



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/18/2023

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 her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 17.07.2023 approved the syllabus of the under mentioned subjects 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.

SL.NO.	NAME OF SUBJECTS
1.	ENVIRONMENTAL Science
2.	Physics
3.	French
4.	Sanskrit (Honours)
5.	Arabic
6.	Library & Information Studies
7.	Statistics
8.	Electronics
9.	Household Art (Minor/MDC)
10.	Microbiology (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)
✓ 11.	Psychology (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)
12.	Hindi (Revised syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)
13.	B.B.A. (Honours syllabus After incorporating some amendments, in the syllabus Published in CSR/13/23, Dt.12/07/2023)

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

SENATE HOUSE

KOLKATA-700 073

The 24<sup>th</sup> July, 2023

  
24/7/2023  
Prof. (Dr.) Debasis Das

Registrar

## COURSE STRUCTURE-CCF, 2022

	DSC/ Core	Minor (m1 & m2)	IDC/MDC	AEC	SEC	CVAC	Summer Internship	Dissertation/ Research work	Total Credit
<b>Semester</b>	22x4= 88	8x4= 32	3x3= 9	4x2= 8	3x4= 12	4x2= 8	1x3= 3	(1x4= 4)+(1x8= 8)= 12	172
1	1x4= 4 3TH+1P/TU	1x4= 4 (m1) 3TH+1P/TU	1x3= 3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2= 4			21
2	1x4= 4 3TH+1P/TU	1x4= 4 (m1) 3TH+1P/TU	1x3= 3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2= 4			21
3	2x4= 8 2x(3TH+1P/TU)	1x4= 4 (m2) 3TH+1P/TU	1x3= 3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4				21
4	4x4= 16 4x(3TH+1P/TU)	1x4= 4 (m2) 3TH+1P/TU		1x2= 2 2TH +0P/TU					22
5	4x4= 16 4x(3TH+1P/TU)	m1+m2 2x4= 8 2x(3TH+1P/TU)							24
6	3x4= 12 3x(3TH+1P/TU)	2x4= 8 m1+m2 2x(3TH+1P/TU)					1x3		23
7	4x4= 16 4x(3TH+1P/TU)							1x4*	20
8	3x4= 12 3x(3TH+1P/TU)							1x8*	20
<b>Credits</b>	22x4= 88	8x4= 32	3x3= 9	4x2= 8	3x4= 12	4x2= 8	1x3=3	(1x4)+(1x8)= 12	172
<b>Marks</b>	22x100=2200	8x100=800	3x75=225	4x50=200	3x100=300	4x50=200	1x75=75	1x100+1x200=300	<b>Total Marks =4300</b>

Marks= 25 marks per credit. Credit for Summer Internship has been adjusted from 4 to 3 to adjust the total marks

\*Candidates who will not pursue Dissertation/ Research work then he/she will have to study additional 1 DSC/Core paper of 4 credits in the 7<sup>th</sup> Semester & 2 DSC/ Core Papers of 4 Credits each in the 8<sup>th</sup> Semester.

## Course Structure – CCF, 2022

### Major & Minor

DSC – Discipline Specific Course (Psychology Major)

SEC – Skill Enhancement Course

IDC – Interdisciplinary Course

<b>Semester</b>	<b>Course</b>	<b>Credit</b>	<b>Marks</b>
<b>1</b>	<b>DSC</b> - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> - Introduction to Psychology	4 [3Th+1P]	75Th + 25P
	<b>SEC</b> – Stress Management	4 [3Th+1P]	75Th + 25P
	<b>IDC</b> – Psychological Perspectives in Education	3 [2Th+1P]	50Th + 25P
<b>2</b>	<b>DSC</b> – Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> - Basic Psychological Processes	4 [3Th+1P]	75Th + 25P
	<b>SEC</b> – <b>For B.Sc. degree holder: AI</b> <b>For BA degree holder: Digital Empowerment</b>	4 [3Th+1P]	75Th + 25P
	<b>IDC</b> – Human Resource Management	3 [2Th+1P]	50Th + 25P
<b>3</b>	<b>DSC</b> - Biopsychology	4 [3Th+1P]	75Th + 25P
	<b>DSC</b> -Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> - Basics of Developmental and Educational Psychology	4 [3Th+1P]	75Th + 25P
	<b>SEC</b> – Behaviour Modification	4 [3Th+1P]	75Th + 25P
	<b>IDC</b> – Positive Psychology	3 [2Th+1P]	50Th + 25P
<b>4</b>	<b>DSC</b> - Basics of Social and Industrial/Organizational Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC</b> -Advanced Social Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC</b> - Statistical Methods for Psychological Research-I	4 [3Th+1P]	75Th + 25P
	<b>DSC</b> - Research Methodology-I	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> - Basics of Social and Industrial/Organizational Psychology	4 [3Th+1P]	75Th + 25P

<b>Semester</b>	<b>Course</b>	<b>Credit</b>	<b>Marks</b>
<b>5</b>	<b>DSC-</b> Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Developmental Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Statistical Methods for Psychological Research-II	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Research Methodology-II	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> – Psychology of Individual Differences	4 [3Th+1P]	75Th + 25P
<b>6</b>	<b>DSC-</b> Basics of Adjustment and Abnormal Behaviour	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Psychopathology	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Organizational Behaviour	4 [3Th+1P]	75Th + 25P
	<b>Minor</b> - Basics of Adjustment and Abnormal Behaviour	4 [3Th+1P]	75Th + 25P
<b>7</b>	<b>DSC -</b> Applied Social Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC -</b> Community Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC -</b> Health Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC -</b> Qualitative Research Methods	4 [3Th+1P]	75Th + 25P
<b>Honours without Research</b>	<b>DSC -</b> Counseling Psychology	4 [3Th+1P]	75Th + 25P
<b>Honours with Research</b>	<b>Dissertation</b>		
<b>8</b>	<b>DSC-</b> Theory Construction and Research Design	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Advanced Cognitive Processes	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Positive Psychology	4 [3Th+1P]	75Th + 25P
<b>Honours without Research</b>	<b>DSC-</b> Personality Psychology	4 [3Th+1P]	75Th + 25P
	<b>DSC-</b> Indian Psychology	4 [3Th+1P]	75Th + 25P
<b>Honours with Research</b>	<b>Dissertation</b>		

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

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

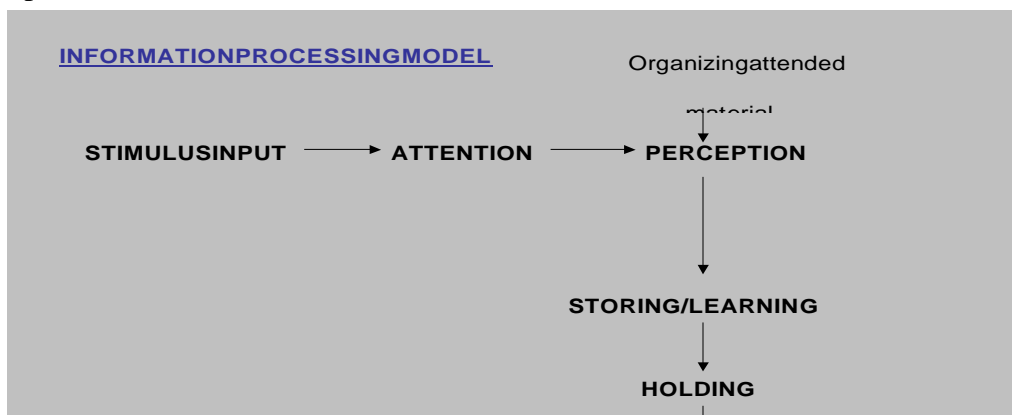
<b>Unit:II</b>		<b>15 Hours</b>
2.	To relate attentional processes with other aspects of Information processing (example below: stimulus input to decision making) (a)Attentional Processes: Nature of Attention, Determinants of Attention (to link to the evolutionary concept and to put emphasis on the nature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

	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	<b>4 hours</b>

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

<p><b>Practicum 30 hours</b></p> <p><b>Objectives:</b></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>
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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, 5<sup>th</sup> 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 (5<sup>th</sup> 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 (6<sup>th</sup> 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 (2<sup>nd</sup> 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 (7<sup>th</sup> Edition), McGraw Hill Booh Company.

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

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 (10<sup>th</sup> 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 (8<sup>th</sup> Edition). Pearson Publishing House.



Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> 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 preimer of libertarian education*. New York: Free Life Editions.
- Sutherland, M. (1988). *Thoery 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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- 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 (7<sup>th</sup> Edition), McGraw Hill Booh Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- 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:**

#### **SKILL ENHANCEMENT COURSE (SEC)**

**For BSc Degree – AI**

**Course Title: AI**

## Course Description:

This course aims to introduce the fundamental concepts of artificial intelligence (AI) to individuals from all academic backgrounds. Participants will develop a broad understanding of AI technologies, their implications, and their potential applications in various fields. The course will emphasize practical examples and real-world case studies to facilitate comprehension and inspire innovative thinking.

## Course Objectives:

- Understand the basics of artificial intelligence and its subfields.
- Explore real-world applications of AI across different industries.
- Gain insights into the ethical, social, and economic implications of AI.
- Develop an appreciation for the potential of AI to drive innovation and transformation.

### Course Outcome:

- Define and explain the fundamental concepts and subfields of AI.
- Identify real-world applications of AI across various industries.
- Analyze the ethical, social, and economic implications of AI.
- Recognize the potential of AI to drive innovation and transformation in different domains.

### Unit 1: Introduction to Artificial Intelligence (6 Lectures)

- Definition and scope of AI
- Historical overview and key milestones
- Differentiating AI from human intelligence

### Unit 2: AI Subfields and Technologies (6 Lectures)

- Machine learning: Supervised, unsupervised, and reinforcement learning
- Deep learning and neural networks
- Natural language processing (NLP) and computer vision

### Unit 3: Applications of AI (8 Lectures)

- AI in healthcare: Diagnosis, treatment, and medical imaging
- AI in finance: Fraud detection, algorithmic trading, and risk assessment
- AI in transportation: Autonomous vehicles and traffic optimization
- AI in customer service and chatbots
- AI in education: Personalized learning and intelligent tutoring systems

### Unit 4: Ethical and Social Implications of AI (5 Lectures)

- Bias and fairness in AI systems
- Privacy and data protection concerns
- Impact of AI on employment and the workforce
- AI and social inequality

## Unit 5: Other Important Issues

- Ethical guidelines and responsible AI practices
- AI and Innovation
- Emerging trends and future directions in AI
- AI and creativity: Generative models and artistic applications

### **For BA Degree – Digital Empowerment**

## Digital Empowerment

### Course Description:

This course aims to develop students' skills and understanding of digital technologies, focusing on their effective and responsible use in various aspects of life. Students will learn essential digital literacy skills, online communication, digital security, ethical considerations and some of the disruptive technologies of the digital world.

### Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the fundamentals of digital technologies and their impact on society.
- Enhance online communication and collaboration skills.
- Promote digital citizenship and responsible online behavior.
- Gain awareness of digital security risks and implement best practices.
- Explore ethical considerations in the use of digital technologies.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world

## Syllabus:

**UNIT-I Digital Literacy and Digital Empowerment**

**(6 Hours)**

- Definition of Digital Literacy



- Current Trends of Digital Technology
- Evaluating the credibility of online information
- Copyright and plagiarism awareness
- Imp application of our country DigiLocker, E-Hospitals, e-Pathshala, SHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns

**UNIT-II Online Communication and Collaboration**

**(6 Hours)**

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

**UNIT- III Digital Security**

**(6 Hours)**

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Block chain Technology
- Security Initiatives by the Govt of India

**UNIT-IV Digital Citizenship and Ethics (6 hours)**

- Responsible online behavior and digital etiquette
- Understanding online communities and their norm
- Ethical considerations in digital technology usage

**Unit -V Emerging Technology (6 Hours)**

- Exploring emerging technology and it's impact
- AI and Machine Learning
- IOT and Connected Devices

**Books**

- Understanding Digital Literacies: A Practical Introduction , by Rodney H. Jones (Author), Christoph A. Hafner (Author)

**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*. (3<sup>rd</sup> ed.) New Delhi: Sai Printographers.

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

**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* (9<sup>th</sup> 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* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.

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

Santrock, J.W. (2012). *Life Span Development* (13 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, 6<sup>th</sup> Ed. Oxford IBH Publishing.

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

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 humanstrengths*. 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* (12<sup>th</sup> Ed.). New Delhi: Pearson.

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

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

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

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

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 (12<sup>th</sup> 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* (12<sup>th</sup> Ed.). New Delhi: Pearson.

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

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

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

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

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 (12<sup>th</sup> 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* (3<sup>rd</sup> 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* (9<sup>th</sup> 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

## **COURSE STRUCTURE- CCF, 2022**

### **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* (9<sup>th</sup> Ed.). New Delhi: Prentice Hall.

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

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

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* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.

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

Santrock, J.W. (2012). *Life Span Development* (13 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* (3<sup>rd</sup> 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.9<sup>th</sup> edition.

David Barlow H. & Durand V. Mark, 7<sup>th</sup>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. 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. 13<sup>th</sup> 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)**

#### **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. 9<sup>th</sup> edition.

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

David Barlow H. & Durand V. Mark, 7<sup>th</sup> Edition, 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. 13<sup>th</sup> 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* (10<sup>th</sup> Ed.) New Delhi: Wiley India Pvt. Ltd.

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

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

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. Mikkelson, 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 - Snyder, 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* (4<sup>th</sup> Ed.). NY: Wiley.

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

*explorations of human strengths*. New Delhi: Sage.

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

**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 theoryandmethod.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:** AdvancedCognitive 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, 5<sup>th</sup> 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 (5<sup>th</sup> 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 (5<sup>th</sup> Edition). A.I.T.B.S Publishers India.

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

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

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 (8<sup>th</sup> Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> Edition). Pearson Publishing House, 2006, 1999.

Woodworth, R.S. & Schlosberg, H.: Experimental Psychology (Latest Edition) Prmlani, 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 humanstrengths*. 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**

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

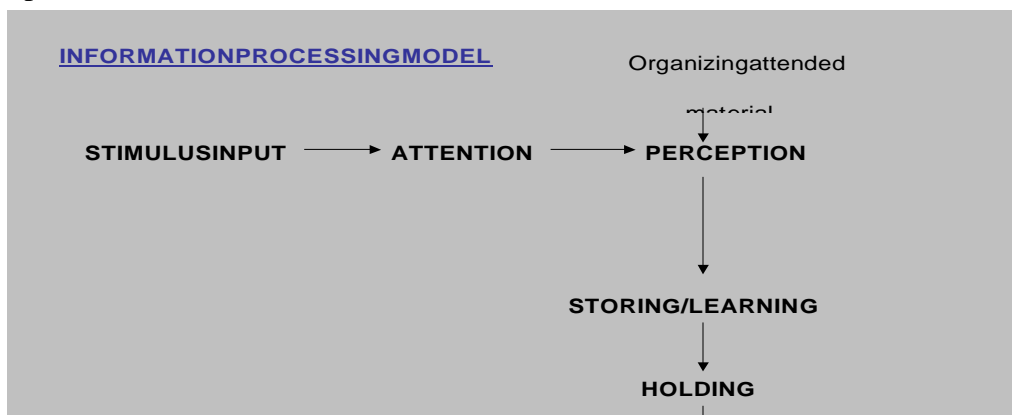
<b>Unit:II</b>		<b>15 Hours</b>
2.	To relate attentional processes with other aspects of Information processing (example below: stimulus input to decision making) (a)Attentional Processes: Nature of Attention, Determinants of Attention (to link to the evolutionary concept and to put emphasis on the nature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

	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	<b>4 hours</b>

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

<p><b>Practicum 30 hours</b></p> <p><b>Objectives:</b></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>
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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, 5<sup>th</sup> 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 (5<sup>th</sup> 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 (6<sup>th</sup> 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 (2<sup>nd</sup> 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 (7<sup>th</sup> Edition), McGraw Hill Booh Company.

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

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 (10<sup>th</sup> 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 (8<sup>th</sup> Edition). Pearson Publishing House.

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

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

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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 (5<sup>th</sup> 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 (6<sup>th</sup> 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 (2<sup>nd</sup> 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 (7<sup>th</sup> Edition), McGraw Hill Book 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 (10<sup>th</sup> 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. Tata McGraw 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 (8<sup>th</sup> Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> 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* (9<sup>th</sup> 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* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13 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* (12<sup>th</sup> Ed.). New Delhi: Pearson.

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

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

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

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

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 (12<sup>th</sup> 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.9<sup>th</sup> edition.

David Barlow H. & Durand V. Mark, 7<sup>th</sup>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. 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

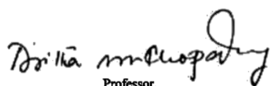
Kring, A.M., Johnson, S.L., Gerald C., &Neale, D.J.M. (2015). Abnormal Psychology. 13<sup>th</sup> edition.

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. OxfordUniversity Press, N.Y. 1980.

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



Professor,

Department of Psychology, 16.7.2023

University of Calcutta

92, A.P.C. Road, Kolkata-700009

**COURSE STRUCTURE-MDC**

	CC1	CC2	Minor	IDC	AEC	SEC	CVAC	Summer Internship	Total Credit
Semester	8x4= 32	8x4= 32	6x4= 24	3x3=9	4x2= 8	3x4=12	4x2=8	1x3= 3	124
1	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+ 1P/TU		1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2=4		21
2	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+ 1P/TU		1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4	2x2=4		21
3	1x4= 4  (3TH+ 1P/TU)	1x4= 4 3TH+ 1P/TU	1x4= 4 3TH+1P/TU	1x3=3 2TH +1P/TU	1x2= 2 2TH +0P/TU	1x4= 4			21
4	2x4=8 4x(3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)	1x4= 4 (3TH+1P/TU)		1x2= 2 2TH +0P/TU				22
5	2x4= 8 2x(3TH+ 1P/TU)	1x4= 4 3TH+ 1P/TU	2x4= 8 2x(3TH+ 1P/TU)						20
6	1x4= 4 (3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)	2x4= 8 2x(3TH+ 1P/TU)						20
Credits	8x4= 32	8x4= 32	6x4= 24	3x3= 9	4x2= 8	3x4= 12	4x2= 8		125+3 =128
Marks	8x100= 800	8x100= 800	6x100= 600	3x75= 225	4x50= 200	3x100= 300	4x50= 200		Total Marks =3200

Marks= 25 marks per credit.

Total credit=125+3 (for summer internship) = 128

**Course Structure – CCF, 2022**

**MDC (Psychology)**

Semester	Course	Credit	Marks
1	<b>MDC - Introduction to Psychology</b>	4 [3Th+1P]	75Th + 25P
	<b>SEC – Stress Management</b>	4 [3Th+1P]	75Th + 25P
	<b>IDC – Positive Psychology</b>	3 [2Th+1P]	50Th + 25P
2	<b>MDC - Basic Psychological Processes</b>	4 [3Th+1P]	75Th + 25P
3	<b>MDC - Basics of Developmental and Educational Psychology</b>	4 [3Th+1P]	75Th + 25P
4	<b>MDC - Psychology of Individual Differences</b>	4 [3Th+1P]	75Th + 25P
	<b>MDC - Life Span Development</b>	4 [3Th+1P]	75Th + 25P
5	<b>MDC - Basics of Adjustment and Abnormal Behaviour</b>	4 [3Th+1P]	75Th + 25P
	<b>MDC - Counseling Psychology</b>	4 [3Th+1P]	75Th + 25P
6	<b>MDC – Basics of Social and Industrial/Organizational Psychology</b>	4 [3Th+1P]	75Th + 25P

**Full Syllabus –  
Multidisciplinary  
Course (MDC)**

**COURSE  
STRUCTURE-  
CCF, 2022**

**PSYCHOLOGY  
(MDC)**

**SEMSTER 1: INTRODUCTION TO PSYCHOLOGY**

**THEORY: 75 Marks**

**PRACTICAL: 25Marks**

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

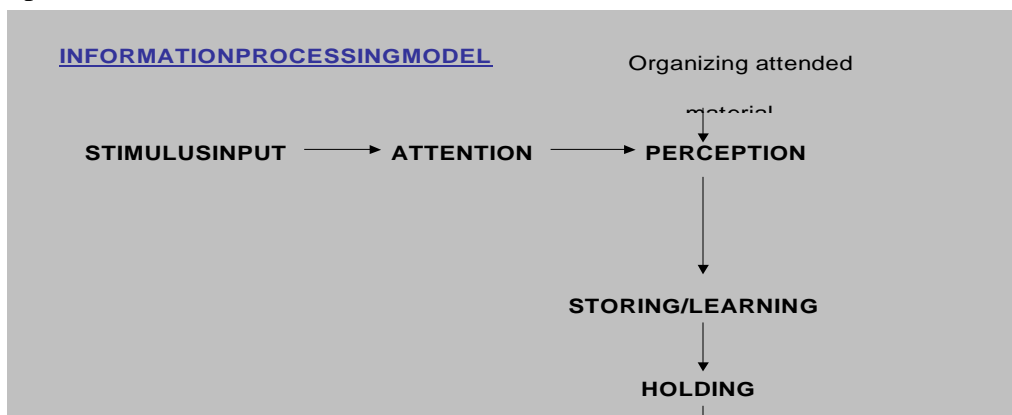
<b>Unit: II</b>		<b>15 Hours</b>
2.	To relate attentional processes with other aspects of Information processing (example below: stimulus input to decision making) (a) Attentional Processes: Nature of Attention, Determinants of Attention (to link to the evolutionary concept and to put emphasis on the 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	<b>4Hours</b>
	(b) Sensation and Perception: Introduction to Psychophysics, Concept of sensory thresholds, Weber -	<b>7Hours</b>

	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	<b>4 hours</b>

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

<p><b>Practicum 30 hours</b></p> <p><b>Objectives:</b></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>
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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, 5<sup>th</sup> 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 (5<sup>th</sup> 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 (6<sup>th</sup> 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 (2<sup>nd</sup> 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 (7<sup>th</sup> Edition), McGraw Hill Booh Company.

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

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 (10<sup>th</sup> 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 (8<sup>th</sup> Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> 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 (MDC)**

### **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**

**PSYCHOLOGY (MDC)**

**INTER DISCIPLINARY COURSE (IDC)**

**SEMESTER 1: 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**

#### **(MDC)**

### **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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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.

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

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

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

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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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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 (8<sup>th</sup> Edition). Pearson Publishing House.

Solso, R. L. (2006). Cognitive Psychology (6<sup>th</sup> 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 (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* (9<sup>th</sup> 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.
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- 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* (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13 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 (MDC)**

**SEMESTER 4: 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 (MDC)**

### **MULTIDISCIPLINARY COURSE(MDC)**

### **SEMESTER 4: 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.

**COURSE STRUCTURE- CCF, 2022**

**PSYCHOLOGY (MDC)**

**SEMESTER 5: 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. 9<sup>th</sup> edition.

David Barlow H. & Durand V. Mark, 7<sup>th</sup> 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. 13<sup>th</sup> 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 (MDC)**

#### **SEMESTER 5: COUNSELLING PSYCHOLOGY**

##### **THEORY: 75 MARKS**

##### **PRACTICAL: 25 MARKS**

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

**Unit 1: a) Introduction:** Meaning and goals; Counseling process and relationship; Counselor effectiveness. b) Overview of approaches to counseling: Psychodynamic, Behavioral, Person-centered and Cognitive-behavioral **(15 hours)**

**Unit 2: Techniques:** Play, Relaxation, Yoga, Meditation **(15 hours)**

**Unit 3: Applications:** Family Counseling; School and Career Counseling. **(15 hours)**

#### **Practicum: (30 Hours)**

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

#### **Readings:**

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

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

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

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

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

## **COURSE STRUCTURE- CCF, 2022**

### **PSYCHOLOGY (MDC)**

### **SEMESTER 6: 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* (12<sup>th</sup> Ed.). New Delhi: Pearson.

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

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

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

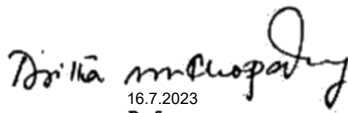
Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

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 (12<sup>th</sup> Ed.)*. New Delhi: Pearson



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