



FYUGP

PSYCHOLOGY HONOURS/ RESEARCH

FOR UNDER GRADUATE COURSES UNDER NILAMBER PITAMBER UNIVERSITY



Upgraded & Implemented for 3rd Semester of
Academic Session 2022-2026 & Onwards

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**Students are Instructed to
Refer Syllabus of Allied/ Opted Subjects from R.U. Website**

HIGHLIGHTS OF REGULATIONS OF FYUGP

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of overall 75% marks (7.5 CGPA) or higher.
- Other eligibility criteria including those for multiple entry will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the university to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and courses in the college run under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December** and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include – Admission, course work, conduct of examination and declaration of results including semester break.
- In order to undergo 8 weeks' summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) Odd Semester: **From first Monday of August to third Saturday of December**
 - b) Even Semester: **From first Monday of January to third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90/6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year the University shall draw out a calendar of academic and associated activities, which shall be

strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.,
 - UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, and third semester,
 - Bachelor's Degree after a 3-year (6 semesters) programme of study,
 - Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
 - Bachelor Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in fourth year of FYUGP.

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching i.e., 15 Credit Hours

One credit for Practicum = 30 Hours of Practical work i.e., 30 Credit Hours

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one-hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one-hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

PROMOTION CRITERIA**First degree programme with single major:**

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year, a student has to pass in minimum 9 papers out of the total 12 papers.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 18 papers out of the total 24 papers.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 26 papers out of the total 34 papers.
- vi. However, it will be necessary to procure pass marks in each of the paper before completion of the course.

First degree programme with dual major:

- vii. Above criteria are applicable as well on the students pursuing dual degree programmes however first degree programme will remain independent of the performance of the student in dual major courses.
- viii. To get eligible for taking ESE, a student will be required to pass in at least 75% of Courses in an academic year.
- ix. A student has to pass in minimum 3 papers out of the total 4 papers.
- x. It will be a necessity to clear all papers of second major programme in second attempt in succeeding session, failing which the provision of dual major will be withdrawn and the student will be entitled for single first degree programme.

PUBLICATION OF RESULT

- The result of the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice/ unfair means during examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of next coming session and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.

Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

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COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	MJ; Discipline Specific Courses – Core or Major (80)	MN; Minor from discipline (16)	MN; Minor from vocational (16)	MDC; Multi disciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC; Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC; Skill Enhancement Courses (9)	VAC; Value Added Courses (6)	IAP; Internship/ Dissertation (4)	RC; Research Courses (12)	AMJ; Advanced Courses in lieu of Research (12)	Credits	Double Major (DMJ)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4						4			20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons./Hons. with Research												160	224

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

Upgraded & Implemented for 3rd Semester of Session 2022-26 & Onwards

COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME 2022 onwards

Table 2: Semester wise Course Code and Credit Points for Single Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
I	AEC-1	Language and Communication Skills (MIL 1 - Hindi/ English)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (MIL 2 - English/ Hindi)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (Language Elective 1 - Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (Language Elective - Modern Indian language including TRL)	2
	VAC-2	Value Added Course-2	2

	MN-2B	Minor from Vocational Studies/Discipline-2	4
	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/	Research Internship/Field Work/Dissertation OR	12/
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	160

NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		120	160

Table 4: Overall Course Code and Additional Credit Points for Double Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major 1	Core courses	60	80
Major 2	Core courses	48	64
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		168	224

Table 5: Semester wise Course Code and Additional Credit Points for Double Major:

Semester	Double Major Courses		Credits
	Code	Papers	
I	DMJ-1	Double Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	DMJ-2	Double Major paper-2 (Disciplinary/Interdisciplinary Major)	4
II	DMJ-3	Double Major paper-3 (Disciplinary/Interdisciplinary Major)	4
	DMJ-4	Double Major paper-4 (Disciplinary/Interdisciplinary Major)	4
III	DMJ-5	Double Major paper-5 (Disciplinary/Interdisciplinary Major)	4
	DMJ-6	Double Major paper-6 (Disciplinary/Interdisciplinary Major)	4
IV	DMJ-7	Double Major paper-7 (Disciplinary/Interdisciplinary Major)	4
	DMJ-8	Double Major paper-8 (Disciplinary/Interdisciplinary Major)	4
V	DMJ-9	Double Major paper-9 (Disciplinary/Interdisciplinary Major)	4
	DMJ-10	Double Major paper-10 (Disciplinary/Interdisciplinary Major)	4
VI	DMJ-11	Double Major paper-11 (Disciplinary/Interdisciplinary Major)	4
	DMJ-12	Double Major paper-12 (Disciplinary/Interdisciplinary Major)	4
VII	DMJ-13	Double Major paper-13 (Disciplinary/Interdisciplinary Major)	4
	DMJ-14	Double Major paper-14 (Disciplinary/Interdisciplinary Major)	4
VIII	DMJ-15	Double Major paper-15 (Disciplinary/Interdisciplinary Major)	4
	DMJ-16	Double Major paper-16 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	64

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
DMJ	Double Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN PSYCHOLOGY

The undergraduate psychology programme aims at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

PROGRAM LEARNING OUTCOMES

The learners who complete FYUGP of full-time undergraduate programme in psychology would earn a Bachelor's degree Honours/research. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below:

Academic Competence

1. Disciplinary knowledge and methods including data analysis and computer literacy.
2. Basic professional skills pertaining to psychological testing, assessment and counselling.
3. Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
4. Ability to relate and connect concepts with personal experiences and using critical thinking.
5. Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
6. Ability to use various e-resources and social media and negotiating with technological challenges.
7. Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
8. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

1. Self-development, health and hygiene, self-regulation skills.
2. Developing positive attributes such as empathy, compassion, social participation, and accountability.
3. Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
4. Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
5. Appreciating and tolerating different perspectives.
6. Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

1. Collaboration, cooperation and realizing the power of groups and community.
2. Analysing social problems and understanding social dynamics.
3. Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
4. Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
5. Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
6. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

SEMESTER WISE COURSES IN PSYCHOLOGY MAJOR-1 FOR FYUGP

2022 onwards**Table 7: Semester wise Examination Structure in Discipline Courses:**

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	Introduction to Psychology	4	25	75	---
II	MJ-2	Psychology and its Application	4	25	75	---
	MJ-3	Practical-I	4	---	---	100
III	MJ-4	Foundation of Social Psychology	4	25	75	---
	MJ-5	Practical-II	4	---	---	100
IV	MJ-6	Foundation of Developmental Psychology	4	25	75	---
	MJ-7	Emergence of Environmental Psychology	4	25	75	---
	MJ-8	Practical-III	4	---	---	100
V	MJ-9	Introduction to Personality	4	25	75	---
	MJ-10	Positive Psychology	4	25	75	---
	MJ-11	Practical-IV	4	---	---	100
VI	MJ-12	Basics of Clinical Psychology	4	25	75	---
	MJ-13	Foundation of Organizational Behaviour	4	25	75	---
	MJ-14	Counselling Skills	4	25	75	---
	MJ-15	Practical-V	4	---	---	100
VII	MJ-16	Quantitative Data Analysis	4	25	75	---
	MJ-17	Educational Psychology	4	25	75	---
	MJ-18	Schools of Psychology	4	25	75	---
	MJ-19	Practical-VI	4	---	---	100
VIII	MJ-20	Applied Psychology	4	25	75	---
	AMJ-1	Social Cognition and Group Processes	4	25	75	---
	AMJ-2	Life Skills	4	25	75	---
	AMJ-3	Practical-VII	4	---	---	100
	or RC-1	Research Methodology	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200
		Total Credit	92			

Table 8: Semester wise Course Code and Credit Points for Skill Enhancement Courses:

Semester	Skill Enhancement Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	SEC-1	Fundamentals of Clinical Psychology	3	---	75	---
II	SEC-2	Psychological Assessment	3	---	75	---
III	SEC-3	Elementary Computer Application Softwares	3	---	75	---
		Total Credit	9			

Table 9: Semester wise Course Code and Credit Points for Minor Courses:

Semester	Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MN-1A	Introductory Psychology	4	15	60	25
III	MN-1B	Psychology and Mental Health	4	15	60	25
V	MN-1C	Community Psychology	4	15	60	25
VII	MN-1D	Psychology at Work	4	15	60	25
		Total Credit	16			

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/ Institution or University level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

B. (SIE 20+5=25 marks):

There will be two group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER UNIVERSITY EXAMINATION (ESE):

A. (ESE 60 marks):

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 five questions of fifteen marks each, out of which any three are to answer.

B. (ESE 75 marks):

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 marks each, out of which any four are to answer.

C. (ESE 100 marks):

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 ten 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 twenty marks each, out of which any four are to answer.

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION**Question format for 10 Marks:**

Subject/ Code		Exam Year
F.M. =10	Time=1Hr.	
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
<u>Group B</u>		
2.	.....	[5]
3.	.....	[5]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

Subject/ Code		Exam Year
F.M. =20	Time=1Hr.	
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
2.	.....	[5]
<u>Group B</u>		
3.	.....	[10]
4.	.....	[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION**Question format for 50 Marks:**

F.M. =50	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
<u>Group B</u>		
2.	[15]
3.	[15]
4.	[15]
5.	[15]
6.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 60 Marks:

F.M. =60	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions.		
ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 75 Marks:

F.M. = 75	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
9.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 100 Marks:

F.M. = 100	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[10x1=10]
i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	
ix.	
x.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[20]
5.	[20]
6.	[20]
7.	[20]
8.	[20]
9.	[20]
Note: There may be subdivisions in each question asked in Theory Examination.		

SEMESTER I

I. MAJOR COURSE –MJ 1: INTRODUCTION TO PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. Understanding what Psychology is all about.
2. Appreciation of the scope and the field of Psychology.
3. 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.
4. Developing familiarity with individual level phenomenon such as intelligence and personality.

Course Content:

Unit-I: Introduction:

1. Nature of Psychology: Definition, Subject matter and Branches of Psychology
2. Psychology in India: History and current status
3. Methods of Psychology (with special emphasis on Experimentation: Variables and types of experimentation.
4. Biological basis of human behaviour (with emphasis on central nervous system)

Unit-II: Learning, Memory and Perception

1. Learning: Classical conditioning, Instrumental learning
2. Memory: Models of memory: Information processing model (sensory register, STM, LTM and concept of working memory), Reconstructive, nature of memory; Forgetting, Improving memory
3. Perception: Process and Gestalt view point of perception.

Unit-III: Motivation and Emotion-

1. Approaches to understanding motivation and Types of motives
2. Elements of Emotions (Components, James Lange and Hypothalamus Theories of Emotion)

Unit-IV: Individual differences: Personality and Intelligence

1. Personality: Nature and Theories: Trait and Type approach
2. Intelligence: Nature and Theories: Two factor theory

Reference Books:

1. Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. New Delhi: SAGE Publications.
 2. Baron, R. & Misra. G. (2014). Psychology. New Delhi: Pearson.
 3. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). Psychology. New Delhi: Pearson Education.
 4. Morgan, C. T., King, R., Weise, J. & Schopler, J. (2017). Introduction to Psychology (7th Ed.) McGraw Hills.
 5. Holt, N., Brener, A., Sutherland, E., Vliet, M. and Passer, M., & Smith, R. (2015).
 6. Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill.
-

II. SKILL ENHANCEMENT COURSE- SEC 1: FUNDAMENTALS OF CLINICAL PSYCHOLOGY

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **45 Hours**

Course Objectives:

1. To provide knowledge about major psychological disorders (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopmental Disorders) and to provide knowledge about various treatments for abnormal behaviour.

Course Learning Outcomes:

1. Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopmental Disorders).
2. Developing a basic knowledge of the various treatments for abnormal Behaviour.

Course Content:

Unit-I: Bipolar, and Depressive Disorders: Clinical Picture and Etiology

1. Bipolar-I and Bipolar-II Disorders
2. Major Depressive Disorder

Unit-II: Schizophrenia: Clinical Picture and Etiology

Unit-III: Neurodevelopmental Disorders: Clinical Picture and Etiology

1. Intellectual Disability
2. Attention Deficit/Hyperactivity Disorder

Unit-IV: Treatment of Abnormal Behaviour:

1. Psychological Approaches: Behavioural, Cognitive and Humanistic
2. Indian Approaches: Guru-Chela relationship and Logotherapy: Vedantic Approach

Project Work:

1. Making use of YouTube videos to help understand various disorders and their symptoms
2. Interview of cases from the list of disorders (Mental Status Examination and Case History)

Practical Work:

1. General Health Questionnaire
2. Beck's Depression Inventory
3. Mental Depression Scale- L.N. Dubey
4. Positive Mental Health Inventory- C.D. Agashe & R.D. Helode

Reference Books:

1. Butcher, J.N., Hooly, J. M. Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
2. Comer, R. J. (2015). Abnormal psychology. New York: Worth publishers.
3. Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.
4. Nevid, J., Rathus, S., & Greene, B. (2014). Abnormal psychology in a changing world. Upper Saddle River, NJ: Pearson Prentice Hall.
5. The ICD-10 Classification of Mental and Behavioural Disorders. (1992). Geneva.
6. आधुनिक नैदानिक मनोवैज्ञान - मो० सुलेमान।
7. मनोरोग विज्ञान - मो० सुलेमान।
8. मनोरोग विज्ञान - डॉ० मशरर जहाँ।

SEMESTER II

I. MAJOR COURSE- MJ 2: PSYCHOLOGY AND ITS APPLICATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Learning Outcomes:

To provide knowledge about health, religion, child development, assess the intelligence, personality and role of psychology for the better social development of the community

Learning Outcomes:

1. Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal level and develop related skills that promote human welfare and optimal human functioning. Knowing the career opportunities that exist within the discipline and profession of psychology and through self-reflection develop insights into appropriate career choices
2. Having knowledge about the ethics and proficiencies required for practitioner psychologists
3. Acquiring knowledge about Indian psychological concepts and their applications
4. To understand the close relation of applied psychology with research
5. To be able to communicate effectively to persuade and educate others about solutions to their problems.

Course Content:

Unit-I Nature of applied psychology

1. Psychology in everyday life: Health, religion and child development
2. Introduction to professional ethics

Unit-II Application of individual level

1. psychometric and assessment of intelligence, personality and their application
2. Positive psychology: Definition, nature, perspective and Stress management: Nature, Symptoms of stress and its management
3. Issues related to gender and addiction (drug, cell phones)
4. Application of Yoga in Psychology

Unit-III Application at individual/group/organizational level

1. Educational Psychology
2. Organizational behaviour

Unit-IV Psychology and its application at societal level

1. Role of psychology in social development
2. Community Psychology

Reference Books:

1. American Psychological Association (2010). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, Pearson Education.
3. Donaldson, S. I. Donaldson, D. E. Berger, D. E. (2006). The rise and promise of applied psychology in the 21st Century. In S. I. Donaldson, D. E. Berger, & K.
4. <http://www.psychologydiscussion.net/branch/branches-of-psychology-different-branches-of-psychology/544>
5. Misra, G., & Mohanty, A. K. (2002). Perspectives on indigenous psychology. New Delhi, India: Concept.
6. Misra, G., & Pandey, J. (2011). Psychology and societal development. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), IAAP handbook of applied psychology. Oxford: Wiley-Blackwell.
7. Pezdek (Eds.), Applied psychology: New frontiers and rewarding careers. Mahwah, NJ: Erlbaum. Retrieved from [http://www.apa.org/ Branches of Psychology](http://www.apa.org/Branches of Psychology).
8. Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D.

II. MAJOR COURSE- MJ 3: PRACTICALS-I:

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) **120 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

- Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)
 Project = 15 marks
 Viva-voce = 25 marks (Practical: 15 & Project: 10)

Group A: Project work (Anyone)

1. Psychology applied to self: making a report on how studying psychology has benefitted the student's health.
2. Analyzing social problems from psychological perspectives

Group B: Practical work: (Any two)

1. Measurement of verbal Intelligence by using Battery of performance Intelligence test.
2. Measurement of Emotional Intelligence by using Mangal Emotional Intelligence Scale.
3. Assessment of Stress by using Academic Stress Inventory for School Students- S. Rani and B.B. Singh or any Stress Scale.
4. Measurement of Personality by using Cattell's 16 PF.

Book Recommendations

1. M.R.D' Amato (2006): Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
2. Stephen F Davis (2005): Handbook of Research methods in Experimental Psychology, edited by Stephen F Davis, Blackwell publishing 35, Main Street Maldon, NA 02148-5020 U.S.A.
3. Barry and Morton (1985): Experimental methods in psychology, Mc Graw Hill
4. Broota K.D. (1992): Experimental Designs in Behavioural research New Delhi, Wiley Estern
5. Robert L. Solso (2002 M. Kimberly Maclin): Experimental Psychology, Pearson Education P. Ltd. Indian Branch
6. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – Allahabad
7. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
8. Suleman, M. (1996). *Manovagyanik Prayog aur Parikshan*.
9. Singh, A. K. Uchhatar Manovaiganic Prayog evam Parikshan. Bharti Bhawan.
10. J|okLro| vkj- vk/kfud ik; kfxd eukfoKku
11. 'kek| xk- vk/kfud ik; kfxd eukfoKku
12. fl|g| v- vk/kfud ik; kfxd eukfoKku
13. J|okLro| ch- vk/kfud ik; kfxd eukfoKku
14. ïulj |lnk| eks- vk/kfud ik; kfxd eukfoKku
15. rj|ue| vk- eukfoKku esa i; lx vkj ij|{.l
16. ïulj |lnk| eks- eukfoKku esa i; lx vkj ij|{.k

III. SKILL ENHANCEMENT COURSE- SEC 2: PSYCHOLOGICAL ASSESSMENT

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **45 Hours**

Course Objectives:

1. To provide knowledge about different issues of psychology by using different psychological techniques.

Course Learning Outcomes:

1. Developing an understanding of the basic principles of psychological assessment and its various phases.
2. 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. Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
3. Developing knowledge about the application of tests in a variety of settings.

Course Content:

Unit-I: Introduction to psychological Assessment

1. Psychological assessment: Principles of assessment, Nature and Purpose
2. Types of assessment: Observation, Interview, Scales and tests
3. Integrating inputs from multiple sources of information, report writing and providing (Practical) feedback to the client/referral source.
4. Ethical and professional issues and challenges

Unit-II: Psychological Testing

1. Definition of a test, types of Tests
2. Characteristics of a good test
3. Applications of psychological tests in various contexts (educational, Counselling and Guidance)

Unit-III: Test and Scale Construction

1. Test Construction and Standardization: Item analysis, Reliability, Validity, and norms (Characteristics of z-scores, percentiles)
2. Scale Construction: Likert and Thurstone

Unit-IV: Tests of Cognitive Ability and Personality

1. Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford-Binet Intelligence Scales: 5th Edition).
2. Tests of Personality: Inventories such as 16PF, MMPI. Projective tests like Rorschach and Thematic Apperception Test (A brief introduction to both).

Project Work:

1. Prepare a list of tests which measure different components of psychological issues.
2. Use of psychological tests to measure the attributes and interpret the obtained scores.

Practical Work:

1. Using Scale to measure Mental/ Social/ Physical/ Economic conditions
2. Measurement of Mental Health by using any Scale/ Test.

Reference Books:

1. Aiken, L.R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). N. Delhi: Pearson Edu.
2. Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). N. Delhi, India: Prentice - Hall of India Pvt. Ltd.
3. Barve, B. N., & Narake, H. J. (2008). Manomapan. Nagpur, India: Vidya Prakashana.
4. Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). Introduction to Cyberpsychology. London: Routledge.
5. Desai, B., & Abhyankar, S. (2007). Manasashatriyamapan. Pune, India: Narendra Prakashana.
6. Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th Ed.). Boston: Pearson Edu.
7. Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
8. Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.

SEMESTER III

**I. MAJOR COURSE- MJ 4:
FOUNDATION OF SOCIAL PSYCHOLOGY**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Learning Outcomes:

Develop basic skills among Students to overcome poverty corruption and unemployment from the Society.

Learning Outcome:

1. Understanding the basic social psychological concepts and familiarize with relevant methods.
2. Understanding the applications of social psychology to social issues like gender and environment.
3. Developing skills to understand social situations and its measurement

Course Content:

Unit-I: Introduction

1. Nature and scope of social psychology
2. History of social psychology
3. Relationship of social psychology with Sociology and Anthropology

Unit-II: Attitude

1. Nature and definition
2. Formation of attitude
3. Factors responsible for attitude change

Unit-III: Social Interaction and Influences

1. Social perception- Nature, factors affecting social cognition.
2. Pro-social behaviour- Nature, factors developing pro-social behaviour.

Unit-IV: Group dynamics and Inter Group Relations

1. Nature of Groups
2. Types and functions of group
3. Prejudice-Nature & determinants (Sociological & Psychological)

Reference Books:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
 2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
 3. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
 4. Myers, D. G. (2008). Social psychology, New Delhi, India: Tata McGraw-Hill.
 5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
 6. Suleman, M. Adhunik Samaj Manovigyan.
 7. Singh, A. K. Uchhatar Samaj Manovigyan.
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II. MAJOR COURSE- MJ 5: PRACTICALS-II:

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) 120 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Project = 15 marks

Viva-voce = 25 marks (Practical: 15 & Project: 10)

Practicals:

Group A : Project Work: (Any one)

1. Role of gender in impression formation: Subjects are given the same verbal description for Male/female targets, but gender is manipulated by changing the name (like using Ram/Rama or Ankit/Ankita). Subjects are asked to rate the given person "Ram/Rama" on the basis of the description provided on different dimensions.
2. Analysis of news in National daily's (Newspapers in Hindi, English and other Languages), identifying news of unethical/immoral incidents, making a list of incidents for a month, then classifying it according to types of incidents and also analyzing underlying values and bases of moral behaviour, and the kind of social problem associated with it.

Group B : Practical Work: (Any two)

1. Measurement of Attitude by the using Equality of Women Attitude Scale- Rama Tiwari any Attitude Scale.
2. Measurement of Nationalism by the using Sense of Nationalism Scale- K.L. Dangwal any Nationalism Scale.
3. Measurement of Prejudice by the using Prejudice Scale- R.L. Bharadwaj & H. Sharma any Prejudice Scale.
4. Person Perception- Upadhyaya

Book Recommendations

1. M.R.D' Amato (2006): Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
2. Stephen F Davis (2005): Handbook of Research methods in Experimental Psychology, edited by Stephen F Davis, Blackwell publishing 35, Main Street Maldon, NA 02148-5020 U.S.A.
3. Barry and Morton (1985): Experimental methods in psychology, Mc Graw Hill
4. Broota K.D. (1992): Experimental Designs in Behavioural research New Delhi, Wiley Estern
5. Robert L. Solso (2002 M. Kimberly Maclin): Experimental Psychology, Pearson Education P. Ltd. Indian Branch
6. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – Allahabad
7. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
8. Suleman, M. (1996). *Manovagyanik Prayog aur Parikshan*.
9. Singh, A. K. Uchhatar Manovagyanic Prayog evam Parikshan. Bharti Bhawan.
10. JhokLro] vkj- vk/kfud ik; kfxd eukfoKku
11. 'kek] xk- vk/kfud ik; kfxd eukfoKku
12. flg] v- vk/kfud ik; kfxd eukfoKku
13. JhokLro] ch- vk/kfud ik; kfxd eukfoKku
14. äulj lnt l] eks- vk/kfud ik; kfxd eukfoKku
15. rjlu] vk- eukfoKku esa i; lx vkj ij l. l
16. äulj lnt l] eks- eukfoKku esa i; lx vkj ij l. k

III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES

Marks: 75 (ESE: 3Hrs) = 75	Pass Marks: Th (ESE) = 30
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A Common Syllabus for FYUGP

(Credits: Theory-03) **45 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be objective type test consisting of Seventy-five questions of 1 mark each. Students are required to mark their answer on OMR Sheet provided by the University.

Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Hours)**

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Hours)**

3. Operating system: What is an Operating System, Operating System Examples, Functions of Operating System(Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**

4. Concept of Software: What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**

5. Internet & its uses: Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

6. Microsoft Word: Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**

7. Microsoft Excel (Spreadsheet): Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**

8. Microsoft Power Point (Presentation Package): Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration **(5 Hours)**

9. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

Reference Books

1. Nishit Mathur, Fundamentals of Computer, APH publishing corporation (2010)
2. Neeraj Singh, Computer Fundamentals (Basic Computer), T Balaji, (2021)
3. Joan Preppernau, Microsoft Power Point 2016 step by step, Microsoft press (2015)
4. Douglas E Corner, The Internet Book 4th Edition, prentice –Hall (2009)
5. Steven Welkler, Office 2016 for beginners, Create Space Independent Publishing Platform (2016)
6. Wallace Wang, Microsoft Office 2019, Wiley (January 2018)
7. Noble Powell, Windows 11 User Guide For Beginners and Seniors, ASIN, (October 2021)

SEMESTER IV

I. MAJOR COURSE- MJ 6: FOUNDATION OF DEVELOPMENTAL PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Learning Outcomes:

To provide knowledge about Human Development, relevant social issues and developmental issues in children and adults.

Learning Outcome:

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 context.

Course Content:

Unit-I: Introduction to developmental Psychology:

1. Issues and theories in Developmental Psychology-Nature and nurture; plasticity in development.
2. Theoretical Perspectives: Psychodynamic (Freud and Erikson);
3. Cognitive (Piaget, information processing approaches)
4. Socio-cultural: Vygotsky. 5. Research methods: Longitudinal, Cross sectional and ethics in research.

Unit-II: Domains of Development across life span-I

1. Physical development (from infancy to late adulthood)
2. Cognitive development and language development, Role of language in cognitive development.

Unit-III: Domains of Development across life span-II

1. Socio-emotional development and Moral Development

Unit-IV: Developmental issues in Indian context

1. Issues of social relevance (gender, disability and Poverty)
2. Developmental issues in children and adolescents Challenges of adulthood;

Reference Books:

1. Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, C., & Poortinga, Y. H. (Eds.) (2006). Families across cultures: A 30-nation psychological study. New York: Cambridge University Press.
2. Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall.
3. Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.
4. Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press.
5. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed). N. Delhi, Tata McGraw-Hill.
6. Mitchell, P., & Ziegler, F. (2007). Fundamentals of development: The psychology of childhood. New York: Psychology Press.
7. Santrock, J. W. (2012), A topical approach to life-span development. New Delhi, India: Tata McGraw-Hill.
8. Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications.
9. Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and adolescence Indian reprint: Thomson Wadsworth.
10. 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.
11. Srivastava, A. K. (Ed) (1997). Child development. An Indian perspective. New Delhi: NCERT.
12. Srivastava, D. N. & Verma, Priti. Child psychology: Child Development. Agra: Vinod Pustak Mandir.
13. मानवीय विकास के विविध आयाम – वना एवं सुदर्शन चौहान
14. Singh, Rajender Prasad: Vikasatmak Manovigyan.
15. Hurlock, Developmental Psychology
16. Sinha, RRP- Vikasatmak Manovigyan.
17. Singh, R. Vikasatmak Manovigyan.

II. MAJOR COURSE- MJ 7: EMERGENCE OF ENVIRONMENTAL PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Learning Outcomes:

To understand & develop pro-environmental behaviour and psychological process (Attitude and Belief) in relation to environmental problem. To understand process related to environmental degradation and their impact on human life.

Learning Outcome:

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

Course Content:

Unit-I: Introduction to Emergence of Environmental Psychology

Definition and Scope. Human- environment relationship.
Salient features of environmental psychology.
Recent trends and future directions in environmental psychology.
Indian views on human – environment relationship.

Unit-II: Human-Environment transaction

Personal space, crowding.
Indian research on crowding and personal space.
Theoretical model: Ecological and adaptation

Unit-III: Environmental stress:

Concept and type of stress.
Sources of stressors: Environmental, social, physical and psychological
Pollution: noise, air, water

Unit-IV: Pro-environmental behaviour

Changing the environmental destructive mindset.
Environmental awareness and education
Reinforcement strategies

Reference Books:

1. Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology, NY: Holt, Rinehart and Winston.
 2. Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
 3. 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.
 4. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
 5. Tripathi, Dyashankar: Pryawaran Adhyan.
 6. Tiwari, Prem Sagarnath: Pryawaran Manovigyan.
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III. MAJOR COURSE- MJ 8: PRACTICALS-III:

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) 120 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Project = 15 marks

Viva-voce = 25 marks (Practical: 15 & Project: 10)

Group A : Project Work: (Any one)

1. Prepare a report based on interview with elderly person either in family or in old age homes. This will help to build conversational skills, interview skills, qualitative/content analysis, professional ethics, sensitivity to the problem of aged, responsibility awareness of policies etc. in the students.
2. Life review of an old person or a middle-aged person. They also learn how to transcribe data from audio-recording.

Group B : Practical Work: (Any two)

1. Self-concept questionnaire- R.K. Saraswat
2. Battle's Self-Esteem Inventory for Children- Anand Kumar
3. Parental Encouragement questionnaire- K.G. Agarwal.
4. Delinquency Proneness Scale- R. Chopra & S. Kaur

Book Recommendations

1. M.R.D' Amato (2006): Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
2. Stephen F Davis (2005): Handbook of Research methods in Experimental Psychology, edited by Stephen F Davis, Blackwell publishing 35, Main Street Maldon, NA 02148-5020 U.S.A.
3. Barry and Morton (1985): Experimental methods in psychology, Mc Graw Hill
4. Broota K.D. (1992): Experimental Designs in Behavioural research New Delhi, Wiley Estern
5. Robert L. Solso (2002 M. Kimberly Maclin): Experimental Psychology, Pearson Education P. Ltd. Indian Branch
6. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – Allahabad
7. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
8. Suleman, M. (1996). *Manovagyanik Prayog aur Parikshan.*
9. Singh, A. K. Uchhatar Manovagyanik Prayog evam Parikshan. Bharti Bhawan.
10. JhokLroj vkj- vk/kfud ik; kfxd eukfoKku
11. 'kek] xk- vk/kfud ik; kfxd eukfoKku
12. flg] v- vk/kfud ik; kfxd eukfoKku
13. JhokLroj ch- vk/kfud ik; kfxd eukfoKku
14. iuij llnk] eks- vk/kfud ik; kfxd eukfoKku
15. rjJue] vk- eukfoKku esa i;lx vkj ij{k;.l
16. iuij llnk] eks- eukfoKku esa i;lx vkj ij{k;.k

SEMESTER V

I. MAJOR COURSE- MJ 9: INTRODUCTION TO PERSONALITY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **60 Hours****Course Learning Outcomes:**

1. To provide introductory knowledge about personality, factors (Heredity & Environment) affecting personality to understand self through Vedanta, Yoga, Sufi and Buddhist tradition.

Learning Outcome:

1. Appreciating conceptualizations of personality in the Western as well as Eastern traditions.
2. Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions. Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.
3. Understanding biological and environmental influences on personality development.
4. Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.

Course Content:**Unit-I: Introduction to Personality**

1. Concept and Definition of Personality
2. Role of Factors in the development of Personality (heredity and environment)
3. Assessment of Personality

Unit-II: Western approaches to personality-1

1. Trait and Type Approaches (including Eastern Perspective such as “Tri-guna” theory)
2. Socio-Cognitive Approach to Personality

Unit-III: Western approaches to personality –II

1. Psychoanalytic Approach to Personality
2. Humanistic Approach to Personality

Unit-IV: Understanding self through Eastern Perspective

1. Understanding self through Vedanta, and Yoga
2. Understanding self through Sufi and Buddhist tradition.

Reference Books:

1. Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian edition. New Delhi, India: Pearson Education.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian Psychology Theories and concepts (Vol. 1). New Delhi, India: Pearson.
4. Feist, J. Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata Mc Graw Hill.
5. Friedman, H.S., & Schustack, M.W.(2006).Personality Classic theories and modern research. N.Delhi, India: Pearson.
6. Kuppaswamy, B. (2001). Elements of ancient Indian psychology, New Delhi, India: Konark Publishers Pvt. Ltd.
7. Misra, G. & Mohanty, A. K (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company
8. Paranjpe, A. C. (1984), Theoretical psychology. The meeting of east and west. New York: Plenum Press.
9. Patnaik, D. (2015). My Gita. New Delhi: Rupa.
10. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008), Handbook of Indian psychology. New Delhi, India: Foundation Books.
11. ढि4ॐ मनोवियान – मधु अ३थाना|
12. ढि4ॐ का मनोवियान- अॢण कु मार िसंह

II. MAJOR COURSE- MJ 10: POSITIVE PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Learning Outcomes:

1. To make students aware about positivity, Happiness and well-being through Positive Psychology.

Learning Outcomes:

1. Meaning and conceptual approaches to happiness and well-being.
2. Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.
3. Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.
4. Being able to identify the key virtues and character strengths which facilitate happiness and well-being.

Course Content:

Unit-I: Introduction

1. Positive psychology: Meaning, definition, assumptions and goals;
2. Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions
3. Indian perspectives and positive psychology

Unit-II: Happiness and well-being

1. Happiness: Concept and definitions
2. Happiness and the facets of life: Gender, Love, Marriage
3. Happiness across the life span: Happiness and well-being across culture and nationalities
4. Psychology of flow

Unit-III: Emotions, Personality traits and well-being

1. Positive emotions (hope, optimism, gratitude) and well-being
2. Cultivating positive emotions
3. Positive traits: Personality and positive beliefs

Unit-IV: Virtues, character strengths, and well being

1. Classification of human virtues (Seligman's approach)
2. Wisdom as a foundational strength and virtue; Character strengths and health.
3. Religion, spirituality and transcendence.

Reference Books:

1. Baumgardner, S. R., Crothers, M. K. (2009) Positive psychology. New Delhi, India: Pearson.
2. Carr. A. (2004) Positive Psychology The science of happiness and human strength UK: Routledge.
3. David. S. A., Boniwell, I., & Ayers, A. C. (2013), The Oxford handbook of happiness. Oxford: Oxford University Press.
4. Husain, A., & Saeduzzafar. (2011). Islamic virtues and human development New Delhi. India: Global Vision Publishing House.
5. Joseph, S. (Ed.) (2015). Positive psychology in practice. Promoting human flourishing in work, health, education, and everyday life Hoboken, NJ. John Wiley & Sons.
6. Kumar, U. Archana, & Prakash, V. (2015). Positive psychology - Applications in work, health and well-being: Delhi & Chennai, India: Pearson,
7. Peterson, C. (2006) A Primer in Positive Psychology. New York: Oxford University Press.
8. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York; Free Press/Simon and Schuster.
9. Snyder, C. R., & Lopez. S. J. (2002). Handbook of positive psychology: New York: Oxford University.
10. Snyder, C.R., & Lopez, S. (2007), Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
11. सकारात्मक मनोविज्ञान - मधु जैन
12. सकारात्मक मानसशास्त्र - डॉ० विठ्ठलनाथ शिंदे

**III. MAJOR COURSE- MJ 11:
PRACTICALS-IV:**

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) 120 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Project = 15 marks

Viva-voce = 25 marks (Practical: 15 & Project: 10)

Group A: Project Work:

1. Case study on Personality, Social Behaviour, Mental Retardation: any one.

Group b: Practical Work:

1. Measurement of personality by using Maudsley Personality Inventory (MPI).
2. Measurement of personality by using Thematic Apperception Test (TAT).
3. Measurement of personality by using Word Association Test (WAT).
4. Measurement of personality dimension by using Dimensional Personality Inventory- Mahesh Bhargava.

Book Recommendations

1. M.R.D' Amato (2006): Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
2. Stephen F Davis (2005): Handbook of Research methods in Experimental Psychology, edited by Stephen F Davis, Blackwell publishing 35, Main Street Maldon, NA 02148-5020 U.S.A.
3. Barry and Morton (1985): Experimental methods in psychology, Mc Graw Hill
4. Broota K.D. (1992) : Experimental Designs in Behavioural research New Delhi, Wiley Estern
5. Robert L. Solso (2002 M. Kimberly Maclin): Experimental Psychology, Pearson Education P. Ltd. Indian Branch
6. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – Allahabad
7. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
8. Suleman, M. (1996). *Manovagyanik Prayog aur Parikshan*.
9. Singh, A. K. Uchhatar Manovagyanik Prayog evam Parikshan. Bharti Bhawan.
10. JhotLro] vkj- vk/kfud ik; kfxd eukfoKku
11. 'kek] xk- vk/kfud ik; kfxd eukfoKku
12. flg] v- vk/kfud ik; kfxd eukfoKku
13. JhotLro] ch- vk/kfud ik; kfxd eukfoKku
14. ãulj llnl] eks- vk/kfud ik; kfxd eukfoKku
15. rjlue] vk- eukfoKku esa i; lx vkj ij{l.l
16. ãulj llnl] eks- eukfoKku esa i; lx vkj ij{k.k

SEMESTER VI

I. MAJOR COURSE- MJ 12: BASICS OF CLINICAL PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **60 Hours****Course Learning Outcomes:**

To provide knowledge about distinguishing normal and abnormal behaviour, educate students about anxiety, trauma and Dissociative Personality Disorders.

Learning Outcome:

1. Foundational knowledge of Clinical Psychology and its historical development.
2. 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.
3. Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
4. Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders. Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context. Understanding the essence of a reflective practitioner by engaging in reflective processes that him or her aware of his or her strengths and vulnerabilities.

Course Content:**Unit-I: Introduction**

1. Definition of Clinical Psychology, Historical development of Clinical Psychology.
2. Concept of Abnormal behaviour.

Unit-II: Clinical Assessment and Classification

1. Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing.
2. Classification and Diagnosis: Classification models: DSM-V (latest) and ICD (latest).

Unit-III: Anxiety and Obsessive-Compulsive Disorders: Clinical Picture and Etiology

1. Generalized Anxiety Disorder
2. Specific Phobia and Social Anxiety Disorder (Social Phobia)
3. Obsessive – Compulsive Disorder

Unit-IV: Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture and Etiology

1. Adjustment Disorder
2. Post-Traumatic Stress Disorder
3. Dissociative Identity Disorder
4. Personality Disorders (Clusters A, B and C): Only Clinical Picture.

Reference Books:

1. 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.
2. Butcher, J.N., Hooly, J.M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. N. Delhi: Pearson:
3. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education.
4. Husain, A., Beg, M. A., & Dwivedi, C. B. (2013) Psychology of humanity and spirituality New Delhi: Research India Press
5. Llewelyn, S., Murphy, D. (Eds.) (2014) What is clinical psychology? Oxford UK: Oxford Univ. Press.
6. Plante. T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
7. Pomerantz A. M. (2008). Clinical psychology Science practice and culture. New Delhi. Sage Publications.
8. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017), Clinical Interviewing New Jersey: Wiley.
9. मनोरोग विज्ञान - डॉ० मशरूर जहाँ
10. आधुनिक नैदानिक मनोविज्ञान - मो० सुलेमान
11. मनोरोग विज्ञान - मो० सुलेमान

**II. MAJOR COURSE- MJ 13:
FOUNDATION OF ORGANIZATIONAL BEHAVIOUR**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Learning Outcomes:

To provide organizational behavioural knowledge to the students for better organizational Behavioural outcomes.

Learning Outcome:

1. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
2. Understanding leadership processes from different theoretical perspectives.
3. Understanding group dynamics, working through conflicts and working in teams.

Course Content:

Unit-I: Introduction

1. Nature, Concept and Scope of Organizational psychology.
2. Historical Developments: The Early Years, Classical School: Taylor/Human Relations Approach.

Unit-II: Introduction of work-related Attitudes and Work Motivation

1. Employees attitude and Job satisfaction
2. Work motivation
3. Job involvement

Unit-III: Leadership

1. Basic Approaches: Trait theory, Behavioural theories and Contingency theories
2. Indian perspective on leadership

Unit-IV: Dynamics of Organizational Behaviour

1. Stress in Organization:
2. Nature, Effect, sources and Techniques for managing Stress.

Reference Books:

1. Aamodt, M. G. (2016). Industrial/Organizational psychology, An applied approach. Boston: Cengage Learning.
 2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative In
 3. P. N. Mukherjee. & C. Sengupta (Eds.), Indiginity and universality in social sciences A south Asian response. New Delhi: Sage Publications.
 4. Muchinsky, P. M., & Culbertson, S. S. (2016), Psychology applied to work. Summerfield, NC: Hypergraphic Press.
 5. Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.
 6. Pareek, U. & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill.
 7. Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India: Sage Publications.
 8. Muhaamad Suleman: Sangthnatmak Vayohar.
-

III. MAJOR COURSE- MJ 14: COUNSELLING SKILLS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objectives:

1. To develop skills among students for reading stress, Anxiety and choosing relaxation, reducing negative-self talk and developing client-counsellor relationship.

Course Learning Outcomes:

1. Understanding Profession of counselling, particularly in the Indian context.
2. Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
3. Demonstrating skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, also learn skills of terminating the counselling relationship.
4. Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
5. Developing proficiencies to assist professional counsellors during intake interviews.
6. Helping clients having mild concerns in life; for instance-acting as peer counsellors in the college/community.

Course Content:

Unit-I: Introduction:

1. Defining counselling, goals of counselling, basic counselling skills
2. Understanding counselling process: Development of helping relationship, counsellor - counsee relationship
3. Ethical considerations in counselling

Unit-II: Basic Approaches to counselling: basic theoretical concepts and techniques only

1. Person centred approach
2. Psychodynamic approach
3. Behavioural approach
4. Cognitive behavioural approach: (CBT)

Unit-III: Specific Counselling Skills

1. Inside and outside skills of counselling, self-monitoring skills as a counsellor
2. Training clients in relaxation
3. Improving client's self-talk and self-perceptions, terminating helping

Unit-IV: Models of Counselling Skills

1. Nature and importance of counselling skills and working alliance
2. Roger's model of counselling skills.
3. Indian models of counselling: the role of detachment and self-surrender.

Reference Books:

1. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown, Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
2. Corey, G. (2009) Counselling and Psychotherapy: Theory and Practice (7th Ed.) New Delhi: Cengage Learning
3. Feltham, C., & Horton. I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.
4. Jones, R. N. (2008). Basic counselling Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.
5. आधुनिक परामर्शन मनोविज्ञान- अमरनाथ राय और मधु अहथाना |
6. परामर्श[मनोविज्ञान-डॉ० वमल अहवाल]

**IV. MAJOR COURSE- MJ 15:
PRACTICALS-V:**

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) **120 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Project = 15 marks

Viva-voce = 25 marks (Practical: 15 & Project: 10)

Group A: Project Work: (Any one)

1. Formulating a case using diagnostic techniques on a Subject - Behavioural assessment, psychological assessment, Cognitive assessment and Personality assessment.
2. Helps in building societal competence: Analysing social problems and understanding social dynamics.

Group b: Practical Work: (Any two)

1. Self-Confidence Inventory (ASCI) by Agnihotri.
2. Neurosis Measurement Scale- M.P. Uniyal & A.R. Bisht
3. Anxiety, Depression and Stress Scale- Pallavi Bhatnagar
4. Sinha's Anxiety Test- A.K.P. Sinha & L.N.K. Sinha

Book Recommendations

1. M.R.D' Amato (2006): Experimental Psychology: Methodology Psychophysics and Learning TMH Edition – Fifteenth Reprint (2006)
2. Stephen F Davis (2005): Handbook of Research methods in Experimental Psychology, edited by Stephen F Davis, Blackwell publishing 35, Main Street Maldon, NA 02148-5020 U.S.A.
3. Barry and Morton (1985): Experimental methods in psychology, Mc Graw Hill
4. Broota K.D. (1992) : Experimental Designs in Behavioural research New Delhi, Wiley Estern
5. Robert L. Solso (2002 M. Kimberly Maclin): Experimental Psychology, Pearson Education P. Ltd. Indian Branch
6. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – Allahabad
7. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
8. Suleman, M. (1996). *Manovagyanik Prayog aur Parikshan*.
9. Singh, A. K. Uchhatar Manovagyanik Prayog evam Parikshan. Bharti Bhawan.
10. JholLroj vkj- vk/kfud ik; kfxd eukfoKku
11. 'kek] xk- vk/kfud ik; kfxd eukfoKku
12. fllg] v- vk/kfud ik; kfxd eukfoKku
13. JholLroj ch- vk/kfud ik; kfxd eukfoKku
14. ðulj lnk] eks- vk/kfud ik; kfxd eukfoKku
15. rjluue] vk- eukfoKku esa i; lx vkj ij{.l
16. ðulj lnk] eks- eukfoKku esa i; lx vkj ij{.k

SEMESTER VII

I. MAJOR COURSE- MJ 16: QUANTITATIVE DATA ANALYSIS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objectives:

1. To provide knowledge to students about collection and analysis of data so that result can be presented statistically and logically.

Course Learning Outcomes:

1. Understanding the nature of measurement and its various levels.
2. Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
3. Knowing how to use the normal probability curve as a model in scientific theory
4. Grasping concepts related to hypothesis testing and developing related computational skills
5. Learning basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).

Course Content:

Unit-I: Nature of Quantitative Data and Descriptive Statistics in Psychology

1. Levels of measurement
2. Measures of central tendency: Characteristics and computation of mean, median and mode
3. Measures of variability or dispersion: Characteristics and computation of range, Quartile Deviation and Standard Deviation.
4. Derived scores: Standard scores (z-scores, T-scores: Meaning and Calculations)

Unit-II: Normal distribution and Correlation:

1. Normal Probability Curve (NPC): Nature, Characteristics and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known.
2. Correlation: Calculation of Person's and Spearman coefficient, Correlation and its significance; factors affecting correlation.

Unit-III: Inferential Statistics (Parametric) in Psychology

1. Hypothesis testing for more than two groups: Logic of ANOVA, Sources of variance, assumptions and computation of one - way ANOVA

Unit-IV: Non-parametric tests

1. Nature and assumptions
2. Chi-square: Assumptions and Computation of Chi-square.

References:

1. Broota, K. D. (1992) Experimental design in behavioural research New Delhi: Wiley Eastern
 2. Minium, E. W., King, B. M. & Bear, G. (1993). Statistical reasoning in psychology and education New York: John Wiley.
 3. Mohanty, B. & Misra, S. (2015). Statistics for behavioural and social sciences New Delhi: SAGE Publications.
 4. Srivastwa, Ramjee: Manovagyanik yewam saikhshnikmapan.
 5. Singh, A. K.: Manovigyan, Smajsastrtha siksha me sodhvidhiya.
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II. MAJOR COURSE- MJ 17: EDUCATIONAL PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objective:

1. The main objective of educational psychology is to increase the ability of new dimensions of knowledge-Intelligence, Self-direction and Social functioning.
2. The main objective of educational psychology is to increase the ability of new dimensions of knowledge-Intelligence, Self-direction and Social functioning.
3. Educational Psychology helps students to be motivated towards education and shape their personality through education and social learning.
4. It also helps teachers to understand the human nature, examination system and education.

Learning Outcomes:

1. Understanding the meaning and processes of education at individual and social levels in the Indian context.
2. Demonstrating an appreciation of the role of the teacher in education.
3. Developing an Insight into the notion of inclusion in education.

Course Content:

Unit-I: Introduction of Educational Psychology

1. Definitions
2. Aim and Problems
3. Contribution of Psychology to Education
4. Applications in:
 - a. Educational Institutions
 - b. Rehabilitation Center
 - c. Career

Unit-II: Heredity and Environment

1. Definitions
2. Importance
3. Relevance and Significance in Education
4. Mental Retardation
5. Learning Disability

Unit-III: Educational Technology and Programme Learning

1. Meaning of Educational Technology
2. Importance of Educational Technology
3. Programme Learning
4. Meaning and Procedure of Programme Learning

Unit-IV: Educational Assessment

1. Meaning of Educational Assessment
2. Importance and Applications of Educational Assessment
3. Differences between Test and Measurement
4. Types and Characteristics of Intelligence Test.

UNIT-V: Class Room Management and Class Room Diversity

1. Meaning, Nature and Importance of Classroom Management
2. Issues related to Classroom Management: Discipline and Control
3. Inclusive Education: Concept and Importance

Book Recommendations

1. Mitra B. "Personality Development & Soft Skills", Oxford Publication, Third impression, 2017.
2. ICT Academic of Kerala, "Life Skill for Engineers: Mc. Graw Hill Education (India) Private Ltd., 2016.
3. Caruso, D.R. and Solovey P., "The Emotionally Intelligent Managers", How to Develop and Use the Four Key Emotional Skill of Leadership", Jhon Wiley & Sons, 2004.
5. Kalyana, "Soft Skill for Managers", First Edition; Wiley Publishing Ltd., 2015.
6. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
7. Shalini Verma, "Development of Life Skills and Professionalism Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.

III. MAJOR COURSE- MJ 18: SCHOOLS OF PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objective:

1. The main objective of the history of psychology is to make students understand the key issues and theoretical concepts related to psychology.
2. History of Psychology helps to better understand current psychological thoughts and findings.
3. It also helps students to know what was the foundation of psychology and how it is related with modern psychology.

Course Learning Outcomes:

1. Building an understanding of the history of psychology.
2. Identifying and appreciating the diversity of contributions of the contemporary fields of psychology.
3. Describe the key figures in the history of psychology and their major contribution and perspectives.

Course Content:

Unit-I: Structuralism and Functionalism

Structuralism: Contribution of Wundt and Tichener

Functionalism: Contribution of Chicago and Columbia School

Unit-II: Behaviourism

Watson is a founder of Behaviourism

Contribution of Skinner

Unit-III: Psychoanalysis

Contribution of Freud as a founder of Psychoanalysis

Neo Freudian: Karen Horney and Sullivan

Unit-IV: Gestalt School

Contribution of Wertheimer in Gestalt School

Contribution of Kohlar and Koffka

Unit-V: Humanistic Psychology

Features of Humanistic Psychology

Contribution of Maslow and Rogers

Book Recommendations

1. Md. Suleman. Manovigyan ke Sampradaik Itihas.
2. Arun Kumar Singh. Manovigyan ke Sampradaik Itihas.
3. Arun Kumer Singh. The Comprehensive History of Psychology
4. David Hotherssall and Benjamin J. Lovett. History of Psychology
5. Baker, D.B. The Oxford Handbook of the History of Psychology: Global Perspectives.

**IV. MAJOR COURSE- MJ 19:
PRACTICALS-VI:**

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) 120 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Project = 15 marks

Viva-voce = 25 marks (Practical: 15 & Project: 10)

Group A: Project: Any Two Projects related with Educational Psychology.

Group b: Practical:

1. Tripathy R.R., Emotional Maturity Scale(EMS)
2. Shweta Shandilya & Alok Gardia Test of Sense of Responsibility
3. Kulshrestha S.P., Educational Interest Record
4. Vivek Bhargava and Rajshree Bhargava. Career Performance Record
5. Sona Dixit and Laxmi Khandelwal. Sustainable Habits
6. Mohsin S.M., Experiment in Psychology

Book Recommendations

1. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
2. Suleman, M. (1996). Manovagyanik Prayog aur Parikshan.
3. Singh, A. K. Uchhatar Manovagyanic Prayog evam Parikshan. Bharti Bhawan.
4. JholLro] vkj- vk/kfud ik; kfxd eukfoKku
5. 'kek] xk- vk/kfud ik; kfxd eukfoKku
6. flg] v- vk/kfud ik; kfxd eukfoKku
7. JholLro] ch- vk/kfud ik; kfxd eukfoKku
8. @ulj llnk] eks- vk/kfud ik; kfxd eukfoKku
9. rjllue] vk- eukfoKku esa i; tx vkj ij{t.k
10. @ulj llnk] eks- eukfoKku esa i; tx vkj ij{t.k

SEMESTER VIII

I. MAJOR COURSE- MJ 20: APPLIED PSYCHOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **60 Hours****Course Objectives:**

1. Understanding human nature and solving problems in human behaviour with the help of the theoretical approach of psychology.
2. Understanding the research-based knowledge on memory, emotion and motivation in a real-life setting.
3. Revised the knowledge of Spectroscopy.
4. Identify the problem related to the workplace, health society education and provide knowledge to solve these issues.

Learning Outcomes:

1. Understand the health issues from the standpoint of biological, psychological and social factors acting together.
2. Knowing the importance of positive emotions such as Happiness, Hope optimism in developing life satisfaction.
3. Developing and understanding major concepts of psychology and its implementation in different life setting.
4. Developing knowledge about the application of psychological thoughts in variety of setting.

Course Content:**Unit-I: Introduction:** Nature and Fields of Applied Psychology**Unit-II: Psychology of Guidance and Counselling:** Nature, Area and Procedure.

1. Individual Difference and their assessment.
2. Measurement of Personality, interest and aptitude

Unit-III: Psychology in Education

1. School as an agent of socialization
2. Factors influencing School achievement
3. Learning and Motivational Problems: Exceptional and Problem Child,
4. remedial measures.

Unit-IV: Psychology and Mental Health

1. Meaning and characteristics of Mental Health
2. Symptoms and causes of Anxiety Neurosis, Hysteria, Phobia and Schizophrenia.
3. Major Therapies: Psychoanalytic and Behaviour Therapies

Unit-V: Psychology and Sports

1. Personality traits of efficient sportsmen, Team feelings and Motivational factors to improve sportsmen spirit.

Book Recommendations

1. **Frank W. Schneider**, University of Windsor, Canada,
 2. **Jamie A. Gruman**, University of Toronto a Scarborough.
 3. **Larry M. Coutts**, University of Windsor, Canada, Sage Publication
 4. **Smarak Swain**, Applied Psychology, Oakbridge,
 5. **Anastasi, A. (1979)**. Fields of applied psychology. New Delhi: McGraw Hill.
 6. **Goldstein, A. P., & Krasner, B. (1987)**. Modern applied psychology. Elmford, New York: Pergmon Press.
 7. **McCormick, E.J., & Ilgen, D. (1980)**. Industrial psychology. Englewood Cliffs, N.J.: Prentice Hall.
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II. ADVANCED MAJOR COURSE- AMJ 1: SOCIAL COGNITION AND GROUP PROCESSES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objectives:

1. Understanding of basic Social Psychological concept.
2. Understanding the applications of social psychology to social issues like gender and environmental and understanding how people evaluate social situation.
3. Understanding the basic social psychological concept and familiarize with relevant methods.
4. Developing skills to understand social situation and how to measure social problems like prejudice, attitude, and social inequality.

Learning Outcomes:

1. Understanding social cognition, perception attitude and behaviours human express when they think of themselves and others as member of social groups.
2. Understanding how group memberships shape one's social identity and its related influences.
3. Learning to resolve and manage social group conflicts.
4. Introduce students to realm of social influences on behaviour.

Course Content:

Unit-I: Social Cognition

1. Nature, types and determinates
2. Self: Nature, functions and culture differences.

Unit-II: Social Perception

1. Forming impression: Role of Non-Verbal cues, Group Stereotypes
2. and Central traits.
3. Models of Information Integration: Primary and Recency effect.

Unit-III: Groups

1. Nature and functions
2. Task performance
3. Social facilitation
4. Social loafing
5. Communication and decision making in groups.

Unit-IV: Pro-social Behaviour

1. Cooperation
2. Helping behaviour
3. Personal, situational and social-cultural difference by standard effects.

Unit-V: Leadership

1. Functions, traits, situational and interactionist approaches
2. Leadership effectiveness
3. The charismatic leader.

Book Recommendations

1. Allcock, J. E., Carment, D. N., & Sadava, S. N. (1991). A textbook of social psychology. Scarborough, Canada: Prentice Hall.
2. Baron, R. A., & Byrne, D. (1998). Social psychology (8th Edition). New Delhi: Prentice Hall of India.
3. Singh, A. K. (1996). Adhunik samajik manovigyan ki roop rekha (3rd Edition). Varanasi: Moti Lal Banarasi Das.
4. Tripathi, L. B. (1992). Adhunik Samajik Manovigyan. Agra: National psychological corporation.
5. Worchel, S., & Cooper, J. (1983). Understanding social psychology. Illinois: Dorsey

III. ADVANCED MAJOR COURSE- AMJ 2: LIFE SKILLS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **60 Hours**

Course Objective:

1. The main objective of studying life skills is to gain abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.
2. To provide an opportunity for realizing one's potential through practical experiences.
3. Revise the knowledge of advance Nuclear Psychology-1.

Learning Outcomes:

1. Acquiring knowledge about the internal quality of human beings like love, hope optimism, self -worth, self-esteem etc.
2. Developing skills for applying psychological knowledge to real life situation so as to improve internal personal relationship and adjustment in life.
3. Understanding the essence of a reflective practitioner by engaging in reflection process that him or her aware of his or her strength and vulnerabilities. To understand the problem of life and how to deal with it.

Course Content:

Unit-I: Overview of Life Skill

1. Meaning and significance of Life Skills
2. Life Skills identify by WHO
3. Interpersonal Relationship.
4. Uses of life skills in personal and professional life.

Unit-II: Self Awareness and Empathy

1. Definition and need for Self Awareness and Empathy.
2. Self-esteem and Self-concept.
3. Human values, Tools and Techniques of Self-Awareness and Empathy.
4. Life skills in journalism, Meditation and Mindfulness.

Unit-III: Critical and Creative Thinking

1. Definition and need for Critical and Creative Thinking.
2. Need for creativity in the 21st century.
3. Imagination, Intuition, experiences and sources of creativity.
4. Critical vs creative thinking
5. Convergent and divergent thinking

Unit-IV: Decision Making and Problem Solving

1. Definition of Decision making and problem solving
2. Steps in Problem Solving
3. Problem Solving techniques
4. Analytical Thinking: *Numeric, Symbolic, Reasoning and Logical Thinking*

Unit-V: Interpersonal Relationship

1. Meaning and benefits of Interpersonal Relationship
2. Components of Interpersonal Skills
3. Techniques for improving Interpersonal Relationship

Book Recommendations

1. Barun K. Mitra. "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
2. ICT Academy of Kerala. "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd., 2016.
3. Caruso, D. R. and Salovey P. "The Emotionally Intelligent Manager: How to John Wiley & Sons. 2004. Develop and Use the Four Key Emotional Skills of Leadership",
4. Kalyana. "Soft Skill for Managers"; First Edition; Wiley Publishing Ltd, 2015.
5. Larry James. "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
6. Shalini Verma. "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company, 2014.

**IV. ADVANCED MAJOR COURSE- AMJ 3:
PRACTICALS-VII:**

Marks: Pr (ESE: 3Hrs) =100

Pass Marks: Pr (ESE) = 40

(Credits: Practicals-04) 120 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 60 marks (2 Practicals: 25+25 & Record notebook:10)

Case Study = 15 marks

Viva-voce = 25 marks (Practical: 15 & Case Study: 10)

Group A: Case Study

1. Measurement of Mental Health by using any Psychological Scale/Test
2. Case study based on Social Issues and Life Skills

Group B: Practical

1. Social Cognition by N.K. Jain
2. Social Support Scale by K.B. Veram and Madhu Ashthana
3. Family Environment Scale by M.C. Joshi & O.P.R. Vyas
4. Attitude Scale Towards Domestic Violence by Ekta Soni, Rakesh Kr. Behmani
5. Creative Behaviour Questionnaire by Dr. Ashok Pratap Singh and Dr. Lalit Kumar Mishra

Books Recommended

1. Mohsin, S.M. (1982): Experiments in Psychology. Patna: Motilal Banarsidas.
2. Suleman, M. (1996). *Manovagyani Prayog aur Parikshan*.
3. Singh, A. K. Uchhatar Manovagyani Prayog evam Parikshan. Bharti Bhawan.
4. JhokLro] vkj- vk/kfud ik; kfxd eukfoKku
5. 'kek] xk- vk/kfud ik; kfxd eukfoKku
6. flg] v- vk/kfud ik; kfxd eukfoKku
7. JhokLro] ch- vk/kfud ik; kfxd eukfoKku
8. äulj llnk] eks- vk/kfud ik; kfxd eukfoKku
9. rjllue] vk- eukfoKku esa i; lx vkj ij{.l
10. äulj llnk] eks- eukfoKku esa i; lx vkj ij{k.k

COURSES OF STUDY FOR FYUGP IN “PSYCHOLOGY” MINOR

MINOR COURSE-1A**(SEM-I)**

**I. MINOR COURSE- MN 1A:
INTRODUCTORY PSYCHOLOGY****Marks: 15 (5 Attd. + 10 SIE: 1Hr) + 60 (ESE: 3Hrs) = 75****Pass Marks: Th (SIE + ESE) = 30****(Credits: Theory-03) 45 Hours****Course Objectives:**

1. To make the students acquainted with the fundamentals of Psychology and its application.

Course Learning Outcomes:

1. Developing knowledge of the basic concepts in Psychology.
2. Developing skills for applying psychological knowledge to real life situation so as to improve interpersonal interactions and adjustment in life.

Course Content:**Unit-I: Orientation to psychology:**

Nature, fields and applications of psychology; Conative Process: Motivation, types of motives (Sociogenic/ Psychogenic motives); Affective Processes: Emotion, Positive and Negative emotion

Unit-II: Psychology of individual Differences:

Theory of intelligence; Spearman's Two Factor theory, Emotional Intelligence, Personality; Freudian Psychoanalysis.

Unit-III: Understanding Developmental Process;

Cognitive Development; Piaget; Psycho-Social Development; Erikson

Unit-IV: Application of Psychology;

Work; Health

References:

1. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology (South Asian Edition). New Delhi: Pearson.
 2. Feldman, S. R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata McGraw Hill.
 3. Michael, W., Passer, Smith, R. E. (2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.
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**II. MINOR COURSE- MN 1A PR:
MINOR PRACTICALS-1A PR****Marks: Pr (ESE: 3Hrs) = 25****Pass Marks: Pr (ESE) = 10****(Credits: Practicals-01) 30 Hours*****Instruction to Question Setter for******End Semester Examination (ESE):***

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 15 marks

Practical record notebook = 05 marks

Viva-voce = 05 marks

Practicals:

1. Administration of Sinha Anxiety Scale
 2. Maudsley Personality Inventory.
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MINOR COURSE-1B**(SEM-III)****III. MINOR COURSE- MN 1B:
PSYCHOLOGY AND MENTAL HEALTH****Marks: 15 (5 Attd. + 10 SIE: 1Hr) + 60 (ESE: 3Hrs) = 75****Pass Marks: Th (SIE + ESE) = 30****(Credits: Theory-03) 45 Hours****Course Learning Outcomes:**

To provide knowledge about Mental Health problems like Anxiety and Depression to enhance positive mental health and well-Being in India and across the world.

Learning Outcomes:

1. Understanding the status of mental health problem in India and the world.
2. Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
3. Being able to identify people suffering from common mental health problems like anxiety and depression.
4. Learning to provide psychological first aid to people
5. Understanding and enhancing positive mental health and wellbeing.

Course Content:**Unit-I: Mental health**

1. Concept of mental health
2. Issues of mental health in India.
3. Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness
4. Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues.

Unit-II: The invisible monsters: Anxiety, Depression and Suicide

1. Anxiety: Signs and Symptoms
2. Depression: Signs and Symptoms, Causes
3. Suicide: Preventative treatment measures, becoming gatekeepers of suicide

Unit-III: Reaching out and providing initial help

1. Recognizing the signs that someone may need support
2. Knowing what to do and what not to do when a person reaches out for help

Unit-IV: Mental Health Practice and Care

1. Counseling, Therapy, Guidance, Mentoring
2. Peer Mentoring: Concept and Skills

Reference Books:

1. Butcher, J. N., Hooly, J. M, Mineka, S. & Dwivedi, C. B (2017). Abnormal Psychology. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from
4. http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
5. WHO (2003). Investing in Mental Health. Retrieved from http://www.who.int/mental_health/media/investing_mnh.pdf
6. Allen, F. (2011). Health Psychology and Behaviour. TATA Mc. Graw Hill Edition.
7. Kumar V. (2020): Health Psychology, Exotic India Art.

**IV. MINOR COURSE- MN 1B PR:
MINOR PRACTICALS-1B PR**

Marks: Pr (ESE: 3Hrs) = 25

Pass Marks: Pr (ESE) = 10

(Credits: Practicals-01) **30 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 15 marks

Practical record notebook = 05 marks

Viva-voce = 05 marks

Practicals:

1. Sinha Anxiety Scale
 2. Bell's Adjustment Inventory
 3. Women Equality Attitude Scale- Ram Tiwari
-

MINOR COURSE-1C**(SEM-V)****V. MINOR COURSE- MN 1C:
COMMUNITY PSYCHOLOGY****Marks: 15 (5 Attd. + 10 SIE: 1Hr) + 60 (ESE: 3Hrs) = 75****Pass Marks: Th (SIE + ESE) = 30****(Credits: Theory-03) 45 Hours****Course Objectives:**

1. To make understand student about the role of psychology in community development for health promotion among Child/Mothers/Physically Challenged and Elderly people.

Course Learning Outcomes:

1. Understanding the role of Psychology in community development.
2. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
3. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

Course Content:**Unit-I: Introduction to community Psychology**

1. Definition of community psychology; types of communities – locality based and relational.

Unit-II: Core values in community psychology

1. Individual and family wellness; sense of community; respect for human diversity; social justice;
2. Community functions – Learning and socialization, functions.

Unit-III: Communities as setting for health promotion

1. Need and process of community organization and building for health promotion programming
2. Community programme for child and maternal health, for physical challenged and old age in the Indian context.

Unit-IV: Interventions for Community Development and Empowerment

1. Concept and practices for community development and empowerment
2. Case studies of community intervention programs by the governmental and non-governmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self-help group, social accounting.

Reference Books:

1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No. 3967
2. Fetterman, D. M., Kaftarian, S. J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
3. Kloos B. Hill, J Thomas, Wandersman A, Elias M. J. & Dalton J. H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
4. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
5. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
6. Poland, B. D., Green, L. W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

**VI. MINOR COURSE- MN 1C PR:
MINOR PRACTICALS-1C PR**

Marks: Pr (ESE: 3Hrs) = 25

Pass Marks: Pr (ESE) = 10

(Credits: Practicals-01) **30 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 15 marks

Practical record notebook = 05 marks

Viva-voce = 05 marks

Practicals:

1. Human Rights Awareness Test
 2. Life Satisfaction Scale.
 3. Academic Achievement Scale.
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MINOR COURSE-1D**(SEM-VII)**

**VII. MINOR COURSE- MN 1D:
PSYCHOLOGY AT WORK****Marks: 15 (5 Attd. + 10 SIE: 1Hr) + 60 (ESE: 3Hrs) = 75****Pass Marks: Th (SIE + ESE) = 30****(Credits: Theory-03) 45 Hours****Course Objectives:**

1. To provide knowledge about work motivation and knowledge of communication in different organization to improve efficiency.

Course Learning Outcomes:

1. Understanding the meaning and theoretical foundations of Psychology.
2. Knowing how to apply knowledge of Psychology to the real work setting.

Course Content:**Unit 1:** Introduction to Psychology: Definition, Brief History and Contemporary Trends.**Unit 2:** Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity.**Unit 3:** Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication.**Unit 4:** Leadership: Approaches- contemporary approach, Types and Traits of Leader.**Reference Books:**

1. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
 2. Robbins, S.P.& Judge, T.A. (2008). Essentials of Organizational Behaviour. 9th Edition. New Delhi: Prentice Hall of India
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**VIII. MINOR COURSE- MN 1D PR:
MINOR PRACTICALS-1D PR****Marks: Pr (ESE: 3Hrs) = 25****Pass Marks: Pr (ESE) = 10****(Credits: Practicals-01) 30 Hours*****Instruction to Question Setter for******End Semester Examination (ESE):***

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment = 15 marks

Practical record notebook = 05 marks

Viva-voce = 05 marks

Practicals:

1. Work Motivation Questionnaires
 2. Organizational Communication Scale
 3. Leadership Scale
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