



UNIVERSITY OF CALCUTTA

Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF, 2022 . under this University, as laid down in the accompanying pamphlet.


Name of Subject:

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
23. Political Science
- ✓ 24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

 12/7/2023
Prof. (Dr.) Debasis Das

Registrar

Course Structure – CCF, 2022

Major

Semester	Course	Credit	Marks
1	DSC - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
2	DSC – Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
3	DSC- Biopsychology	4 [3Th+1P]	75Th + 25P
	DSC-Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
4	DSC- Basics of Social and Industrial/Organizational Psychology	4 [3Th+1P]	75Th + 25P
	DSC-Advanced Social Psychology	4 [3Th+1P]	75Th + 25P
	DSC- Statistical Methods for Psychological Research-I	4 [3Th+1P]	75Th + 25P
	DSC- Research Methodology-I	4 [3Th+1P]	75Th + 25P
5	DSC- Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
	DSC- Developmental Psychology	4 [3Th+1P]	75Th + 25P
	DSC- Statistical Methods for Psychological Research-II	4 [3Th+1P]	75Th + 25P
	DSC- Research Methodology-II	4 [3Th+1P]	75Th + 25P
6	DSC- Basics of Adjustment and Abnormal Behaviour	4 [3Th+1P]	75Th + 25P
	DSC- Psychopathology	4 [3Th+1P]	75Th + 25P
	DSC- Organizational Behaviour	4 [3Th+1P]	75Th + 25P
7	DSC- Applied Social Psychology	4 [3Th+1P]	75Th + 25P
	DSC- Community Psychology	4 [3Th+1P]	75Th + 25P
	DSC- Health Psychology	4 [3Th+1P]	75Th + 25P
	DSC- Qualitative Methods	4 [3Th+1P]	75Th + 25P
Honours without Research	DSC-Counseling Psychology	4 [3Th+1P]	75Th + 25P

Semester	Course	Credit	Marks
8	DSC- Theory Construction and Research Design	4 [3Th+1P]	75Th + 25P
	DSC- Advanced Cognitive Processes	4 [3Th+1P]	75Th + 25P
	DSC- Positive Psychology	4 [3Th+1P]	75Th + 25P
	Dissertation		
8			
Honours without Research	DSC-Personality Psychology	4 [3Th+1P]	75Th + 25P
	DSC-Indian Psychology	4 [3Th+1P]	75Th + 25P

Course Structure – CCF, 2022

Minor

Semester	Course	Credit	Marks
1	Minor - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
2	Minor - Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
3	Minor - Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
4	Minor - Basics of Social and Industrial/Organizational Psychology	4 [3Th+1P]	75Th + 25P
5	Minor – Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
6	Minor - Basics of Adjustment and Abnormal Behaviour	4 [3Th+1P]	75Th + 25P

Course Structure – CCF, 2022

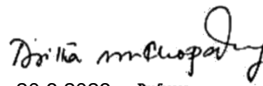
MDC

Semester	Course	Credit	Marks
1	MDC - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
2	MDC - Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
3	MDC - Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
4	MDC - Basics of Social and Industrial/Organizational Psychology	4 [3Th+1P]	75Th + 25P
5	MDC - Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
6	MDC - Basics of Adjustment and Abnormal Behaviour	4 [3Th+1P]	75Th + 25P
7	MDC - Life Span Development	4 [3Th+1P]	75Th + 25P

FULL SYLLABUS 2023
COURSE STRUCTURE-CCF, 2022
PSYCHOLOGY (MAJOR)
SEMESTER-I: INTRODUCTION TO PSYCHOLOGY
THEORY:75 Marks
PRACTICAL: 25Marks

		Number of Classes required
Unit: I		15 Hours
1.	(a)Introduction: Nature, definition, scope and branches of Psychology, Methods: Observation, Experimentation, Interview, Field Study, Correlational Method	2 Hours 3 Hours
	(b) Brief Concepts of Schools of Psychology: Structuralism, Behaviourism, Gestalt	4Hours
	(c)Need for quantification in Psychology, Levels of Measurement: Nominal, Ordinal, Interval and Ratio	2Hours
	(d)Variables and their classifications, Independent, Dependent and Controlling of variables	4Hours

Unit:II		15 Hours
2.	To relate attentional processes with other aspects of Information processing (example below: stimulus input to decision making) (a)Attentional Processes: Nature of Attention, Determinants of Attention (to link to the evolutionary concept and to put emphasis on the nature of the Stimulus and why it attracts our attention), Shift, Oscillation, Fluctuation (must be explained all phenomena with some simple classroom demonstration) and distraction, theories of attention	4Hours
	(b) Sensation and Perception: Introduction to Psychophysics, Concept of sensory thresholds, Weber-	7Hours

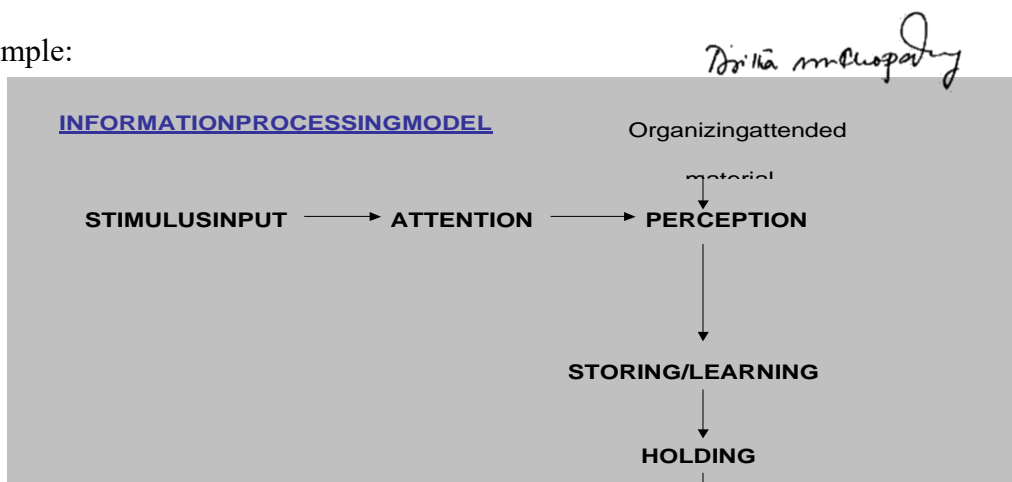

 20.6.2023 Professor,
 Department of Psychology,
 University of Calcutta
 92, A.P.C. Road, Kolkata-700009

	Fechner Law, Classical Methods: Gradation, Constant and average error	
	(c) Biological Foundation of Behaviour: Genetic basis, neuron, synapse and neurotransmitter (Relevance of Studying biological foundation in Behavioural Science) Reception of information through dendrites then it Moves through axon → afferent neuron (first-order neuron) → Spinal Cord and brainstem → second order Neuron thalamus → third order neuron → Brain (No detailing of brain) Efferent neurons	4 hours

Unit:III		15 Hours
3.	(a) Processing of data: (i) Tabulation, classification and frequency distribution of data; plotting of Graph (Polygon, histogram and Ogive)	4hours
	(b) Concept, types, uses and measures of Central tendency and dispersion	6hours
	(c) Normal Probability Curve: Properties and Application	5Hours

<p>Practicum 30 hours</p> <p>Objectives:</p> <p>For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.</p> <p>(a) Fluctuation of Attention</p> <p>(b) Reiz Limen (RL)</p> <p>(c) Computational Techniques of the measures of Central tendency and dispersion</p> <p>(d) Graphical Representation: Frequency Polygon, Histogram and Ogive</p>

Example:



Readings:

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

Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Hilgard, E.R. : Introduction to Psychology, (Latest Edition). Harcourt Brace Java Publishers, Tokyo.

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

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

Carlson, N.: Physiology of Behaviour, Allyn and Bacon, 2000.

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

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

Das, D. & Das, A.: Statistics in Biology and Psychology, (Latest Edition) Academic Publishers.

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

Garrett, H.E & Woodworth, R.S.: Statistics in Psychology and Education. VakilsFeffer&Simons Ltd. 1981.

Grossman, S.P.: A Text Book of Physiological Psychology, John Wiley and Sons Inc. New York, 1967.

Guilford, J.P. & Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi, ISE, 1988.

Guyton, Arthur C. & Hall, John E.: Textbook of Medical Psychology, (Ninth Edition) Prism Books Pvt. Ltd., Bangalore, 1966.

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

Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

Lahey, B.B.: Psychology: An Introduction, 6th Ed., Tata McGraw Hill, New York, 1965.

Lefton, L.A.: Psychology, Allyn and Bacon, Boston, 1985.

McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990.

Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.

Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.

Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman, Calcutta, 1981.

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

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

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

Olson, M.; Hergenhahn, B.R.: Introduction to the Theories of Learning, Prentice-Hall India, 2009.

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

Pinel, J.P.J: Biopsychology, Allyn and Bacon, 2000.

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

Rathus, S.A.: Psychology in the New Millenium. Prism Books Pvt Ltd. Bangalore, 1999.

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

Schneider, A.M. and Tarshis, B.: Physiological Psychology, Random House, New York,1975.

Singh,A.K.: Tests, Measurements and Research Methods In Behavioural Sciences. TataMcGraw Hill, New Delhi, 1988.

Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985.

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

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

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition)
Primlani, Oxford and MBH Publishing Co. Calcutta.

Woodworth, R.S., & Sheehan, M.R.: Contemporary Schools of Psychology, (Latest Edition)
Methuen and Co. Ltd. London.

Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York, 1997.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SKILL ENHANCEMENT COURSE (SEC)

THEORY: 75 Marks

PRACTICAL: 25 Marks

SEMESTER I: STRESS MANAGEMENT

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress; Various sources of stress: environmental, social, physiological and psychological. **(15 hours)**

Unit 2: Stress and health: effects of stress on health, eustress. **(15 hours)**

Unit 3: Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches. **(15 hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Perceived Stress Scale
2. Administration of State Trait Anxiety Inventory
3. Effect of Brief Relaxation on Perceived Stress (Pre and Post Design).

Readings:

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

INTER DISCIPLINARY COURSE (IDC)

THEORY: 50 Marks

PRACTICAL: 25 Marks

SEMESTER I: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Unit 1: Education and Psychology: an Introduction: Education as a discipline; Contributions of Psychology to Education; Role of Play in Education; Role of a Teacher. **(15 hours)**

Unit 2: Classroom Management and Assessment: Issues related to Classroom Management, The IQ Creativity Controversy. Inclusive Education: Dealing with Classroom Diversity: Nature, concept and importance; Classroom Diversity: Gender, Disability. **(15 hours)**

Practicum: (25 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theoretical constructs.

1. Administration of Differential Aptitude Test
2. Administration of Guilford Zimmerman Interest Inventory

Readings:

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

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

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

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

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

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

- Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education*(pp. 133-178). London: Routledge & Kegan Paul.
- Richmond, W. (1975). *Education and schooling*. London: Methuen & Co. Ltd.
- Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
- Smith, M. (1977). *The underground and education: A guide to the alternative press*. London: Methuen & Co. Ltd.
- Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.
- Sutherland, M. (1988). *Theory of education*. London: Longman.
- Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

COURSE STRUCTURE-CCF, 2022

PSYCHOLOGY **(MAJOR)**

SEMESTER-II: BASIC PSYCHOLOGICAL PROCESSES

THEORY:75 Marks

PRACTICAL:25Marks

Unit 1: Perceptual Processes II: 15 hours

Perceptual Processes –II

- a. Nature of perception, relation of attention and perception; form perception, space perception, movement perception, time perception, optical geometric illusions **(7 hours)**
- b. Perceptual organization, figure and ground (all the phenomenon must be explained with simple classroom demonstrations) **(3 hours)**
- c. Historical background of Information Processing, theories of Information Processing **(5 hours)**

Unit 2: Learning processes; Memory & Forgetting:15 hours

- a. Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight, transfer of training **(8 hours)**
- b. Memory & Forgetting: Nature of encoding; storage & retrieval; STM, LTM, Types of memory; nature and theories of forgetting: Trace-decay, Interference (to be related with serial position effect), Motivated Forgetting; Curve of forgetting **(7 hours)**

Unit 3: Intelligence; Emotion and Motivation: 15 hours

a. Intelligence: definition, nature, classification (brief mention of the different categories of theories), factor theories of intelligence - Spearman and Thurstone (4 hours)

b. Emotion: nature, basic emotions, theories (brief mention of the different categories of theories) – bodily theories [peripheral: James-Lange, central: Cannon-Bard], Cognitive Theory: Schachter Singer Theory(4 hours)

c. Motivation: definition, types - biological and social; theories (brief mention of the different categories of theories) - concept of drive, incentive, Maslow's need hierarchy theory, and McClelland's theory of motivation (7 hours)

Practicum: 30 hours

Objectives:

For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Retroactive and proactive inhibition
2. a. Perceptual reversibility

b. Time perception

3. Standard Progressive Matrices (SPM)

Readings:

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

Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Hilgard, E.R. : Introduction to Psychology, (Latest Edition). Harcourt Brace Java Publishers, Tokyo.

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- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Olson, M.; Hergenhahn, B.R.: Introduction to the Theories of Learning, Prentice-Hall India, 2009.
- Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Pinel, J.P.J: Biopsychology, Allyn and Bacon, 2000.

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Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York, 1997.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 2 : EMOTIONAL INTELLIGENCE

SKILL ENHANCEMENT COURSE (SEC)

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence (**15 hours**)

Unit 2: Knowing One's And Others' Emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others **(15 hours)**

Unit 3: Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Assessment of Emotional Intelligence

2. Assessment of Empathy – Hogan

Readings:

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

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

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

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

COURSE STRUCTURE- CCF, 2022

INTERDISCIPLINARY COURSE (IDC)

SEMESTER 2: HUMAN RESOURCE MANAGEMENT

THEORY: 50 Marks

PRACTICAL: 25 Marks

Unit 1a: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM **(8 Hours)**

b) Human Resource Practices Job analysis; Recruitment and selection; Training **(7 hours)**

Unit 2: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). **(15 hours)**

Practicum: 25 hours

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Organizational Role Stress Scale

Readings:

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

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

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

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

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

COURSE STRUCTURE-CCF, 2022

PSYCHOLOGY

(MAJOR)

SEMESTER 3: BIOPSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. Evolutionary basis of neurophysiology of Learning and Memory. **(15 hours)**

Unit 2: Organization of Nervous system: Structure and functions of neurons; Neural conduction: action potential and synaptic transmission, EPSP, IPSP. Functions of neurotransmitters, dopamine and serotonin hypothesis. Structure and functions: PNS & CNS (Brain & Spinal Cord). **(15 hours)**

Unit 3: Emotional behaviour: physiological correlates of emotion: The role of cortex in emotion. Emotion and endocrine gland. Neuroendocrine system: Structure, functions and abnormalities of major glands: Hypothalamus, Thyroid, Adrenal, Gonads, Pituitary. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Reaction Time – Simple Reaction Time (Emphasis on Physiological Explanation)

2. On Arousal - Determination of the effect of variation of different levels of attentive task on arousal

Readings:

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

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

**SEMESTER 3: BASICS OF DEVELOPMENTAL AND EDUCATIONAL
PSYCHOLOGY**

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.

b) Child Development – Prenatal development; Postnatal development up to adolescence – physical, emotional, cognitive, social and moral. **(15 Hours)**

Unit 2:a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.

b) Application of Learning & Memory Theories in Education (Trial and Error. Classical. Operant and Insight, Program Learning, Transfer of training). **(15 Hours)**

Unit 3: Intelligence: a) Application and its Measurement; b) Exceptional Children – Gifted, Intelligence ranging from below average and above average. **(15 Hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Form Board & Block Design)
2. On Transfer of training

Readings:

Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi, 2001.

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

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

Brodzinsky, D.M., Gormly, A.V. & Anibron, S.R.: Life Span Human Development, CBS Publishers, New Delhi, 1986.

Carmichael, L. Child Psychology, Wiley Eastern Pvt. Ltd. New Delhi, 1968.

Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House (P) Ltd., New Delhi, 1987.

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

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

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

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

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

Kaplan, R.M. & Sacuzzo, D.P.: *Psychological Testing: Principles, Applications and Issues*, 5th Edition, Asian Books Pvt. Ltd. Singapore, 2001.

Kothurkar, V.V. & Vanarase, S.D. : *Experimental Psychology*, Wiley Eastern, New Delhi, 1985.

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

Mussen, P., Conger, J.J., & Kagan, J.: *Child Development and Personality*, (Fifth Edition), Harper and Row, 1979.

Nunnally, J.C.: *Psychometric Theory*, Tata McGraw Hill, New Delhi, 1981.

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

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

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

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

Snodgrass, J.G., Levy-Berger, G. And Haydon, M.: *Human Experimental Psychology*. Oxford University Press, N.Y., 1985.

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

Thomas, K. Crowl, Kaminsky, Sully & Podell, David, M.: *Educational Psychology: Windows on Teaching*, 1997.

Woodworth, R.S. & Schlosberg, H.: *Experimental Psychology* (Latest Edition) Primlani, Oxford and MBH Publishing Co. Calcutta.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER 3 : BEHAVIOUR MODIFICATION

THEORY: 75 Marks

PRACTICAL: 25 Marks

Unit 1: Introduction-What is behaviour. What is behaviour modification. What is behaviour assessment. **(15 Hours)**

Unit 2: Application of principles of conditioning theories on behaviour modification (Emphasis on punishment, reinforcement, schedules of reinforcement and related concepts). Application of cognitive perspectives on behaviour modification. **(15 Hours)**

Unit 3: Techniques-Token Economy, Contingencies, Shaping, Premack Principle etc. Application of behaviour modification principles and techniques in Family, School and Workplace. **(15 hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. To determine the effect of positive reinforcement (for example: feedback) on dependent variable (for example: reaction time)

Readings:

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

INTER DISCIPLINARY COURSE (IDC)

SEMESTER 3: POSITIVE PSYCHOLOGY

THEORY: 50 Marks

PRACTICAL: 25 Marks

Unit 1:Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues. **(15 hours)**

Unit 2a):Positive Emotional States and Processes:Happiness and Well being, Emotional Intelligence, Resilience **(7 hours)**

b) Positive Cognitive States and Processes:Optimism, Hope, Wisdom, **(8 hours)**

Practicum: (25 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Oxford Happiness Questionnaire

Readings:

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 4: BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Nature, scope and methods (15 Hours)

Unit 2: Group: Nature of groups; Influence of group on individual behaviour; crowd and mob behaviour. Leadership. Social issues: Public opinion and Propaganda. (15 Hours)

Unit 3: Industrial/Organizational Psychology: Concept of industrial psychology and organizational behaviour: Introduction: Aim, scope and methods. Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in Industry: Causes and Prevention. Organizational commitment. (15 Hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. To determine the effect of Group on Individual Behaviour
2. Administration of Deo Mohan Achievement Motivation Scale

Readings:

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

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.

Kuppuswamy. *An Introduction to Social Psychology*. Media Promoters and Publishers Pvt Ltd.

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 4: ADVANCED SOCIAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1a): Social organization, social interaction; person perception, attribution.

b) Attitude: definition, formation of attitude, theories, measurement; change of attitude. **(15 Hours)**

Unit 2: Self: Self Knowledge – Origin and Aspects; Self – Regulation; Social Comparison theory; Culture and Self. **(15 Hours)**

Unit 3a): Group psychology: Definition and classification of group; group structure and function. Conformity and compliance. Leadership: definition, classification and function. Leadership and morale.

b) Stereotype, prejudice and discrimination; concept and origin, measurement; Reduction of prejudice. **(15 Hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Group Cohesiveness by Sociogram Method

2. On Impression Formation

Readings:

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

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.

Kuppuswamy. *An Introduction to Social Psychology*. Media Promoters and Publishers Pvt Ltd.

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 4: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – I

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Sampling. Normal probability curve: Properties and applications. Standard scores. (15 Hours)

Unit 2: Introduction to correlation: Meaning of bivariate distribution; product moment, rank difference, Biserial, point biserial, tetrachoric, phi coefficient, contingency coefficient – Computation and use. (15 Hours)

Unit 3: Statistical inference – concepts and steps involved in drawing a statistical inference. Concept of parametric and non-parametric statistics. Experimental hypothesis – null hypothesis and its testing. Concept of standard error. Computation and use of t-test and chi square test. (15 Hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Correlation - Product Moment, Rank Difference, Biserial, Point Biserial, Tetrachoric, Phi Coefficient, Contingency Coefficient

2. On Chi Square and t test

Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 4: RESEARCH METHODOLOGY I

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: 1. Research Problem and hypothesis: Characteristics of problems definitions, sources and criteria of good hypothesis, hypothesis and theory. **(15 Hours)**

Unit 2a: Experimental method and field study. **b.** Design of experiments- i) controlling subject, situation and sequence related variable, ii) single group and separate group designs iii) quasi experimental design and time series. **(15 Hours)**

Unit 3: Development and Standardisation of Psychological Test: Concept of Item Analysis; Reliability; Validity and Norms; theoretical understanding of computation of reliability and validity. **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Attitude Scale Construction by Likert's Method
2. Computation of Reliability

Readings:

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

Bryman, A. (2004). *Quantity and Quality in Social Research*. Routledge.

Chadha, N.K. (2009) *Applied Psychometry*. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2Ed.)* Oxford: Blackwell Publishers

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

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

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

McGuigan, F.J.(1990). Experimental Psychology: A Methodological Approach, Prentice Hall.

Mohsin, S.M.(1984). Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).

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

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

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

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theoryandmethod.Philadelphia : Open University Press.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 5: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura). **(15 hours)**

Unit 2: a) Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Sternberg's Triarchic Theory, Emotional Intelligence, Impact of Heredity and environment on individual difference in intelligence; Group differences in intelligence; Extremes of intelligence. **b)** Aptitude, Interest **(15 hours)**

Unit 3: Enhancing individual's potential:Self-determination theory; Fostering creativity. (15 hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Intelligence: Administration of Culture Fair Test of Cattell/ Bhatia Battery

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

Readings:

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

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

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

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

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

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

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

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

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

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

PSYCHOLOGY (MAJOR)

SEMESTER 5: DEVELOPMENTAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Concept of Human Development; Direction of Growth - Cephalocaudal and Proximodistal. Research Designs (15 hours)

Unit 2: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development (15 Hours)

Unit 3: Socio-Cultural Contexts for Human Development: Family; Peers, Schooling & Media. (15 Hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Parent Child Relationship Scale: Rao, N. (1989). Manual for Parent Child Relationship Scale. National Psychological Corporation

2. Administration of Differential Aptitude Test

Readings:

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

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

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

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

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

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

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 5: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – II

(Major)

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Advanced understanding of Inferential Statistics and Hypothesis Testing: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of HA: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The t Distribution; Characteristics of Student's Distribution of t; Computing t Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

Interpreting the Results of Hypothesis Testing: A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Degrees of freedom, Levels of Significance versus p-Values. **(15 Hours)**

Unit 2: Hypothesis Testing About the Difference between Two Dependent (Correlated) Means: The Null and Alternative Hypotheses; Determining a Formula for t; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

Confidence Intervals: Confidence Intervals for $\mu_x - \mu_y$; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals. **(15 Hours)**

Unit 3: a) Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA). Concept of ANOVA. Concept of t and F test and their relationship. (Computation) (10 hours)

b) Nonparametric Approaches to Data (5 hours): Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Computation of t test (Independent, Dependent) and U test

2. On Computation of One-way ANOVA

Readings:

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

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

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

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 5: RESEARCH METHODOLOGY II

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Principles of Good Research, Ethics in Psychological Research. Paradigms of Research: Quantitative & Qualitative orientations towards research & their steps, Distinction between Qualitative & Quantitative Research orientations **(15 hours)**

Unit 2: Sampling: Probability & Non probability sampling methods **(15 hours)**

Unit 3: Methods of Data Collection: Brief mention of all the methods. Detailed understanding of Case study, Observation, Interview & Survey. **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory

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

2. Experimental Determination of Complex Reaction Time: Discriminative and Choice Reaction Time

Readings:

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

Bryman, A. (2004). Quantity and Quality in Social Research. Routledge.

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2Ed.)* Oxford: Blackwell Publishers

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

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

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

- McGuigan, F.J.(1990). *Experimental Psychology: A Methodological Approach*, Prentice Hall.
- Mohsin, S.M.(1984). *Research methods in Behavioural Sciences*, Orient longman, Calcutta. (Latest edition).
- Murphy, K.R. &Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications (6Ed.)*New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6Ed.)*Boston: Pearson Education.
- Singh,A.K.(1988). *Tests, Measurements and Research Methods In Behavioural Sciences*. Tata McGraw Hill, New Delhi.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theoryandmethod*.Philadelphia : Open University Press.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 6: BASICS OF ADJUSTMENT AND ABNORMAL BEHAVIOUR

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1a: Introduction: Concept of adjustment; Mental Health; Mental Hygiene; Criteria and factors of adjustment.

b) Stress: Concept, Types of Stress, Frustration and Conflict. Reaction to stress: Generalized principles of adjustive behaviour; Task oriented and defence oriented reaction patterns. **(15 Hours)**

Unit 2: Introduction: Concept of abnormality: Criteria of normality. Determinants of Abnormal Behaviour: a) Biological; b) Psychological (Also to mention: Concept of Neuroticism, Psychoticism); c) Socio-Cultural. **(15 Hours)**

Unit 3: Acquaintance with DSM 5. Symptoms of: I) Schizophrenia – Paranoid; Disorganized; Catatonic; Undifferentiated and Residual Type. II) Mood Disorders – Major Depressive and Dysthymic disorders. III) Anxiety Disorders – Generalized Anxiety Disorder; Phobia; Obsessive and Compulsive Disorder. **(Follow current DSM) (15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Kundu's Neurotic Personality Inventory
2. Administration of Beck's Depression Inventory

Readings:

Atwater, E.W.: Psychology of Adjustment. Prentice Hall New Jersey, 1983.

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

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

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

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

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

Fiest, G.A.: Theories of Personality, (Latest Edition) Holt, Reinhart & Winston.

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

Hogan, R.: Personality Theory, Prentice Hall, New Jersey, 1976.

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

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

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

Marks, D.F., Murray, M., Evans, B. & Willig, C.: Health Psychology: Theory, Research and Applications (Latest Edition) New Delhi: Sage Publication, 2000.

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

Whitman, R.D.: Adjustment: The Development and Organization of Behaviour. Oxford University Press, N.Y. 1980.

Windy, D.: Counselling in Action. N.Y. : Sage Publication, 1988.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 6: PSYCHOPATHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1a: Concepts psychopathology. Current classification of mental disorders (According to APA) – Concept of neurotic, psychotic, psycho-physiological disorders. **b)** Methods of studying abnormal behaviour: Case History; Interview; Psychometric; Projective (Classroom demonstration) **(15 Hours)**

Unit 2a: Signs, Symptoms and Etiology of Anxiety disorder – Generalized anxiety disorder, phobia and obsessive compulsive disorder **(7 Hours)**. **b)** Signs, Symptoms and Etiology of Somatoform disorders – Somatization and Conversion **(8 Hours)**

Unit 3a: Signs, Symptoms and Etiology of Mood disorders – Major Depressive Disorder and Bipolar disorders **(7 Hours)**. **b)** Signs, Symptoms and Etiology of Schizophrenia Spectrum Disorder **(8 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Eysenck Personality Questionnaire
2. Administration of General Health Questionnaire (GHQ)– 28

Readings:

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

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

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

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

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

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 6: ORGANIZATIONAL BEHAVIOUR

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting **(15 Hours)**

Unit 2:Individual level processes: Employee attitudes: Job satisfaction, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign **(15 hours)**

Unit 3: Dynamics of Organizational Behavior: Organizational culture: Power and Politics; Organizational Politics; Gender issues at workplace its influence on work life balance, sexual harassment at workplace. Positive Organizational Behaviour: Optimism. **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Semi Structured Interview to know the work life balance of the employee of an organization
2. Administration of the Optimism Scale

Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 7: APPLIED SOCIAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Nature of Applied Social Psychology, Social influences on behaviour; Methodological approaches – Participatory Action and Learning research techniques. **(15 Hours)**

Unit 2 a): Applying Social Psychology-I: Environment, diversity. **(7 hours)**

b) Applying Social Psychology-II: work, health, legal system. (8 hours)

Unit 3:a) Applying Social psychology- III: to Aggression and non-Violence **(8 hours)**

b) Applying Social psychology – IV: Technology and Education (7 hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On eye-witness memory of a crime scene (Using video clips)
2. Questionnaire on addiction

Readings:

Kool, V.K. & Agarwal, R. (2006). Applied Social Psychology. A global Perspective. Atlantic Publishers)

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

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

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

Wadsworth, Cengage. Mikkelsen, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 7: COMMUNITY PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Introduction:Definition of community psychology; types of communities; models.
Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation. **(15 Hours)**

Unit 2: Health promotion:process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. **(15 Hours)**

Unit 3: Interventions:community development and empowerment; case studies in Indian context. **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Family Environment Scale: Bhatia, H., &Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow
2. Women Empowerment- To construct a Semi Structured Interview.

Readings:

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

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

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

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology:Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States:Jones and Bartlett Publishers.

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 7: HEALTH PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction:Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health **(15 Hours)**

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.**(15 Hours)**

Unit 3: Health Enhancing Behaviours and Well-being: Exercise, nutrition, safety, pain, stress management Happiness; Life satisfaction; Resilience; Optimism and Hope **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

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

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

Readings:

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

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

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

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

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

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical*

explorations of human strengths. New Delhi: Sage.

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 7: QUALITATIVE RESEARCH METHODS

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Historical Moments in Qualitative Research b. Ethical Issues & Considerations. Focus Group Discussion, Use of Secondary Data **(8 Hours)**

b) Characteristics of qualitative research; Sampling; Trustworthiness **(7 Hours)**

Unit 2: Data generation in Qualitative Research (Coding Techniques) **(15 Hours)**

Unit 3: Writing in Qualitative Research -- Practice of interpretation, evaluation and representation **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Practical on Focus Group Discussion

Readings:

Bryman, A. (2004). Quantity and Quality in Social Research. Routledge.

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

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

HONOURS WITHOUT RESEARCH

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 7: COUNSELLING PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India. **(15Hours)**

Unit 2: Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships **(15 hours)**

Unit 3: Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Effect of one intervention (Pre - Post Design)

Readings:

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

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

- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India*. Volume 3: *Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 8: THEORY CONSTRUCTION AND RESEARCH DESIGN

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Theory construction in psychology (15 Hours)

Unit 2 a): Research Design (i). Advanced Research design & sampling design (ii). Sample size estimation. **(8 hours)**

b) APA format of report writing for analysis of quantitative data **(7 hours)**

Unit 3: Statistical Techniques – correlation & regression, Two-way ANOVA **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Computation Correlation & Regression,

2. On Computation Two-way ANOVA

Readings:

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

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

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

McGuigan, F.J.(1990). Experimental Psychology: A Methodological Approach, Prentice Hall.

Mohsin, S.M.(1984). Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 8:ADVANCED COGNITIVE PROCESSES

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Information Processing - Theory of Signal Detectability. Parallel Distributed Processing Model. **(15 Hours)**

Unit 2: Perspectives on Cognition (a) Meta-cognition Module. (b) Consciousness **(15 Hours)**

Unit 3: Advanced Cognitive perspectives on emotion and motivation. Applications of Cognitive Psychology in different areas: (a) Social Psychology (b) Clinical Psychology **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Experiment on Signal Detection

Readings:

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

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

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

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

Kothurkar, V.V. & Vanarase, S.D. : *Experimental Psychology*, Wiley Eastern, New Delhi, 1985.

McGuigan, F.J.: *Experimental Psychology: A Methodological Approach*, Prentice-Hall, 1990. Tata McGraw Hill, New Delhi, 1988.

Melvin, H. M.M., & William, A. H. (1979). *Systems and Theories in Psychology*. McGraw-Hill Higher Education.

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

Plotnik, R. & Kouyoumdjian, H. (2014). *Introduction to Psychology (10th Edition)*. An Cengage Learning.

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

Snodgrass, J.G., Levy-Berger, G. And Haydon, M.: *Human Experimental Psychology*. Oxford University Press, N.Y., 1985.

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

Solso, R. L. (2006). *Cognitive Psychology (6th Edition)*. Pearson Publishing House, 2006, 1999.

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition)
Primlani, Oxford and MBH Publishing Co. Calcutta.

Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York,
1997.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 8: POSITIVE PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues. **(15 Hours)**

Unit 2a): Positive Emotional States and Processes: Happiness (Emphasis on Indian Perspective) and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience **(8 hours)**

b) Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness. **(7 hours)**

Unit 3: Applications: Work, education, ageing, health **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Mindfulness Scale

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

Readings:

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

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

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

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

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

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

HONOURS WITHOUT RESEARCH

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 8: PERSONALITY PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Psychoanalytic Theories (Jung, Adler, Erikson), Object Relations Theories (Klein, Mahler) (20Hours)

Unit 2: Trait and Humanistic Theories of Personality: Cattell, Eysenck, Rogers (15 hours)

Unit 3: Measurement of Personality: Neo FFI(15 Hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of NEO FIVE Personality Inventory

Readings:

Fiest, G.A.: Theories of Personality, (Latest Edition) Holt, Reinhart & Winston.

Hogan, R.: Personality Theory, Prentice Hall, New Jersey, 1976.

HONOURS WITHOUT RESEARCH

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

SEMESTER 8: INDIAN PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Need for studying Indian Psychology. Alternate concept of mind in Indian philosophies _ Vedanta, Samkhya, Nyaya, Buddhism **(15hours)**

Unit 2: Indian Approach to a) Cognition; b) Self and Consciousness **(15 hours)**

Unit 3: Indian Approaches to a) moral behavior (b) psychological disorders. Concept and Significance of meditation. **(15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Effect of Meditation (Pre - Post Design)

Readings:

Cornellisen, M., Misra, G., Varma, S. (2014). Foundations and Applications Of Indian Psychology. Pearson.

Farias, M., Brazier, D. &Lalljee, M. (2019). The Oxford Handbook of Meditation. OUP.

Hiriyanna, M. (1932/ 2014). MotilalBanarasidass.

Paranjape, A.C. & Rao, K. R. (2012). Psychology in the Indian Tradition. Springer.

Rao, K. R., Paranjape, A.C., Dalal, A. · 2008 · — Handbook of Indian Psychology. New Delhi, India: Cambridge University Press.

Sinha, J. (1934/2000). Indian Psychology (3 Vols.): Vol.I Cognition; Vol.II Emotion and Will; Vol.III Epistemology of Perception. Routledge.

Sinha, J. (1956/ 2016) Indian Philosophy (3 Vols.).MotilalBanarasidass. Paranjape, A. C. (2002). Self and Identity in Modern Psychology and Indian Thought. NY: Kluwer.

Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpaz.

FULL SYLLABUS
2023

COURSE
STRUCTURE-
CCF, 2022
PSYCHOLOGY
(MINOR)

SEMSTER 1: INTRODUCTION TO PSYCHOLOGY

THEORY:75 Marks

PRACTICAL: 25Marks

		Number of Classes required
Unit: I		15 Hours
1.	(a)Introduction: Nature, definition, scope and branches of Psychology, Methods: Observation, Experimentation, Interview, Field Study, Correlational Method	2 Hours 3 Hours
	(b) Brief Concepts of Schools of Psychology: Structuralism, Behaviourism, Gestalt	4Hours
	(c)Need for quantification in Psychology, Levels of Measurement: Nominal, Ordinal, Interval and Ratio	2Hours
	(d)Variables and their classifications, Independent, Dependent and Controlling of variables	4Hours

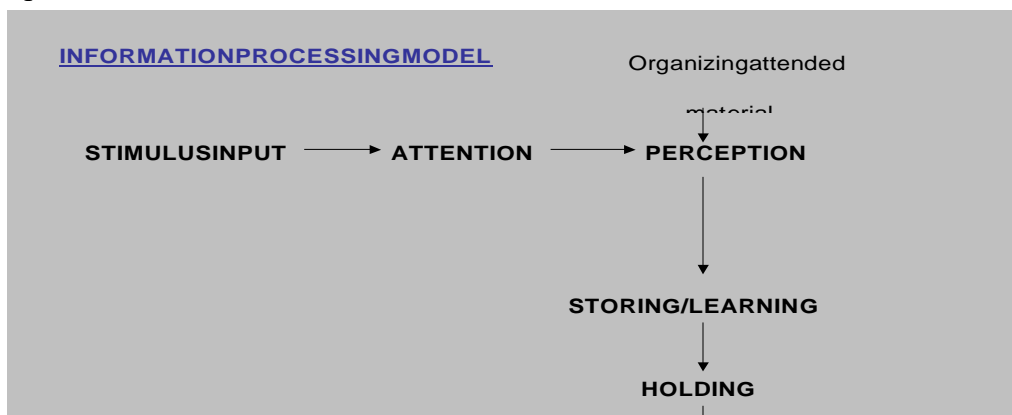
Unit:II		15 Hours
2.	To relate attentional processes with other aspects of Information processing (example below: stimulus input to decision making) (a)Attentional Processes: Nature of Attention, Determinants of Attention (to link to the evolutionary concept and to put emphasis on the nature of the Stimulus and why it attracts our attention), Shift, Oscillation, Fluctuation (must be explained all phenomena with some simple classroom demonstration) and distraction, theories of attention	4Hours
	(b) Sensation and Perception: Introduction to Psychophysics, Concept of sensory thresholds, Weber-	7Hours

	Fechner Law, Classical Methods: Gradation, Constant and average error	
	(c) Biological Foundation of Behaviour: Genetic basis, neuron, synapse and neurotransmitter (Relevance of Studying biological foundation in Behavioural Science) Reception of information through dendrites then it Moves through axon → afferent neuron (first-order neuron) → Spinal Cord and brainstem → second order Neuron thalamus → third order neuron → Brain (No detailing of brain) Efferent neurons	4 hours

Unit:III		15 Hours
3.	(a) Processing of data: (i) Tabulation, classification and frequency distribution of data; plotting of Graph (Polygon, histogram and Ogive)	4 hours
	(b) Concept, types, uses and measures of Central tendency and dispersion	6 hours
	(c) Normal Probability Curve: Properties and Application	5 Hours

<p>Practicum 30 hours</p> <p>Objectives:</p> <p>For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.</p> <p>(a) Fluctuation of Attention</p> <p>(b) Reiz Limen (RL)</p> <p>(c) Computational Techniques of the measures of Central tendency and dispersion</p> <p>(d) Graphical Representation: Frequency Polygon, Histogram and Ogive</p>

Example:



Readings:

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

Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Hilgard, E.R. : Introduction to Psychology, (Latest Edition). Harcourt Brace Java Publishers, Tokyo.

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

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

Carlson, N.: Physiology of Behaviour, Allyn and Bacon, 2000.

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

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

Das, D. & Das, A.: Statistics in Biology and Psychology, (Latest Edition) Academic Publishers.

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

Garrett, H.E & Woodworth, R.S.: Statistics in Psychology and Education. Vakils Feffer & Simons Ltd. 1981.

Grossman, S.P.: A Text Book of Physiological Psychology, John Wiley and Sons Inc. New York, 1967.

Guilford, J.P. & Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi, ISE, 1988.

Guyton, Arthur C. & Hall, John E.: Textbook of Medical Psychology, (Ninth Edition) Prism Books Pvt. Ltd., Bangalore, 1966.

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

Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

Lahey, B.B.: Psychology: An Introduction, 6th Ed., Tata McGraw Hill, New York, 1965.

Lefton, L.A.: Psychology, Allyn and Bacon, Boston, 1985.

McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990.

Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.

Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.

Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman, Calcutta, 1981.

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

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

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

Olson, M.; Hergenhahn, B.R.: Introduction to the Theories of Learning, Prentice-Hall India, 2009.

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

Pinel, J.P.J: Biopsychology, Allyn and Bacon, 2000.

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

Rathus, S.A.: Psychology in the New Millenium. Prism Books Pvt Ltd. Bangalore, 1999.

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

Schneider, A.M. and Tarshis, B.: Physiological Psychology, Random House, New

York,1975.

Singh,A.K.: Tests, Measurements and Research Methods In Behavioural Sciences.

TataMcGraw Hill, New Delhi, 1988.

Snodgrass, J.G., Levy-Berger,G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985.

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

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

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primplani,Oxford and MBH Publishing Co. Calcutta.

Woodworth, R.S., & Sheehan, M.R.: Contemporary Schools of Psychology, (Latest Edition) Methuen and Co. Ltd. London.

Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York, 1997.

COURSE STRUCTURE-CCF, 2022

PSYCHOLOGY

(MINOR)

SEMESTER 2: BASIC PSYCHOLOGICAL PROCESSES

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Course Title: Basic Psychological Processes

Unit 1: Perceptual Processes II: 15 hours

Perceptual Processes –II

- a.** Nature of perception, relation of attention and perception; form perception, space perception, movement perception, time perception, optical geometric illusions (**7 hours**)
- b.** Perceptual organization, figure and ground (all the phenomenon must be explained with simple classroom demonstrations) (**3 hours**)

- c. Historical background of Information Processing, theories of Information Processing
(5 hours)

Unit 2: Learning processes; Memory & Forgetting:15 hours

- a. Learning Processes: Nature & factors of learning; Theories: Trial-and-error, conditioning - classical and operant, insight, transfer of training (8 hours)
- b. Memory & Forgetting: Nature of encoding; storage & retrieval; STM, LTM, Types of memory; nature and theories of forgetting: Trace-decay, Interference (to be related with serial position effect), Motivated Forgetting; Curve of forgetting (7 hours)

Unit 3: Intelligence; Emotion and Motivation: 15 hours

- a. Intelligence: definition, nature, classification (brief mention of the different categories of theories), factor theories of intelligence - Spearman and Thurstone (4 hours)
- b. Emotion: nature, basic emotions, theories (brief mention of the different categories of theories) – bodily theories [peripheral: James-Lange, central: Cannon-Bard], Cognitive Theory: Schachter Singer Theory (4 hours)
- c. Motivation: definition, types - biological and social; theories (brief mention of the different categories of theories) - concept of drive, incentive, Maslow's need hierarchy theory, and McClelland's theory of motivation (7 hours)

Practicum: 30 hours

Objectives:

For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Retroactive and proactive inhibition
2. a. Perceptual reversibility
b. Time perception
3. Standard Progressive Matrices (SPM)

Readings:

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

Atkinson, R.L., Atkinson, R.C., Smith, E.E., & Hilgard, E.R. : Introduction to Psychology, (Latest Edition). Harcourt Brace Java Publishers, Tokyo.

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

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

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Guilford, J.P. & Fruchter, B.: Fundamental Statistics in Psychology and Education, McGraw Hill New Delhi, ISE, 1988.

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Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, New Delhi, 1985.

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McGuigan, F.J.: Experimental Psychology: A Methodological Approach, Prentice-Hall,1990.

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Olson, M.; Hergenhahn, B.R.: Introduction to the Theories of Learning, Prentice-Hall India, 2009.

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Singh,A.K.: Tests, Measurements and Research Methods In Behavioural Sciences. TataMcGraw Hill, New Delhi, 1988.

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

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition)
Primlani, Oxford and MBH Publishing Co. Calcutta.

Woodworth, R.S., & Sheehan, M.R.: Contemporary Schools of Psychology, (Latest Edition)
Methuen and Co. Ltd. London.

Zimbardo, P.G. & Weber, A.L.: Psychology, Harper Collins College Publishers. New York, 1997.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MINOR)

SEMESTER 3: BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.
b) Child Development – Prenatal development; Postnatal development up to adolescence – physical, emotional, cognitive, social and moral. **(15 Hours)**

Unit 2:a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.
b) Application of Learning & Memory Theories in Education (Trial and Error. Classical. Operant and Insight, Program Learning, Transfer of training). **(15 Hours)**

Unit 3: Intelligence: a) Application and its Measurement; b) Exceptional Children – Gifted, Intelligence ranging from below average and above average. **(15 Hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Form Board & Block Design)
2. On Transfer of training

Readings:

- Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi, 2001.
- Anastasi, A.: Psychological Testing, New York: MacMillan Co. 1990.
- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Brodzinsky, D.M., Gormly, A.V. & Anibron, S.R.: Life Span Human Development, CBS Publishers, New Delhi, 1986.
- Carmichael, L. Child Psychology, Wiley Eastern Pvt. Ltd. New Delhi, 1968.
- Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House (P) Ltd., New Delhi, 1987.
- Feldman, R.S. & Babu, N. (2011). *Discovering the Lifespan*. Pearson .
- Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.
- Heatherington, E.B., & Parke, R.D.: Child Psychology, McGraw Hill New York, 1986.
- Hurlock, E.B.: *Developmental Psychology: A Life-Span Approach*. McGraw Hill Education, Fifth Edition, 2001.
- Hurlock, E.B.: *Child Development*, McGraw Hill Education, Sixth Edition, 2005.
- Kaplan, R.M. & Saccuzzo, D.P.: *Psychological Testing: Principles, Applications and Issues*, 5th Edition, Asian Books Pvt. Ltd. Singapore, 2001.
- Kothurkar, V.V. & Vanarase, S.D. : *Experimental Psychology*, Wiley Eastern, New Delhi, 1985.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Mussen, P., Conger, J.J., & Kagan, J.: *Child Development and Personality*, (Fifth Edition), Harper and Row, 1979.
- Nunnally, J.C.: *Psychometric Theory*, Tata McGraw Hill, New Delhi, 1981.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13 ed.) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Snodgrass, J.G., Levy-Berger, G. And Haydon, M.: Human Experimental Psychology. Oxford University Press, N.Y., 1985.

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

Thomas, K. Crowl, Kaminsky, Sully & Podell, David, M.: Educational Psychology: Windows on Teaching, 1997.

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Primplani, Oxford and MBH Publishing Co. Calcutta.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MINOR)

SEMESTER 4: BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Nature, scope and methods (15 Hours)

Unit 2: Group: Nature of groups; Influence of group on individual behaviour; crowd and mob behaviour. Leadership. Social issues: Public opinion and Propaganda. (15 Hours)

Unit 3: Industrial/Organizational Psychology: Concept of industrial psychology and organizational behaviour: Introduction: Aim, scope and methods. Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in Industry: Causes and Prevention. Organizational commitment. (15 Hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. To determine the effect of Group on Individual Behaviour
2. Administration of Deo Mohan Achievement Motivation Scale

Readings:

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

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.

Kuppuswamy. *An Introduction to Social Psychology*. Media Promoters and Publishers Pvt Ltd.

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MINOR)

SEMESTER 5: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura). **(15 hours)**

Unit 2: a) Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Sternberg's Triarchic Theory, Emotional Intelligence, Impact of Heredity and environment on individual difference in intelligence; Group differences in intelligence; Extremes of intelligence. **b)** Aptitude, Interest **(15 hours)**

Unit 3: Enhancing individual's potential: Self-determination theory; Fostering creativity. **(15 hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Intelligence: Administration of Culture Fair Test of Cattell/ Bhatia Battery

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

Readings:

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

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

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

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

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

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

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

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

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

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

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MINOR)

SEMESTER 6: BASICS OF ADJUSTMENT AND ABNORMAL BEHAVIOUR

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1a: Introduction: Concept of adjustment; Mental Health; Mental Hygiene; Criteria and factors of adjustment.

b) Stress: Concept, Types of Stress, Frustration and Conflict. Reaction to stress: Generalized principles of adjustive behaviour; Task oriented and defence oriented reaction patterns. **(15 Hours)**

Unit 2: Introduction: Concept of abnormality: Criteria of normality. Determinants of Abnormal Behaviour: a) Biological; b) Psychological (Also to mention: Concept of Neuroticism, Psychoticism); c) Socio-Cultural. **(15 Hours)**

Unit 3: Acquaintance with DSM 5. Symptoms of: I) Schizophrenia – Paranoid; Disorganized; Catatonic; Undifferentiated and Residual Type. II) Mood Disorders – Major Depressive and Dysthymic disorders. III) Anxiety Disorders – Generalized Anxiety Disorder; Phobia; Obsessive and Compulsive Disorder. **(Follow current DSM) (15 Hours)**

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Kundu's Neurotic Personality Inventory
2. Administration of Beck's Depression Inventory

Readings:

Atwater, E.W.: Psychology of Adjustment. Prentice Hall New Jersey, 1983.

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

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

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

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

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Fiest, G.A.: Theories of Personality, (Latest Edition) Holt, Reinhart & Winston.

Goldberger, I. & Breznitz,S.: Handbook of Stress: Theoretical and Clinical Aspect. TheFree Press Collier MacMillan Publishers. London, 1986.

Hogan, R.: Personality Theory, Prentice Hall, New Jersey, 1976.

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

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

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

Marks, D.F., Murray, M., Evans, B. & Willig,C.: Health Psychology: Theory, Researchand Applications (Latest Edition) New Delhi: Sage Publication, 2000.

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

Whitman, R.D.: Adjustment: The Development and Organization of Behaviour. OxfordUniversity Press, N.Y. 1980.

Windy, D.: Counselling in Action. N.Y. : Sage Publication,1988.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

MULTIDISCIPLINARY COURSE (MDC)

SEMESTER 3: BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: a) Introduction – Definition, scope, methods. Heredity and Environment – Principles of heredity; Influence of Heredity and Environment on Development.

b) Child Development – Prenatal development; Postnatal development up to adolescence – physical, emotional, cognitive, social and moral. **(15 Hours)**

Unit 2:a) Introduction: Definition, Scope and Methods. Relation of Psychology with Education.

b) Application of Learning & Memory Theories in Education (Trial and Error. Classical. Operant and Insight, Program Learning, Transfer of training). **(15 Hours)**

Unit 3: Intelligence: a) Application and its Measurement; b) Exceptional Children – Gifted, Intelligence ranging from below average and above average. **(15 Hours)**

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. On Concrete Intelligence (Form Board & Block Design)

2. On Transfer of training

Readings:

Aggarwal, J.C.: Basic Ideas in Educational Psychology, Shipra Publication, Delhi, 2001.

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

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

Brodzinsky, D.M., Gormly, A.V. & Anibron, S.R.: Life Span Human Development, CBS Publishers, New Delhi, 1986.

Carmichael, L. Child Psychology, Wiley Eastern Pvt. Ltd. New Delhi, 1968.

Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House (P) Ltd., New Delhi, 1987.

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

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

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

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

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

Kaplan, R.M. & Sacuzzo, D.P.: Psychological Testing: Principles, Applications and Issues, 5th Edition, Asian Books Pvt. Ltd. Singapore, 2001.

Kothurkar, V.V. & Vanarase, S.D. : Experimental Psychology, Wiley Eastern, NewDelhi,1985.

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

Mussen, P., Conger, J.J.,& Kagan , J.: Child Development and Personality, (FifthEdition), Harper and Row, 1979.

Nunnally, J.C.: Psychometric Theory, Tata McGraw Hill, New Delhi, 1981.

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

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

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

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

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Thomas, K. Crowl, Kaminsky, Sully & Podell, David, M.: Educational Psychology:Windows on Teaching, 1997.

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition)Primlani,Oxford and MBH Publishing Co. Calcutta.

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

MULTIDISCIPLINARY COURSE (MDC)

SEMESTER 4: BASICS OF SOCIAL AND INDUSTRIAL/ORGANIZATIONALPSYCHOLOGY

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction: Nature, scope and methods (15 Hours)

Unit 2: Group: Nature of groups; Influence of group on individual behaviour; crowd and mob behaviour. Leadership. Social issues: Public opinion and Propaganda. (15 Hours)

Unit 3: Industrial/Organizational Psychology: Concept of industrial psychology and organizational behaviour: Introduction: Aim, scope and methods. Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in Industry: Causes and Prevention. Organizational commitment. (15 Hours)

Practicum: (30 Hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. To determine the effect of Group on Individual Behaviour
2. Administration of Deo Mohan Achievement Motivation Scale

Readings:

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Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.

Kuppuswamy. *An Introduction to Social Psychology*. Media Promoters and Publishers Pvt Ltd.

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

COURSE STRUCTURE- CCF, 2022

PSYCHOLOGY (MAJOR)

MULTIDISCIPLINARY COURSE (MDC)

SEMESTER 7: LIFE SPAN DEVELOPMENT

THEORY: 75 MARKS

PRACTICAL: 25 MARKS

Unit 1: Introduction to life-span perspective: Nature, issues and theoretical perspectives; Life span development in the Indian context; methods. (15 hours)

Unit 2: Cognitive development: Introduction, Piagetian. Cognitive changes in old age (15 hours)

Unit 3: Socio-emotional development: Emotional development; Moral development. (15 hours)

Practicum: (30 hours)

Objectives: For each practicum, students are expected to know about the underlying theoretical constructs, be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.

1. Administration of Adult Attachment Style Scale

Readings:

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

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

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

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

Santrock, J.W. (2012). *A topical approach to life-span development*. NeDelhi:TataMcGraw-Hill.

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

