorschach inkblot c. TAT			10 (= 20hrs)	
Texts / References					
Learning Outcomes (not more than 100 words)		On completion of this subject students are able to administer, analyse and interpret results from various psychological tools. They gain rigorous knowledge of various assessment procedures and wide array of analytical techniques is learnt and their application understood.			

**PAPER PSYIN51 : INTERNSHIP 1<sup>ST</sup>**

	<b>BA SEM V</b>				
Course Title	<b>PSYIN51: Internship 1<sup>st</sup></b>				
Category of Course <sup>45</sup>	Internship				
Credits <sup>46</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	NA	NA	2	
	Hour of Teaching (Total)	NA	NA		
Course Objectives (not more than 100 words)	Students are required to undertake a two-week internship in any one the mentioned settings such as hospitals, industries, research laboratories, or cognitive science labs. Depending on their chosen setting, they must prepare and submit four comprehensive case records/case studies or experiments reports before the end-of-semester examinations.				
Learning Outcomes (not more than 100 words)	The internship will provide students with an outlet to apply their academic knowledge while also learning new skills from experienced professionals who can give them guidance, advice and counselling on how to improve their psychological capabilities				

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**MINOR VOC 2**  
**PAPER (MINOR VOC 2) PSYMN52: HUMAN RESOURCE MANAGEMENT**

BA SEM V					
Course Title		PSYMV52: HUMAN RESOURCE MANAGEMENT			
Category of Course <sup>47</sup>		Minor VOC			
Credits <sup>48</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		This course is designed for students to make them aware about the key concepts in human resource management if organizations as well as the issues associated with the functions of human resource managers for increasing the effectiveness of organizational functioning.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction : Concepts and nature of human resource management; foundation and functions of human resource management			15	
II	Employees Selection: selection process and methods; job analysis, biographical information; interviews; references and letters of recommendation;			15	
III	Training and development: Scope and goals of training programmes; Types of training programs, Evaluation of training programs,			15	
IV	Performance management : Nature of performance appraisal, methods of employees performance appraisal, Performance appraisal for managers; biases in performance appraisal.			15	
Texts / References		<b>Books recommended:</b> 1. Schultz & Schultz (2006). Psychology & Work Today, Pearson Education 2. Glimer, B.V.H. (1991). Industrial and organizational psychology, Tokyo: McGraw Hill. Kogakushra. 3. Wexley, K.N., & Yukl, G.A. (1987). Organizational behaviour and personal psychology.Illinois: Richard Irvin. 4. Decenzo, D.A. , & Robbins, S.P. (2003). Foundations of Human Resource Management. 5. Beardwell, I. & Hadden, L. (1996). Human Resource Management : A contemporary perspective, New Delhi: Macmillan India Ltd..			
Learning Outcomes (not more than 100 words)		Students will be able to understand the key concepts in human resource management and it will help them to perform well in their placement interviews.			

## B.A.- SEMESTER VI

### PAPER (MAJOR 1) PSYMJ61 : STRESS AND COPING

		<b>BA SEM VI</b>			
Course Title		<b>PSYMJ61 : Stress and Coping</b>			
Category of Course <sup>49</sup>		<b>Major-1</b>			
Credits <sup>50</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The major objective of the course is to gain knowledge of nature, indicators, sources and models of stress. The students will gain insight into various Stress management approaches such as Learning skills such as problem-solving, focusing on important tasks first and managing your time.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>	
I	Introduction: Nature of stress; Different perspectives on stress - Stress as response, stress as stimulus, stress as transaction. Types of stress; frustration, conflict, change, pressure.			12	
II	Responding to stress: Emotional response, physiological response, behavioural response. Factor influencing stress tolerance – social support, hardiness, optimism and conscientiousness.			12	
III	Potential effects of stress: Impaired task performance, disruption of cognitive functioning, burnout; psychological problems and disorders, physical illness.			12	
IV	Nature and characteristics of coping: Different views of coping – psychodynamic, transactional, internal and external resource perspective.			12	
V	Common coping strategies and patterns; giving up, striking out at others, indulging and blaming self, defensive coping; appraisal focused, problem focused, emotion focused coping.			12	
Texts / References		<div>1. Weiten, W., Dunn, D. S., &amp; Hammer, E. Y. (2012). <i>Psychology applied to modern life: Adjustment in 21<sup>st</sup> century</i> (10<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.</div> <div>2. Lazarus, R.S. (1980). <i>Patterns of adjustment</i>, New Delhi: McGraw-Hill.</div> <div>3. Martin, L.G.; Osborne, G. (1989). <i>Psychology: Adjustment and everyday living</i>. N.J.: Prentice-Hall, Englewood Cliffs.</div> <div>4. Lazarus, R. S. &amp; Folkman, S. (1984). <i>Stress, appraisal and coping</i>. New York, NY: Springer Publishing.</div> <div>5. Aldwin, C. M. &amp; Werner, E. E. (2004). <i>Stress, coping and development: An integrative perspective</i>. New York: Guilford.</div>			

Learning Outcomes (not more than 100 words)	After studying this paper the students will improve their ability to cope with difficult events that happen in life.
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**PAPER (MAJOR 2) PSYMJ62 : ORGANIZATIONAL BEHAVIOUR**

BA SEM V					
Course Title		PSYMJ62: Organizational Behaviour			
Category of Course <sup>51</sup>		Major-2			
Credits <sup>52</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	4	NA	4
		Hour of Teaching (Total)	60	NA	60
Course Objectives (not more than 100 words)		The course provides an overview of the main fields of organizational psychology. It focuses on issues including organizational structure, work behavior, motivation, and attitudes in relation to power dynamics and organizational politics. In addition, it will also help them understand the structures, functions, and designs of various organizations as well as the processes of group decision-making and leadership. Finally, it will help students comprehend theories of work motivation and related issues of power and politics in the organizational set up.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction: Historical development; concept of organization; elements of organizational structure; scope of organizational behaviour.			12	
II	Motivation and job satisfaction: Major theories; content and process; (Adams, Maslow, Vroom, Herzberg). Incentive systems - Job satisfaction; concept and determinants.			12	
III	Leadership: Functions and approaches; trait, behavioral and contingency models; characteristics of successful leaders; role of power in leadership.			12	
IV	Communication: Communication process- types of communication; communication channels and networks; barriers to communication.			12	
V	Group behavior and conflict: Defining and classifying groups; stages of group development; concept, causes and consequences of conflicts; methods of conflict-resolution			12	
Texts / References		<div>1. Aamodt, M. G. (2001). <i>Industrial/organizational psychology</i>. New Delhi: Cengage.</div> <div>2. Luthans, F. (2005). <i>Organizational behavior(12<sup>th</sup> Ed.)</i>. New York: McGraw Hill.</div> <div>3. Muchinsky. (2009). <i>Psychology applied to work</i>. New Delhi: Cengage.</div> <div>4. Robbins , S., Judge, T.A., &amp; Sanghi, S. (2009). <i>Organizational behavior(13<sup>th</sup> Ed.)</i>. New Delhi: Pearson Education.</div> <div>5. Riggio, R. E. (2003) <i>Introduction to Industrial/Organizational Psychology (4<sup>th</sup> d.)</i>. New Jersey: Prentice-Hall .</div> <div>6. Singh, K. (2010). <i>Organizational Behavior: Texts &amp; Cases</i>. Noida: Dorling Kindersley.</div> <div>7. Sinha, J.B.P. (2008). <i>Culture and Organizational Behaviour</i>. New Delhi: Sage</div>			

Learning Outcomes (not more than 100 words)	Students will be able to understand different concepts and dynamics related to organizational system, behavior, and management. They will also be able to apply various methods in organizational settings.

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**PAPER (MAJOR 3) PSYMJ63 : ATTENTION AND PERCEPTION**

Course Title	ATTENTION AND PERCEPTION				
Category of Course <sup>53</sup>	Major -3				
Credits <sup>54</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)	Higher cognitive functions – such as attention and perception– are among the most distinctive and most complex human abilities, yet they are still comparatively poorly understood. The major objective of this course is to expose students to the basic understanding of attentional and perceptual processes. The students will also learn how to identify key theoretical issues and methodological contributions in the field of attention and perception research.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content				Hour of Teaching
I	Focused Attention: Nature, mechanism and determinants. Theories of Focused attention: Early and Late selection theories				12
II	Divided attention: Nature, mechanism and determinants. Theories of Divided attention: Central capacity and Multiple-Resource theories.				12
III	Sustained attention: Nature, mechanism and determinants. Theories of Sustained attention: Expectancy, Arousal and Signal Detection				12
IV	Perception: Nature, characteristics and Determinants. Theoretical approaches: Bottom-up and Top-down processes. Form, Depth, and movement perception.				12
V	Object recognition: Nature and characteristics. Theories of visual object recognition: Template matching, Prototype, Distinctive feature and Recognition by component theories.				12
Texts / References	1. Matlin, M. W. (2008). <i>Cognition</i> (7 <sup>th</sup> Ed.). USA: John Wiley & Sons. 2. Eysenck, M. W., Keane, M. T. (2008). <i>Cognitive psychology: A student's handbook</i> (2 <sup>nd</sup> Ed.). New York: Psychology Press. 3. Sternberg, R. J. (2009). <i>Cognitive psychology</i> (4 <sup>th</sup> Ed.). New Delhi: Cengage. 4. Schiffman, H. R. (2000). <i>Sensation and perception: An integrated approach</i> . New York: John Wiley 5. Solso, R. L. (2004). <i>Cognitive psychology</i> (6 <sup>th</sup> Ed). New Delhi: Pearson Education.				
Learning Outcomes (not more than 100 words)	This course is designed to provide the learners to understand how ideas about attention and perception changed over the years. This course would enhance the understanding of fundamental concepts of attention and perceptual processes and help students to critically evaluate each of the theories in relation to any rival theories citing research evidence to support or refute each idea. The learners also learns the applicability of research (data, theories, methods, concepts) on perception and attention to real-world problems.				

**PAPER (MAJOR 4) PSYMJ64 : PRACTICALS**

		<b>BA SEM VI</b>			
Course Title		<b>PSYMJ64: Practicals Based on PSYMJ61, PSYMJ62, and PSYMJ63</b>			
Category of Course <sup>55</sup>		<b>Major-4</b>			
Credits <sup>56</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	NA	2	2
		Hour of Teaching (Total)	NA	30 (=60 hrs)	60
Course Objectives (not more than 100 words)		This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with papers- Stress and Coping, Culture and Human Behavior, and Neuro-physiological Bases of Behavior			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>	
I	<b>Stress and coping</b> a. Assessment of stress b. Assessment of coping			10 (= 20hrs)	
II	<b>Attention and Perception</b> a. geometric illusions b. Vigilance/sustained attention phenomenon			10 (= 20hrs)	
III	<b>Culture and Human Behaviour</b> a. Colour perception b. Depth perception c. Perception of emotions			10 (= 20hrs)	
Texts / References					
Learning Outcomes (not more than 100 words)		On completion of this subject students are able to administer, analyse and interpret results from various psychological tools. They gain rigorous knowledge of various assessment procedures and wide array of analytical techniques is learnt and their application understood.			

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### Minor Voc 3

#### PAPER (MINOR VOC 3) PSYMV63: STRESS AND COPING

BA SEM V					
Course Title	PSYMV63: STRESS AND COPING				
Category of Course <sup>57</sup>	Minor VOC				
Credits <sup>58</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)	The major objective of the course is to gain knowledge of nature, indicators, sources and models of stress. The students will gain insight into various Stress management approaches such as Learning skills such as problem-solving, focusing on important tasks first and managing your time.				
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.				
Units	Course Content			Hr. of Teaching	
I	Introduction: Nature of stress; Types of stress; frustration, conflict, change, pressure.Responding to stress: Emotional response, physiological response, behavioural response.			15	
II	Potential effects of stress: Impaired task performance, disruption of cognitive functioning, burnout; psychological problems and disorders, physical illness.			15	
III	Factors influencing stress tolerance – social support, hardiness, optimism and conscientiousness.			15	
IV	Nature of coping and coping strategies: Different views of coping – psychodynamic, transactional, internal and external resource perspective. Common coping strategies and patterns; giving up, striking out at others, indulging and blaming self, defensive coping; appraisal focused, problem focused, emotion focused coping.			15	
Texts / References	6. Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). <i>Psychology applied to modern life: Adjustment in 21<sup>st</sup> century</i> (10 <sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning. 7. Lazarus, R.S. (1980). <i>Patterns of adjustment</i> , New Delhi: McGraw-Hill. 8. Martin, L.G.; Osborne, G. (1989). <i>Psychology: Adjustment and everyday living</i> . N.J.: Prentice-Hall, Englewood Cliffs. 9. Lazarus, R. S. & Folkman, S. (1984). <i>Stress, appraisal and coping</i> . New York, NY: Springer Publishing.				

	10. Aldwin, C. M. & Werner, E. E. (2004). <i>Stress, coping and development: An integrative perspective</i> . New York: Guilford.
Learning Outcomes (not more than 100 words)	After studying this paper the students will improve their ability to cope with difficult events that happen in life.

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## B.A.- SEMESTER VII -Hons/BA SEM VII Hons-with Research

### PAPER (MAJOR 1) PSYMJ71/PSYMJ7R1 : ADVANCED SOCIAL PSYCHOLOGY

	<b>B.A SEM VII</b>			
Course Title	<b>PSYMJ7R1: ADVANCED SOCIAL PSYCHOLOGY</b>			
Category of Course	<b>Major -1</b>			
Credits & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4	0	4
	Hour of Teaching (Total)	60	0	60
Course Objectives (not more than 100 words)	Studying Advanced Social Psychology yields a deeper understanding of how individuals' thoughts, feelings and actions influence and are influenced by social environment in a personal and a public domain. It provides valuable insights about social relations that can be applied in various spheres of life i.e., personal relationship, group relation, organizational development and policy making.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>
<b>I</b>	Introduction: Current trends in social psychology, approaches to the study of social behavior, methodological and ethical issues			<b>12</b>
<b>II</b>	Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental simulation, affect and social cognition.			<b>12</b>
<b>III</b>	Leadership and Group decision making: Leadership: Emergence of leader, theoretical approaches to leadership. Group decision making: Brainstorming, group remembering, group polarization, groupthink.			<b>12</b>
<b>IV</b>	Interpersonal Attraction and Relationship: Attraction and friendship: leading factors, theories, determinants of healthy relationship, Culture and interpersonal relationship.			<b>12</b>
<b>V</b>	Intergroup Relations: Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior, structure and type of social conflicts, conflict resolution strategies.			<b>12</b>

<p>Texts / References</p>	<p><b>Books recommended:</b></p> <p>Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., &amp; Lewis, N., Jr. (2023). Social Psychology (11th ed.). Hoboken, NJ: Pearson.</p> <p>Branscombe, N. R., &amp; Baron, R. A. (2023). Social Psychology (15th global ed.). Harlow, England: Pearson.</p> <p>Crisp, R. J., Turner, R. N., &amp; Meleady, R. (2024). Essential Social Psychology (5th ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Hayes, N. (2015). Principles of social psychology. New York: Psychology Press.</p> <p>Kassin, S., Fein, S., &amp; Markns, H.R. (2013). Social psychology. Canada: Cengage Learning.</p> <p>Myer, D.G. (2012). Social psychology (11<sup>th</sup> ed.). New York: McGraw Hill.</p> <p>Paolini, S., Turner, R. N., Vasiljevic, M., &amp; Crisp, R. J. (2024). Social Psychology: Foundations, Advances and Applications. Thousand Oaks, CA: Sage Publications.</p> <p>Safdar, S. F. &amp; Sanderson, C.A. (2021). Social psychology (2<sup>nd</sup> ed). Ontario, Canada: John Wiley.</p> <p>Taylor, S.E., Peplau, L.A., &amp; Sears, D.O. (2006). Social psychology (12<sup>th</sup> ed.). New Jersey: Pearson Education.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>Understanding Advanced Social psychology, helps the students to think critically how personal and socio-cultural variables interact and affect behavior. Learning about social biases enables students to navigate interpersonal and social relations more thoughtfully, empathetically and effectively in various social contexts. Knowledge of social psychology can improve students' ability to tackle social challenges in order to maintain their social well-being.</p>

**PAPER (MAJOR 2)PSYMJ72/PSYMJ7R2: APPLIED PSYCHOLOGICAL ASSESSMENT**

Course Title		PSYMJ72/PSYMJ7R2:Applied Psychological Assessment			
Category of Course <sup>59</sup>		Major-2 (Tick any one of the above)			
Credits <sup>60</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The major objective of this course is to give training to students in various psychological assessment techniques and to impart necessary skills that are required for selecting and applying different tests for different purposes. This course will also help students to grasp knowledge about the theories and method of psychological assessment.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Psychological assessment: Nature and purpose; Assessment, evaluation and testing; Principle of assessment; ethical considerations.			12	
II	Construction of Test/Scale: Creating test items; Rational, empirical, factor analytic, and item analytic approaches to test construction.			12	
III	Psychometric evaluation and standardization of test: Reliability, validity, and development of norms; issues and challenges			12	
IV	Applications of psychological tests: Testing and assessment in various settings-education, counselling and guidance, clinical, organizational and developmental.			12	
V	Issues in testing and measurement: Response bias and response set; Cross-cultural issues –test equivalence and measurement bias; Test adaptation- translation – back translation method and statistical methods.			12	
Texts / References		1. Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th ed.). New Delhi: Cengage. 2. Matsumoto, D. & van de Vijver, F J. R. (2011). Cross-cultural research methods in psychology. Cambridge: Cambridge University Press. 3. Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education. 4. Chadha, N. K. (2009). Applied psychometry. New Delhi: Sage. 5. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.			
Learning Outcomes (not more than 100 words)		The students will be able to develop an understanding about the history and nature of psychological assessment, gain knowledge about the processes of test construction and standardization and enhance their insight about ethical issues surrounding psychometric evaluation, testing and interpretation in their day to day lives.			

**PAPER (MAJOR 3) PSYMJ73/PSYMJ7R3 : ADVANCED STATISTICAL ANALAYSIS**

		BA SEM VII			
Course Title		PSYMJ73/PSYMJ7R3: Advanced Statistical Analysis			
Category of Course <sup>61</sup>		Major-3			
Credits <sup>62</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The overall goal of this course is to move beyond introductory statistics and to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. This advanced statistics course will cover more complex analyses such as factor analysis, factorial ANOVA and multiple regression. Courses such as this provide the foundation for learning more specialized techniques that are not only more interesting, but more powerful for drawing conclusions.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Introduction: Inferential statistics - Parametric and nonparametric.; univariate, bivariate and multivariate statistics; Data screening and perpetration for statistical analysis			11	
II	Analysis of group differences: Analysis of Variance- One way and factorial with two or more variables and Repeated measures, post-hoc comparisons; Multivariate Analysis of Variance; Discriminant function analysis.			11	
III	Exploring relationship: Multiple regression analyses - Simultaneous, hierarchical and Statistical strategies; Interpretation and tabular presentation of results.			11	
IV	Constructing and testing models: Exploratory factor analysis- Interpretation and tabular presentation of results; Confirmatory factor analysis.			11	
V	Non-parametric statistics: Chi-Square, Median test, Wilcoxon test, Mann-Whitney U-test, Kolmogorov-Smirnov one- and two-sample tests, Kruskal-Wallis H test, Friedman two-way analysis of variance, Kendall's coefficient of concordance.			12	
Texts / References		1. Broota, K.D. (1992). <i>Experimental design in behavioural research</i> . ND: New Age International Pub. 2. Chadha, N. K. (1998). <i>Statistical methods in behavioural and Social Sciences</i> . ND: Relaince Pub. House. 3. Field, A. (2005). <i>Discovering statistics using SPSS</i> . London: Sage Publications 4. Meyers, L. S., Gamst, G. & Guarino, A.J. (2008). <i>Applied multivariate Research: Design and Interpretation</i> . 5. Siegel, S. (1986). <i>Non parametric statistics</i> . NY: McGraw Hill. 6. Tabachnick B.G., Fidell, L.S. (2007). <i>Using multivariate statistics</i> (5 <sup>th</sup> Ed.). Prentice Hall. 7. Winer, B.J., Brown, D.R. & Michels, K.M. (1991). <i>Statistical principles in experimental design</i> . NY: Mc Graw Hill.			
Learning		Students will be able to understand the general trends and patterns in a given data set.			

Outcomes (not more than 100 words)	They can be competent in analyzing data and drawing conclusions from it. After the completion of this course, they can gain knowledge about advanced statistics such as correlation and multiple regression methods and factor analysis
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**PAPER (MAJOR 4)PSYMJ74/PSYMJ7R4: PRACTICALS**

	<b>BA SEM VII</b>			
Course Title	<b>PSYMJ74/PSYMJ7R4: Practicals</b>			
Category of Course <sup>63</sup>	<b>Major-4</b>			
Credits <sup>64</sup> & Hour of Teaching		Theory	Practical	Cumulative
	Credits	NA	2	2
	Hour of Teaching (Total)	NA	30 (=60 hrs)	60
Course Objectives (not more than 100 words)	The Practicals in psychology related to advanced research method and statistics are intended to provide students with requisite knowledge and skills in designing experimental and correlational studies. They attempt to provide hands-on experience to the students and making them understand key research methods in psychology, generate testable hypotheses and research questions and understand research design in psychology			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>
I	<b>PSYMJ7R4: (Based on PSYMJ7R1, PSYMJ7R2, and PSYMJ7R3)</b> 1. Leadership 2. Inter-group Attitude 3. Interpersonal Attraction			10 (= 20hrs)
II	1. Data screening for univariate outliers (manual or computer-based computation) 2. Two-way ANOVA after testing the assumption of normality and equality of variance.			10 (= 20hrs)
III	1. Post-hoc comparison (any two methods) 2. Factor analysis* 3. Non-parametric statistics (any two from the syllabus)			10 (= 20hrs)
Texts / References				
Learning Outcomes (not more than 100 words)	After studying this paper, the students will attain advanced skills in the design, conduct, analysis and reporting of psychological research. Students will develop an advanced understanding of research design and evaluation, building competency in the selection, calculation and reporting of appropriate statistical tests (including advanced parametric inferential statistical tests,) and ethical issues related to research			

**PAPER (MINOR) PSYMN71/PSYMN7R1 :ADVANCED SOCIAL PSYCHOLOGY**

	<b>B.A SEM VII</b>			
Course Title	<b>PSYMN71/PSYMN7R1: ADVANCED SOCIAL PSYCHOLOGY</b>			
Category of Course	<b>Minor</b>			
Credits & Hour of Teaching		Theory	Practical	Cumulative
	Credits	4	0	4
	Hour of Teaching (Total)	60	0	60
Course Objectives (not more than 100 words)	Studying Advanced Social Psychology yields a deeper understanding of how individuals' thoughts, feelings and actions influence and are influenced by social environment in a personal and a public domain. It provides valuable insights about social relations that can be applied in various spheres of life i.e., personal relationship, group relation, organizational development and policy making.			
Course Content	The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>			<b>Hr. of Teaching</b>
<b>I</b>	Introduction: Current trends in social psychology, approaches to the study of social behavior, methodological and ethical issues			<b>12</b>
<b>II</b>	Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental simulation, affect and social cognition.			<b>12</b>
<b>III</b>	Leadership and Group decision making: Leadership: Emergence of leader, theoretical approaches to leadership. Group decision making: Brainstorming, group remembering, group polarization, groupthink.			<b>12</b>
<b>IV</b>	Interpersonal Attraction and Relationship: Attraction and friendship: leading factors, theories, determinants of healthy relationship, Culture and interpersonal relationship.			<b>12</b>
<b>V</b>	Intergroup Relations: Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior, structure and type of social conflicts, conflict resolution strategies.			<b>12</b>

**PAPER PSYIN72/PSYIN7R2: INTERNSHIP 2ND**

	<b>BA SEM VII</b>			
Course Title	<b>PSYIN72/PSYIN7R2:</b>			
Category of Course <sup>65</sup>	<b>Internship 2<sup>nd</sup> (HONS)/SYNOPSIS (HONS -RES)</b>			
Credits <sup>66</sup> & Hour of Teaching		Theory	Practical	Cumulative
	Credits	NA	NA	2
	Hour of Teaching (Total)	NA	NA	30
Course Objectives (not more than 100 words)	<p><b>*(WITHOUT RESEARCH)</b> Students are required to undertake a two-week internship in any one the mentioned settings such as hospitals, industries, research laboratories, or cognitive science labs. Depending on their chosen setting, they must prepare analyze and submit (a) four comprehensive case records (b) case studies or © experimental reports before the end-of-semester examinations. The submission and presentation of these reports will be evaluated by a panel of examiners</p> <p><b>*(WITH RESEARCH)</b> Students will be allocated for Dissertation of VIII semester to supervisors and will be required to finalise their topics and prepare their synopsis to be submitted and presented. The submission and presentation of the synopsis will be evaluated by a panel of examiners</p>			
Course Content	NIL			
Learning Outcomes (not more than 100 words)	The internship will provide students of Honours course with an outlet to apply their academic knowledge while also learning new skills from experienced professionals who can give them guidance, advice and counselling on how to improve their psychological capabilities			

<p>Texts / References</p>	<p><b>Books recommended:</b></p> <p>Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., &amp; Lewis, N., Jr. (2023). <i>Social Psychology</i> (11th ed.). Hoboken, NJ: Pearson.</p> <p>Branscombe, N. R., &amp; Baron, R. A. (2023). <i>Social Psychology</i> (15th global ed.). Harlow, England: Pearson.</p> <p>Crisp, R. J., Turner, R. N., &amp; Meleady, R. (2024). <i>Essential Social Psychology</i> (5th ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Hayes, N. (2015). <i>Principles of social psychology</i>. New York: Psychology Press.</p> <p>Kassin, S., Fein, S., &amp; Markns, H.R. (2013). <i>Social psychology</i>. Canada: Cengage Learning.</p> <p>Myer, D.G. (2012). <i>Social psychology</i> (11<sup>th</sup> ed.). New York: McGraw Hill.</p> <p>Paolini, S., Turner, R. N., Vasiljevic, M., &amp; Crisp, R. J. (2024). <i>Social Psychology: Foundations, Advances and Applications</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Safdar, S. F. &amp; Sanderson, C.A. (2021). <i>Social psychology</i> (2<sup>nd</sup> ed). Ontario, Canada: John Wiley.</p> <p>Taylor, S.E., Peplau, L.A., &amp; Sears, D.O. (2006). <i>Social psychology</i> (12<sup>th</sup> ed.). New Jersey: Pearson Education.</p>
<p>Learning Outcomes (not more than 100 words)</p>	<p>Understanding Advanced Social psychology, helps the students to think critically how personal and socio-cultural variables interact and affect behavior. Learning about social biases enables students to navigate interpersonal and social relations more thoughtfully, empathetically and effectively in various social contexts. Knowledge of social psychology can improve students' ability to tackle social challenges in order to maintain their social well-being.</p>

## B.A. SEM VIII- (HONS) WITHOUT RESEARCH

### PAPER (MAJOR 1) PSYMJ81 : ADVANCED RESEARCH METHODS

		BA SEM VIII			
Course Title		PSYMJ81 Advanced Research Methods			
Category of Course <sup>67</sup>		Major -1			
Credits <sup>68</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		In this course, students will be introduced to advanced research skills and methods to critically investigate, measure and assess research topics involving human behaviour, interactions, and thought in a variety of contexts. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, operationalization of variables, and measurement issues.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.			12	
II	Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).			12	
III	Research tools for data acquisition. Observation, interview, Questionnaires and tests.			12	
IV	Experimental research designs - Randomized groups, matched groups. Factorial designs- between and within group designs; a-priori and post-hoc comparisons			12	
V	Non-experimental research designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs			12	
Texts / References		1. Breakwell, G.M., Smith, J.A., &Wright, D.B. (2012). <i>Research methods in psychology</i> (4 <sup>th</sup> ed.). Sage. 2. Bridget, S. & Cathy, L. (Eds.) (2008). <i>Research methods in the social sciences</i> . New Delhi: Vistaar Publication. 3. Broota, K.D. (1992). <i>Experimental Design in Behavioural Research</i> . ND: New Age International Pub. 4. Cohen, L., Manion, L., & Morrison, K. (2000). <i>Research methods in education</i> (5 <sup>th</sup> ed.). London: RoutledgeFalmer			

	<p>5. Elmes, D., Kantowitz, B., &amp; Roediger, H. (2011). <i>Research methods in psychology</i> (9<sup>th</sup> ed). Cengage Learning.</p> <p>6. Nestor, P.G. &amp; Schutt, R.K. (2011). <i>Research methods in psychology: Investigating human behavior</i>. Sage</p>
Learning Outcomes (not more than 100 words)	On completion of this subject students should have developed skills to translate complex problems into measurable questions, hypotheses, methods for analysis, findings and answers. Use research designs to discount pertinent threats to valid inferences in research.

**PAPER (MAJOR 2) PSYMJ82: PSYCHOLOGY OF PERSONALITY**

BA SEM VIII WITHOUT RESEARCH					
Course Title		PSYMJ82 Psychology of Personality			
Category of Course <sup>69</sup>		Major-2			
Credits <sup>70</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	4	NA	4
		Hour of Teaching (Total)	60	NA	60
Course Objectives (not more than 100 words)		The major objective of this course is to focus on Integrated concepts of different theories of personality. This course covers the different theories including Psychodynamic, Behavioral, Humanistic, Trait and Type, Existential social Learning etc. It also covers the different measures involved in Personality assessment.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Personality: Concept and nature; Basic issues related to the study of personality. Eastern perspective on the structure of personality			12	
II	Trait and Type approaches: Allport, Cattell, Eysenck, and Big-five model.			12	
III	Psychodynamic and Psychosocial approaches: Freud and Erikson			12	
IV	Behavioristic and Social Learning approaches: Skinner, Bandura and Mischel.			12	
V	Humanistic and Phenomenological approaches: Rogers and Kelly.			12	
Texts / References		1. Schultz, D.P. & Schultz, S.E. (2017). <i>Theories of Personality</i> (11 <sup>th</sup> Ed.). Boston: Cengage Learning 2. Friedman, H. S. & Schustack, M. W. (2016). <i>Personality: Classic Theory and Modern Research</i> (6 <sup>th</sup> Ed.). Singapore: Pearson Education. 3. Larsen, R. J., & Buss, D. M. (2013). <i>Personality Psychology: Domains of knowledge about human nature</i> (5 <sup>th</sup> ed.). New York: McGraw Hill. 4. Cervone, D. & Lawrence, P.A. (2013). <i>Personality Psychology</i> (12 <sup>th</sup> Ed). New York: John Wiley & Sons. 5. Cloninger S.C. (2012). <i>Theories of Personality: Understanding Persons</i> (6 <sup>th</sup> International Ed.). Pearson Education 6. Feist, J., Fiest, G. J., & Roberts, T.A. (2012). <i>Theories of Personality</i> (8 <sup>th</sup> Ed). New York: McGraw Hill.			
Learning Outcomes (not more than 100 words)		The students will be able to enhance their understanding of personality and behaviors. They will also be able to develop capability to apply knowledge of personality theories for self and societal growth.			

**PAPER (MAJOR 3) PSYMJ83: NEURO-PHYSIOLOGICAL BASES OF  
BEHAVIOUR**

BA SEM VIII without Research					
Course Title		PSYMJ83 Neuro-physiological Bases of Behaviour			
Category of Course <sup>71</sup>		Major-3			
Credits <sup>72</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		The students will be able to understand the relationships between the brain, the mind and behavior. It will also help them understand how behavior and cognition are influenced by brain function.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Foundations of Neurophysiology: Structure and functions of nerve cells and glial cells, nerve impulse and synaptic transmission.			12	
II	Central nervous system: The spinal cord, the hind brain, the midbrain and the forebrain.			12	
III	Peripheral nervous system: Cranial nerves, spinal nerves, the autonomic nervous system			12	
IV	Sensory systems: The visual system, the auditory system and the somatosensory system			12	
V	Methods of Neurophysiology: Computer modelling, anatomical, lesion, stimulation genetic manipulations, Functional neurosurgery, electrical and magnetic signals.			12	
Texts / References		1. Beaumont, J. G. (2008). <i>Introduction to Neuropsychology</i> . NY: Guilford Press. 2. Carlson, N. R. (2008). <i>Foundations of Physiological Psychology</i> . Singapore: Pearson. 3. Kolb, B. & Whishaw, Q. (2008). <i>Fundamental of human Neuropsychology</i> . NY: Worth Publishers. 4. Pinel, P. J. (2009). <i>Biopsychology</i> . Singapore: Pearson. 5. Stirling, J. (2008). <i>Introducing Neuropsychology</i> . NY: Psychology Press.			
Learning Outcomes (not more than 100 words)		The students will be able to describe the various aspects related to neuropsychology; • and analyze the application of neuropsychology examination to different areas.			

**PAPER (MAJOR 4) PSYMJ84: PRACTICALS & COMPREHENSIVE VIVA**

BA SEM VIII WITHOUT RESEARCH					
Course Title		PSYMJ84: Practical Based on PSYMJ81, PSYMJ82, and PSYMJ83			
Category of Course <sup>73</sup>		Major -4(A)			
Credits <sup>74</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	NA	2	2
		Hour of Teaching (Total)	NA	30 (=60 hrs)	60
Course Objectives (not more than 100 words)		This paper will provide the students with the practical knowledge of conducting various experiments and test administration in accordance with papers: Applied psychological assessment, motivation and emotion, psychology of personality			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units		Course Content			Hr. of Teaching
I		PSYMJ81 Test/scale construction using factor analytic approach, Test/scale construction using item analytic approach, Test/Scale construction using empirical approach, Psychometric evaluation of a test/scale, psychological assessment (in any one specific setting e.g., clinical, organizational, educational etc.)			10 (= 20hrs)
II		PSYMJ82 Extrinsic motivation and performance, Intrinsic motivation and performance, Feedback and performance, Assessment of emotional intelligence, Individual differences in perception of facial expression of emotion, Individual differences in expression of facial emotion			10 (= 20hrs)
III		PSYMJ83 Personality assessment using any projective test, ssessment of Self & Ideal Self using Semantic differential, NEO PI–R (FFI) test, Cattell’s 16 P.F., Personality assessment from Indian perspective (triguna, anashakti etc.)			10 (= 20hrs)
		PAPER (MAJOR) PSYMJ84 (B) : COMPREHENSIVE VIVA-VOCE (B)			
Learning Outcomes (not more than 100 words)		On completion of this subject students are able to administer, analyse and interpret results from various psychological tools. They gain rigorous knowledge of various assessment procedures and wide array of analytical techniques is learnt and their application understood.			

**PAPER (MINOR) PSYMN81 : ADVANCED RESEARCH METHODS**

		<b>BA SEM VIII</b>			
<b>Course Title</b>		<b>PSYMN81 : Advanced Research Methods</b>			
<b>Category of Course<sup>75</sup></b>		<b>Minor</b>			
<b>Credits<sup>76</sup> &amp; Hour of Teaching</b>			<b>Theory</b>	<b>Practical</b>	<b>Cumulative</b>
	<b>Credits</b>	4	NA	4	
	<b>Hour of Teaching (Total)</b>	60	NA	60	
<b>Course Objectives (not more than 100 words)</b>		In this course, students will be introduced to advanced research skills and methods to critically investigate, measure and assess research topics involving human behaviour, interactions, and thought in a variety of contexts. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, operationalization of variables, and measurement issues.			
<b>Course Content</b>		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
<b>Units</b>	<b>Course Content</b>				<b>Hr. of Teaching</b>
I	Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.				12
II	Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).				12
III	Research tools for data acquisition. Observation, interview, Questionnaires and tests.				12
IV	Experimental research designs - Randomized groups, matched groups. Factorial designs- between and within group designs; a-priori and post-hoc comparisons				12
V	Non-experimental research designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs				12
<b>Texts / References</b>		7. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). <i>Research methods in psychology</i> (4 <sup>th</sup> ed.). Sage. 8. Bridget, S. & Cathy, L. (Eds.) (2008). <i>Research methods in the social sciences</i> . New Delhi: Vistaar Publication. 9. Broota, K.D. (1992). <i>Experimental Design in Behavioural Research</i> . ND: New Age International Pub. 10. Cohen, L., Manion, L., & Morrison, K. (2000). <i>Research methods in education</i> (5 <sup>th</sup> ed.). London: RoutledgeFalmer			

	<p>11. Elmes, D., Kantowitz, B., &amp; Roediger, H. (2011). <i>Research methods in psychology</i> (9<sup>th</sup> ed). Cengage Learning.</p> <p>12. Nestor, P.G. &amp; Schutt, R.K. (2011). <i>Research methods in psychology: Investigating human behavior</i>. Sage</p>
Learning Outcomes (not more than 100 words)	On completion of this subject students should have developed skills to translate complex problems into measurable questions, hypotheses, methods for analysis, findings and answers. Use research designs to discount pertinent threats to valid inferences in research.

## B.A. SEM VIII- (HONS) WITH RESEARCH

### PAPER (MAJOR 1) PSYMJ8R1: ADVANCED RESEARCH METHODS

		BA SEM VIII with research			
Course Title		PSYMJ8R1: Advanced Research Methods			
Category of Course <sup>77</sup>		Major -1			
Credits <sup>78</sup> & Hour of Teaching			Theory	Practical	Cumulative
		Credits	4	NA	4
		Hour of Teaching (Total)	60	NA	60
Course Objectives (not more than 100 words)		In this course, students will be introduced to advanced research skills and methods to critically investigate, measure and assess research topics involving human behaviour, interactions, and thought in a variety of contexts. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, operationalization of variables, and measurement issues.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.			12	
II	Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).			12	
III	Research tools for data acquisition. Observation, interview, Questionnaires and tests.			12	
IV	Experimental research designs - Randomized groups, matched groups. Factorial designs- between and within group designs; a-priori and post-hoc comparisons			12	
V	Non-experimental research designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs			12	
Texts / References		13. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). <i>Research methods in psychology</i> (4 <sup>th</sup> ed.). Sage. 14. Bridget, S. & Cathy, L. (Eds.) (2008). <i>Research methods in the social sciences</i> . New Delhi: Vistaar Publication. 15. Broota, K.D. (1992). <i>Experimental Design in Behavioural Research</i> . ND: New Age International Pub. 16. Cohen, L., Manion, L., & Morrison, K. (2000). <i>Research methods in education</i> (5 <sup>th</sup> ed.). London: RoutledgeFalmer			

	<p>17. Elmes, D., Kantowitz, B., &amp; Roediger, H. (2011). <i>Research methods in psychology</i> (9<sup>th</sup> ed). Cengage Learning.</p> <p>18. Nestor, P.G. &amp; Schutt, R.K. (2011). <i>Research methods in psychology: Investigating human behavior</i>. Sage</p>
Learning Outcomes (not more than 100 words)	On completion of this subject students should have developed skills to translate complex problems into measurable questions, hypotheses, methods for analysis, findings and answers. Use research designs to discount pertinent threats to valid inferences in research.

**PAPER (MAJOR 2) PSYDS8R1 : DISSERTATION**

Course Title	PSYDS8R1 Dissertation				
Category of Course <sup>79</sup>	Major 2				
Credits <sup>80</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits			12	
	Hour of Teaching (Total)			180	
Course Objectives (not more than 100 words)	Dissertation requires students to analyze and evaluate complex data and information, and to synthesize this information into an organized and well-supported argument. This course is intended to enhance research experience of students is greatly enriched by early exposure to conducting research. The main purpose is to help students to learn how to develop scientific research designs in conducting psychological research, to enhance their understanding about the previous research in their field of interest and review them to arrive at a research problem and help students understand the logic of hypothesis testing and application of appropriate statistical analysis.				
Learning Outcomes (not more than 100 words)	After completing this dissertation, the student will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research, and intended data analysis. Further students will be able develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication of psychology.				

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**PAPER (MINOR) PSYMN8R1 : ADVANCED RESEARCH METHODS**

		BA SEM VIII with research			
Course Title		PSYMN8R1: Advanced Research Methods			
Category of Course <sup>81</sup>		Minor			
Credits <sup>82</sup> & Hour of Teaching		Theory	Practical	Cumulative	
	Credits	4	NA	4	
	Hour of Teaching (Total)	60	NA	60	
Course Objectives (not more than 100 words)		In this course, students will be introduced to advanced research skills and methods to critically investigate, measure and assess research topics involving human behaviour, interactions, and thought in a variety of contexts. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, operationalization of variables, and measurement issues.			
Course Content		The course content be divided into minimum 3 Units to maximum 5 units along with defined hour of teaching for each unit.			
Units	Course Content			Hr. of Teaching	
I	Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.			12	
II	Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).			12	
III	Research tools for data acquisition. Observation, interview, Questionnaires and tests.			12	
IV	Experimental research designs - Randomized groups, matched groups. Factorial designs- between and within group designs; a-priory and post-hoc comparisons			12	
V	Non-experimental research designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs			12	
Texts / References		19. Breakwell, G.M., Smith, J.A., &Wright, D.B. (2012). <i>Research methods in psychology</i> (4 <sup>th</sup> ed.). Sage. 20. Bridget, S. & Cathy, L. (Eds.) (2008). <i>Research methods in the social sciences</i> . New Delhi: Vistaar Publication. 21. Broota, K.D. (1992). <i>Experimental Design in Behavioural Research</i> . ND: New Age International Pub. 22. Cohen, L., Manion, L., & Morrison, K. (2000). <i>Research methods in education</i> (5 <sup>th</sup> ed.). London: RoutledgeFalmer 23. Elmes, D., Kantowitz, B., &Roediger, H. (2011). <i>Research methods in psychology</i> (9 <sup>th</sup> ed). Cengage Learning. 24. Nestor, P.G. &Schutt, R.K. (2011). <i>Research methods in psychology: Investigating human behavior</i> . Sage			
Learning		On completion of this subject students should have developed skills to translate complex			

Outcomes (not more than 100 words)	problems into measurable questions, hypotheses, methods for analysis, findings and answers. Use research designs to discount pertinent threats to valid inferences in research.
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