

**PROVISIONAL SYLLABUS FOR FYUGP IN  
PSYCHOLOGY HONOURS/ RESEARCH UNDER  
KOLHAN UNIVERSITY FROM ACADEMIC SESSION  
2022-2026**



**Provisional Syllabus for  
Four- Year Undergraduate Programme (FYUGP) in  
PSYCHOLOGY HONOURS/ RESEARCH**

**UNDER KOLHAN UNIVERSITY, CHAIBASA**

As per the Provisions of National Education Policy (NEP) – 2020 Implemented  
from Academic Session 2022-2026 onwards

**Kolhan University, Chaibasa**  
**Department of Psychology**

**Semester wise course code & credit point as per FYUGP NEP – 2020**

Index			
Sem	Code	Papers	Credits (Th +P)
I	MJ-1	Major Paper-1 (Foundation of Psychology)	3 + 0
	MJP-1 Practical	Practical of MJ-1	0 + 1
	MN-1A	Minor Paper-1A (Psychology at Work)	3 + 0
	MNP-1A Practical	Practical of MN-1A	0 + 1
	MDC/IRC-1	Multi-Disciplinary/Introductory Regular Course	3 + 0
II	MJ-2	Major Paper -2 (Foundation of Social Psychology )	3 + 0
	MJ-3	Major Paper -3 ( Statistics in Psychological Research-I)	3 + 0
	MJP-2 Practical	Practical of MJ-2 & MJ-3	0 + 2
	MN-2A	Minor Paper – 2A ( General Psychology)	3 + 0
	MNP-2A Practical	Practical of MN-2A	0 + 1
III	MJ-4	Major Paper-4 ( Foundations of Developmental Psychology)	3 + 0
	MJ-5	Major Paper -5 (Research Methodology-I)	3 + 0
	MJP-3 Practical	Practical MJ-4 & MJ-5	0 + 2
	MN-1B	Minor Paper – 1B (Social Psychology)	3 + 0
	MNP-1B Practical	Practical of MN-1B	0 + 1

IV	MJ-6	Major Paper-6 ( Cognitive Psychology )	3 + 0
	MJ-7	Major Paper -7 ( Introduction To Bio-Psychology)	3 + 0
	MJ-8	Major Paper -8 (Research Methodology-II)	3 + 0
	MJP-4 Practical	Practical of MJ-6, MJ-7 & MJ-8	0 + 3
	MN-2B	Minor Paper –2B ( Abnormal Psychology)	3 + 0
	MNP-2B Practical	Practical of MN-2B	0 + 1
V	MJ-9	Major Paper -9 ( Psychology of Individual Differences)	3 + 0
	MJ-10	Major Paper -10 ( Fundamentals of Clinical Psychology-I )	3 + 0
	MJ-11	Major Paper - 11 ( Foundations of Organizational Psychology)	3 + 0
	MJP-5 Practical	Practical of MJ-9, MJ-10 & MJ-11	0 + 3
	MN-1C	Minor Paper – 1C ( Research Methodology)	3 + 0
	MNP-1C Practical	Practical of MN-1C	0 + 1
	IAP	Internship/ Field Work/ Dissertation/ Project	3+ 1
VI	MJ-12	Major Paper -12 ( Systems and Schools in Psychology )	3 + 0
	MJ-13	Major Paper -13 ( Statistics in Psychological Research-II)	3 + 0
	MJ-14	Major Paper -14 (Psychological Assessment)	3 + 0
	MJ-15	Major Paper-15 (Fundamentals of Clinical Psychology-II)	3 + 0
	MJP-6 Practical	Practical of MJ-12, MJ-13, MJ-14 & MJ-15	0 + 4
	MN-2C	Minor Paper – 2C ( Developmental Psychology)	3 + 0
	MNP-2C Practical	Practical of MN-2C	0 + 1

VII	MJ-16	Major Paper -16 ( Fundamentals of Counseling)	3 + 0
	MJ-17	Major Paper -17 ( Educational Psychology )	3 + 0
	MJ-18	Major Paper -18 (Human Resource Management)	3 + 0
	MJ-19	Major Paper-19 (Psychology of Health and Well-being)	3 + 0
	MJP-7 Practical	Practical of MJ-16, MJ-17, MJ-18 & MJ-19	0 + 4
	MN-1D	Minor Paper – 1D ( Educational Psychology)	3 + 0
	MNP-1D Practical	Practical of MN-1D	0 + 1
VIII	RC-1	Research Methodology	4+0
	RC-2	Research Internship/ Field Work/ Dissertation	8+0
	MJ-20	Major Paper-20 ( Psychology of Health and Yoga )	3 + 0
	AMJ-I	Advanced Major Paper-I ( Environmental Psychology)	4 + 0
	AMJ-II	Advanced Major Paper-II ( Forensic Psychology)	4 + 0
	AMJ-III Practical	Advanced Major Paper-III Practical	0 + 4
	MN-2D	Minor Paper – 2D ( Psychology of Health and Well-Being)	3 + 0
	MNP-2D Practical	Practical of MN-2D	0 + 1

- **For End Semester Examination (ESE 60 marks, 3Hrs Exam):**

There will be **two** group of question. **Group A is compulsory** which will **contain** three questions. **Question No. 1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** five question of fifteen (15) marks each, out of which any three are to answer.

- **For End Semester Examination (ESE 75 marks, 3Hrs Exam):**

There will be **two** group of questions. **Group A is compulsory** which will contain three questions. **Question No. 1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen (15) marks each, out of which any four are to answer.

# Semester-I

**Course Title: MAJOR COURSE-1 (MJ-1)**

**Credits: -03**

## **Learning Objectives:**

- Understanding what Psychology is all about.
- Appreciation of the scope and the field of psychology.
- Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological system including brain
- Developing familiarity with individual level phenomenon such as intelligence, and personality. Personality development.

## **Learning Outcomes:**

- After completion of this course students will be able to :
- Explain Psychology as a scientific discipline, its history and opportunities.
- Describe basic psychological concepts like perception, memory, learning, motivation etc. and their various theories.
- Explain the attributes like personality, intelligence which make an individual unique.

## **FOUNDATION OF PSYCHOLOGY**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Nature of Psychology: Definition, Schools of Modern Psychology</li><li>• Psychology in India: History and Current Status</li><li>• Methods of Psychology</li></ul>	10
<b>2 LEARNING, MEMORY AND PERCEPTION</b>	<ul style="list-style-type: none"><li>• <b>Learning:</b> Classical Conditioning, Instrumental Learning, Observational Learning (socio-cognitive learning)</li><li>• <b>Memory:</b> Nature of Memory, Models of Memory: Information processing model (Sensory register, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural), Levels of processing, Parallel Distributed Processing model, Reconstructive nature of memory; Forgetting, Improving memory</li><li>• <b>Perception:</b> Definition of Perception, Top down and Bottom Up processes, Size Constancy, Depth Perception</li></ul>	15
<b>3 MOTIVATION &amp; EMOTION</b>	<ul style="list-style-type: none"><li>• Approaches to understanding motivation, Characteristics, and Types of Motives</li><li>• Elements of Emotions (components), Emotional Intelligence and Gender, Culture &amp; emotions</li></ul>	10
<b>4 INDIVIDUAL DIFFERENCES: PERSONALITY AND INTELLIGENCE</b>	<ul style="list-style-type: none"><li>• <b>Personality:</b> Nature and Theories</li><li>• <b>Intelligence:</b> Nature and Theories</li></ul>	10

**Sessional Internal Assessment (SIA) Full Marks – 15 Marks****A – Internal Written Examination – 10 Marks (1 Hr)****B – Over All Performance Including Regularity – 05 Marks****Books Source & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Mohsin,S.M. (1982). Experiments in Psychology.
- Banyard, P., Davies,M.N.O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. New Delhi: SAGE Publications.
- Baron, R. & Misra.G. (2014). Psychology. New Delhi: Pearson
- Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). Psychology. New Delhi: Pearson Education.
- Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017) Introduction to Psychology (7<sup>th</sup> Ed). McGraw
- Hills. Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R.(2015). Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill

**Semester-I****Course Title: PRACTICAL, MJ-1 LAB****Credits: -01**

FM-25 Marks	Pass Marks - 10
<b>Content</b>	
<ul style="list-style-type: none"><li>• Sensory motor learning through mirror drawing.</li><li>• Effect of Knowledge of result on Muller Lyer Illusion.</li><li>• Zeigarnik Effects</li><li>• Determination of RL by the Method of Constant Stimuli.</li></ul>	

**Experiments – 15 Marks****Viva-Voice – 05 Marks****Notebook – 05 Marks****Books Source & Recommended:**

- Dr. Zaki Akhtar and Dr. Suhina Chatterjee (2021) - Experimental Psychology.
- Hussain., A. (2014). Experiment in Psychology.
- Ucchta Manovigyanik Prayog and Parikshan. by Arun Kumar Singh
- Suleman, M. (1996). Manovigyanik Prayog aur Parikshan.
- Mohsin,S.M. (1982). Experiments in Psychology.

# Semester-I

**Course Title: MINOR PAPER-01 (MN-1A)**

**Credits: - 03**

## Learning Objectives:

- Understanding the meaning and theoretical foundations of I/O Psychology
- Knowing how to apply knowledge of I/O Psychology to the real work settings

## Learning Outcomes:

After completion of this course students will be able to:

- Describe the historical progression and key milestones in the evaluation of I/O Psychology as an applied field.
- Explain the key elements of communication methods and how to improve it for better organizational efficiency, explain and critically evaluate different theoretical frameworks of motivation and deeper understanding of employee behaviour at work.

## PSYCHOLOGY AT WORK

FM-60 Marks		Time 3hrs	
UNIT	Content	Hours	
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and challenges</li></ul>	<b>15</b>	
<b>2 WORK MOTIVATION</b>	<ul style="list-style-type: none"><li>• Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity</li></ul>	<b>10</b>	
<b>3 COMMUNICATION IN ORGANIZATIONS</b>	<ul style="list-style-type: none"><li>• Communication process, purpose of communication in organizations, barriers to effective communication, managing communication</li></ul>	<b>10</b>	
<b>4 LEADERSHIP</b>	<ul style="list-style-type: none"><li>• Early approaches to leadership, contemporary approaches to leadership. Transformational &amp; Transactional Leadership</li></ul>	<b>10</b>	

### Sessional Internal Assessment (SIA) Full Marks – 15 Marks

**A – Internal written Examination – 10 Marks (1 Hr)**

**B – Over All Performance Including Regularity – 05 Marks**

### Books Source & Recommended:

- Dr. Zaki Akatar. (2013) - Industrial and organizational behaviour
- Greenberg, J. & Baron, R.A. (2007).Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
- Robbins, S. P. & Judge, T.A. (2008).Essentials of Organizational Behavior.9th Edition. New Delhi: Prentice Hall of India

# **Semester- I**

## **Course Title: PRACTICAL, MN-1A LAB**

**Credits: - 01**

<b>FM-25 Marks</b>	<b>Pass Marks - 10</b>
<b>Content</b>	
<ul style="list-style-type: none"><li>• Measure the Work Motivation of the testee</li><li>• Job Burnout</li><li>• Measure the Cognitive problem of testee</li><li>• Effect of rest Pause on physical muscular work.</li></ul>	

**Experiments – 15 Marks**

**Viva-Voice – 05 Marks**

**Notebook – 05 Marks**

### **Books Source & Recommended:**

- Dr. Zaki Akhtar and Dr. Suhina Chatterjee (2021) - Experimental Psychology.
- Hussain., A. (2014). Experiment in Psychology.
- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.

# Semester-I

**Course Title: Multi- Disciplinary/Introductory Regular Course-1 (MDC/IRC)**

**Credits: 03**

## Learning Objective:

- Understanding what psychology is all about.
- Appreciation of the scope and the field of Psychology.
- Understanding the mental health.
- To developed counseling skills.

## Learning Outcomes:

- Explain the basic concepts of psychology and will be able to understand various schools of it.
- Describe different branches of psychology and career opportunities in it.
- Explain concept of mental health, illness and have understanding of various mental disorders like, Anxiety disorders, depression, mental retardation etc. and how to deal with it.
- Describe structure and functions of neuron's Nervous System and sensory organs and how they impacts and regulate human behaviour.

## INTRODUCTION TO PSYCHOLOGY

FM-75 Marks		Time 3hrs
Unit	Content	Hours
1 <b>INTRODUCTION</b>	Definition, Approaches of Psychology, Scope and Goals of Psychology and Development of Psychology in India.	11
2 <b>BRANCHES OF PSYCHOLOGY</b>	Clinical Psychology, Social Psychology, Applied Psychology, Industrial Psychology, Organizational Psychology, Abnormal Psychology, Educational Psychology, Child Psychology, Criminal Psychology, Cognitive Psychology, Forensic Psychology, Health Psychology, Military, Sport, Neuropsychology, Trans-personal, Environmental, Positive, Spiritual and Integral.	12
3 <b>PSYCHOLOGY AND MENTAL ILLNESS</b>	Symptoms, Causes and Psychological Treatment of Anxiety Disorders, Depression, Schizophrenia and Mental Retardation.	11
4 <b>PHYSIOLOGICAL BASIS OF BEHAVIOUR</b>	Neurons: Structure, Functions and Types, Central Nervous System: Structure and Functions and Sensory Systems.	11

- **Remarks :- No Internal Exam**

**Books Source & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education.
- Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd.

## Semester-II

Index			
Sem	Code	Papers	Credits (Theory +Practical)
II	MJ2	Foundation of Social Psychology	3 + 1
	MJ3	Statistics in Psychological Research	3 + 1
	MJ2 (Lab)	Practical	0 + 2
	MN 2A	General Psychology	3+ 0
	MN 2A (Lab)	Practical	0 + 1

- **For End Semester Examination (ESE 60 marks, 3Hrs Exam):**

There will be **two** group of question. **Group A is compulsory** which will **contain** three questions. **Question No. 1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** five question of fifteen (15) marks each, out of which any three are to answer.

- **For End Semester Examination (ESE 75 marks, 3Hrs Exam):**

There will be **two** group of questions. **Group A is compulsory** which will contain three questions. **Question No. 1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen (15) marks each, out of which any four are to answer.

## **Semester-II**

**Course Title: MAJOR COURSE-02 (MJ-2)**

**Credits: 03**

### **FOUNDATION OF SOCIAL PSYCHOLOGY**

#### **Learning Objectives:**

- Understanding social psychology and its various scopes and research methods used in social psychology..
- Identify key concepts and theories in social psychology, social cognition, information processing: Schema, stereotype and cognitive strategies.
- Explain how people perceive, process and retain social information, social norms, attitude change and measurement etc.
- Describe the charismatics and types of groups membership on individual behaviour, pro-social behaviour leadership collective behaviour: Crowd.

#### **Learning Outcomes:**

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Understanding the applications of social psychology to social issues like gender, environment, health, inter-group conflicts, etc.
- Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
- Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviors.
- Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

FM-75 Marks	Pass Mark-30	Time 3hrs
UNIT	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Definition and nature of social psychology</li> <li>• Brief history of social Psychology</li> <li>• Methods of social psychology: Quantitative and qualitative methods</li> <li>• Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media</li> </ul>	15
<b>2 SOCIAL COGNITION AND ATTITUDES</b>	<ul style="list-style-type: none"> <li>• Social cognition and information processing: Schemas, stereotypes and cognitive strategies</li> <li>• Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management</li> <li>• Attitudes: Nature and measurement, attitude change,</li> <li>• Attribution: nature and applications</li> </ul>	10
<b>3 AFFECTIVE PROCESSES IN SOCIAL CONTEXT:</b>	<ul style="list-style-type: none"> <li>• Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),</li> <li>• Pro-social behavior</li> <li>• Aggression and social violence</li> <li>• Inter personal attraction</li> </ul>	10
<b>4 GROUP PROCESSES AND COLLECTIVE BEHAVIOUR:</b>	<ul style="list-style-type: none"> <li>• Group: Nature and group formation</li> <li>• Group and performance: Social facilitation, Social loafing and social conformity</li> <li>• Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader</li> <li>• Collective Behavior: Crowd</li> </ul>	10

#### **Books Source & Recommended:**

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson
- Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Social Psychology by Arun Kumar Singh.

## Semester-II

**Course Title: MAJOR COURSE-03 (MJ-3)**

**Credits: 03**

### **STATISTICS IN PSYCHOLOGICAL RESEARCH**

#### **Learning Objectives:**

- Understanding the principles of statistics and research methods
- Explain the difference between descriptive and inferential statistics.
- Understanding Central Tendency, Variability and correlation

#### **Learning Outcomes:**

- Understanding the nature of statistics.
- Uses of statistics in Psychology.
- Use of mean, Median and Mode and other relevant statistics in research work.

FM-75 Marks	Pass Mark-30	Time 3hrs
UNIT	Content	Hours
<b>1</b> <b>INTRODUCTION TO STATISTICS</b>	<ul style="list-style-type: none"><li>• Meaning and Definitions of statistics.</li><li>• Uses of statistics in Psychology.</li></ul>	15
<b>2</b> <b>CENTRAL TENDENCY</b>	<ul style="list-style-type: none"><li>• Computation of Mean, Median and Mode.</li></ul>	10
<b>3</b> <b>VARIABILITY</b>	<ul style="list-style-type: none"><li>• Quartile Deviation (QD)</li><li>• Standard Deviation (SD)</li><li>• Use of Quartile and Standard deviation.</li></ul>	10
<b>4</b> <b>CORRELATION</b>	<ul style="list-style-type: none"><li>• Calculation of Pearson's coefficient of correlation.</li><li>• Spearman's rank order correlation coefficient.</li></ul>	10

#### **Books Source & Recommended:**

- Garrett, H.E. (2010). Statistics in Psychology and Education. New Delhi: SurjeetPublication.
- Hussain, Shamshad (2010). Statistics in Psychology Patna: Motilal Banarsidas.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Mohsin, S.M. (1982). Experiments in psychology.
- Sulaiman, M. (1996). Manovigyanik prayog aur parikshan

## Semester-II

**Course Title: PRACTICAL, MJ-2 LAB**

**Credits: 02**

FM-50 Marks	Pass Mark-20
Content	
<ul style="list-style-type: none"><li>• Measure the Self Esteem of subject/ testee</li><li>• Measure the Self-concept of subject/ testee</li><li>• Measure the Attitudes of subject/ testee</li><li>• Measure the Aggression of subject/ testee</li><li>• Calculate the mean, median and Mode</li><li>• Calculate the Correlation</li><li>• Reasoning Ability (Aptitude Test)</li><li>• Measure the Intelligence of subject.</li></ul>	

### Books Source & Recommended:

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Garrett, H.E. (2010). Statistics in Psychology and Education. New Delhi: Surjeet Publication.
- Statistics in Psychology education and other social sciences by Suleiman, Md. (2012).

## Semester-II

**Course Title: MINOR PAPER-02 (MN-2A)**  
**Credits: 03**

### **GENERAL PSYCHOLOGY**

#### **Learning Objectives:**

- Understanding psychology and its key concepts , cognitive process, learning, memory, problem solving, motivation etc.
- Describe the different perspectives and approaches in psychology, theories of personality, developing processes, intelligence: emotional intelligence.

#### **Learning Outcomes:**

- Developing knowledge of the basic concepts in psychology.
- Developing skills for applying psychological knowledge to real life situations so ,as to improve interpersonal interactions and adjustment in life.

<b>FM-75 Marks</b>	<b>Pass Mark-30</b>	<b>Time 3hrs</b>
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>
<b>1 ORIENTATION TO PSYCHOLOGY</b>	<ul style="list-style-type: none"><li>• Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Cognitive Processes: Motivation, types of motives (Socio-genic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion</li></ul>	15
<b>2 THEORY OF PERSONALITY</b>	<ul style="list-style-type: none"><li>• Nature, types and major theories: Allport, Freud, Watson and Eysenck.</li></ul>	10
<b>3 UNDERSTANDING DEVELOPMENTAL PROCESSES</b>	<ul style="list-style-type: none"><li>• Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson</li></ul>	10
<b>4 UNDERSTANDING INTELLIGENCE</b>	<ul style="list-style-type: none"><li>• Nature, types and major theories: Spearman 'g' theory, Sternberg and Gardner;</li><li>• Nature, types: Emotional intelligence</li></ul>	10

**Books Source & Recommended:**

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson Feldman.S.R. (2009).Essentials of understanding psychology ( 7<sup>th</sup> Ed.) New Delhi : Tata McGraw Hill. Michael ,W., Passer, Smith,R.E. (2007). Psychology The science of mind and Behavior. New Delhi:Tata McGraw-Hill.

**Semester-II****Course Title: PRACTICAL, MN-2A LAB****Credits: 01**

FM-25 Marks	Pass Marks - 10
Content	
<ul style="list-style-type: none"><li>• Measure the Emotional Intelligence of subject</li><li>• Measure the personality of the subject by any scale or test</li><li>• Zeigarnik Effects</li><li>• Determination of RL by the Method of Constant Stimuli.</li></ul>	

**Books Source & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.

## Semester-III

<b>Index</b>			
<b>Sem</b>	<b>Code</b>	<b>Papers</b>	<b>Credits (Theory +Practical)</b>
<b>III</b>	MJ-4	Major Paper-4 (Foundations of Developmental Psychology)	3 + 0
	MJ-5	Major Paper -5 (Research Methodology-I)	3 + 0
	MJ-3 Practical	Practical MJ-4 & MJ-5	0 + 2
	MN-1B	Minor Paper – 1B ( Social Psychology )	3 + 0
	MN-1B Practical	Practical of MN-1B	0 + 1

# **Semester-III**

**Course Title: MAJOR COURSE-04 (MJ-4)**  
**Credits: 03**

## **FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY**

### **Learning Objectives:**

- Understanding of human development: Explain the major theories and perspectives in developmental psychology (cognitive, social learning, psychoanalytic).
- Describe the stages and process of human development across the lifespan (e.g. cognitive, social and emotional).
- Understanding Domains of development: Prenatal Development, Infancy (Physical, social and language development).
- Understanding Adolescence periods: Early, middle and late adulthood (Mental abilities, physical changes, personality change, psychological well-being, retirement etc.

### **Learning Outcomes:**

- Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- Developing an ability to identify the milestones in diverse domains of human development across life stages.
- Understanding the contributions of socio-cultural context toward shaping human development.
- Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

FM-60 Marks	Pass Mark-30	Time 3hrs
UNIT	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Nature and Scope of Developmental Psychology.</li> <li>• Human Development: Introduction, Principles of Development, Methods of Studying Human Development.</li> <li>• Theoretical Perspectives: Psychodynamics Approach: Freud and Erikson</li> </ul>	15
<b>2 DOMAINS OF DEVELOPMENT ACROSS LIFE SPAN- I</b>	<ul style="list-style-type: none"> <li>• Prenatal Development: Stages and hazards; Neonatal Development: Sensory and Motor Capacity.</li> <li>• Infancy: Physical, Social and Language Development.</li> <li>• Childhood Development: Cognitive, Emotional and Moral Development.</li> </ul>	10
<b>3 DOMAINS OF DEVELOPMENT ACROSS LIFE SPAN – II</b>	<ul style="list-style-type: none"> <li>• Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development.</li> <li>• Early Adulthood: Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.</li> </ul>	10
<b>4 DEVELOPMENTAL ISSUES IN INDIAN CONTEXT</b>	<ul style="list-style-type: none"> <li>• Middle Adulthood: Changes in Mental Abilities, Adapting to Physical Changes in Midlife, Relationship at Midlife, Vocational Life.</li> <li>• Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure.</li> </ul>	10

**Sessional Internal Assessment (SIA) Full Marks – 15 Marks**

**A – Internal Written Examination – 10 Marks (1 Hr)**

**B – Over All Performance Including Regularity – 05 Marks**

**Books Source & Recommended:**

- Singh et al, (2014). Developmental Psychology, Motilal Banarashidas pvt, New Delhi.
- Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.
- Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G.
- Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.
- Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT

## **Semester-III**

**Course Title: MAJOR COURSE-05 (MJ-5)**

**Credits: 03**

### **RESEARCH METHODOLOGY-I**

#### **Learning Objectives:**

- Understanding research fundamentals and its various fields, functions, properties, research methods.
- Understanding the Scientific approaches: Aim and functions, research Methods: Experimental, observational, variable. Concept of hypothesis, types.
- Understanding of psychological statistics, measures of Central Tendency and measure of Variability, Graphical representation of the Data. Uses of normal distribution in research and apply t-test.
- Apply advanced research design, experimental research and Ex-Post-Facto research design: Control and Experimental groups, Extraneous variables. Uses of psychometric properties of test, Validity, Reliability and its types, Intelligence Test etc.

#### **Learning Outcomes:**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.

FM-60 Marks	Pass Mark-30	Time 3hrs
Unit	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Measurement: Nature and types of Psychological Measurement, Properties and Functions of Measurement.</li> <li>• Scientific Approach: Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable: Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods. Meaning of research and its purposes; The process and steps of scientific research.</li> </ul>	15
<b>2 PSYCHOLOGICAL STATISTICS</b>	<ul style="list-style-type: none"> <li>• Psychological Statistics: Introduction, Measures of Central Tendency and Measures of Variability, Graphical Representation of Data.</li> <li>• The Normal Distribution: Meaning and Uses, Significance of Statistics, t test.</li> </ul>	10
<b>3 BASIC RESEARCH DESIGN</b>	<ul style="list-style-type: none"> <li>• Meaning of Research Design: Experimental Research Design and Ex-Post-Facto research Design: Control and Experimental Group, Control of extraneous variables.</li> </ul>	10
<b>4 TEST AND IT'S TYPES</b>	<ul style="list-style-type: none"> <li>• Tests: Concept and Types; Psychometric Properties of Tests:</li> <li>• Validity and Reliability: Nature and Types.</li> <li>• Intelligence Testing: Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application.</li> </ul>	10

**Sessional Internal Assessment (SIA) Full Marks – 15 Marks**

**A – Internal Written Examination – 10 Marks (1 Hr)**

**B – Over All Performance Including Regularity – 05 Marks**

### **Books Source & Recommended:**

- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.
- Kerlinger, F.N. & Lee, H.B. (2000). Foundations of behavioural research. New York: Harcourt College Publishers Newman
- W,L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Anastasi, A. (1950). Psychological Testing. Prentice Hall.
- Cronbach, L.J. (1960) (2nd Edition). *Essentials of Psychological Testing*. New York: Harper.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.

## **Semester-III**

**Course Title: PRACTICAL MJ-04 & MJ-05 (MJ-3 LAB)**

**Credits: 02**

<b>FM-50 Marks</b>	<b>Pass Mark-20</b>
<b>Content</b>	
<ul style="list-style-type: none"> <li>• To assess the Personality of the testee by using any Personality test</li> <li>• To assess the Intelligence of the testee by using any Intelligence test/ Cube construction test</li> <li>• To assess the Emotional Intelligence of the testee by using any Emotional Intelligence test</li> <li>• Plan, conduct and report an experiment using experimental method</li> <li>• Calculating the Mean of the sample</li> <li>• Administer any one Self-Report Inventory on a subject, score and report</li> </ul>	

**Experiments – 30 Marks**

**Viva-Voice – 10 Marks**

**Notebook – 10 Marks**

### **Books Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Research Method in psychology, sociology and education by Arun Kumar Singh.
- Statistics in Psychology education and other social sciences by Suleiman, Md. (2012).

# Semester-III

## Course Title: MINOR COURSE-1B (MN-1B)

### Credits: 03

### SOCIAL PSYCHOLOGY

#### **Learning Objectives:**

- Understanding: nature of social psychology, its scopes and social behaviour, Person perception, determinants of impression formation.
- Explain social cognition and attitude: its nature, formation, measurement etc.
- Understand concepts of aggression, theories of aggression, frustration and social learning, Pro-social behaviour: Motives to help.
- Explain social influence and its process, inter-group relation, knowledge gain Prejudice and Discrimination, groups, social norms and role etc.

#### **Learning Outcomes:**

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Understanding the applications of social psychology to social issues like gender, environment, health, inter-group conflicts, etc.
- Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
- Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.
- Developing an understanding pertaining to social influence processes particularly the influence of others on individual behavior and performance.

FM-60 Marks		Pass Mark-30	Time 3hrs
Unit	Content	Hours	
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Social Psychology: Nature, and Scope; Methods of Studying Social Behavior.</li> <li>• Person Perception: Concept, Determinants of Impression Formation.</li> </ul>	10	
<b>2 SOCIAL COGNITION AND ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Social Cognition: Schema, Schematic Processing.</li> <li>• Attribution of Causality: Harold Kelly and Bernard Weiner.</li> <li>• Attitude: Nature, Formation and Measurement.</li> </ul>	10	
<b>3 AFFECTIVE PROCESS IN SOCIAL CONTEXT</b>	<ul style="list-style-type: none"> <li>• Aggression: Concept, Theories: Biological (Instinctive and Ethological), Frustration-Aggression Hypothesis, Social Learning Theory of Aggression.</li> <li>• Pro-social Behavior: Motives to help; Bystander Effect;</li> <li>• Determinants: Personal, Situational and Socio-cultural.</li> </ul>	15	
<b>4 GROUP PROCESS AND COLLECTIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Social Influence Processes: Conformity and Compliance.</li> <li>• Intergroup Relations: Prejudice and Discrimination.</li> <li>• Groups: Norms, Roles, Status &amp; Cohesiveness.</li> <li>• Group Influence Processes: Social Facilitation; Social Loafing and De-individuation.</li> </ul>	10	

**Sessional Internal Assessment (SIA) Full Marks – 15 Marks****A – Internal Written Examination – 10 Marks (1 Hr)****B – Over All Performance Including Regularity – 05 Marks****Books Source & Recommended:**

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson
- Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Social Psychology by Arun Kumar Singh.

**Semester-III****Course Title: PRACTICAL MN-1B (MN-1B LAB)****Credits: 01**

FM-25 Marks	Pass Mark-10
Content	
<ul style="list-style-type: none"> <li>• Measure the Self Esteem of subject/ testee</li> <li>• Measure the Self-concept of subject/ testee</li> <li>• Measure the Attitudes of subject/ testee</li> </ul>	

**Experiments – 15 Marks****Viva-Voice – 05 Marks****Notebook – 05 Marks****Books Source & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.

## Semester- IV

Index			
Sem	Code	Papers	Credits (Theory+ Practical)
IV	MJ-6	Major Paper-6 ( Cognitive Psychology )	3 + 0
	MJ-7	Major Paper -7 ( Introduction To Bio-Psychology)	3 + 0
	MJ-8	Major Paper -8 (Research Methodology-II)	3 + 0
	MJP-4 Practical	Practical of MJ-6, MJ-7 & MJ-8	0 + 3
	MN-2B	Minor Paper –2B ( Abnormal Psychology)	3 + 0
	MNP-2B Practical	Practical of MN-2B	0 + 1

# **Semester-IV**

**Course Title: MAJOR COURSE-06 (MJ-6)**

**Credits: 03**

## **COGNITIVE PSYCHOLOGY**

### **Learning Objectives:**

- Understanding historical background and current status of cognitive psychology.
- Understanding basic concepts and theories of cognitive psychology
- Explain the basic processes(e.g.,Perception,attention,memory,thinking,language,problem solving).

### **Learning Outcomes:**

- Historical background and current status of cognitive psychology
- Basic Concepts and theories of cognitive psychology
- Different types of cognitive processes like perception, learning, memory and forgetting.

<b>FM-60 Marks</b>	<b>Pass Mark-30</b>	<b>Time 3hrs</b>
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>
<b>1</b> <b>CONCEPT AND HISTORY</b>	<ul style="list-style-type: none"><li>• Concept of cognitive psychology. History of Cognitive Psychology: Origin and its Current Status.</li><li>• Domains of Cognitive Psychology. Cognitive Neuroscience Techniques: Brain Lesions, Positron Emission Tomography, Functional Magnetic Resonance Imaging and Event-Related Potential Techniques.</li></ul>	10
<b>2</b> <b>PERCEPTION</b>	<ul style="list-style-type: none"><li>• Visual perception: Gestalt approaches to Perception. Mental Imagery: Categories of Mental Images and Cognitive map. Depth Perception and Perceptual Illusion.</li></ul>	10
<b>3</b> <b>LEARNING</b>	<ul style="list-style-type: none"><li>• Learning: Classical Conditioning &amp; Instrumental conditioning. Application of Classical conditioning: Phobia and taste Aversion.</li><li>• Observational Learning &amp; Insight Learning.</li></ul>	10
<b>4</b> <b>MEMORY AND FORGETTING</b>	<ul style="list-style-type: none"><li>• Memory: Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term.</li><li>• Memory Improving Techniques: Study Habits and Mnemonic Devices</li><li>• Forgetting: Interference and Cue-Dependent Forgetting.</li></ul>	15

**Books Source & Recommended:**

- Singh, A. K. (2017). Sangyanatmak Manovigyan. Exotic India, New Delhi.
- Singh, A. K. (2015). Advance General Psychology. Motilal Banarashidas. New Delhi.
- Lester M. Sdorow : Psychology. (4thEd.) Boston: McGraw Hill (1998).
- Matlin, M. : Cognition. New York: John Wiley (2005)
- Papalia, D.E. : Psychology. New York: McGraw Hill Book Company (1985).
- Solso, R.L. : Cognitive Psychology. New Delhi Pearson Education (2006).
- Wessells, M.G. : Cognitive Psychology. Cambridge: Happer & Row (1982).

# **Semester-IV**

**Course Title: MAJOR COURSE-07 (MJ-7)**

**Credits: 03**

## **INTRODUCTION TO BIO-PSYCHOLOGY**

### **Learning Objectives:**

- Understanding of basic bio-psychology and its various scope, Methods, ethics etc.
- Explain the structure and type of the Neuron: Cell body Nucleus, Dendrites, Axon, Terminal synaptic buttons etc.
- Understanding the structure of Nervous System: Central Nervous System, Peripheral Nervous System, ANS etc.
- Explain structure, function and behaviour of Brain: Hind brain, mid brain and Forebrain.
- Describe of endocrine system and functions: Thyroid, Adrenal, Pituitary, Pancreas, thalamus and Pineal gland.

### **Learning Outcomes:**

- Appreciating the biological bases of human behavior including neural, biochemical, evolutionary, and genetic mechanisms.
- Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- Having basic knowledge about the structures of human brain, their functions and impact on human behavior.
- Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.
- Inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's psychosis, Alzheimer disease, and Anorexia.
- Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behavior.

FM-60 Marks	Pass Mark-30	Time 3hrs
UNIT	Content	Hours
<b>1</b> <b>INTRODUCTION TO BIOPSYCHOLOGY</b>	<ul style="list-style-type: none"> <li>• Nature and Scope of Bio-psychology,</li> <li>• Methods of Bio-Psychology</li> <li>• Ethics</li> </ul>	10
<b>2</b> <b>NERVE CELLS AND NERVE IMPULSES</b>	<ul style="list-style-type: none"> <li>• Structure and Function of Neuron: Cell body, Nucleus, Dendrites, Axon, Terminal synaptic buttons.</li> <li>• Types of Neuron and its conduction mechanism: Polarization (Resting Potential), Depolarization (Action Potential) and Re-polarization.</li> </ul>	10
<b>3</b> <b>ANATOMY OF NERVOUS SYSTEM</b>	<ul style="list-style-type: none"> <li>• Structure and function of Nervous System: CNS, PNS and ANS.</li> <li>• Structure and function of Brain: Hind brain, Mid brain and Forebrain.</li> </ul>	15
<b>4</b> <b>ENDOCRINE SYSTEM</b>	<ul style="list-style-type: none"> <li>• Functions of Thyroid, Adrenal, Pituitary, Pancreas, thalamus and Pineal gland.</li> </ul>	10

### **Books Course & Recommended:**

- Singh, A. K. (2015). Advance General Psychology. Motilal Banarashidas. New Delhi.
- Singh, A. K. (2013). Fundamental of Psychology. Motilal Banarashidas. New Delhi.
- Carlson, N.R. (2012). *Foundations of physiological Psychology*. (Sixth Edition). Delhi: Pearson Education.
- Kalpan & Sadock's (2015) Synopsis of psychiatry: Behavioural Science/Clinical Psychiatry (Eleventh edition). Philadelphia: Wolters Kluwer.
- Pinel, J. P. (2009). *Biopsychology*. Pearson Education.
- Psychology Class XI –NCERT.

# **Semester-IV**

**Course Title: MAJOR COURSE-08 (MJ-8)**

**Credits: 03**

## **RESEARCH METHODOLOGY- II**

### **Learning Objectives:**

- Understanding of nature and basic goals of Psychological Research, types of reliability: Test-retest, Split Half and Validity: Content, Criterion and Construction etc.
- Understanding the different types of research designs (e.g., experimental, quasi-experimental, survey).
- Design a research study to investigate a specific research question, various research designs (quantitative and qualitative) and its applications.
- Understand advanced research skills, methods. Apply skills to real-world problems and applications, understand the principle of research ethics and integrity.
- Understand the components of a research report (e.g; introduction, methods, results). Write a clear and concise research report.

### **Learning Outcomes:**

- Developing an understanding of the nature of qualitative and quantitative inquiry
- Understanding the various research paradigms such as positivist, interpretative/Constructive, Critical and Feminist
- Knowing how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry
- Developing a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental
- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

FM-60 Marks	Pass Mark-30	Time 3hrs
UNIT	Content	Hours
<b>1</b> <b>INTRODUCTION TO PSYCHOLOGICAL RESEARCH</b>	<ul style="list-style-type: none"> <li>• Nature and Goals of Psychological Research.</li> <li>• Types of Reliability: Test-retest, Split Half and Validity: Content, Criterion, and Construct. Threats to internal and external validity.</li> <li>• Sampling and its methods.</li> </ul>	15
<b>2</b> <b>QUANTITATIVE RESEARCH METHODS</b>	<ul style="list-style-type: none"> <li>• Experimental and Quasi Experimental Research Design. Factorial Design; Between and Within Group Design.</li> <li>• Nature of Survey Research; Designs of Survey Research. Mixed Methods Designs: Need, Importance, Types.</li> </ul>	10
<b>3</b> <b>QUALITATIVE RESEARCH METHODS</b>	<ul style="list-style-type: none"> <li>• Nature, Rationale and Application of Qualitative Research Designs. Merits and Demerits.</li> <li>• Qualitative Research: Subjectivity, Reflexivity, Reliability and Validity in Qualitative Research.</li> </ul>	10
<b>4</b> <b>REPORTING RESEARCH AND ETHICAL ISSUES</b>	<ul style="list-style-type: none"> <li>• Ethical issues in Psychological Research: Risk-benefit Ratio, Informed Consent, Deception, Debriefing.</li> <li>• Writing a Research Report (APA).</li> </ul>	10

#### **Books Source & Recommended:**

- Blackstone, Amy (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods (Black and White Print Textbook)
- Breakwell, Hammond, Schaw and Smith (2007). Research Methods in Psychology. Sage, New Delhi.
- Elmes, D.G., Kantowitz, B.H., Roediger, H. L.(2012) Research Methods in Psychology. Woodsworth Cengage Learning, USA.
- Kerlinger, Fred, Lee and Howard (2000). Foundations of Behavioural Research. Surjeet Publications, Delhi.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

## Semester-IV

**Course Title: PRACTICAL MJ-6, MJ-7, MJ-8**

**Credits: 03**

FM-75 Marks	Pass Mark-30
Content	
<b>Unit-I (Practical of MJ-6)</b>	
<ul style="list-style-type: none"><li>Effect of knowledge of result on performance.</li><li>To assess decision making ability of a Subject by using Iowa Gambling Task.</li><li>Experiment on Problem Solving (Katona's Experiment).</li></ul>	
<b>Unit-II (Practical of MJ-7)</b>	
<ul style="list-style-type: none"><li>Sensory motor learning.</li><li>Maze learning: Human.</li><li>Memory span of digits and words.</li></ul>	
<b>Unit-III (Practical of MJ-8)</b>	
<ul style="list-style-type: none"><li>Formulation of an experiment using single group design.</li><li>Formulation of an experiment using between group designs (Random group design with two groups).</li><li>Write a research proposal using APA Format.</li></ul>	

**Note: Write any one experiments from units-I, II, & III**

### BooksSource & Recommended:

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

# Semester-IV

**Course Title: MINOR PAPER –2B (MN-2B)**  
**Credits: 03**  
**ABNORMAL PSYCHOLOGY**

## **Learning Objective:**

- Understanding abnormal psychology, basic concepts of normal abnormality according to DSM -IV and ICD.
- Explain the different perspectives and approaches to understanding abnormal behaviour (e. g; biological, psychological and sociocultural).
- Understanding of major psychological disorders, childhood disorders (Anxiety, OCD, Schizophrenia and related disorders, Learning Disability, ADHD, Autism, Mental Retardation), its types, symptoms and etiology.

## **Learning Outcomes:**

- The students will be able to understand criteria of abnormality and one's own behavior and behavior of others.
- By applying the knowledge of assessment/ testing, diagnosis, classification system and DSM categories, the learners' will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders.
- Summarize clinical features of symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders.

<b>FM-60 Marks</b>		<b>Pass Mark-30</b>	<b>Time 3hrs</b>
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>	
<b>1</b> <b>INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM &amp; ICD),</li><li>• Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology.</li></ul>	15	
<b>2</b> <b>PSYCHOLOGICAL DISORDERS</b>	<ul style="list-style-type: none"><li>• Anxiety Disorders: Clinical Picture and Etiology: Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive- Compulsive Disorder (OCD). Somatic and Dissociative Disorders: Somatic Symptom and Related Disorders, Dissociative Disorders- Types, Clinical Picture and Etiology.</li></ul>	10	
<b>3</b> <b>SCHIZOPHRENIA</b>	<ul style="list-style-type: none"><li>• Schizophrenia: Types, Clinical Picture and Etiology.</li></ul>	10	
<b>4</b> <b>CHILDHOOD DISORDER</b>	<ul style="list-style-type: none"><li>• Learning Disabilities: Clinical Picture and Etiology of Neurodevelopmental Disorders.</li><li>• Attention-Deficit/Hyperactivity Disorder (ADHD), Autism</li><li>• Intellectual Disability.</li></ul>	10	

**Books Source & Recommended:**

- Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Hussain Shahid. Clinical Psychology
- Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts*, 1, 97-112.
- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.

## Semester-IV

**Course Title: PRACTICAL, MN-2B LAB**

**Credits: 01**

<b>FM-25 Marks</b>	<b>Pass Mark-10</b>
<b>Content</b>	
<ul style="list-style-type: none"><li>• Measure the depression of subject/ testee by using any depression scale.</li><li>• Measure the anxiety of subject/ testee by using any anxiety scale.</li><li>• Measure the Intelligence of subject by using any Intelligence test.</li><li>• Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test</li></ul>	

### **Books Source & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Mohsin,S.M. (1982). Experiments in Psychology.

## Semester- V

Index			
Sem	Code	Papers	Credits (Theory+ Practical)
V	MJ-9	Major Paper -9 ( Psychology of Individual Differences)	3 + 0
	MJ-10	Major Paper -10 ( Fundamentals of Clinical Psychology-I )	3 + 0
	MJ-11	Major Paper - 11 ( Foundations of Organizational Psychology)	3 + 0
	MJP-5 Practical	Practical of MJ-9, MJ-10 & MJ-11	0 + 3
	MN-1C	Minor Paper – 1C (Research Methodology)	3 + 0
	MNP-1C Practical	Practical of MN-1C	0 + 1
	IAP	Internship/ Field Work/ Dissertation/ Project	3 + 1

# Semester-V

**Course Title: MAJOR COURSE-9 (MJ-9)**

**Credits: -03**

## **Learning Objectives:**

- Explore the concept of individual differences and its significance.
- Recognize the diversity in human behavior, cognition, and emotions.
- Understanding the culture and personality.
- Enhancing cognitive potential

## **Learning Outcomes:**

- Developing knowledge of the basic concepts in psychology and individual.
- Developing skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.
- Enhancing cognitive potential
- Understanding biological and environmental influences on personality development.

## **PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

FM-60 Marks	Pass Mark-30	Time 3hrs
Unit	Content	Hours
<b>1 INTRODUCTION TO PERSONALITY</b>	<ul style="list-style-type: none"><li>• Nature of Personality</li><li>• Determinants of personality.</li><li>• Psychodynamic, humanistic and social-cognition approach.</li></ul>	10
<b>2 INTELLIGENCE</b>	<ul style="list-style-type: none"><li>• Concept of intelligence</li><li>• Effects of heredity and environment on intelligence</li><li>• Emotional intelligence</li><li>• Intelligence tests.</li></ul>	15
<b>3 CULTURE AND PERSONALITY</b>	<ul style="list-style-type: none"><li>• Relation between culture and personality.</li><li>• Role of culture in the development of personality.</li><li>• Impact of personality on culture.</li></ul>	10
<b>4 ENHANCING INDIVIDUAL POTENTIAL</b>	<ul style="list-style-type: none"><li>• Enhancing cognitive potential</li><li>• Self regulation and self enhancement</li><li>• Fastening creativity</li></ul>	10

### **Books Sources & Recommended:**

- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Kuppuswamy, B. (2001). *Elements of ancient Indian psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum Press. Patnaik, D. (2015). *My Gita*. New Delhi: Rupa.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.

# Semester-V

**Course Title: MAJOR COURSE-10 (MJ-10)**

**Credits: 03**

## Learning Objectives:

- Understanding the Foundations of Clinical Psychology
- Assessment and Diagnosis
- Psychopathology and Mental Disorders
- Psychological Interventions and Treatment Planning

## Learning Outcomes:

- Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.
- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.

## FUNDAMENTALS OF CLINICAL PSYCHOLOGY-I

FM-60 Marks	Pass Mark-30	Time 3hrs
Unit	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Definition of Clinical Psychology, Historical development of Clinical Psychology (with special reference to India), Ethics of the profession.</li></ul>	15
<b>2 CLINICAL ASSESSMENT AND CLASSIFICATION</b>	<ul style="list-style-type: none"><li>• Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing</li><li>• Classification and Diagnosis: Classification models: DSM (latest) and ICD (latest)</li></ul>	10
<b>3 ANXIETY DISORDERS: CLINICAL PICTURE AND ETIOLOGY</b>	<ul style="list-style-type: none"><li>• Generalized Anxiety Disorder</li><li>• Specific Phobia and Social Anxiety Disorder (Social Phobia)</li><li>• Panic Disorder</li><li>• Obsessive-Compulsive disorder</li><li>• Post-Traumatic Stress Disorder</li></ul>	10
<b>4 PERSONALITY DISORDERS: CLINICAL PICTURE AND ETIOLOGY</b>	<ul style="list-style-type: none"><li>• Adjustment Disorder</li><li>• Dissociative Identity Disorder</li><li>• Personality Disorders (Clusters A, B and C): Only Clinical Picture</li></ul>	10

### **Books Sources & Recommended:**

- Jahan. (2016). *Manshik Rog. Ahuja Publication, New Delhi.*
- Hussain Shahid. *Clinical Psychology*
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.
- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
- Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

# Semester-V

**Course Title: MAJOR COURSE-11 (MJ-11)**

**Credits: 03**

## Learning Objectives:

- Explain the historical development, scope, and significance of organizational psychology.
- Understand key theories related to work behavior, motivation, leadership, and organizational structure.
- Identify the roles and responsibilities of organizational psychologists in various settings.
- Evaluate leadership effectiveness and its impact on team and organizational outcomes.

## Learning Outcomes:

- Define organizational psychology and its scope.
- Explore its relationship with other disciplines like management, sociology, and industrial psychology.
- Study the factors influencing employee behavior, including motivation, attitudes, and emotions.
- Examine organizational culture, leadership styles, and their influence on productivity and morale.

## FOUNDATIONS OF ORGANIZATIONAL PSYCHOLOGY

FM-60 Marks	Pass Mark-30	Time 3hrs
Unit	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Definition, Nature, Scope and Historical Development of Organizational Psychology</li><li>• Contemporary trends and challenges</li><li>• Challenges in Indian set-up</li></ul>	15
<b>2 EMPLOYEE MOTIVATION AND JOB ATTITUDES</b>	<ul style="list-style-type: none"><li>• Employee attitude and job satisfaction</li><li>• Organizational commitment</li><li>• Work motivation</li><li>• Job involvement</li><li>• Job satisfaction</li></ul>	10
<b>3 LEADERSHIP</b>	<ul style="list-style-type: none"><li>• Trait theory</li><li>• Behavioural theories</li><li>• Contingency theories</li></ul>	10
<b>4 ORGANIZATIONAL STRESS</b>	<ul style="list-style-type: none"><li>• Organizational culture</li><li>• Stress in organization conflict and measurement.</li></ul>	10

**Books Sources & Recommended:**

- Rao, T. V. (2004). *The HRD Score Card 2500: Based on the HRD Audit*. SAGE Publications.
- Pareek, U., & Purohit, S. (2008). *Understanding Organizational Behaviour*. Oxford University Press.
- Sanghi, S., & Robbins, S. P. (2017). *Organizational Behavior* (Indian adaptation). Pearson Education.

## Semester-V

**Course Title: PRACTICAL, MJ-9, MJ-10, MJ-11**

**Credits: 03**

FM-75 Marks	Pass Mark-30
Content	
<b>Unit-I (Practical of MJ-9)</b> <ul style="list-style-type: none"><li>• Measure the emotional intelligence by using any emotional intelligence test.</li><li>• NLTV (Chatterjee and Mukharjee)</li><li>• 16 PF or any other personality test</li></ul>	
<b>Unit-II (Practical of MJ-10)</b> <ul style="list-style-type: none"><li>• Measure the OCD of subject/ testee by using any OCD scale.</li><li>• Measure the depression of subject/ testee by using any depression scale.</li><li>• Measure the academic anxiety of subject/ testee by using any test.</li></ul>	
<b>Unit-III (Practical of MJ-11)</b> <ul style="list-style-type: none"><li>• Job satisfaction</li><li>• Occupational stress</li><li>• Job burnout</li></ul>	

**Note: Write any three experiments from units- I, II & III**

**Books Sources & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- K, Rita (2020). Ucchta Manovigyan Pariksham, Disha International publication house, Noida, UP

# Semester-V

**Course Title: MINOR COURSE-1C (MN-1C)**

**Credits: 03**

## **Learning Objectives:**

- Define research and explain its purpose, characteristics, and importance.
- Identify and formulate clear, researchable problems or questions.
- Understand different types of research designs (e.g., experimental, correlational, descriptive, longitudinal).
- Evaluate sampling bias and ensure sample representativeness.

## **Learning Outcomes:**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

## **RESEARCH METHODOLOGY**

<b>FM-60 Marks</b>		<b>Pass Mark-30</b>	<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>	
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Research : Meaning, objectives, types, importance and its limitations.</li><li>• Stages of Research</li><li>• Problem and Hypothesis: Meaning, types, Criteria of good hypothesis and problem and its formulations.</li></ul>	15	
<b>2 RESEARCH DESIGN</b>	<ul style="list-style-type: none"><li>• Research Design: Meaning, purpose and types</li><li>• Variable: Meaning , types and methods of controlling extraneous variable</li></ul>	10	
<b>3 SAMPLING</b>	<ul style="list-style-type: none"><li>• Sampling: Meaning, and types, sampling error</li></ul>	10	
<b>4 PSYCHOLOGICAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Meaning of psychological test and characteristics, Importance, types</li><li>• Assessment of personality test (16PF, Big five test)</li></ul>	10	

**Books Sources & Recommended:**

- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.
- W.L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhawan.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.

## Semester-V

**Course Title: PRACTICAL MN-1C**

**Credits: 01**

FM-25 Marks	Pass Mark-10
<b>Content</b>	
<ul style="list-style-type: none"><li>• Calculating the Mean of the sample</li><li>• Administer any one Self-Report Inventory on a subject and score and report its result.</li><li>• Effect of fatigue on mental work</li></ul>	

**Note: Write any one experiments from the table**

**Books Sources & Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.

## Semester-V

**Course Title: INTERNSHIP/ FIELD WORK/ DISSERTATION/ PROJECT (IAP)**  
**Credits: -04**

### INTERNSHIP/ FIELD WORK/ DISSERTATION/ PROJECT

UNIT	Content	Hours
<b>1 INTERNSHIP/ FIELD WORK/ DISSERTATION/ PROJECT</b>	<ul style="list-style-type: none"><li>Students will be visiting Mental Hospitals, Clinics, NGOs, Trust (Related to Mental Health Service) etc for internship, field work and exposure. Submit two reports of hard copy with signature of the supervisor. Total time of internship and field work is 60 Hours.</li><li>Students will be allotted to work under the Supervision of a teacher of the Department on a given Topic and will be required to submit two copies of Hard Bound Project Report along with the raw data one week before the examination. Evaluation will be done by both external and internal (supervisor) examiners.</li></ul>	60

#### Books Sources & Recommended:

- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.
- W,L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.

## Semester- -VI

Index			
Sem	Code	Papers	Credits (Theory+ Practical)
VI	MJ-12	Major Paper -12 ( Systems and Schools in Psychology)	3 + 0
	MJ-13	Major Paper -13 ( Statistics in Psychological Research-II)	3 + 0
	MJ-14	Major Paper -14 (Psychological Assessment)	3 + 0
	MJ-15	Major Paper-15 (Fundamentals Of Clinical Psychology-II)	3 + 0
	MJP-6 Practical	Practical of MJ-12, MJ-13, MJ-14 & MJ-15	0 + 4
	MN-2C	Minor Paper – 2C ( Developmental Psychology )	3 + 0
	MNP-2C Practical	Practical of MN-2C	0 + 1

# Semester-VI

**Course Title: MAJOR COURSE-12 (MJ-12)**

**Credits: -03**

## Learning Objectives:

- Understand the Historical Development of Psychology
- Explain the role of major historical figures in shaping early psychological thought.
- Discuss how different schools emphasize different methods (e.g., introspection in structuralism, experimentation in behaviorism).
- Understand the Cultural and Philosophical Contexts

## Learning Outcomes:

- Understand the development of Psychology as a scientific discipline.
- Comprehend how behaviour is understood and assessed differently by psychological schools.
- Critically evaluate different schools of Psychology and understand the new/recent schools of Psychology.

## SYSTEMS AND SCHOOLS IN PSYCHOLOGY

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1 DEVELOPMENT OF PSYCHOLOGY AS A DISCIPLINE</b>	<ul style="list-style-type: none"><li>• An overview of structuralism: Wilhelm Wundt- Psychology of consciousness, its method of study, goals of psychology, the elements of experience, and feelings.</li><li>• Titchener's contribution to the development of psychology.</li><li>• American functionalism: William James- His contribution to principles of psychology, consciousness, and emotions</li></ul>	10
<b>2 GESTALT &amp; PSYCHOANALYTICAL APPROACH</b>	<ul style="list-style-type: none"><li>• Contribution of Wertheimer, Kohler and Koffka. Psychoanalytical Thought: Freudian Psychoanalysis.</li><li>• Neo-Freudians shift towards social and cultural aspects;</li><li>• Carl Jung's concept of archetypes and collective unconscious; Adler's concept of social interest; Contribution of Neo-Freudians</li></ul>	15
<b>3 POSITIVIST ORIENTATION IN PSYCHOLOGY</b>	<ul style="list-style-type: none"><li>• Developments in Behaviourism (Watson)</li><li>• Neo-behaviouristic traditions (Skinner)</li><li>• Cognitive revolution- A Paradigm Shift</li></ul>	10
<b>4 THIRD FORCE IN PSYCHOLOGY</b>	<ul style="list-style-type: none"><li>• Existentialism: Contribution of Maslow, Contribution of Carl Rogers, Development of Positive Psychology.</li></ul>	10

### **Books Sources and Recommended:**

- Boring, E.G. (1969). A History of Experimental Psychology. New Delhi: Times of India Press.
- Murphy, G. & Kovach, J.K. (1972). Historical Introduction to Modern Psychology. London: Routledge and Kegan Paul.
- Marx, M.H. & Hillix, W.A.C. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
- Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
- Woodworth, R.S. & Sheehan, M.R. (1970). Contemporary Schools of Psychology. London: Methuen & Co.
- Singh, A.K. (2006). The comprehensive history of Psychology, Motilal Banarsi Das Publication PVT. Delhi.

## **Semester-VI**

**Course Title: MAJOR COURSE-13 (MJ-13)**

**Credits: -03**

### **Learning Objectives:**

- Understand the Role of Statistics in Psychology
- Apply Descriptive Statistical Techniques
- Utilize Statistical Software and Tools
- Understand the ethical considerations in data analysis, reporting, and interpretation.

### **Learning Outcomes:**

- Understanding the nature of measurement and its various levels.
- Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
- Knowing how to use the normal probability curve as a model in scientific theory
- Grasping concepts related to hypothesis testing and developing related computational skills

## STATISTICS IN PSYCHOLOGICAL RESEARCH-II

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1 NATURE OF QUANTITATIVE DATA AND DESCRIPTIVE STATISTICS IN PSYCHOLOGY</b>	<ul style="list-style-type: none"> <li>• Levels of measurement</li> <li>• Measures of central tendency: Characteristics and computation of mean, median and mode</li> </ul>	10
<b>2 NORMAL DISTRIBUTION</b>	<ul style="list-style-type: none"> <li>• Normal Probability Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis.</li> </ul>	15
<b>3 HYPOTHESIS AND CORRELATION</b>	<ul style="list-style-type: none"> <li>• Meaning of Hypothesis, Hypothesis testing: Type I &amp; II errors</li> <li>• Correlation: Meaning and Calculation of Correlation using Pearson and Spearman's methods.</li> </ul>	10
<b>4 PARAMETRIC AND NON-PARAMETRIC STATISTICS</b>	<ul style="list-style-type: none"> <li>• Nature and assumptions of Parametric and Non-Parametric Statistics</li> <li>• Meaning and Calculation of Chi-square and t-test</li> </ul>	10

### Books Sources and Recommended:

- Kumar, A. (2015). Research methods in psychology, sociology and education. *Motilal Banarasidas, New Delhi*.
- Md Suileman. (2013). Statistics in Psychology, education and other social sciences. *Motilal Banarasidas, New Delhi*.
- Kothari. (2014). Research Methodology Methods and Techniques. *New age International Publication, New Delhi*
- Mohanty, B. & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: SAGE Publications.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.

# Semester-VI

**Course Title: MAJOR COURSE-14 (MJ-14)**

**Credits: -03**

## Learning Objectives:

- Define psychological assessment and differentiate it from related concepts such as testing, diagnosis, and evaluation.
- Explain the purpose and applications of psychological assessment in various settings (clinical, educational, organizational, and forensic).
- Identify Various Types of Psychological Tests
- Explore the ethical responsibilities of psychologists in assessment (e.g., confidentiality, informed consent, fair use).

## Learning Outcomes:

- Developing an understanding of the basic principles of psychological assessment
- Developing knowledge about the steps in test construction and test standardization
- Demonstrating understanding of the impact of cultural contexts on assessment
- Developing knowledge of the ethical and legal issues involved in the assessment process

## PSYCHOLOGICAL ASSESSMENT

FM-60 Marks		Time 3hrs
Unit	Content	Hours
1 <b>INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Psychological Assessment: Principles, Nature and Purpose of assessment. Similarity and differences between test and assessment.</li><li>• Types of assessment: Observation, Interview, scales and tests</li></ul>	10
2 <b>PSYCHOLOGICAL TESTING</b>	<ul style="list-style-type: none"><li>• Test: Definition, Types and Characteristics of a Good Test</li><li>• Applications of psychological tests in various contexts (Educational, Clinical, Organisational, Counseling &amp; Guidance, etc.)</li></ul>	15
3 <b>TEST AND SCALE CONSTRUCTION</b>	<ul style="list-style-type: none"><li>• Test Construction and Standardization: Item analysis, Reliability, Validity, and Norms</li></ul>	10
4 <b>TESTS OF COGNITIVE ABILITY AND PERSONALITY</b>	<ul style="list-style-type: none"><li>• Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence), Aptitude tests</li><li>• Tests of personality: 16 PF, Projective tests like Rorschach and Thematic Apperception Test</li></ul>	10

**Books Source and Recommended:**

- Kumar, A. (2014). Advanced Psychological Experiment and Testing. *Bharti Publication, Patna*.
- D. Akhtar & Chatterjee (2022). Experiment Psychology. Praojan Publication, Delhi.
- Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

## **Semester-VI**

**Course Title: MAJOR COURSE-15 (MJ-15)**

**Credits: -03**

**Learning Objectives:**

- Define clinical psychology and differentiate it from related fields such as psychiatry, counseling psychology, and social work.
- Understand the major roles: assessment, diagnosis, therapy, research, consultation, prevention, and teaching.
- Understand diagnostic classification systems (e.g., DSM-5, ICD-11) and their clinical applications.
- Apply Ethical and Legal Standards in Clinical Practice

**Learning Outcomes:**

- Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neuro-developmental Disorders).
- Developing a basic knowledge of the various treatments for abnormal behavior.

## FUNDAMENTALS OF CLINICAL PSYCHOLOGY II

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1 BIPOLAR, AND DEPRESSIVE DISORDERS</b>	<ul style="list-style-type: none"> <li>• Clinical Picture , Etiology and treatment</li> <li>• Bipolar-I and Bipolar-II Disorders</li> <li>• Major Depressive Disorder</li> </ul>	10
<b>2 SCHIZOPHRENIA</b>	<ul style="list-style-type: none"> <li>• Schizophrenia: Clinical Picture, Etiology and treatment</li> </ul>	15
<b>3 NEURO- DEVELOPMENTAL DISORDERS</b>	<ul style="list-style-type: none"> <li>• Clinical Picture, Etiology and treatment</li> <li>• Intellectual Disability</li> <li>• Autism Spectrum Disorder</li> <li>• Attention Deficit/Hyperactivity Disorder</li> </ul>	10
<b>4 TREATMENT OF ABNORMAL BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Biological Approaches</li> <li>• Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic.</li> </ul>	10

### **Books Sources and Recommended:**

- Ray, A. & Asthana, M. (2015). Guidance and Counselling. (2<sup>nd</sup>). Motilal Banarsidas.
- Kumar, A. (2016). Advance Clinical Psychology (1<sup>st</sup>). Motilal Banarsidas.
- Hussain, S. (2021).Clinical Psychology (1<sup>st</sup>). Motilal Banarsidas.
- Jahan.. (2016). Manshik Rog. *Ahuja Publication, New Delhi*.
- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson. Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.
- *Diagnostic and Statistical Manual of Mental Disorders*. (2013).

# Semester-VI

Course Title: PRACTICAL MJ-12, MJ-13, MJ-14 & MJ-15

Credits: 04

FM-100 Marks	Pass Mark-40
Content	
<b>Unit-I (Practical of MJ-12)</b> <ul style="list-style-type: none"><li>Portuse Maze Test</li><li>Negative transfer in card sorting</li><li>Memorization of non-sense syllables by the method of Free Recall/ Serial reproduction</li></ul>	
<b>Unit-II (Practical of MJ-13)</b> <ul style="list-style-type: none"><li>Calculate the t-test</li><li>Calculate the Chi-square</li><li>Calculate the Pearson's correlation</li></ul>	
<b>Unit-III (Practical of MJ-14)</b> <ul style="list-style-type: none"><li>To assess the personality of the subject using any suitable test</li><li>To assess the Intelligence of the subject using any suitable test</li><li>To assess the Motivation of the subject using any suitable test</li></ul>	
<b>Unit-IV (Practical of MJ-15)</b> <ul style="list-style-type: none"><li>To assess the level of depression of the subject using any suitable test</li><li>To assess the Anxiety of the Subject using any suitable test</li><li>To assess the Stress of the Subject using any suitable test</li></ul>	

**Note: Write any one experiments from each units-I, II, III & IV**

## Books Sources and Recommended:

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

# Semester-VI

**Course Title: MINOR COURSE-2C (MN-2C)**

**Credits: -03**

## **Learning Objectives:**

- Define developmental psychology and explain its goals, scope, and significance.
- Identify critical periods and milestones in each stage of development.
- Apply Developmental Knowledge to Real-World Contexts

## **Learning Outcomes:**

- Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- Developing an ability to identify the milestones in diverse domains of human development across life stages.
- Understanding the contributions of socio-cultural context toward shaping human development.

## **DEVELOPMENTAL PSYCHOLOGY**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Nature and Scope of Developmental Psychology.</li><li>• Human Development: Introduction, Principles of Development, Methods of Studying Human Development.</li><li>• Theoretical Perspectives: Psychodynamics Approach: Freud and Erikson</li></ul>	15
<b>2 DOMAINS OF DEVELOPMENT ACROSS LIFE SPAN - I</b>	<ul style="list-style-type: none"><li>• Prenatal Development: Stages and hazards; Neonatal Development: Sensory and Motor Capacity.</li><li>• Infancy: Physical, Social and Language Development.</li><li>• Childhood Development: Cognitive, Emotional and Moral Development.</li></ul>	10
<b>3 DOMAINS OF DEVELOPMENT ACROSS LIFE SPAN - II</b>	<ul style="list-style-type: none"><li>• Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development.</li><li>• Early Adulthood: Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.</li></ul>	10
<b>4 DEVELOPMENTAL ISSUES IN INDIAN CONTEXT</b>	<ul style="list-style-type: none"><li>• Middle Adulthood: Changes in Mental Abilities, Adapting to Physical Changes in Midlife, Relationship at Midlife, Vocational Life.</li><li>• Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure.</li></ul>	10

**Books Sources and Recommended:**

- Singh et al, (2014). Developmental Psychology, Motilal Banarashidas pvt, New Delhi.
- Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.
- Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.
- Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT

## Semester-VI

**Course Title: PRACTICAL MINOR COURSE-2C (MN-2C)**

**Credits: 01**

FM-25 Marks	Pass Mark-10
Content	
<ul style="list-style-type: none"><li>• To assess the personality of the subject by any personality test</li><li>• To assess the emotional intelligence of the subject by any emotional intelligence test or scale</li><li>• To assess the stress of the subject by any test or scale</li></ul>	

**Note: Write any one experiments from the table**

**Books Sources and Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

## Semester-VII

Index			
Sem	Code	Papers	Credits (Theory+ Practical)
VII	MJ-16	Major Paper -16 ( Fundamentals of Counseling )	3 + 0
	MJ-17	Major Paper -17 ( Educational Psychology)	3 + 0
	MJ-18	Major Paper -18 (Human Resource Management)	3 + 0
	MJ-19	Major Paper-19 (Psychology of Health and Well-being)	3 + 0
	MJP-7 Practical	Practical of MJ-16, MJ-17, MJ-18 & MJ-19	0 + 4
	MN-1D	Minor Paper – 1D ( Educational Psychology )	3 + 0
	MNP-1D Practical	Practical of MN-1D	0 + 1

## Semester-VII

**Course Title: MAJOR COURSE-16 (MJ-16)**

**Credits: -03**

### **Learning Objectives:**

- Developing a basic understanding of counseling as a profession
- Gaining an overview of basic approaches, theories and techniques in counseling
- Developing awareness about the contemporary issues and challenges in counseling
- Learning about the newer forms of therapy like solution focused therapy, narrative therapy etc.

### **Learning Outcomes:**

- Define counseling and distinguish it from related fields such as psychotherapy, guidance, and mentoring.
- Describe the goals, scope, and significance of counseling in diverse settings.
- Explain major counseling theories and models
- Apply Counseling Techniques to Real-life Situations

## **FOUNDATION OF COUNSELING**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>1 INTRODUCTION TO COUNSELLING AS A PROFESSION</b>	<ul style="list-style-type: none"><li>• Nature and Goals of Counseling</li><li>• Professional ethics</li><li>• Status of counseling psychology in India</li></ul>	10
<b>2 APPROACHES TO COUNSELLING I</b>	<ul style="list-style-type: none"><li>• Person centered approach</li><li>• Psychodynamic approach</li><li>• Behavioural approach</li><li>• Cognitive behavioural approach: CBT, REBT</li></ul>	15
<b>3 APPROACHES TO COUNSELLING II</b>	<ul style="list-style-type: none"><li>• Creative and Expressive Arts therapy</li><li>• Music therapy</li><li>• Yoga and Meditation</li></ul>	10
<b>4 COUNSELLING APPLICATIONS</b>	<ul style="list-style-type: none"><li>• Child Counseling</li><li>• Family Counseling</li><li>• Career Counseling</li><li>• Crisis Intervention: suicide, grief, and sexual abuse</li></ul>	10

## **Books Source and Recommended:**

- Ray, A. & Asthana, M. (2015). Guidance and Counselling. (2<sup>nd</sup>). Motilal Banarsidas.
- Kumar, A. (2016). Advance Clinical Psychology (1<sup>st</sup>). Motilal Banarsidas.
- Hussain, S..Clinical Psychology (1<sup>st</sup>). Motilal Banarsidas.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice.*(7th Ed.)
- Kapur, M. (2011).*Counselling Children with Psychological Problems.* New Delhi, Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases.* 5<sup>th</sup> Edition. Belmont: Brooks/Cole (Cengage Learning).

## **Semester-VII**

**Course Title: MAJOR COURSE-17 (MJ-17)**

**Credits: -03**

### **Learning Objectives:**

- Understanding the meaning and processes of education at individual and social plains in the Indian context.
- Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
- Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

### **Learning Outcomes:**

- Define educational psychology and explain its relevance to teaching and learning.
- Apply Theories of Learning to Educational Settings
- Describe stages of physical, cognitive, emotional, moral, and social development.
- Understand Assessment and Evaluation in Education

## EDUCATIONAL PSYCHOLOGY

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1</b> <b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Concept</li> <li>• Aims</li> <li>• Scope</li> <li>• Significance</li> </ul>	10
<b>2</b> <b>EDUCATION FOR SPECIAL CHILDREN</b>	<ul style="list-style-type: none"> <li>• Concept</li> <li>• Adjustment</li> <li>• Education of mentally retarded children.</li> </ul>	10
<b>3</b> <b>EDUCATIONAL TECHNOLOGY AND PROGRAMMED LEARNING</b>	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Importance</li> <li>• Nature of programmed learning.</li> <li>• Skinner view points of programmed learning.</li> </ul>	15
<b>4</b> <b>CLASS ROOM MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Ecology of Classroom</li> <li>• Social psychology of classroom</li> <li>• Discipline</li> <li>• Communication</li> </ul>	10

### **Books Sources and Recommended:**

- Divesta and Thompson (1985). Educational Psychology. New York: Appleton-Century.
- Fraudsem, AN (1961). Educational Psychology. New York Mc Graw Hill.
- Lindgren, H. (1976). Educational Psychology in the Classroom. Hong Kong: John Wiley.
- Rao, S. Narayan (2002). Educational Psychology. New Delhi: New Age International (P) Limited Publishers.
- S. S. Chauhan (1984). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Skinner, CE (2002) Educational Psychology. New Delhi: Prentice Hall of India Ltd.
- Suleman, M. and Sinha, R.K. (2005). Uchchatar Shiksha Manovigyan. Patna; Motilal Banarsidas. (In Hindi).
- Singh, AK (2007). Shiksha Manovigyan. Patna: Bharti Bhawan. (In Hindi)

## Semester-VII

**Course Title: MAJOR COURSE-18 (MJ-18)**

**Credits: -03**

### **Learning Objectives:**

- Understand human resource management and Human Resource Management planning.
- Enhance competencies for effective management of human resources and strategies for HRM.
- Better understanding about Job-evaluation and Remedies.

### **Learning Outcomes:**

- Define HRM and explain its objectives, scope, and importance in organizational success.
- Understand and describe key HR functions
- Recognize key labor laws, employee rights, and ethical issues in HR practices.
- Understand performance appraisal methods and provide constructive feedback.

## **HUMAN RESOURCE MANAGEMENT**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>1 INTRODUCTION TO HRM</b>	<ul style="list-style-type: none"><li>• Definition, Aim, and Scope of Human Resource management. Objectives of HRM. Roles and responsibilities of HR department. Qualities of HR managers.</li></ul>	10
<b>2 HUMAN RESOURCE PLANNING</b>	<ul style="list-style-type: none"><li>• Meaning and Definition, Importance of Human resource planning: Future Personnel Needs, Coping with Change, Creating Highly Talented Personnel, Protection of weaker sections, International Strategies, and resistance to change and move. Factors affecting human resource planning, and planning process.</li></ul>	15
<b>3 COMMUNICATION</b>	<ul style="list-style-type: none"><li>• Definition, types and barriers in communication.</li><li>• Important Communication Skills and techniques of Improving it.</li></ul>	10
<b>4 PERFORMANCE APPRAISAL, JOB EVALUATION AND REMUNERATION</b>	<ul style="list-style-type: none"><li>• Performance appraisal: meaning, definition, objective, process and method.</li><li>• Job evaluation: meaning, scope, process &amp; methods of job evaluation.</li><li>• Remuneration: Components and theories of remuneration, Importance of proper remuneration system, Factors influencing remuneration- External &amp; Internal.</li></ul>	10

**Books Sources and Recommended:**

- Dessler, G: Human Resource Management, 9<sup>th</sup> Edition, Pearson Education.
- Noe, A.R, Hollenbeck, J.R., Gerhent, B. Wright, P. M. Fundamentals of HRM, 3<sup>rd</sup> Edition, Tata McGraw Hill
- Aswathappa, K. Human Resource and Personnel Management. Tata McGraw Hill
- Fred Luthans, Organizational Behavior, 10th edition, Tata McGraw Hill Schultz & Schultz, Psychology and Work Today, 6th Edition, MacMilan Publishing Co., New York.
- Stephen P Robbins & T. A. Judge, Organizational Behaviour, 12th edition, Printice Hall India

**Semester-VII****Course Title: MAJOR COURSE-19 (MJ-19)****Credits: -03****Learning Objective:**

- Understanding the spectrum of health and illness for better health management.
- Identifying stressors in one's life and how to manage them.
- Understanding a variety of health enhancing, health protective, and health compromising behaviours and to be able to know their application in illness management.
- Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.

**Learning Outcomes:**

- Define health psychology and distinguish it from related fields such as behavioral medicine and medical psychology.
- Define stress and understand its physiological and psychological effects.
- Understand psychological interventions for coping with chronic illness, pain, and disability.
- Evaluate how culture, gender, and socioeconomic status influence health beliefs, behaviors, and outcomes.

## PSYCHOLOGY OF HEALTH AND WELL-BEING

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1 MENTAL HEALTH</b>	<ul style="list-style-type: none"> <li>Definition and criteria of Mental Health. Behavioural approach to Mental Health: Pavlov and Skinner. Humanistic approach to Mental Health: Maslow and Rogers. Psychoanalytical approach to Mental health: Sigmund Freud.</li> </ul>	15
<b>2 BEHAVIOUR AND HEALTH</b>	<ul style="list-style-type: none"> <li>Meaning of health behavior and factors predicting health behavior. Barriers to health behavior. Relationship between character strengths and well-being.</li> </ul>	10
<b>3 ADJUSTMENT</b>	<ul style="list-style-type: none"> <li>Brief overview of the concept of Adjustment. Definition and Criteria of adjustment. Role of Motivation, Frustration, and conflict in adjustment process. Tension reduction strategy: Defense Mechanism for management of guilt, fear, anxiety and anger.</li> </ul>	10
<b>4 WELL BEING</b>	<ul style="list-style-type: none"> <li>Well-being: Definition, meaning and types of well-being. Concept of well-being, and approaches of well-being. Promoting psychological wellbeing: Exercise, nutrition, meditation, mindfulness. Benefits of yoga in enhancing health and well-being. Relationship between health and well-being.</li> </ul>	10

### Books Source and Recommended:

- Carr, A. (2004). Positive Psychology: The Science of happiness and human strength. UK: Routledge.
- Dematteo, M.R. and Martin, L.R. (2002). Health Psychology. New Delhi: Person.
- Misra, G. (1999) Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health Psychology: Bio- Psychological interactions (4<sup>th</sup> Ed.) N.Y: Wiley
- Snyder, C.R., and Lopex, S. J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6<sup>th</sup> Ed.). New Delhi: Tata Mc Graw Hill.
- Razaque. et al. (2012). New Horizon in Stress Management. New Delhi: Ayushman publishing House Private Ltd.
- Razaque. s.(2018). Psychological Dimensions of AIDS. New Delhi: Ayushman publishing House Private Ltd.

## Semester-VII

**Course Title: PRACTICAL MJ-16, MJ-17, MJ-18 & MJ-19**

**Credits: 04**

FM-100 Marks	Pass Mark-40
Content	
<b>Unit-I (Practical of MJ-16)</b> <ul style="list-style-type: none"><li>• To assess the level of suicidal ideation of the subject using any Suicidal Ideation Scale.</li><li>• To assess the level of power motive of the subject using any Power Motive Scale.</li><li>• To assess the level of interest of the subject using any Vocational Interest Record</li></ul>	
<b>Unit-II (Practical of MJ-17)</b> <ul style="list-style-type: none"><li>• To assess the level of reasoning ability of the subject using any Reasoning Ability Test</li><li>• To assess the level of creativity of the subject using any suitable creativity test.</li><li>• To assess the intelligence of the subject using Koh's Block Design test.</li></ul>	
<b>Unit-III (Practical of MJ-18)</b> <ul style="list-style-type: none"><li>• To assess the level of Job Satisfaction of the subject using any Job Satisfaction Scale.</li><li>• To assess the level of Job Burnout of the subject using any Job Burnout Scale</li><li>• To assess the level of conflict of the subject using any Conflict Measuring Scale.</li></ul>	
<b>Unit-IV (Practical of MJ-19)</b> <ul style="list-style-type: none"><li>• To assess the Marital adjustment of the subject by Marital adjustment scale</li><li>• To assess the Psychological Well-being of the subject using any suitable scale.</li><li>• To assess the health of the subject using any suitable scale.</li></ul>	

**Note: Write any one experiments from each units-I, II, III & IV**

### Books Recommended:

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovigyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

# Semester-VII

**Course Title: MINOR COURSE-1D (MN-1D)**

**Credits: -03**

## **Learning Objective:**

- Understanding the meaning and processes of education at individual and social plains in the Indian context.
- Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

## **Learning Outcomes:**

- Understand the nature, objectives, and significance of educational psychology in teaching and learning.
- Analyze theories of motivation (e.g., intrinsic/extrinsic motivation, Maslow's hierarchy, achievement motivation).
- Understand the role of emotional intelligence, peer relationships, and mental health in learning.
- Develop Reflective and Ethical Practices in Teaching

## **EDUCATIONAL PSYCHOLOGY**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>1</b> <b>INTRODUCTION</b>	<ul style="list-style-type: none"><li>• Concept</li><li>• Aims</li><li>• Scope</li><li>• Significance</li></ul>	10
<b>2</b> <b>EDUCATION FOR SPECIAL CHILDREN</b>	<ul style="list-style-type: none"><li>• Concept</li><li>• Adjustment</li><li>• Education of mentally retarded children.</li></ul>	10
<b>3</b> <b>EDUCATIONAL TECHNOLOGY AND PROGRAMMED LEARNING</b>	<ul style="list-style-type: none"><li>• Meaning</li><li>• Importance</li><li>• Nature of programmed learning.</li><li>• Skinner's viewpoints of programmed learning.</li></ul>	15
<b>4</b> <b>CLASS ROOM MANAGEMENT</b>	<ul style="list-style-type: none"><li>• Ecology of Classroom</li><li>• Social psychology of classroom</li><li>• Discipline</li><li>• Communication</li></ul>	10

**Books Sources and Recommended:**

- Divesta and Thompson (1985). Educational Psychology. New York: Appleton-Century.
- Fraudsem, AN (1961). Educational Psychology. New York Mc Graw Hill.
- Lindgren, H. (1976). Educational Psychology in the Classroom. Hong Kong: John Wiley.
- Rao, S. Narayan (2002). Educational Psychology. New Delhi: New Age International (P) Limited Publishers.
- S. S. Chauhan (1984). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Skinner, CE (2002) Educational Psychology. New Delhi: Prentice Hall of India Ltd.
- Suleman, M. and Sinha, R.K. (2005). Uchchta Shiksha Manovigyan. Patna; Motilal Banarsidas. (In Hindi).
- Singh, AK (2007). Shiksha Manovigyan. Patna: Bharti Bhawan. (In Hindi)

**Semester-VII****Course Title: PRACTICAL MINOR COURSE-1D (MN-1D)****Credits: 01**

FM-25 Marks	Pass Mark-10
Content	
<b>Unit-I (Practical of MN-1D)</b> <ul style="list-style-type: none"><li>• To assess the level of reasoning ability of the subject using any reasoning ability test</li><li>• To assess the level of creativity of the subject using any suitable creativity test.</li><li>• To assess the intelligence of the subject using Koh's Block Design test.</li></ul>	

**Note: Write any one experiments from the table****Books Sources and Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleman, M. (1996). Manovigyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

## Semester- -VIII

Index			
Sem	Code	Papers	Credits (Theory+ Practical)
VIII	RC-I	Research Methodology	4+0
	RC-II	Research Internship/ Field Work/ Dissertation	8+0
	MJ-20	Major Paper-20 ( Psychology of Health and Yoga )	3 + 0
	AMJ-I	Advanced Major Paper-I ( Forensic Psychology )	3 + 0
	AMJ-II	Advanced Major Paper-II ( Environmental Psychology)	3 + 0
	AMJ-III	Advanced Major Paper-III ( Practical)	3 + 0
	MN-2D	Minor Paper – 2D ( Psychology of Health and Well-Being )	3 + 0
	MNP-2D Practical	Practical of MN-2D	0 + 1

## **Semester-VIII**

**Course Title: RESEARCH COURSE-I (RC-I)**

**Credits: -04**

### **Learning Objectives:**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

### **Learning Outcomes:**

- Define research and explain its significance in advancing knowledge.
- Explain the importance of a systematic approach in conducting research.
- Understand various research designs including experimental, correlational, descriptive, qualitative, and mixed-methods designs.
- Select and employ appropriate data collection tools such as surveys, interviews, observations, and psychological tests.

## RESEARCH METHODOLOGY

FM-100 Marks		Time 3hrs
Unit	Content	Hours
<b>1 INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Research: Meaning, objectives, types, Limitations and importance of Research.</li> <li>• Stages of Research</li> <li>• Hypothesis: Meaning, Types, Criteria of good hypothesis and it's formulation.</li> </ul>	15
<b>2 RESEARCH DESIGN</b>	<ul style="list-style-type: none"> <li>• Research Design: Meaning, purpose and types</li> <li>• Variable: Meaning and its types</li> </ul>	15
<b>3 SAMPLING</b>	<ul style="list-style-type: none"> <li>• Sampling: Meaning, types and sampling errors</li> </ul>	15
<b>4 PSYCHOLOGICAL TEST &amp; ETHICS</b>	<ul style="list-style-type: none"> <li>• Meaning, Characteristics, Importance and Types of Psychological Test</li> <li>• Use of SPSS</li> <li>• Code of Ethics, Questionable content</li> <li>• Plagiarism: Definition, Types and consequences of plagiarism, unintentional plagiarism, Duplicacy</li> <li>• Confidentiality, Anonymity, Intellectual property rights (IPR) in research.</li> </ul>	15

### Books Sources and Recommended:

- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.
- W.L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.

## Semester-VIII

**Course Title: RESEARCH COURSE-II (RC-II)**

**Credits: -08**

### **RESEARCH INTERNSHIP/ FIELD WORK/ DISSERTATION**

<b>UNIT</b>	<b>Content</b>	<b>Credits:</b>
<b>1 RESEARCH INTERNSHIP/ FIELD WORK/ DISSERTATION</b>	<ul style="list-style-type: none"><li>Students will be allotted to work under the Supervision of a teacher of the Department on a given Topic and will be required to submit two copies of Hard Bound synopsis along with the raw data and dissertation will be submit one week before the examination. Evaluation will be done by both external and internal (supervisor) examiners.</li><li>Students will be visiting Mental Hospitals, Clinics, NGOs, Trust (Related to Mental Health Service), community etc. for internship, field work and exposure as well as research work.</li></ul>	8

**Note:**

- Research Proposal/ Synopsis and Dissertation writing- 150 Marks**
- Viva-Voca- 50 Marks**

**Books Source and Recommended:**

- Suleiman, Md. (2012). Statistics in Psychology education and other social sciences.
- CR Kothari, (2023). Research Methodology.
- Arun Kumar Singh, (2022).Tests, Measurements and Research Methods in Behavioural Sciences.
- W.L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.

## **Semester-VIII**

**Course Title: MAJOR COURSE-20 (MJ-20)**

**Credits: -03**

### **Learning Objectives:**

- Demonstrating knowledge of health psychology.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behavior
- Appreciating the value of practicing Yoga in daily life through research evidence and in-depth understanding of the promotion of health benefits of Yoga.

### **Learning Outcomes:**

- Describe how psychological well-being is influenced by physical and mental practices like yoga.
- Describe psychological and physiological responses to stress.
- Describe how regular yoga practice supports cardiovascular health, immune function, and pain management.
- Practice self-awareness and self-care through yoga and mindfulness techniques.

## PSYCHOLOGY OF HEALTH AND YOGA

FM-60 Marks		Time 3hrs
Unit	Content	Hours
<b>1</b> <b>INTRODUCTION TO HEALTH PSYCHOLOGY</b>	<ul style="list-style-type: none"> <li>• Introduction to Health Psychology: Emergence and development of the field</li> <li>• Concept of 'health' and Cross cultural definitions of health (including Indian)</li> <li>• Biomedical and Bio psychosocial models</li> <li>• Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)</li> </ul>	10
<b>2</b> <b>STRESS AND COPING</b>	<ul style="list-style-type: none"> <li>• Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and-Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model)</li> <li>• Physiology of stress</li> <li>• Types of psychological stressors</li> <li>• Coping with stress and stress management (including biofeedback)</li> </ul>	15
<b>3</b> <b>PROMOTING HEALTHY BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Determinants of health behaviors</li> <li>• Theories of health behaviors: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches, Trans-theoretical Model of Behavior Change, and Current Trends</li> <li>• Using the mass media for health promotion</li> </ul>	10
<b>4</b> <b>HEALTH PROMOTION THROUGH YOGA</b>	<ul style="list-style-type: none"> <li>• Yoga intervention for lifestyle disorders</li> <li>• Research evidence on the impact of yoga intervention on lifestyle disorders</li> </ul>	10

### Books Sources and Recommended:

- Taylor, S.E., (2009). *Health Psychology* (9th Ed). New Delhi, Tata McGraw-Hill Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.
- Gurung, R. A. R. (2014). *Health Psychology: A Cultural Approach*, USA, Wadsworth: Cengage learning

## Semester-VIII

**Course Title: PRACTICAL MJ-20 (MJ-20)**

**Credits: 01**

FM-25 Marks	Pass Mark-10
Content	
<b>Unit-I (Practical of MJ-20)</b> <ul style="list-style-type: none"><li>• To assess the level of locus of control of the subject using any suitable scale.</li><li>• To assess the self-concept of the subject using any suitable scale.</li><li>• To assess the adjustment of the subject using any suitable scale.</li></ul>	

**Note: Write any one experiments from unit.**

### **Books Source and Recommended:**

- Uchtar Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

## **Semester-VIII**

**Course Title: ADVANCED MAJOR COURSE-I (AMJ-I)**

**Credits: -04**

### **Learning Objectives:**

- Understanding the role of psychological processes (people attitude, beliefs) in people responses to environmental problems.
- Understanding the processes related to environmental degradation and their impact on human life.
- Understanding pro-environment behavior and human-environment transaction, and being able to design behavioral interventions to minimize the adverse effects of anti-environment behavior.

### **Learning Outcomes:**

- Explain the field of environmental psychology and its interdisciplinary nature.
- Explain key theories such as behavior setting theory, environmental stress theory, and restorative environments.
- Understand psychological determinants of environmental attitudes and behaviors.

## ENVIRONMENTAL PSYCHOLOGY

FM-100 Marks		Time 3hrs
Unit	Content	Hours
<b>1 EMERGENCE OF ENVIRONMENTAL PSYCHOLOGY AND ITS GROWTH</b>	<ul style="list-style-type: none"> <li>• Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship.</li> <li>• Salient features of environmental psychology.</li> <li>• Recent trends and future directions in environmental psychology.</li> <li>• Indian views on human-environment relationship.</li> </ul>	15
<b>2 HUMAN-ENVIRONMENT TRANSACTION</b>	<ul style="list-style-type: none"> <li>• Personal space, territoriality, crowding.</li> <li>• Indian research on crowding and personal space.</li> <li>• Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.</li> </ul>	15
<b>3 ENVIRONMENTAL STRESS:</b>	<ul style="list-style-type: none"> <li>• Concept and type of stress.</li> <li>• Sources of stressors: Cataclysmic, ambient stressors, daily hassles.</li> <li>• Pollutions: noise, air, water, chemical and their consequences.</li> </ul>	15
<b>4 PRO-ENVIRONMENTAL BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Changing the environmental destructive mindset.</li> <li>• Environmental education, environmental prompts and cues.</li> <li>• Reinforcement strategies</li> <li>• Environmental movements.</li> </ul>	15

### Books Sources and Recommended:

- Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinhart and Winston.
- Jain, U. (1987). *The psychological consequences on crowding*. New Delhi, India: Sage.
- Jain, U., & Palsane, M. N. (2004). Environment and behaviour. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308)*. New Delhi, India: Sage.
- Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.

## **Semester-VIII**

**Course Title: ADVANCED MAJOR COURSE-II (AMJ-II)**

**Credits: -04**

### **Learning Objectives:**

- Being able to conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
- Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Understanding the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- Developing a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.

### **Learning Outcomes:**

- Define forensic psychology and describe its interface with the legal and criminal justice systems.
- Describe techniques used in criminal profiling, interrogation, and eyewitness testimony evaluation.
- Discuss confidentiality, informed consent, and ethical dilemmas unique to forensic settings.
- Prepare forensic reports and deliver presentations suitable for legal and non-legal audiences.

## FORENSIC PSYCHOLOGY

FM-100 Marks		Time 3hrs
Unit	Content	Hours
<b>1</b> <b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Defining forensic psychology</li> <li>• History of forensic psychology</li> <li>• The roles of the Forensic Psychologist</li> </ul>	15
<b>2</b> <b>THE PSYCHOLOGIST IN COURT</b>	<ul style="list-style-type: none"> <li>• Expert evidence, Forensic reports</li> <li>• Pre-trial preparation, Forensic portfolio</li> <li>• Examination in chief, Cross Examination</li> </ul>	15
<b>3</b> <b>EYEWITNESS TESTIMONY AND FALSE CONFESSION</b>	<ul style="list-style-type: none"> <li>• The accuracy of witness evidence</li> <li>• Eyewitness evidence in court</li> <li>• Consequences and types of false confession</li> </ul>	15
<b>4</b> <b>PROFILE ANALYSIS</b>	<ul style="list-style-type: none"> <li>• Nature of profiling work</li> <li>• FBI Profiling – <ul style="list-style-type: none"> <li>Stage 1: Data assimilation stage;</li> <li>Stage 2: Crime scene classification;</li> <li>Stage 3: Crime scene reconstruction;</li> <li>Stage 4: Profile generation</li> </ul> </li> </ul>	15

### **Books Sources and Recommended:**

- Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
- Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd. Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.
- Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
- Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.

## Semester-VIII

**Course Title: ADVANCED MAJOR COURSE-III (AMJ-III)**

**PRACTICAL**

**Credits: 04**

<b>FM-100Marks</b>	<b>Content</b>
	<p><b>Unit-I (Practical of AMJ-III)</b></p> <ul style="list-style-type: none"><li>• To assess the General Mental Ability of the subject using any suitable Test.</li><li>• Conduct an experiment to show the phenomena of retroactive inhibition</li><li>• To demonstrate experimentally the role of context factor in recognition</li><li>• Word Association test</li><li>• Span and distraction of attention</li><li>• To assess the stress of the subject using any suitable scale.</li><li>• To assess the Attitude of the subject using any suitable scale.</li><li>• To assess the Quality of life of the subject using any suitable scale.</li><li>• Sentence completion test</li><li>• Knowledge of result</li></ul>

**Note: Write any 04 experiments from above table**

**Books Source and Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.
- Suleiman, M. (1996). Manovagyanik Prayog aur Parikshan.
- Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English).

# **Semester-VIII**

**Course Title: MINOR PAPER - (MN-2D)**

**Credits: -03**

## **Learning Objectives:**

- Understanding the spectrum of health and illness for better health management.
- Identifying stressors in one's life and how to manage them.
- Understanding a variety of health enhancing, health protective, and health compromising behaviors and to be able to know their application in illness management.
- Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.

## **Learning Outcomes:**

- Identify biological, psychological, social, and environmental determinants of health.
- Design interventions and health promotion programs aimed at improving physical and mental health.
- Analyze the physiological and psychological processes of stress.
- Apply Ethical and Holistic Approaches to Health Care.

## **PSYCHOLOGY OF HEALTH AND WELL-BEING**

<b>FM-60 Marks</b>		<b>Time 3hrs</b>
<b>Unit</b>	<b>Content</b>	<b>Hours</b>
<b>1 MENTAL HEALTH</b>	<ul style="list-style-type: none"><li>• Definition and criteria of Mental Health. Behavioral approach to Mental Health: Pavlov and Skinner. Humanistic approach to Mental Health: Maslow and Rogers. Psychoanalytical approach to mental health: Sigmund Freud.</li></ul>	10
<b>2 BEHAVIOUR AND HEALTH</b>	<ul style="list-style-type: none"><li>• Meaning of health behavior and factors predicting health behavior. Barriers to health behavior. Relationship between character strengths and well-being.</li></ul>	10
<b>3 WELL BEING</b>	<ul style="list-style-type: none"><li>• Well-being: Definition, meaning and types of well-being. Concept of well-being, and approaches of well-being.</li></ul>	15
<b>4 PROMOTING HEALTH AND WELLBEING</b>	<ul style="list-style-type: none"><li>• Promoting wellbeing: Exercise, nutrition, meditation, mindfulness. Benefits of yoga in enhancing health and well-being. Relationship between health and well-being.</li></ul>	10

**Books Sources and Recommended:**

- Carr, A. (2004). Positive Psychology: The Science of happiness and human strength. UK: Routledge.
- Dematteo, M.R. and Martin, L.R. (2002). Health Psychology. New Delhi: Person.
- Misra, G. (1999) Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health Psychology: Bio- Psychological interactions (4<sup>th</sup> Ed.) N.Y: Wiley
- Snyder, C.R., and Lopex, S. J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6<sup>th</sup> Ed.). New Delhi: Tata Mc Graw Hill.
- Razaque. et al. (2012). New Horizon in Stress Management. New Delhi: Ayushman publishing House Private Ltd.

**Semester-VIII****Course Title: PRACTICAL, MN-2D (MN-2D)****Credits: -01**

FM-25 Marks
Content
<ul style="list-style-type: none"><li>• To assess the Marital adjustment of the subject by Marital adjustment scale</li><li>• To assess the Psychological Well -being of the subject using any suitable scale.</li><li>• To assess the health of the subject using any suitable scale.</li></ul>

**Books Source and Recommended:**

- Ucchta Samanya Manovigyan Advanced General Psychology by Arun Kumar Singh
- Baron, R. & Misra.G. (2013). Psychology. New Delhi: Pearson.
- Suleiman, Md. (2012). Shikha and Manovigyan me shankhiki. Patna: Motilal Banarsidas.
- Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhiki. Patna: Motilal Banarsidas.
- Hussain., A.(2014). Experiment in Psychology.
- Mohsin,S.M. (1982). Experiments in Psychology.