CURRICULUM FRAMEWORK FOR
POST-GRADUATE PROGRAMME IN PSYCHOLOGY

AS PER NATIONAL EDUCATION POLICY (NEP) - 2020

P.G. DIPLOMA in PSYCHOLOGY
(Programme Code: PSY-1101)

ONE YEAR/TWO YEAR M.A. in PSYCHOLOGY with RESEARCH
(Programme Code: PSY-2101)

ONE YEAR/TWO YEAR M.A. in PSYCHOLOGY with COURSE WORK and RESEARCH
(Programme Code: PSY-3101)

ONE YEAR/TWO YEAR M.A. in PSYCHOLOGY with COURSE WORK
(Programme Code: PSY-4101)

WITH EFFECT FROM THE
ACADEMIC YEAR: 2024-25

RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112

1.0 The Preamble

The Post Graduate Programme in Psychology at the Department of Psychology, Rajiv Gandhi University (RGU), Rono Hills is designed for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of psychology along with the necessary research skillset. Psychology's academic significance is on the rise and so are its contributions to human welfare. Psychology is a behavioral science with noticeable advances in neuroscience, cognitive science, consciousness studies, and studies of indigenous concepts, theories, and practices. But it is also considered a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that enhances processes of lived life and social reality. PGP-PSY aims to train students in both qualitative and quantitative directions where they would learn to explore the learning principles and employ their growing expertise in real-life settings.

The PGP-PSY at RGU includes mandatory/major courses, elective courses, practicals, and tutorials. Its curriculum is meticulously crafted to address the demands and challenges of our diverse society. The program has a student-centered approach, focusing on individual students and trying to improve their knowledge, skills, and employability. Additionally, students will also be trained in research methodology and research ethics.

The PGP-PSY at RGU, as per National Education Policy-2020 (NEP-2020) currently consists of the 2-year programme, with the second year primarily dedicated to research, for any graduates of 3-year Bachelor's programs. Alternatively, for those completing the 4-year Bachelor's any programme with Honours/Honours with Research would be considered for a 1-year Master's programme.

Credit Requirements and Eligibility for the Master's Programme

Sr. No.	Programme Name/Qualifications	Level	Credits	Credit Points
1	PG Diploma	6	40	240
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40 + 40	260
4	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40 + 40	280

1.1 Graduate Attributes of PG Programmes

Qualifications that signify completion of the postgraduate degree will be awarded to students who:

i)   Would demonstrate knowledge and understanding that is based upon opportunity for originality in developing and/or applying ideas, often within a research context;

ii)   can apply their knowledge understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

iii)   have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;

iv)   can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;

v)   have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

1.2 Curricular Components at Entry Level for a Post Graduate Programme

1-year PG Diploma in Psychology: Students entering after 1-year of 2-year of PG with a min. credit earned equivalent to 40 will be awarded with PG Diploma in Psychology.

1-year Master of Arts in Psychology: Students entering 1-year Master of Arts in Psychology after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

2-year Master of Arts in Psychology: Students entering 2-year Master of Arts in Psychology after a 3-year UG programme can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

The programme is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component.

1.3 Credit Distribution

a) For 1-year Master of Arts in Psychology

Department of Psychology shall follow Coursework + Research Model for 1-year Master of Arts in Psychology.

Curricular Components	One -Year Master of Arts in Psychology Programme Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40

b) 2 Year Master of Arts in Education

Curricular Components		Two-Year Master of Arts in Psychology Programme Minimum Credits			
		Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
1st Year (1st & 2nd Semester)		400 500	20 20	--	40
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Psychology					
2nd Year (3rd & 4th Semester)	Course Work and Research	500	20	20	40

1.4 Exit Point

1. In case of M.A in Psychology (1 Year) programme, there shall be no exit point. All enrolled students have to complete their post-graduation within 1-year duration/two semesters.
2 In case of M.A in Psychology (2 Year) programme, there shall only be one exit point for those who join two-year PG programme. However, students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Education and they shall have to complete their PG within duration of 4 years.

Course Levels

400-499: Advanced courses which would include lecture courses with practicum, seminar- based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

500-599: For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level

1.5 Flexibility

- Flexibility is one of the hallmarks of NEP 2020. The benefit of pursuing M.A in Psychology is that it offers great flexibility viz. enrolling in online programmes, pursuing two postgraduate programmes simultaneously, creditizing work experience, etc. Also, it is noticeable that postgraduate programmes which are entirely online, allow students to participate in the programme along with their current responsibilities. This makes earning a postgraduate degree while continuing to work easier and more accessible to individuals.

- Another opportunity for students is the facility to pursue two academic programmes simultaneously 1) in two full-time academic programmes in the physical mode provided that there is no overlaping of class timings between the two programmes. 2) A student can pursue two academic programmes, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.

- Creditization of relevant work experience is another initiative to make education more holistic. The UGC-NCrF enables the assignment of credits for the experience attained by a person after undergoing a particular educational programme. In case a learner through employment gains experience relevant to the PG programme he/she wants to pursue; the work experience can be creditized after assessment. Accordingly, the duration can be adjusted by the RGU. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The redemption of credits so earned, however, shall be based on the principle of assessment bands given in the National Curriculum Framework (NCrF).

- The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility

with various lateral entry options

- The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill-based program) gained by the learner/student in the industry is given in the Table 1.5.1 below.

1.5.1 Credit Assignment for Relevant Experience / Proficiency

Experience cum Proficiency Levels	Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage/ multiplication Factor	No. of years of experience (Only indicative)
Trained/ Qualification Attained	Someone who has completed the coursework/ education/ training and has been taught the skills and knowledge needed for a particular job or activity.	1	Less than or equal to 1 year
Proficient	Proficient would mean having the level of advancement in a particular profession, skillset, or knowledge.	1.33	More than 1 less than or equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession.	1.67	More than 4 less than or equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain.	2	More than 7

1.6 Assessment Strategy

The NEP-2020 emphasizes upon formative and continuous assessment rather than summative assessment. Therefore, the scheme of assessment will have components of these two types of assessments. Assessment have to have correlations with the learning outcomes that are to be achieved by a student after completion of the course. Therefore, the mode and system of assessments have to be guided by the learning outcomes.

1.6.1 Course Evaluation/Assessment

The evaluation system in the form of marks distribution for each course in Post Graduate Programme in Psychology is depicted in the credit system.

1.7 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of

study. The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1.7.1 Computation of SGPA and CGPA

UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i.   The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum(C_i \times G_i) / \sum C_i$$

-where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

Example for Computation of SGPA is given below:

Semester	Course	Credit	Letter Grade	Grade Point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24
1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
		20			**139**
				SGPA	139/20=**6.95**

ii.   The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

-where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester. Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 20	Credit 20	Credit 20	Credit 20
SGPA 6.9	SGPA 7.8	SGPA 5.6	SGPA 6.0
CGPA = (20 x 6.9 + 20 x 7.8 + 20 x 5.6 + 20 x 6.0)/80 = **6.6**			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

2.0 Nomenclature Used in the Syllabus as per NEP-2020

- **Programme Educational Objective (PEO)**
  PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.
- **Programme Outcome (PO)**
  POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.
- **Programme Specific Outcome (PSO)**
  PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.
- **Course Outcome (CO)**
  COs are statements that describe the specific learning objectives of individual courses within a programme.

2.1 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Post Graduate programme in Psychology aims to fulfill the following goals and educational objectives:

PEO 1: To provide learning scopes by orienting the students towards scientific study of human mind and behaviour.

PEO 2: To develop knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.

PEO 3: To inculcate a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PEO 4: To help shaping the abilities of students for building responsible professionals and researchers.

2.2 PROGRAMME OUTCOMES (POs)

PO1: Basic Foundational Knowledge
The post graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving
The post graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Research Orientation and Application

The post graduates would augment the capability to demonstrate understanding in acquisition of primary sources of knowledge and utilize research tools to investigate, analyses, interpret data and synthesize information to arrive at sound conclusions and enhance the capacity to use practical knowledge of appropriate tools and techniques, including the use of latest technology, to address issues and solve problems.

PO4: Indigenous Context and Idea of Good Citizenship

The post graduate students would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Complex Problem Solving

The post graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity and Diligence

The post graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Language and Communication Skills

The post graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO8: Analytical Reasoning and Thinking

The post graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Empathy

The post graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

PO10: Leadership Qualities

The post graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

2.3 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learning outcomes that a student should be able to demonstrate on completion of the post graduate degree programme may involve academic, behavioural and social competencies as described below:

PSO1-To inculcate the basic theoretical understanding of Psychology within students and familiarize them with its application to society, along with sensitize them with the current problems that human beings are facing nationally and globally.

PSO2-To equip the students with the epistemological understanding of the Psychology as a science, and social science discipline, and develop scientific attitude and rigor, inculcate strong methodological knowledge and build interpersonal competence.

PSO3-To enhance awareness and commitment to social services through application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

PSO4-To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

2.4 Structure of the PG Diploma/One/Two Year Post-graduate Programme in Psychology
*1 credit for lecture = 15 hours in a semester
**1 credit for tutorial = 15 hours in a semester
***1 credit for practicum = 30 hours in a semester

Course Structure for One Year PG Diploma in Psychology
(Programme Code: PSY-1101) /
One Year MA in Psychology with Research /
Two Years M.A. in Psychology with Research
(Programme Code: PSY-2101)

NCrf Cred-it Level	Semester	Core Papers (Core Course/Elective) Course Name	Course Level	Credit	Total Credit	Max. Marks			Credit Distrib-ution L: T: P	Contact Hours
						Internal	End Sem	Total		
6	Sem-I	PSY-101-CC-5110-Theoretical Foundations of Psychology	400	4	20	20	80	100	3:1:0	60
		PSY-101-CC-5120-Experimental Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5130-Social Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5140-Practicals in Psychology-I	400	4		20	80	100	0:0:4	120
		PSY-101-RC-5110-Research Methodology in Behavioral Science/MOOC's Equivalent	500	4		20	80	100	3:1:0	60
	Sem-II	PSY-101-CC-5210-Advanced Research Methods	400	4	20	20	80	100	3:1:0	60
		PSY-101-DE-52010-Cognitive Psychology (Elective 1)	500	4		20	80	100	3:1:0	60
		PSY-101-DE-52020-Biopsychology (Elective 2)	500	4		20	80	100	3:1:0	60
		PSY-101-DE-52030-Personality Psychology (Elective 3)	500	4		20	80	100	3:1:0	60
		PSY-101-RC-5210-Research and Publication Ethics /MOOC's Equivalent	400	4		20	80	100	3:1:0	60
		Total Credit (I Year)			**40**					
		Exit option with Post-Graduate Diploma in Psychology on completion of courses equal to a minimum of 40 credits **or** **Entry to One Year M.A in Psychology with Research**								
6.5	Sem-III Sem-IV	PSY-101-RP-6110-Research Project	500	40	**40**	-	-	500	0:0:40	1200
		Total Credit (Aggregate)			**80**					
		M.A. in Psychology with Research on completion of courses equal to a minimum of 80 credits								

SEMESTER – I

SEMESTER I
PSY-101-CC-5110: THEORETICAL FOUNDATIONS OF PSYCHOLOGY

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create awareness about the historical perspectives of Psychology.

LO2: To make the students aware of the conceptual framework of Psychology as a Science.

LO3: To create understanding among the students about the application of Psychology in human life.

Course Outcomes

CO1: Appreciating the historical antecedents of Psychology.

CO2: Understanding scientific approaches in the discipline of Psychology.

CO3: Developing a critical understanding of applications in various branches of Psychology.

CO4: Familiarity with different approaches and schools of thought prevalent in the field.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Emergence of Psychology as a Science** 1.1 Nature and Scope of Psychology. 1.2 Historical Background of Psychology. 1.3 Schools of Psychology: Basic Tenets. 1.4 Structuralism and Functionalism.	15	1, 2
2	**Psycho-analysis and Behaviourism** 2.1 Psychoanalysis: Freud and Neo-Freudians (Karen Horney, Erich Fromm, and H.S. Sullivan). 2.2 Adler's Individual Psychology; Jung's Analytical Psychology. 2.3 Behaviourism-Watson.	15	2, 3, 4
3	**Other Approaches in Psychology** 3.1 Other Approaches: Gestalt − Wertheimer, Kofka, and Kohler. 3.2 Humanistic− Maslow and Rogers, Lewin's field theory, McDougal's Instinct Psychology.	15	2, 3, 4
4	**Learning and Emotion** 4.1 Thorndike's Trial and Error, Guthrie Contiguity Theory, Tolman's Sign-Gestalt Learning, Hull Hypothetico-deductive Learning Model. 4.2 Emotions: Nature, Psychological Correlations. 4.3 Theories of Emotion: James –Lange, Canon-Bard, Schachter - Two Factor Theory.	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	2	1	2	2	1	-	-
CO2	3	-	-	-	3	3	-	2	1	2	3	3	3	2
CO3	3	-	3	-	3	3	3	3	1	-	3	2	3	3
CO4	-	3	-	3	-	-	-	3	1	-	2	3	3	3
Average	2.25	1.5	0.75	0.75	2.25	2.25	0.75	2.5	1	1	2.5	2.25	1.5	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Baron, R.A (2007). *Introduction to Psychology* (5th Edition), New Delhi: Pearson Prentice Hall of India.

2. Chaplin P & Kraweic, T.S (1974). *System and Theories in Psychology*, New York: Holt, Rinehart, and Winston.

3. Davis R.S. (1996). *Psychology of Learning and Motivation*, Academic Press.

4. Ekman, Paul and Davidson, R.J. (Eds-1994). *The nature of emotions, fundamental questions*, Delhi: Oxford University Press series in affective science.

5. Leahey, Thomas Hardy (2009). *A History of psychology: Main currents in Psychological thought*, London, Prentice Hall International Inc.

6. Marx, M.H. & Hillix, W.A. (1987). *Systems and Theories in Psychology*, New York, McGraw Hill.

7. Weiner, B. (1985). *Human Motivation*, New York, Springer Verlag.

SEMESTER I
PSY-101-CC-5120: EXPERIMENTAL PSYCHOLOGY

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create an understanding of the fundamental aspects of Experimental Psychology.
LO2: To create awareness about the process of experimentation.

Course Outcomes

CO1: Developing a foundational knowledge of various approached to Experimental Psychology.
CO2: Acquiring knowledge and skills for conducting experiments.
CO3: Developing familiarity with the current developments in the domains of perceptual processing.
CO4: Augmenting basic understanding classical conditioning and reinforcement modules.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Nature of Experimental Psychology** 1.1 Meaning, Definition, and History of Experimental Psychology. 1.2 Methods: Observation, Experimental Method. 1.3 Sensory Processes: Visual and Auditory.	15	1, 2
2	**Perception and Perceptual Process** 2.1 Nature; Perception of Form; Perceptual Organization. 2.2 Perception of Depth, Movement, and Time. Geometrical Illusions and Figural After Effects 2.3 Subliminal Perception and Extrasensory Perception.	15	3
3	**Psychophysics** 3.1 Concept and Challenges of Classical Psychophysics. 3.2 Methods of Classical Psychophysics: Method of Limits, Method of Constant Stimuli, and Method of Average Error. 3.3 Signal Detection Theory (SDT).	15	3
4	**Learning** 4.1 Verbal Learning: Methods, Materials, and Organization Processes. 4.2 Classical Conditioning; Nature, Types, and Processes. 4.3 Instrumental and Operant Conditioning: Nature, Types, and Processes. 4.4 Reinforcement: Nature and Schedules of Reinforcement.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	1	1	-	2	2	1	-	3
CO2	3	-	1	-	3	3	1	1	-	2	3	3	3	2
CO3	3	-	2	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Solso. R. L., Maclin. H.O., & Maclin. M. K. (2008). *Cognitive Psychology* (8th Ed). Pearson Butcher.
2. Galotti. K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.
3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.
4. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum associates publishers.
5. Matlin, M. W. (2012). *Cognitive Psychology* (10th Ed). Wiley John and Sons.

SEMESTER I
PSY-101-CC-5130: SOCIAL PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To acquaint the students with the conceptual framework of Social Psychology.

LO2: To enable the students to understand major approaches to social behaviors with causes and remedies.

Course Outcomes

CO1: Developing an essential insight to comprehend varied approaches to social behaviors.

CO2: Being able to use Social Psychology methods to interpret social influences.

CO3: Utilizing the principles of social cognition and social perception in solving social issues.

CO4: Development of scientific method in solving social problems.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Conceptual Framework of Social Psychology** 1.1 Meaning, Definition, Nature, and Scope of Social Psychology, Theoretical Approaches in Social Psychology. 1.2 Current Trends in Social Psychology 1.3 Methods in Social Psychology: Experimental Method, Sociometry Method, Cross-Cultural Method.	15	1, 2
2	**Group Dynamics** 2.1 Structure, Functions, Types of Groups Norms, Formation of Norms. 2.2 Leadership Styles. 2.3 Socialization: Nature, Process, and Agencies.	15	3
3	**Social Cognition and Social Perception** 3.1 Self-Perception and Impression Management 3.2 Attribution: Internal and External Factors. Theories of Casual Attribution (Kelly), Correspondence Inference Theory 3.3 Social Categorization and the Perception of Social Groups 3.4 Disadvantage Group: Psychological Consequences, Remedial and Intervention Programme.	15	3
4	**Social Influence** 4.1 Attitude: Nature, Formation and Changes, Assessment of Attitude. 4.2 Social Conformity and Social Facilitation. 4.3 Interpersonal attraction: Proximity, Similarity and Sternberg's Love Theory. 4.4 Aggression: Causes and Consequences.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Alcock, J. E., et al. (1998). *A textbook of social psychology*. Scarborough, Canada: Prentice Hall.

2. Baron, R.A. & Byrne, D. (2000). *Social psychology*. New Delhi: Prentice Hall. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

3. Mohanty, A. K., Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept.

4. Oskamp, S. (1984). *Applied social psychology*. Englewood Cliffs, N.J. Prentice Hall.

5. Semin, G., & Fiedler, K. (1996). *Applied social psychology*. London: Sage.

SEMESTER I
PSY-101-CC-5140: PRACTICALS IN PSYCHOLOGY-I

Credit: 4; **Practical:**8 Hrs per week; **Contact Hours:** 120; **Full Marks:** 100	

Learning Objectives

LO1: To learn the administration of tests and its measurement procedure.

LO2: To know the evaluation procedure and evaluation of psychological tests.

LO3: To learn certain skills of Psychological Counselling on the basis of Psychological.

Course Outcomes

CO1: Acquaint the administration of tests and its measurement procedure.

CO2: Know the evaluation procedure and evaluation of psychological tests.

CO3: Learn certain skills of Psychological Counselling on the basis of psychological test results.

Co4: Imbibe the application of psychological testing mechanism under various cognitive domains.

Students will be trained in any 8 (eight) practicals out of the following list of practicals:

1. Personality Tests
2. Creativity Tests
3. Intelligence Tests
4. Thinking
5. Cognitive Tests
6. Judgment and Reasoning
7. Stress / Frustration
8. Self -Concept
9. Adjustment Inventory
10. Neuropsychological Tests
11. Sociometric Studies
12. Short Term Memory
13. Immediate Memory Span
14. Preparation of Research Tools (Attitude Scale, Achievement Test and Questionnaire)
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

General Instructions

l. Workload for each batch will be equivalent to eight lecture periods

2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

*Note: Only Standardized Tests should be used.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	1	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	1	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	1	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	1	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

SEMESTER I
PSY-101-RC-5110-RESEARCH METHODOLOGY IN BEHAVIORAL SCIENCE

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make students aware of the basic features of various types of research in behavioral science.

LO2: To familiarize students with the source of research problems, and types of variables in behavioral science.

Course Outcomes

CO1: Awareness of the basic features of various types of research in behavioral science.

CO2: Developing source of research problems, types of variables in behavioral science.

CO3: Developing familiarity with different kinds of measures and techniques for assessing individual differences.

CO4: Acquaint with research methodology tools and techniques.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Scientific Research** 1.1 Definition, Meaning and Characteristics of Scientific Research/Method. 1.2 Goals/Objectives of Scientific Research/Method. 1.3 Phases or Stages in Research. 1.4 Ethical Issues in Psychological Research.	15	1, 2
2	**Methods/Types of Psychological Research** 2.1 Case Study, Observation, Survey, Interviews. 2.2 Experiments – Laboratory, Field, Quasi- Experimental. 2.3 Ex post facto, Document or Content analysis, Ethnographic Studies.	15	3
3	**Research Problem and Hypothesis** 3.1 Meaning, Type and Characteristics. 3.2 Source, Selection Criteria, Definition, Statement, Types and Functions. 3.3 Variables: Meaning and Types, Measuring Dependent Variables, Manipulating Independent Variables, Techniques of Controlling Extraneous Variables.	15	3
4	**Assessment of Individual Differences** 4.1 Measurement: Meaning, Differences Between Psychological and Physical Measurements. 4.2 Levels (scales) of Measurement, Properties of Scales of Measurement, Likert Scale; Uses (functions) of Scales. 4.3 Testing: Nature, Meaning, Classification and Use of Psychological Tests.	15	4

4.4 Characteristics of a Good Psychological Test.		
4.5 Uses and Limitations of Psychological Tests and Testing.		

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	2	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	1	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. American Psychological Association (2013). *Publication manual*. Washington: APA.

2. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

3. Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers.

4. Newman W, L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

SEMESTER – II

SEMESTER II
PSY-101-CC-5210: ADVANCED RESEARCH METHODS

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand approaches to scientific research in Psychology.

LO2: To learn the formulation of the research problem, hypotheses, and design.

Course Outcomes

CO1: Learning the varied approaches to scientific research in Psychology.

CO2: Learning the principles of the research problem, hypotheses, and design.

CO3: Learning the basic skills of data collection and the do's and don'ts of the process.

CO4: Imbibe scientific approaches to Psychological problems in real-life settings.

Course Contents

Unit No.	Content	Contact Hours	CO
1	**Psychological Research** 1.1 Nature and Purpose 1.2 Scientific Approach to Psychological Researches. 1.3 Types of research- Descriptive, Exploratory and Causal Research; Ethical Issues.	15	1, 2
2	**Psychological Research Process** 2.1 Formulation of Research Problem and Hypothesis. 2.2 Choosing Research Design. 2.3 Identifying Variables; Control of Extraneous Variables. 2.4 Sampling Design and Data Collection. 2. 5 Data Analysis and Interpretation; Reporting Research Results & Referencing (APA Style).	15	3
3	**Research Tools for Data Acquisition** 3.1 Observation Methods 3.2 Interview Methods. 3.3 Questionnaires and Tests.	15	3
4	**Research Designs** 4.1 Experimental Research Designs - Randomized Groups, Matched Groups. Factorial Designs- between and Within Group Designs; A-priory and Post-hoc Comparisons. 4.2 Non-experimental Research Designs: Correlational, Quasi-experimental and Ex-post-facto Designs. Single Subject Design; Longitudinal and Cross-sectional Designs.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	-	-	-	-	-	3	-	2	1	-	3
CO2	1	3	3	-	-	-	-	-	3	-	3	3	3	2
CO3	1	-	3	-	-	-	-	-	3	-	3	2	3	2
CO4	1	3	-	-	3	3	-	3	-	-	2	3	3	3
Average	1	2	2.25		0.75	0.75	0	0.75	2.25	0	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in Psychology* (4thed.). Sage.

2. Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.

3. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.

4. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer

5. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.

6. Elmes, D., Kantowitz, B., &Roediger, H. (2011). *Research methods in Psychology* (9th ed). Cengage Learning.

7. Nestor, P.G. &Schutt, R.K. (2011). *Research methods in Psychology: Investigating human behavior*. Sage

SEMESTER II
PSY-101-DE-52010: COGNITIVE PSYCHOLOGY (ELECTIVE-1)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make the students well aware of the fundamentals of Cognitive Psychology domain.

LO2: To create awareness and understanding about cognitive processes and its importance.

Course Outcomes

CO1: Understanding concepts and approaches in the field of Cognitive Psychology.

CO2: Developing skills to assess cognitive functions in human brain/mind.

CO3: Demonstrating multi-approaches knowledge of cognitive processing and sensitivity towards diversity.

CO4: Attainment of necessary skills to measure and assess higher cognitive processes.

Course Contents

Unit No.	Content	Contact Hours	CO
1	**Fundamentals of Cognitive Psychology** 1.1 Concept, Definitions, Nature and Scope of Cognitive Psychology 1.2 Current Areas of Research in Cognitive Psychology. 1.3 Approaches to Cognitive Psychology: The Information Processing Approach, the Connectionist Approach, the Evolutionary Approach and the Ecological Approach. 1.4 Cognition in Cross-Cultural Perspective.	15	1, 2
2	**Attention as a Cognitive Process** 2.1 Nature and Role of Attention. 2.2 Types of Attention: Selective, Divided and Sustained. 2.3 Major Theories of Attention. 2.4 Role of Factors Affecting Attention.	15	2, 3
3	**Memory as a Cognitive Process** 3.1 Concept of Memory. 3.2 Types of Memory Formation in Brain. 3.3 Major Models of Memory: Three Stage Model, System Model etc. 3.4 Role of Forgetting.	15	2, 3
4	**Higher Cognitive Processes** 4.1 Reasoning: Definition, Types and Influencing Factors. 4.2 Thinking and Problem Solving. 4.3 Language and Cognition. 4.4 Problem Space Hypothesis and Decision Making.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	-	2		3	-	-	-	-	2	1	-	3
CO2	-	-	-	-	-	3	3	-	-	-	3	3	3	2
CO3	-	-	-	-	-	2	2	2	2	-	3	2	3	2
CO4	-	3	-	-	3	3	3	3	-	-	2	3	3	3
Average	0.25	0.25	0	0.5	0.75	2.75	2	1.25	0.5	0	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Carroll. D.W. (2007). *Psychology of Language*. (5th Ed). Brooks Cole.

2. Galotti, K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.

3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.

4. Gordon Wood (1981). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing Company.

5. Jay. T. (2003). *The Psychology of Language*. Prentice Hall.

6. John. B. Best (1989). *Cognitive Psychology*, II Edition. New York: West Publishing Company.

7. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.

8. Martin. M.W. (2012). *Cognitive Psychology* (8th Ed). Wiley John and Sons.

9. Michael G. Wessells (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.

10. Robert J. Stenberg (2012). *Cognitive Psychology* (6th Ed). Words Worth Cengage.

11. Robert L. Solso (2004). Cognitive Psychology, Sixth Edition. New Delhi: Pearson Education Pvt. Ltd.

12. Solso, R.L., Maclin, H.O., & Maclin, M.K. (2008). *Cognitive Psychology* (8th Ed). Pearson.

SEMESTER II
PSY-101-DE-52020: BIOPSYCHOLOGY (ELECTIVE-2)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Course Objectives

1. To familiarize the students with the concepts of Biopsychology.
2. To develop knowledge about the functioning of brain and neurons as well as the dynamics of brain behavior complexity.

Course Outcomes

CO1: Imparting training in the principles of Biopsychology.
CO2: Learning the principles brain behaviour relationship and its applications.
CO3: Orienting towards various brain signal measurement techniques.
CO4: Familiarity with brain related disorders.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Biopsychology** 1.1 Biopsychology- Nature and Scope. 1.2 Methods of Studying the Brain – Ablation, Recording and Stimulation Methods, Neurochemical Methods.	15	1, 2
2	**Brain Behaviour Dynamics** 2.1 Nervous System – Structure and Functions. Divisions - Central and Peripheral NS. 2.2 Brain and Cognitive Functions – Intelligence, Memory, Learning, 2.3 Endocrine System – Functions and Effects of Endocrine Glands.	15	3
3	**Neurons and its function** 3.1 Neurons - Structure, Types and Functions of Neuron. 3.2 Neuronal Conduction: Communication Between Neurons, Synaptic Conduction. 3.3 Neurotransmitters – Categories and Functions. 3.4 Neurological Disorders -Parkinson's Disease and Alzheimer's Disease.	15	3
4	**Behavioural Genetics** 4.1 Nature, Scope and Methods of Study. 4.2 Chromosomal Functions. 4.3 Hereditary Determinants of Behaviour. 4.4 Basic Concepts of Eugenics and Genetic Engineering.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	-	-	-	-	-	-	-	-	-	2	1	-	3
CO2	-	-	-	-	-	-	2	2	-	-	3	3	3	2
CO3	-	-	-	-	-	-	-	-	-	-	3	2	3	2
CO4	1	-	-	2	-	-	-	-	-	-	2	3	3	3
Average	0.5	-	-	0.5	-	-	0.5	0.5	-	-	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Recommended Readings

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

2. Carlson, N. R. (2012). *Foundations of physiological Psychology.* (Sixth Edition). Delhi: Pearson Education.

3. Green, S. (1995). *Principles of Bio-Psychology.* UK: Lawrence Erlbaum Associates Ltd.

4. Pinel, J.P.J. (2011). *Bio-Psychology*, 8th Edition. Pearson Education, New Delhi.

SEMESTER II
PSY-101-DE-52030: PERSONALITY PSYCHOLOGY

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To familiarize the students with the conceptual framework of Personality.

LO2: To develop an understanding of the approaches to Personality.

Course Outcomes

CO1: Development of in-depth knowledge of human Personality.

CO2: Learn and implement varied approaches towards Personality assessment.

CO3: Understand the determinants of Personality and its relation with societal challenges.

CO4: Develop an understanding of an individual's Personality in a socio-cultural context.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Concept of Personality** 1.1. Definitions and Nature of Personality. 1.2 Methods of Personality Assessment (Projective and non-projective techniques). 1.3 Structural Models of Personality. 1.4 Five-factor Model of Personality Traits.	15	1, 2
2	**Approaches of Personality** 2.1 Trait and type approaches: Allport, Cattle, and Eysenck. 2.2 Psychoanalytic and psychosocial approaches: Freud and Erickson. 2.3 Behavioural and social learning approaches: Skinner, Bandura, and Vygotsky. 2.4 Humanistic and Phenomenological approaches: Maslow, Rogers, and Kelly.	15	3
3	**Personality Determinants and Work Context** 3.1 Determinants: Biological, Psychological, Environmental, Society, Culture, and Education. 3.2 Personality and Personnel Selection, Person, Correlates of Job Performance. 3.3 Crime and Personality, Personality Modification in the Criminal Justice System.	15	3
4	**Personality and Socio-cultural Context** 4.1 Personality and Social Support Process, Social Pain, Hurt Feelings. 4.2 Personality in Cross-Cultural Perspectives, Culture and Personality, Politics and Personality. 4.3 Personality Development of Students.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	-	-	-	-	-	-	-	-	-	-	2	1	-	3
CO2	1	-	-	-	-	-	-	-	-	-	3	3	3	2
CO3	-	-	-	3	-	-	-	3	-	3	3	2	3	2
CO4	-		-	3	-	-	2	2	-	3	2	3	3	3
Average	0.25	-	-	1.5	-	-	0.5	1.25	-	1.5	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Friedman, H.S. & Schustack, M.W. (2003). *Personality; Classic Theory and Modern Research* (2nd Ed.), Singapore: Pearson Education.
2. Hall, G.C, Lindzey, G. & Campbell, J.C. (1998). *Theories of Personality* (4th Ed.), New York: Wiley, (2nd Ed.), New York: McGraw Hill.
3.. Mischel, W. (1976). *Introduction to Personality*, New York: Holt Reinhart and Winston.
4. Pervin, A. (1984). *Personality: Theory and Research*, New York; John Wiley and Sons.

SEMESTER II
PSY-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

Course Outcomes

CO1: To orient students towards nature of publication ethics and moral standards.

CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Ethics and Publication** 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches. 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgements and Reactions.	15	1, 2
2	**Scientific Conduct** 2.1 Ethics with Respect to Science and Research. 2.2 Intellectual Honesty and Research Integrity. 2.3 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	**Publication Ethics** 3.1 Publication Ethics: Definition, Introduction and Importance. 3.2 Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest.	15	3
4	**Publication Misconduct** 4.1 Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types. 4.2 Violation of Publication Ethics, Authorship and Contributorship. 4.3 Identification of Publication Misconduct, Complaints and Appeals. 4.4 Predatory Publishers and Journals.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	-	-	3	-	-		-	2	3	-	2	1	-	3
CO2	-	-	3	-	-	-	-	2	3	-	3	3	3	2
CO3	-	-	3	-	-	-	-	2	3	-	3	2	3	2
CO4	-	-	3	-	-	-	-	2	3	-	2	3	3	3
Average	-	-	3	-	-	-	-	2	3	-	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books/Journal Articles Recommended

1. Bird, A. (2006). *Philosophy of Science*. Routledge.

2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.

3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.

4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies

5. Press. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences,* 1—10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfin.

Note: Students might also opt for MOOC's equivalent courses.

SEMESTER – III & IV
(RESEARCH)

SEMESTER III & IV
PSY-101-RP-6110: RESEARCH PROJECT

> **Credit:** 40; **Contact Hours:** 1200;
> **Full Marks:** 500

Introduction

The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community-based organizations and agencies. Students will carry out research project or dissertation under the guidance of a faculty member of the Department of Psychology The research project/dissertation will be in the major discipline.

Learning Objectives

LO1: The post graduates would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification. .
LO2: The post graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.
LO3: To enable the students to undertake research projects that are relevant and important.
LO4: To apply pre-learnt concepts to design research problem with help of literature survey.

Course Outcomes

CO1: Students will do the ground work for research in terms of identifying a relevant research topic (relevance will be decided based on the subject). Identifying the queries and literature review.
CO2: Define well formulated specific objectives that help develop the overall research methodology,
CO3: To enable students to do sufficient groundwork in terms of preparing the outline of research plan which includes grants, infrastructural requirements and procurement of resources.
CO4: By the end of the semester the student is expected compile and communicate the Research Proposal with proper format and if possible have procured funding for the same.

Norms

1. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

2. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

Learning Assessment

Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Psychology discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented

by actual life experiences to generate solutions to real-life problems. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

Sr. No.	Semester	Tasks/Assignments for Research Project per Semester	Evaluation	Total Marks
1.	III	1. Within 15 days of commencement of the Semester, all students will be allocated Supervisors as per the norms of RGU or as per availability of faculty with mutual consent. 2. Topics will be submitted by such students within 30 days of commencement of the Semester to the HoD office forwarded duly by each allocated Supervisor. 3. Three sessional tests will be carried out by each student under the Supervision of the respective Supervisor. Average of these 3 sessional exams will be submitted before end semester examination by each supervisor to HoD Office to prepare the necessary cut-off-list, as per RGU norms. 4. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. 5. End Semester Examination will comprise of submission of Synopsis (at least 10 days prior to due date of Viva-voce to the HoD office, template of synopsis will be provided by HoD Office) and presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member duly nominated by HoD, and approved by CoE, RGU).	Internal=200 Marks	500
2	IV	1. After commencement of the 4th Semester, students are expected to collect data/sample from respective sites as proposed in the synopsis. However, they can also do the same in earlier semester, after approval from their respective Supervisor. 2. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to Peer Reviewed/UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. Periodic assessment of data collection, analysis and report writing would be carried out by each allocated Supervisor. 3. End Semester Examination will comprise of submission of Project Work (at least 10 days prior to due date of Viva-voce to the HoD office) and power point presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member, duly nominated by HoD and approved by CoE, RGU)	End Sem=300 Marks	

Course Structure for PG Diploma in Psychology
(Programme Code: PSY-1101)
/Two Years M.A. in Psychology with Coursework & Research
(Programme Code: PSY-3101)

NCrf Credit Level	Semes-ter	Core Papers (Core Course/Elective/Course Work) Course Name	Course Level	Credit	Total Credits	Max. Marks			Credit Distribu-tion	Contact Hours
						Internal	End Sem	Total	L: T: P	
6	Sem-I	PSY-101-CC-5110-Theoretical Foundations of Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5120-Experimental Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5130-Social Psychology	400	4	20	20	80	100	3:1:0	60
		PSY-101-CC-5140-Practicals in Psychology-I	400	4		20	80	100	0:0:4	120
		PSY-101-RC-5110-Research Methodology in Behavioral Science/MOOC's Equivalent	500	4		20	80	100	3:1:0	60
	Sem-II	PSY-101-CC-5210-Advanced Research Methods	400	4		20	80	100	3:1:0	60
		PSY-101-DE-52010-Cognitive Psychology (Elective 1)	500	4		20	80	100	3:1:0	60
		PSY-101-DE-52020-Biopsychology (Elective 2)	500	4	20	20	80	100	3:1:0	60
		PSY-101-DE-52030-Personality Psychology (Elective 3)	500	4		20	80	100	3:1:0	60
		PSY-101-RC-5210-Research and Publication Ethics/MOOC's Equivalent	400	4		20	80	100	3:1:0	60
		Total Credit (First Year)		**40**						
		Exit option with Post-Graduate Diploma in Psychology on completion of courses equal to a minimum of 40 credits **or** **Entry to One Year M.A in Psychology with Coursework and Research**								
6.5	Sem-III	PSY-101-CW-61010-Psychometry (Coursework 1)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61020-Cross-cultural Psychology (Coursework 2)	500	4	20	20	80	100	3:1:0	60
		PSY-101-CW-61030-Rehabilitation Psychology (Coursework 3)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61040-Industrial Psychology (Coursework 4)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61050-Psychology of Adolescence (Coursework 5)	500	4		20	80	100	3:1:0	60
	Sem-IV	PSY-101-RP-6210-Research Project	500	4	**20**	60	240	300	0:0:20	600
		Total Credit (Aggregate)		**80**						
		Post-Graduate Degree in Psychology with Coursework & Research on completion of courses equal to a minimum of 80 credits								

SEMESTER – I

SEMESTER I
PSY-101-CC-5110: THEORETICAL FOUNDATIONS OF PSYCHOLOGY

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create awareness about the historical perspectives of Psychology.

LO2: To make the students aware of the conceptual framework of Psychology as a Science.

LO3: To create understanding among the students about the application of Psychology in human life.

Course Outcomes

CO1: Appreciating the historical antecedents of Psychology.

CO2: Understanding scientific approaches in the discipline of Psychology.

CO3: Developing a critical understanding of applications in various branches of Psychology.

CO4: Familiarity with different approaches and schools of thought prevalent in the field.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Emergence of Psychology as a Science** 1.1 Nature and Scope of Psychology. 1.2 Historical Background of Psychology. 1.3 Schools of Psychology: Basic Tenets. 1.4 Structuralism and Functionalism.	15	1, 2
2	**Psycho-analysis and Behaviourism** 2.1 Psychoanalysis: Freud and Neo-Freudians (Karen Horney, Erich Fromm, and H.S. Sullivan). 2.2 Adler's Individual Psychology; Jung's Analytical Psychology. 2.3 Behaviourism-Watson.	15	2, 3, 4
3	**Other Approaches in Psychology** 3.1 Other Approaches: Gestalt − Wertheimer, Kofka, and Kohler. 3.2 Humanistic− Maslow and Rogers, Lewin's field theory, McDougal's Instinct Psychology.	15	2, 3, 4
4	**Learning and Emotion** 4.1 Thorndike's Trial and Error, Guthrie Contiguity Theory, Tolman's Sign-Gestalt Learning, Hull Hypothetico-deductive Learning Model. 4.2 Emotions: Nature, Psychological Correlations. 4.3 Theories of Emotion: James –Lange, Canon-Bard, Schachter - Two Factor Theory.	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	2	1	2	2	1	-	-
CO2	3	-	-	-	3	3	-	2	1	2	3	3	3	2
CO3	3	-	3	-	3	3	3	3	1	-	3	2	3	3
CO4	-	3	-	3	-	-	-	3	1	-	2	3	3	3
Average	2.25	1.5	0.75	0.75	2.25	2.25	0.75	2.5	1	1	2.5	2.25	1.5	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Baron, R.A (2007). *Introduction to Psychology* (5th Edition), New Delhi: Pearson Prentice Hall of India.

2. Chaplin P & Kraweic, T.S (1974). *System and Theories in Psychology*, New York: Holt, Rinehart, and Winston.

3. Davis R.S. (1996). *Psychology of Learning and Motivation*, Academic Press.

4. Ekman, Paul and Davidson, R.J. (Eds-1994). *The nature of emotions, fundamental questions*, Delhi: Oxford University Press series in affective science.

5. Leahey, Thomas Hardy (2009). *A History of psychology: Main currents in Psychological thought*, London, Prentice Hall International Inc.

6. Marx, M.H. & Hillix, W.A. (1987). *Systems and Theories in Psychology*, New York, McGraw Hill.

7. Weiner, B. (1985). *Human Motivation*, New York, Springer Verlag.

SEMESTER I
PSY-101-CC-5120: EXPERIMENTAL PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create an understanding of the fundamental aspects of Experimental Psychology.

LO2: To create awareness about the process of experimentation.

Course Outcomes

CO1: Developing a foundational knowledge of various approached to Experimental Psychology.

CO2: Acquiring knowledge and skills for conducting experiments.

CO3: Developing familiarity with the current developments in the domains of perceptual processing.

CO4: Augmenting basic understanding classical conditioning and reinforcement modules.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Nature of Experimental Psychology** 1.1 Meaning, Definition, and History of Experimental Psychology. 1.2 Methods: Observation, Experimental Method. 1.3 Sensory Processes: Visual and Auditory.	15	1, 2
2	**Perception and Perceptual Process** 2.1 Nature; Perception of Form; Perceptual Organization. 2.2 Perception of Depth, Movement, and Time. Geometrical Illusions and Figural After Effects 2.3 Subliminal Perception and Extrasensory Perception.	15	3
3	**Psychophysics** 3.1 Concept and Challenges of Classical Psychophysics. 3.2 Methods of Classical Psychophysics: Method of Limits, Method of Constant Stimuli, and Method of Average Error. 3.3 Signal Detection Theory (SDT).	15	3
4	**Learning** 4.1 Verbal Learning: Methods, Materials, and Organization Processes. 4.2 Classical Conditioning; Nature, Types, and Processes. 4.3 Instrumental and Operant Conditioning: Nature, Types, and Processes. 4.4 Reinforcement: Nature and Schedules of Reinforcement.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Solso. R. L., Maclin. H.O., & Maclin. M. K. (2008). *Cognitive Psychology* (8th Ed). Pearson Butcher.
2. Galotti. K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.
3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.
4. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum associates publishers.
5. Matlin, M. W. (2012). *Cognitive Psychology* (10th Ed). Wiley John and Sons.

SEMESTER I
PSY-101-CC-5130: SOCIAL PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To acquaint the students with the conceptual framework of Social Psychology.

LO2: To enable the students to understand major approaches to social behaviors with causes and remedies.

Course Outcomes

CO1: Developing an essential insight to comprehend varied approaches to social behaviors.

CO2: Being able to use Social Psychology methods to interpret social influences.

CO3: Utilizing the principles of social cognition and social perception in solving social issues.

CO4: Development of scientific method in solving social problems.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Conceptual Framework of Social Psychology** 1.1 Meaning, Definition, Nature, and Scope of Social Psychology, Theoretical Approaches in Social Psychology. 1.2 Current Trends in Social Psychology 1.3 Methods in Social Psychology: Experimental Method, Sociometry Method, Cross-Cultural Method.	15	1, 2
2	**Group Dynamics** 2.1 Structure, Functions, Types of Groups Norms, Formation of Norms. 2.2 Leadership Styles. 2.3 Socialization: Nature, Process, and Agencies.	15	3
3	**Social Cognition and Social Perception** 3.1 Self-Perception and Impression Management 3.2 Attribution: Internal and External Factors. Theories of Casual Attribution (Kelly), Correspondence Inference Theory 3.3 Social Categorization and the Perception of Social Groups 3.4 Disadvantage Group: Psychological Consequences, Remedial and Intervention Programme.	15	3
4	**Social Influence** 4.1 Attitude: Nature, Formation and Changes, Assessment of Attitude. 4.2 Social Conformity and Social Facilitation. 4.3 Interpersonal attraction: Proximity, Similarity and Sternberg's Love Theory. 4.4 Aggression: Causes and Consequences.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Alcock, J. E., et al. (1998). *A textbook of social psychology*. Scarborough, Canada: Prentice Hall.

2. Baron, R.A. & Byrne, D. (2000). *Social psychology*. New Delhi: Prentice Hall. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

3. Mohanty, A. K., Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept.

4. Oskamp, S. (1984). *Applied social psychology*. Englewood Cliffs, N.J. Prentice Hall.

5. Semin, G., & Fiedler, K. (1996). *Applied social psychology*. London: Sage.

SEMESTER I
PSY-101-CC-5140: PRACTICALS IN PSYCHOLOGY-I

Credit: 4; Practical:8 Hrs per week; Contact Hours: 120; Full Marks: 100

Learning Objectives

LO1: To learn the administration of tests and its measurement procedure.

LO2: To know the evaluation procedure and evaluation of psychological tests.

LO3: To learn certain skills of Psychological Counselling on the basis of Psychological.

Course Outcomes

CO1: Acquaint the administration of tests and its measurement procedure.

CO2: Know the evaluation procedure and evaluation of psychological tests.

CO3: Learn certain skills of Psychological Counselling on the basis of psychological test results.

CO4: Imbibe the application of psychological testing mechanism under various cognitive domains.

Students will be trained in any 8 (eight) practicals out of the following list of practicals:

1. Personality Tests
2. Creativity Tests
3. Intelligence Tests
4. Thinking
5. Cognitive Tests
6. Judgment and Reasoning
7. Stress / Frustration
8. Self -Concept
9. Adjustment Inventory
10. Neuropsychological Tests
11. Sociometric Studies
12. Short Term Memory
13. Immediate Memory Span
14. Preparation of Research Tools (Attitude Scale, Achievement Test and Questionnaire)
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

General Instructions

l. Workload for each batch will be equivalent to eight lecture periods

2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

*Note: Only Standardized Tests should be used.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

44

SEMESTER I

PSY-101-RC-5110: RESEARCH METHODOLOGY IN BEHAVIORAL SCIENCE

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives
LO1: To make students aware of the basic features of various types of research in behavioral science.
LO2: To familiarize students with the source of research problems, and types of variables in behavioral science.

Course Outcomes
CO1: Awareness of the basic features of various types of research in behavioral science.
CO2: Developing source of research problems, types of variables in behavioral science.
CO3: Developing familiarity with different kinds of measures and techniques for assessing individual differences.
CO4: Acquaint with research methodology tools and techniques.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Scientific Research** 1.1 Definition, Meaning and Characteristics of Scientific Research/Method. 1.2 Goals/Objectives of Scientific Research/Method. 1.3 Phases or Stages in Research. 1.4 Ethical Issues in Psychological Research.	15	1, 2
2	**Methods/Types of Psychological Research** 2.1 Case Study, Observation, Survey, Interviews. 2.2 Experiments – Laboratory, Field, Quasi- Experimental. 2.3 Ex post facto, Document or Content analysis, Ethnographic Studies.	15	3
3	**Research Problem and Hypothesis** 3.1 Meaning, Type and Characteristics. 3.2 Source, Selection Criteria, Definition, Statement, Types and Functions. 3.3 Variables: Meaning and Types, Measuring Dependent Variables, Manipulating Independent Variables, Techniques of Controlling Extraneous Variables.	15	3
4	**Assessment of Individual Differences** 4.1 Measurement: Meaning, Differences Between Psychological and Physical Measurements. 4.2 Levels (scales) of Measurement, Properties of Scales of Measurement, Likert Scale; Uses (functions) of Scales. 4.3 Testing: Nature, Meaning, Classification and Use of Psychological Tests.	15	4

4.4 Characteristics of a Good Psychological Test.	
4.5 Uses and Limitations of Psychological Tests and Testing.	

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. American Psychological Association (2013). *Publication manual*. Washington: APA.

2. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

3. Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers.

4. Newman W, L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

SEMESTER – II

SEMESTER II
PSY-101-CC-5210: ADVANCED RESEARCH METHODS

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand approaches to scientific research in Psychology.

LO2: To learn the formulation of the research problem, hypotheses, and design.

Course Outcomes

CO1: Learning the varied approaches to scientific research in Psychology.

CO2: Learning the principles of the research problem, hypotheses, and design.

CO3: Learning the basic skills of data collection and the do's and don'ts of the process.

CO4: Imbibe scientific approaches to Psychological problems in real-life settings.

Course Contents

Unit No.	Content	Contact Hours	CO
1	**Psychological Research** 1.1 Nature and Purpose 1.2 Scientific Approach to Psychological Researches. 1.3 Types of research- Descriptive, Exploratory and Causal Research; Ethical Issues.	15	1, 2
2	**Psychological Research Process** 2.1 Formulation of Research Problem and Hypothesis. 2.2 Choosing Research Design. 2.3 Identifying Variables; Control of Extraneous Variables. 2.4 Sampling Design and Data Collection. 2. 5 Data Analysis and Interpretation; Reporting Research Results & Referencing (APA Style).	15	3
3	**Research Tools for Data Acquisition** 3.1 Observation Methods 3.2 Interview Methods. 3.3 Questionnaires and Tests.	15	3
4	**Research Designs** 4.1 Experimental Research Designs - Randomized Groups, Matched Groups. Factorial Designs- between and Within Group Designs; A-priory and Post-hoc Comparisons. 4.2 Non-experimental Research Designs: Correlational, Quasi-experimental and Ex-post-facto Designs. Single Subject Design; Longitudinal and Cross-sectional Designs.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in Psychology* (4thed.). Sage.

2. Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.

3. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.

4. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer

5. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.

6. Elmes, D., Kantowitz, B., &Roediger, H. (2011). *Research methods in Psychology* (9th ed). Cengage Learning.

7. Nestor, P.G. &Schutt, R.K. (2011). *Research methods in Psychology: Investigating human behavior*. Sage

SEMESTER II
PSY-101-DE-52010: COGNITIVE PSYCHOLOGY (ELECTIVE-1)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make the students well aware of the fundamentals of Cognitive Psychology domain.

LO2: To create awareness and understanding about cognitive processes and its importance.

Course Outcomes

CO1: Understanding concepts and approaches in the field of Cognitive Psychology.

CO2: Developing skills to assess cognitive functions in human brain/mind.

CO3: Demonstrating multi-approaches knowledge of cognitive processing and sensitivity towards diversity.

CO4: Attainment of necessary skills to measure and assess higher cognitive processes.

Course Contents

Unit No.	Content	Contact Hours	CO
1	**Fundamentals of Cognitive Psychology** 1.1 Concept, Definitions, Nature and Scope of Cognitive Psychology 1.2 Current Areas of Research in Cognitive Psychology. 1.3 Approaches to Cognitive Psychology: The Information Processing Approach, the Connectionist Approach, the Evolutionary Approach and the Ecological Approach. 1.4 Cognition in Cross-Cultural Perspective.	15	1, 2
2	**Attention as a Cognitive Process** 2.1 Nature and Role of Attention. 2.2 Types of Attention: Selective, Divided and Sustained. 2.3 Major Theories of Attention. 2.4 Role of Factors Affecting Attention.	15	2, 3
3	**Memory as a Cognitive Process** 3.1 Concept of Memory. 3.2 Types of Memory Formation in Brain. 3.3 Major Models of Memory: Three Stage Model, System Model etc. 3.4 Role of Forgetting.	15	2, 3
4	**Higher Cognitive Processes** 4.1 Reasoning: Definition, Types and Influencing Factors. 4.2 Thinking and Problem Solving. 4.3 Language and Cognition. 4.4 Problem Space Hypothesis and Decision Making.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Carroll. D.W. (2007). *Psychology of Language*. (5th Ed). Brooks Cole.

2. Galotti, K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.

3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.

4. Gordon Wood (1981). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing Company.

5. Jay. T. (2003). *The Psychology of Language*. Prentice Hall.

6. John. B. Best (1989). *Cognitive Psychology*, II Edition. New York: West Publishing Company.

7. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.

8. Martin. M.W. (2012). *Cognitive Psychology* (8th Ed). Wiley John and Sons.

9. Michael G. Wessells (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.

10. Robert J. Stenberg (2012). *Cognitive Psychology* (6th Ed). Words Worth Cengage.

11. Robert L. Solso (2004). Cognitive Psychology, Sixth Edition. New Delhi: Pearson Education Pvt. Ltd.

12. Solso, R.L., Maclin, H.O., & Maclin, M.K. (2008). *Cognitive Psychology* (8th Ed). Pearson.

SEMESTER II
PSY-101-DE-52020: BIOPSYCHOLOGY (ELECTIVE-2)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Course Objectives

1. To familiarize the students with the concepts of Biopsychology.
2. To develop knowledge about the functioning of brain and neurons as well as the dynamics of brain behavior complexity.

Course Outcomes

CO1: Imparting training in the principles of Biopsychology.
CO2: Learning the principles brain behaviour relationship and its applications.
CO3: Orienting towards various brain signal measurement techniques.
CO4: Familiarity with brain related disorders.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Biopsychology** 1.1 Biopsychology- Nature and Scope. 1.2 Methods of Studying the Brain – Ablation, Recording and Stimulation Methods, Neurochemical Methods.	15	1, 2
2	**Brain Behaviour Dynamics** 2.1 Nervous System – Structure and Functions. Divisions - Central and Peripheral NS. 2.2 Brain and Cognitive Functions – Intelligence, Memory, Learning, 2.3 Endocrine System – Functions and Effects of Endocrine Glands.	15	3
3	**Neurons and its function** 3.1 Neurons - Structure, Types and Functions of Neuron. 3.2 Neuronal Conduction: Communication Between Neurons, Synaptic Conduction. 3.3 Neurotransmitters – Categories and Functions. 3.4 Neurological Disorders -Parkinson's Disease and Alzheimer's Disease.	15	3
4	**Behavioural Genetics** 4.1 Nature, Scope and Methods of Study. 4.2 Chromosomal Functions. 4.3 Hereditary Determinants of Behaviour. 4.4 Basic Concepts of Eugenics and Genetic Engineering.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Recommended Readings

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

2. Carlson, N. R. (2012). *Foundations of physiological Psychology.* (Sixth Edition). Delhi: Pearson Education.

3. Green, S. (1995). *Principles of Bio-Psychology.* UK: Lawrence Erlbaum Associates Ltd.

4. Pinel, J.P.J. (2011). *Bio-Psychology*, 8th Edition. Pearson Education, New Delhi.

SEMESTER II
PSY-101-DE-52030: PERSONALITY PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To familiarize the students with the conceptual framework of Personality.

LO2: To develop an understanding of the approaches to Personality.

Course Outcomes

CO1: Development of in-depth knowledge of human Personality.

CO2: Learn and implement varied approaches towards Personality assessment.

CO3: Understand the determinants of Personality and its relation with societal challenges.

CO4: Develop an understanding of an individual's Personality in a socio-cultural context.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Concept of Personality** 1.1. Definitions and Nature of Personality. 1.2 Methods of Personality Assessment (Projective and non-projective techniques). 1.3 Structural Models of Personality. 1.4 Five-factor Model of Personality Traits.	15	1, 2
2	**Approaches of Personality** 2.1 Trait and type approaches: Allport, Cattle, and Eysenck. 2.2 Psychoanalytic and psychosocial approaches: Freud and Erickson. 2.3 Behavioural and social learning approaches: Skinner, Bandura, and Vygotsky. 2.4 Humanistic and Phenomenological approaches: Maslow, Rogers, and Kelly.	15	3
3	**Personality Determinants and Work Context** 3.1 Determinants: Biological, Psychological, Environmental, Society, Culture, and Education. 3.2 Personality and Personnel Selection, Person, Correlates of Job Performance. 3.3 Crime and Personality, Personality Modification in the Criminal Justice System.	15	3
4	**Personality and Socio-cultural Context** 4.1 Personality and Social Support Process, Social Pain, Hurt Feelings. 4.2 Personality in Cross-Cultural Perspectives, Culture and Personality, Politics and Personality. 4.3 Personality Development of Students.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Friedman, H.S. & Schustack, M.W. (2003). *Personality; Classic Theory and Modern Research* (2nd Ed.), Singapore: Pearson Education.

2. Hall, G.C, Lindzey, G. & Campbell, J.C. (1998). *Theories of Personality* (4th Ed.), New York: Wiley, (2nd Ed.), New York: McGraw Hill.

3. Mischel, W. (1976). *Introduction to Personality*, New York: Holt Reinhart and Winston.

4. Pervin, A. (1984). *Personality: Theory and Research*, New York; John Wiley and Sons.

SEMESTER II
PSY-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

Course Outcomes

CO1: To orient students towards nature of publication ethics and moral standards.

CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Ethics and Publication** 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches. 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgements and Reactions.	15	1, 2
2	**Scientific Conduct** 2.1 Ethics with Respect to Science and Research. 2.2 Intellectual Honesty and Research Integrity. 2.3 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	**Publication Ethics** 3.1 Publication Ethics: Definition, Introduction and Importance. 3.2 Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest.	15	3
4	**Publication Misconduct** 4.1 Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types. 4.2 Violation of Publication Ethics, Authorship and Contributorship. 4.3 Identification of Publication Misconduct, Complaints and Appeals. 4.4 Predatory Publishers and Journals.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books/Journal Articles Recommended

1. Bird, A. (2006). *Philosophy of Science*. Routledge.

2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.

3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.

4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies

5. Press. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences,* 1—10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfin.

Note: Students might opt for MOOC's equivalent courses.

SEMESTER – III
(COURSE WORK & RESEARCH)

SEMESTER III
PSY-101-CW-61010: PSYCHOMETRY (Coursework 1)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create critical understanding of concept of measurement, issues and techniques in Psychological inquiry.

LO2: To enable students to develop skills and competencies in test construction and standardization.

LO3: To learn the application and contextual interpretation of data from psychological measurement.

Course Outcomes

CO1: Understand the concept of measurement, issues and techniques in psychological inquiry.

CO2: Develop skills and competencies in test construction and standardization.

CO3: Ability to create tests that are reliable and valid.

CO4: Enable the students to create tests that is reliable and valid, develop norms, and to use appropriate tests in various situations.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Foundation of Psychometry** 1.1 Basic Concept and Levels of Measurement. 1.2 Purpose and Function of Measurement; Errors in Measurement. 1.3 Ethical Issues in Measurement.	15	1, 2
2	**Psychological Tests** 2.1 Definition and Nature of a Psychological Test. 2.2 Characteristics of a Good Psychological Test. 2.3 Basic Principles of Psychological Tests.	15	3
3	**Test Construction and Standardization** 3.1 Classical Test Theory and Modern Test Theory. 3.2 Items Writing and Item Analysis. 3.3 Norms, Reliability and Validity of a Test. 3.4 Interpretation of Test Scores.	15	3
4	**Types of Tests** 4.1 Individual and Group Test, Verbal, Nonverbal and Performance Test, Speed and Power Test. 4.2 Intelligence, Ability and Personality Testing: The Wechsler Scale, Multidimensional Aptitude Battery. 4.3 Self-report and Projective Tests of Personality.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Anastasi, A. & Urbania, S. (2000). *Psychological testing* (7th ed.). New Delhi: Pearson Education Asia.

2. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*, Allyn & Bacon.

3. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage. Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw Hill.

4. Kaplan, R. M. &Saccuzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. Thompson, Wadsworth.

5. Kline, T.J.B. (2005). *Psychological testing*. New Delhi: Vistaar. 6. Murphy, R.K. & Danishofer, C.D. (1994). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall.

SEMESTER III
PSY-101-CW-61020: CROSS-CULTURAL PSYCHOLOGY (Coursework 2)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand basic concepts, issues, theories and debates in the field of cross-cultural Psychology.

LO2: To understand the method of cultural Psychology and the relationship between human cognition and culture.

Course Outcomes

CO1: Knowledge of concepts and theories of cross-cultural Psychology.

CO2: Understand the method of cultural Psychology.

CO3: Understand the relationship between culture and emotion and the process of adaptation and acculturation.

CO4: Understand the relation between culture and emotion and the process of adaptation and acculturation in culture change.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Culture and Behaviour** 1.1 Concept of Culture. 1.2 Mechanisms of Cultural Transmission.	15	1, 2
2	**Methods of Cross-cultural Psychology** 2.1 Types of Cross-Cultural Studies: Etic and Emic Approaches. 2.2 Sampling and Measurement Issues; Translation and Back Translation Procedures.	15	3
3	**Culture and Cognition** 3.1 Major Issues, Cultural Influences on Perception, Memory and Problem Solving. 3.2 Everyday Cognition.	15	3
4	**Culture, Emotion and Basic Adaptation** 4.1 Basic Emotions, Recognition and Judgment of Emotions, Cultural Display Rules, Cultural Construction of Emotional Experiences. 4.2 Cultural Change and Adaptations: Acculturation Framework, Measurement of Acculturation. 4.3 Psychological and Socio-Cultural Adaptations: Behavior Shifts and Acculturative Stress.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Berry, J. W, Poortinga, Y. H., Segall, M. H., &Dasen, P. R. (2002). *Cross-cultural psychology: Research and application*. New York: Cambridge University Press.

2. Berry, J. W. et al. (Eds.). (1997). *Handbook of cross-cultural psychology* (2nd Ed.) (Vol 1-3), Boston: Allyn & Bacon.

3. Heine, S.J. (2015). *Cultural Psychology*. New York: W.W. Norton. Co.

4. Matsumoto, D. (2001). *The handbook of culture and psychology*. New York: Cambridge University Press.

5. Matsumato, D., &Juang, L. (2013). Culture and Psychology. Belmont Wadsworth: Cengage. 6. Shiraev, E., & Levy, D. (2016). *Cross-cultural psychology: Critical thinking and contemporary applications*. New York: Routledge.

SEMESTER III
PSY-101-CW-61030: REHABILITATION PSYCHOLOGY (Coursework 3)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make students understand the disabled, nature, scope and approaches of rehabilitation psychology.

LO2: To understand the nature and extent of problems faced by specific categories of people who require rehabilitation.

Course Outcomes

CO1: Knowledge of the nature, scope and approaches of rehabilitation psychology.

CO2: Knowledge of problems faced by specific categories of people who require rehabilitation.

CO3: Ability to asses disability and understand appropriate intervention.

CO4: Understand intervention and rehabilitation for people, Govt. policy and schemes.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Rehabilitation Psychology** 1.1 Definition, Nature and Scope, Goals and Objectives of Rehabilitation Psychology. 1.2 Approaches to Rehabilitation- Biological, Medical, and Psychological.	15	1, 2
2	**Disability** 2.1 Concept and Definition of Disability. 2.2 Classification of Disabilities-Visual Impairment, Hearing and Speech Impairment. 2.3 Locomotor Disability, Intellectual Impairment and Learning Disability. 2.4 Etiological Factors of Disability.	15	3
3	**Assessment of Disability** 3.1 Screening and Early Identification of Persons with Disability. 3.2 Types of Assessment: Norm Based, Psychological Tests as Screening and Assessment Tools.	15	3
4	**Intervention Program** 4.1 Basic Principles of Intervention. 4.2 Types of Intervention: Individual, Group and Family Based. 4.3 Psychological Intervention: Psychoanalytic, Behavioral and Cognitive Approach. 4.4 Government Schemes and Policies for Rehabilitation.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Bolton B., (1987). *Handbook of Measurement and Evaluation in Rehabilitation*, Second Edition. Paul H.Brookes, Baltimore, London.

2. Brown Roy I., & E. Anne Hughson, (1987). *Behavioural and Social Rehabilitation and Training*. John Wiley & Sons Ltd.

3. Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*. Grune& Stratton, London.

4. Ali Baquer & Anjali Sharma, (1997). *Disability: Challenges Vs Responses. Concerned Action Now*, New Delhi.

5. Gerald Hales, (1996). *Beyond Disability: Towards an Enabling Society*. SAGE Publications, New Delhi.

6. Kundu, C.L. (2000). *Status of Disability in India – 2000.* Rehabilitation Council of India, New Delhi.

7. Pandey, R.S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. Vikas Publishing House, New Delhi.

8. Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.

9. Advani, S.L., Ghate, P. Goel, H.C., & Reddy, V.R.L. (2002). *Foundation course on education of children with disability.* Hyderabad: G. Guru Publications.

10. Stromer, D.C. & Prout (1995) (Eds.). *Counselling and Psychotherapy for persons with mental retardation and borderline intelligenc*e. Vermont: Clinical Psychology Publishing Co.

SEMESTER III
PSY-101-CW-61040: INDUSTRIAL PSYCHOLOGY (Coursework 4)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

1. To understand the basic concepts and principles of Industrial Psychology.
2. To appreciate the major factors which influence the human performance and productivity in industry.
3. To understand the process of selection, recruitment and training in a job.

Learning Outcomes

CO1: Know basic concepts and principles of Industrial Psychology and human performance.
CO2: Comprehend the process of selection, recruitment and training in a job.
CO3: Understand motivational process and stress, its causes, management.
CO4: Familiarize with motivational process and stress, its causes, management.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Industrial Psychology** 1.1 Definition, Scope and Brief History of Industrial Psychology. 1.2 Scientific Management and Hawthorne Studies.	15	1, 2
2	**Job and Work Environment** 2.1 Job Analysis, Job Design, Job Enlargement, Job Involvement. 2.2 Working Condition, Accident Proneness and Safety Measures.	15	3
3	**Selection and Placement** 3.1 Recruitment Process, Realistic Job Preview, Selection Process, Method of Selection. 3.2 Training: Training Need Analysis, Learning Process in Training, Methods of Training, and Evaluation of Training Programs. 3.3 Job Satisfaction and Dissatisfaction.	15	3
4	**Motivation and Stress** 4.1 Definition and Determinants of Work Motivation. 4.2 Work Place Stress, Consequences of Stress, Stress Management. 4.3 Violence and Sexual Harassment in Workplace.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Blum, M.L. and Naylor, J.C. (1968). *Psychology in Industrial Relations*. New York: Harper and Row.

2. Dunnette, M.D. and Hough, L.M. (1998). *Handbook of Industrial and Organizational Psychology* (Vol. 1-4). Mumbai: Jaico Publishing House.

3. Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968). *Consumer Behaviour*. III Dryden Press.

4. Ghiselli, E.E. and Brown, C.W. (1955). *Personnel and Industrial Psychology*. New York: McGraw Hill.

5. Ghosh, P.K. (2008). *Industrial Psychology*. Himalaya Publishing House. Mumbai.

6. Bennis, W.C. (1969). *Organization development: Its nature, origins, and prospects*. Reading, MA: Addison-Wesley.

7. Colenso, M. (2001). *Successful organizational change: Evolution and revolution in the organization*. New York: Prentice Hall. French,

8. W. L. & Bell, C. H. (1995). *Organization development*. New York: Prentice Hall.

9. Ramnarayan, S., Rao, T.V. and Singh, K. (1998). *Organization development: Interventions and strategies*. New Delhi: Response Books.

SEMESTER III
PSY-101-CW-61050: PSYCHOLOGY OF ADOLESCENCE (Coursework 5)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To developing an understanding about process of adolescence.

LO2: Understanding the physical, moral, social development during adolescence.

3. Understanding the process of personality development during adolescence.

4. Understanding the psychosocial problems of adolescence.

Course Outcomes

CO1: Understand and comprehend the dynamic process of adolescence developmental process.

CO2: Develop competencies measuring personality development during adolescence period.

CO3: Ability to create new models of interventions for psychosocial problems in adolescence.

CO4: Develop an understanding of the psychosocial problems of adolescence.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Puberty and Adolescence** 1.1 Concept and Characteristic Features. 1.2 Developmental Tasks	15	1, 2
2	**Physical Changes** 2.1 Perception and Reaction of Adolescents to Physical Changes. 2.2 Physical Changes in Boys and Girls.	15	3
3	**Social and Moral Development** 3.1 Relationship with Parents, Achieving Independence from Parents. 3.2 Relationship with Peers. 3.3 Moral Development: Kohlberg and Loevinger's Models.	15	3
4	**Personality Development** 4.1 Search and Development of Identity, Ethnic Identity; Self-Esteem. 4.2 Psychosocial Problems of Adolescence: Major Stressors; Reaction to Stressors: Depression, Aggression, Suicidal Behaviour, and Drug Abuse.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Kail, R.V. & Cavanaugh, J.C. (2016). *Human Development: A Life Span View*. Boston: Cengage Learning

2. Santrock, J. (2015). *Adolescence* (16th Ed.) NY: McGraw-Hill Education

3. Shaffer, D. R., & Kipp, K. (2014). *Developmental Psychology: Childhood & Adolescence* (9th Ed.). Belmont: Wadsworth Cengage Learning

4. Berk, L. E. (2013*). Development through the Lifespan.* India: Pearson Education.

5. Lerner, R. M. & Steinberg, L. (Eds.) (2009). *Handbook of Adolescent Psychology* (3rd Ed.), Vols I & II. NY: John Wiley & Sons.

SEMESTER – IV
(COURSE WORK & RESEARCH)

SEMESTER IV
PSY-101-RP-6210: RESEARCH PROJECT

Credit: 20; **Contact Hours:** 600;
Full Marks: 300

Learning Objectives

LO1: To developing an understanding about process of research work and its compilation.

LO2: To inculcate research aptitude among students for quality research work.

Course Outcomes

CO1: Understand and comprehend the dynamic process of research plan and work.

CO2: Develop competencies and skill set necessary for being a researcher.

CO3: Ability to create new ideas for futuristic research work.

CO4: Inculcate an understanding of the psychosocial problems and type of methods to measure it.

Research Project

➢ The topic of the project work should be chosen within 15 days of commencement of the semester submitted to HoD office. Allocation of the supervisor will also be carried out by Departmental Council of the Department of Psychology (DCDP). DCDP will comprise of HoD as Chairman and other faculty members as council members. The allotment of supervisor will be done by the. Preference will be given to supervisor's consent during the allotment process.

➢ Further, the candidate will be required to submit a brief write up of the plan proposal within stipulated time. The preliminary work for dissertation (e.g., planning the research, selecting tools, etc.) should be completed preferably by the first sessional examination of Semester-IV.

➢ Data collection and analyses should be completed preferably by the second sessional examination. The writing of the dissertation should be completed preferably by the third sessional examination. The final evaluation of the dissertation will be done at the end semester examination which includes a presentation of the dissertation and the performance in the viva- voce.

➢ The dissertation work may involve laboratory research, fieldwork, survey research, case study or any other type of psychological research. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. The writing of dissertation must be in accordance with the Publication Manual of the American Psychological Association and should be not less than 60 pages including references and appendices.

Scheme of Evaluation

➢ The evaluation of the project work will be done in total 300 marks (240 marks end semester examination + 60 marks of sessional exams). The sessional component will be evaluated by the concerned supervisor. The end term evaluation (in 240 marks) will be done by a board of examiners including HoD, one external member and one internal member. The end term evaluation in 240 marks will include the literary and scientific presentation of the dissertation and the performance in the viva- voce.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Course Structure for PG Diploma in Psychology
(Programme Code: PSY-1101) /
Two Years M.A. in Psychology with Coursework (Programme Code: PSY-4101)

NCrf Credit Level	Sem	Core Papers (Core Course/Elective) Course Name	Course Level	Credit	Total Credits	Max. Marks			Credit Distribution L: T: P	Contact Hours
						Internal	End Sem	Total		
6	Sem -I	PSY-101-CC-5110-Theoretical Foundations of Psychology	400	4	20	20	80	100	3:1:0	60
		PSY-101-CC-5120-Experimental Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5130-Social Psychology	400	4		20	80	100	3:1:0	60
		PSY-101-CC-5140-Practicals in Psychology-I	400	4		20	80	100	0:0:4	120
		PSY-101-RC-5110-Research Methodology in Behavioral Science	500	4		20	80	100	3:1:0	60
	Sem -II	PSY-101-CC-5210-Advanced Research Methods	400	4	20	20	80	100	3:1:0	60
		PSY-101-DE-52010-Cognitive Psychology (Elective 1)	500	4		20	80	100	3:1:0	60
		PSY-101-DE-52020-Biopsychology (Elective 2)	500	4		20	80	100	3:1:0	60
		PSY-101-DE-52030-Personality Psychology (Elective 3)	500	4		20	80	100	3:1:0	60
		PSY-101-RC-5210-Research and Publication Ethics / MOOC's Equivalent	400	4		20	80	100	3:1:0	60
		Total Credit (First Year)			**40**					

6.5	Sem -III	PSY-101-CW-61010-Psychometry (Coursework 1)	500	4	20	20	80	100	3:1:0	60
		PSY-101-CW-61020-Cross-cultural Psychology (Coursework 2)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61030-Rehabilitation Psychology (Coursework 3)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61040-Industrial Psychology (Coursework 4)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-61050-Psychology of Adolescence (Coursework 5)	500	4		20	80	100	3:1:0	60
	Sem -IV	PSY-101-CW-62010-Counseling Psychology (Coursework 6)	500	4	20	20	80	100	3:1:0	60
		PSY-101-CW-62020-Organisational Development & Change (Coursework 7)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-62030-Practicals in Psychology-II (Coursework 8)	500	4		20	80	100	0:0:4	120
		PSY-101-CW-62040-Culture & Leadership (Coursework 9)	500	4		20	80	100	3:1:0	60
		PSY-101-CW-62050-Advanced Health Psychology (Coursework 10)	500	4		20	80	100	3:1:0	60
		Total Credit (Aggregate)			**80**					

SEMESTER – I
(COURSE WORK)

SEMESTER I
PSY-101-CC-5110: THEORETICAL FOUNDATIONS OF PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create awareness about the historical perspectives of Psychology.

LO2: To make the students aware of the conceptual framework of Psychology as a Science.

LO3: To create understanding among the students about the application of Psychology in human life.

Course Outcomes

CO1: Appreciating the historical antecedents of Psychology.

CO2: Understanding scientific approaches in the discipline of Psychology.

CO3: Developing a critical understanding of applications in various branches of Psychology.

CO4: Familiarity with different approaches and schools of thought prevalent in the field.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Emergence of Psychology as a Science** 1.1 Nature and Scope of Psychology. 1.2 Historical Background of Psychology. 1.3 Schools of Psychology: Basic Tenets. 1.4 Structuralism and Functionalism.	15	1, 2
2	**Psycho-analysis and Behaviourism** 2.1 Psychoanalysis: Freud and Neo-Freudians (Karen Horney, Erich Fromm, and H.S. Sullivan). 2.2 Adler's Individual Psychology; Jung's Analytical Psychology. 2.3 Behaviourism-Watson.	15	2, 3, 4
3	**Other Approaches in Psychology** 3.1 Other Approaches: Gestalt − Wertheimer, Kofka, and Kohler. 3.2 Humanistic− Maslow and Rogers, Lewin's field theory, McDougal's Instinct Psychology.	15	2, 3, 4
4	**Learning and Emotion** 4.1 Thorndike's Trial and Error, Guthrie Contiguity Theory, Tolman's Sign-Gestalt Learning, Hull Hypothetico-deductive Learning Model. 4.2 Emotions: Nature, Psychological Correlations. 4.3 Theories of Emotion: James –Lange, Canon-Bard, Schachter - Two Factor Theory.	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	2	1	2	2	1	-	-
CO2	3	-	-	-	3	3	-	2	1	2	3	3	3	2
CO3	3	-	3	-	3	3	3	3	1	-	3	2	3	3
CO4	-	3	-	3	-	-	-	3	1	-	2	3	3	3
Average	2.25	1.5	0.75	0.75	2.25	2.25	0.75	2.5	1	1	2.5	2.25	1.5	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Baron, R.A (2007). *Introduction to Psychology* (5th Edition), New Delhi: Pearson Prentice Hall of India.

2. Chaplin P & Kraweic, T.S (1974). *System and Theories in Psychology*, New York: Holt, Rinehart, and Winston.

3. Davis R.S. (1996). *Psychology of Learning and Motivation*, Academic Press.

4. Ekman, Paul and Davidson, R.J. (Eds-1994). *The nature of emotions, fundamental questions*, Delhi: Oxford University Press series in affective science.

5. Leahey, Thomas Hardy (2009). *A History of psychology: Main currents in Psychological thought*, London, Prentice Hall International Inc.

6. Marx, M.H. & Hillix, W.A. (1987). *Systems and Theories in Psychology*, New York, McGraw Hill.

7. Weiner, B. (1985). *Human Motivation*, New York, Springer Verlag.

SEMESTER I
PSY-101-CC-5120: EXPERIMENTAL PSYCHOLOGY

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create an understanding of the fundamental aspects of Experimental Psychology.

LO2: To create awareness about the process of experimentation.

Course Outcomes

CO1: Developing a foundational knowledge of various approached to Experimental Psychology.

CO2: Acquiring knowledge and skills for conducting experiments.

CO3: Developing familiarity with the current developments in the domains of perceptual processing.

CO4: Augmenting basic understanding classical conditioning and reinforcement modules.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Nature of Experimental Psychology** 1.1 Meaning, Definition, and History of Experimental Psychology. 1.2 Methods: Observation, Experimental Method. 1.3 Sensory Processes: Visual and Auditory.	15	1, 2
2	**Perception and Perceptual Process** 2.1 Nature; Perception of Form; Perceptual Organization. 2.2 Perception of Depth, Movement, and Time. Geometrical Illusions and Figural After Effects 2.3 Subliminal Perception and Extrasensory Perception.	15	3
3	**Psychophysics** 3.1 Concept and Challenges of Classical Psychophysics. 3.2 Methods of Classical Psychophysics: Method of Limits, Method of Constant Stimuli, and Method of Average Error. 3.3 Signal Detection Theory (SDT).	15	3
4	**Learning** 4.1 Verbal Learning: Methods, Materials, and Organization Processes. 4.2 Classical Conditioning; Nature, Types, and Processes. 4.3 Instrumental and Operant Conditioning: Nature, Types, and Processes. 4.4 Reinforcement: Nature and Schedules of Reinforcement.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Solso. R. L., Maclin. H.O., & Maclin. M. K. (2008). *Cognitive Psychology* (8th Ed). Pearson Butcher.
2. Galotti. K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.
3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.
4. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum associates publishers.
5. Matlin, M. W. (2012). *Cognitive Psychology* (10th Ed). Wiley John and Sons.

PSY-101-CC-5130: SOCIAL PSYCHOLOGY

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To acquaint the students with the conceptual framework of Social Psychology.

LO2: To enable the students to understand major approaches to social behaviors with causes and remedies.

Course Outcomes

CO1: Developing an essential insight to comprehend varied approaches to social behaviors.

CO2: Being able to use Social Psychology methods to interpret social influences.

CO3: Utilizing the principles of social cognition and social perception in solving social issues.

CO4: Development of scientific method in solving social problems.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Conceptual Framework of Social Psychology** 1.1 Meaning, Definition, Nature, and Scope of Social Psychology, Theoretical Approaches in Social Psychology. 1.2 Current Trends in Social Psychology 1.3 Methods in Social Psychology: Experimental Method, Sociometry Method, Cross-Cultural Method.	15	1, 2
2	**Group Dynamics** 2.1 Structure, Functions, Types of Groups Norms, Formation of Norms. 2.2 Leadership Styles. 2.3 Socialization: Nature, Process, and Agencies.	15	3
3	**Social Cognition and Social Perception** 3.1 Self-Perception and Impression Management 3.2 Attribution: Internal and External Factors. Theories of Casual Attribution (Kelly), Correspondence Inference Theory 3.3 Social Categorization and the Perception of Social Groups 3.4 Disadvantage Group: Psychological Consequences, Remedial and Intervention Programme.	15	3
4	**Social Influence** 4.1 Attitude: Nature, Formation and Changes, Assessment of Attitude. 4.2 Social Conformity and Social Facilitation. 4.3 Interpersonal attraction: Proximity, Similarity and Sternberg's Love Theory. 4.4 Aggression: Causes and Consequences.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Alcock, J. E., et al. (1998). *A textbook of social psychology*. Scarborough, Canada: Prentice Hall.

2. Baron, R.A. & Byrne, D. (2000). *Social psychology*. New Delhi: Prentice Hall. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

3. Mohanty, A. K., Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept.

4. Oskamp, S. (1984). *Applied social psychology*. Englewood Cliffs, N.J. Prentice Hall.

5. Semin, G., & Fiedler, K. (1996). *Applied social psychology*. London: Sage.

SEMESTER I
PSY-101-CC-5140: PRACTICALS IN PSYCHOLOGY-I

Credit: 4; **Practical:**8 Hrs per week; **Contact Hours:** 120; **Full Marks:** 100

Learning Objectives

LO1: To learn the administration of tests and its measurement procedure.

LO2: To know the evaluation procedure and evaluation of psychological tests.

LO3: To learn certain skills of Psychological Counselling on the basis of Psychological

Course Outcomes

CO1: Acquaint the administration of tests and its measurement procedure.

CO2: Know the evaluation procedure and evaluation of psychological tests.

CO3: Learn certain skills of Psychological Counselling on the basis of psychological test results.

Co4: Imbibe the application of psychological testing mechanism under various cognitive domains.

Students will be trained in any 8 (eight) practicals out of the following list of practicals:

1. Personality Tests
2. Creativity Tests
3. Intelligence Tests
4. Thinking
5. Cognitive Tests
6. Judgment and Reasoning
7. Stress / Frustration
8. Self -Concept
9. Adjustment Inventory
10. Neuropsychological Tests
11. Sociometric Studies
12. Short Term Memory
13. Immediate Memory Span
14. Preparation of Research Tools (Attitude Scale, Achievement Test and Questionnaire)
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

General Instructions

l. Workload for each batch will be equivalent to eight lecture periods

2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

*Note: Only Standardized Tests should be used.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

SEMESTER I
PSY-101-RC-5110: RESEARCH METHODOLOGY IN BEHAVIORAL SCIENCE

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make students aware of the basic features of various types of research in behavioral science.

LO2: To familiarize students with the source of research problems, and types of variables in behavioral science.

Course Outcomes

CO1: Awareness of the basic features of various types of research in behavioral science.

CO2: Developing source of research problems, types of variables in behavioral science.

CO3: Developing familiarity with different kinds of measures and techniques for assessing individual differences.

CO4: Acquaint with research methodology tools and techniques.

Course Content

Unit No	Content	Contact Hours	CO
1	**Introduction to Scientific Research** 1.1 Definition, Meaning and Characteristics of Scientific Research/Method. 1.2 Goals/Objectives of Scientific Research/Method. 1.3 Phases or Stages in Research. 1.4 Ethical Issues in Psychological Research.	15	1, 2
2	**Methods/Types of Psychological Research** 2.1 Case Study, Observation, Survey, Interviews. 2.2 Experiments – Laboratory, Field, Quasi- Experimental. 2.3 Ex post facto, Document or Content analysis, Ethnographic Studies.	15	3
3	**Research Problem and Hypothesis** 3.1 Meaning, Type and Characteristics. 3.2 Source, Selection Criteria, Definition, Statement, Types and Functions. 3.3 Variables: Meaning and Types, Measuring Dependent Variables, Manipulating Independent Variables, Techniques of Controlling Extraneous Variables.	15	3
4	**Assessment of Individual Differences** 4.1 Measurement: Meaning, Differences Between Psychological and Physical Measurements. 4.2 Levels (scales) of Measurement, Properties of Scales of Measurement, Likert Scale; Uses (functions) of Scales. 4.3 Testing: Nature, Meaning, Classification and Use of Psychological Tests. 4.4 Characteristics of a Good Psychological Test. 4.5 Uses and Limitations of Psychological Tests and Testing.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. American Psychological Association (2013). *Publication manual*. Washington: APA.

2. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

3. Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers.

4. Newman W, L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

SEMESTER – II
(COURSE WORK)

SEMESTER II
PSY-101-CC-5210: ADVANCED RESEARCH METHODS

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand approaches to scientific research in Psychology.

LO2: To learn the formulation of the research problem, hypotheses, and design.

Course Outcomes

CO1: Learning the varied approaches to scientific research in Psychology.

CO2: Learning the principles of the research problem, hypotheses, and design.

CO3: Learning the basic skills of data collection and the do's and don'ts of the process.

CO4: Imbibe scientific approaches to Psychological problems in real-life settings.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Psychological Research** 1.1 Nature and Purpose 1.2 Scientific Approach to Psychological Researches. 1.3 Types of research- Descriptive, Exploratory and Causal Research; Ethical Issues.	15	1, 2
2	**Psychological Research Process** 2.1 Formulation of Research Problem and Hypothesis. 2.2 Choosing Research Design. 2.3 Identifying Variables; Control of Extraneous Variables. 2.4 Sampling Design and Data Collection. 2. 5 Data Analysis and Interpretation; Reporting Research Results & Referencing (APA Style).	15	3
3	**Research Tools for Data Acquisition** 3.1 Observation Methods 3.2 Interview Methods. 3.3 Questionnaires and Tests.	15	3
4	**Research Designs** 4.1 Experimental Research Designs - Randomized Groups, Matched Groups. Factorial Designs- between and Within Group Designs; A-priory and Post-hoc Comparisons. 4.2 Non-experimental Research Designs: Correlational, Quasi-experimental and Ex-post-facto Designs. Single Subject Design; Longitudinal and Cross-sectional Designs.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in Psychology* (4thed.). Sage.
2. Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.
3. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.
4. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer
5. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.
6. Elmes, D., Kantowitz, B., &Roediger, H. (2011). *Research methods in Psychology* (9th ed). Cengage Learning.
7. Nestor, P.G. &Schutt, R.K. (2011). *Research methods in Psychology: Investigating human behavior*. Sage

SEMESTER II
PSY-101-DE-52010: COGNITIVE PSYCHOLOGY (ELECTIVE-1)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make the students well aware of the fundamentals of Cognitive Psychology domain.

LO2: To create awareness and understanding about cognitive processes and its importance.

Course Outcomes

CO1: Understanding concepts and approaches in the field of Cognitive Psychology.

CO2: Developing skills to assess cognitive functions in human brain/mind.

CO3: Demonstrating multi-approaches knowledge of cognitive processing and sensitivity towards diversity.

CO4: Attainment of necessary skills to measure and assess higher cognitive processes.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Fundamentals of Cognitive Psychology** 1.1 Concept, Definitions, Nature and Scope of Cognitive Psychology 1.2 Current Areas of Research in Cognitive Psychology. 1.3 Approaches to Cognitive Psychology: The Information Processing Approach, the Connectionist Approach, the Evolutionary Approach and the Ecological Approach. 1.4 Cognition in Cross-Cultural Perspective.	15	1, 2
2	**Attention as a Cognitive Process** 2.1 Nature and Role of Attention. 2.2 Types of Attention: Selective, Divided and Sustained. 2.3 Major Theories of Attention. 2.4 Role of Factors Affecting Attention.	15	2, 3
3	**Memory as a Cognitive Process** 3.1 Concept of Memory. 3.2 Types of Memory Formation in Brain. 3.3 Major Models of Memory: Three Stage Model, System Model etc. 3.4 Role of Forgetting.	15	2, 3
4	**Higher Cognitive Processes** 4.1 Reasoning: Definition, Types and Influencing Factors. 4.2 Thinking and Problem Solving. 4.3 Language and Cognition. 4.4 Problem Space Hypothesis and Decision Making.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Carroll. D.W. (2007). *Psychology of Language*. (5th Ed). Brooks Cole.
2. Galotti, K.M. (2008). *Cognitive Psychology in and out of the Laboratory* (8th Ed). Cengage Learning.
3. Goldstein. E. (2009). *Sensation and Perception* (8th Ed). Cengage Learning.
4. Gordon Wood (1981). *Cognitive Psychology - A Skills Approach*. California: Cole Publishing Company.
5. Jay. T. (2003). *The Psychology of Language*. Prentice Hall.
6. John. B. Best (1989). *Cognitive Psychology*, II Edition. New York: West Publishing Company.
7. Kathy Pazdek (2006). *Applied Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
8. Martin. M.W. (2012). *Cognitive Psychology* (8th Ed). Wiley John and Sons.
9. Michael G. Wessells (1982). *Cognitive Psychology*. New York: Harper and Row Publishers.
10. Robert J. Stenberg (2012). *Cognitive Psychology* (6th Ed). Words Worth Cengage.
11. Robert L. Solso (2004). Cognitive Psychology, Sixth Edition. New Delhi: Pearson Education Pvt. Ltd.
12. Solso, R.L., Maclin, H.O., & Maclin, M.K. (2008). *Cognitive Psychology* (8th Ed). Pearson.

SEMESTER II
PSY-101-DE-52020: BIOPSYCHOLOGY (ELECTIVE-2)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Course Objectives

1. To familiarize the students with the concepts of Biopsychology.
2. To develop knowledge about the functioning of brain and neurons as well as the dynamics of brain behavior complexity.

Course Outcomes

CO1: Imparting training in the principles of Biopsychology.
CO2: Learning the principles brain behaviour relationship and its applications.
CO3: Orienting towards various brain signal measurement techniques.
CO4: Familiarity with brain related disorders.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Biopsychology** 1.1 Biopsychology- Nature and Scope. 1.2 Methods of Studying the Brain – Ablation, Recording and Stimulation Methods, Neurochemical Methods.	15	1, 2
2	**Brain Behaviour Dynamics** 2.1 Nervous System – Structure and Functions. Divisions - Central and Peripheral NS. 2.2 Brain and Cognitive Functions – Intelligence, Memory, Learning, 2.3 Endocrine System – Functions and Effects of Endocrine Glands.	15	3
3	**Neurons and its function** 3.1 Neurons - Structure, Types and Functions of Neuron. 3.2 Neuronal Conduction: Communication Between Neurons, Synaptic Conduction. 3.3 Neurotransmitters – Categories and Functions. 3.4 Neurological Disorders -Parkinson's Disease and Alzheimer's Disease.	15	3
4	**Behavioural Genetics** 4.1 Nature, Scope and Methods of Study. 4.2 Chromosomal Functions. 4.3 Hereditary Determinants of Behaviour. 4.4 Basic Concepts of Eugenics and Genetic Engineering.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Recommended Readings

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

2. Carlson, N. R. (2012). *Foundations of physiological Psychology.* (Sixth Edition). Delhi: Pearson Education.

3. Green, S. (1995). *Principles of Bio-Psychology.* UK: Lawrence Erlbaum Associates Ltd.

4. Pinel, J.P.J. (2011). *Bio-Psychology*, 8th Edition. Pearson Education, New Delhi.

SEMESTER II
PSY-101-DE-52030: PERSONALITY PSYCHOLOGY (ELECTIVE-3)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To familiarize the students with the conceptual framework of Personality.

LO2: To develop an understanding of the approaches to Personality.

Course Outcomes

CO1: Development of in-depth knowledge of human Personality.

CO2: Learn and implement varied approaches towards Personality assessment.

CO3: Understand the determinants of Personality and its relation with societal challenges.

CO4: Develop an understanding of an individual's Personality in a socio-cultural context.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Concept of Personality** 1.1. Definitions and Nature of Personality. 1.2 Methods of Personality Assessment (Projective and non-projective techniques). 1.3 Structural Models of Personality. 1.4 Five-factor Model of Personality Traits.	15	1, 2
2	**Approaches of Personality** 2.1 Trait and type approaches: Allport, Cattle, and Eysenck. 2.2 Psychoanalytic and psychosocial approaches: Freud and Erickson. 2.3 Behavioural and social learning approaches: Skinner, Bandura, and Vygotsky. 2.4 Humanistic and Phenomenological approaches: Maslow, Rogers, and Kelly.	15	3
3	**Personality Determinants and Work Context** 3.1 Determinants: Biological, Psychological, Environmental, Society, Culture, and Education. 3.2 Personality and Personnel Selection, Person, Correlates of Job Performance. 3.3 Crime and Personality, Personality Modification in the Criminal Justice System.	15	3
4	**Personality and Socio-cultural Context** 4.1 Personality and Social Support Process, Social Pain, Hurt Feelings. 4.2 Personality in Cross-Cultural Perspectives, Culture and Personality, Politics and Personality. 4.3 Personality Development of Students.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Friedman, H.S. & Schustack, M.W. (2003). *Personality; Classic Theory and Modern Research* (2nd Ed.), Singapore: Pearson Education.

2. Hall, G.C, Lindzey, G. & Campbell, J.C. (1998). *Theories of Personality* (4th Ed.), New York: Wiley, (2nd Ed.), New York: McGraw Hill.

3. Mischel, W. (1976). *Introduction to Personality*, New York: Holt Reinhart and Winston.

4. Pervin, A. (1984). *Personality: Theory and Research*, New York; John Wiley and Sons.

SEMESTER II
PSY-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To bring awareness about publication ethics and publication misconduct.
LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

Course Outcomes

CO1: Orienting students towards nature of publication ethics and moral standards.
CO2: Develop understanding about research integrity and publication guidelines.
CO3: Familiarity with standards setting initiatives and guidelines popular in the field.
CO4: Identifying research misconduct and predatory publications.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Ethics and Publication** 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches. 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgements and Reactions.	15	1, 2
2	**Scientific Conduct** 2.1 Ethics with Respect to Science and Research. 2.2 Intellectual Honesty and Research Integrity. 2.3 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	**Publication Ethics** 3.1 Publication Ethics: Definition, Introduction and Importance. 3.2 Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest.	15	3
4	**Publication Misconduct** 4.1 Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types. 4.2 Violation of Publication Ethics, Authorship and Contributorship. 4.3 Identification of Publication Misconduct, Complaints and Appeals. 4.4 Predatory Publishers and Journals.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books/Journal Articles Recommended

1. Bird, A. (2006). *Philosophy of Science*. Routledge.

2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.

3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.

4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies

5. Press. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences,* 1—10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfin.

Note: Students might also opt for MOOC's equivalent courses.

SEMESTER – III
(COURSE WORK)

SEMESTER III
PSY-101-CW-61010: PSYCHOMETRY (Coursework 1)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To create critical understanding of concept of measurement, issues and techniques in Psychological inquiry.

LO2: To enable students to develop skills and competencies in test construction and standardization.

LO3: To learn the application and contextual interpretation of data from psychological measurement.

Course Outcomes

CO1: Understand the concept of measurement, issues and techniques in psychological inquiry.

CO2: Develop skills and competencies in test construction and standardization.

CO3: Ability to create tests that are reliable and valid.

CO4: Enable the students to create tests that is reliable and valid, develop norms, and to use appropriate tests in various situations.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Foundation of Psychometry** 1.1 Basic Concept and Levels of Measurement. 1.2 Purpose and Function of Measurement; Errors in Measurement. 1.3 Ethical Issues in Measurement.	15	1, 2
2	**Psychological Tests** 2.1 Definition and Nature of a Psychological Test. 2.2 Characteristics of a Good Psychological Test. 2.3 Basic Principles of Psychological Tests.	15	3
3	**Test Construction and Standardization** 3.1 Classical Test Theory and Modern Test Theory. 3.2 Items Writing and Item Analysis. 3.3 Norms, Reliability and Validity of a Test. 3.4 Interpretation of Test Scores.	15	3
4	**Types of Tests** 4.1 Individual and Group Test, Verbal, Nonverbal and Performance Test, Speed and Power Test. 4.2 Intelligence, Ability and Personality Testing: The Wechsler Scale, Multidimensional Aptitude Battery. 4.3 Self-report and Projective Tests of Personality.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Anastasi, A. & Urbania, S. (2000). *Psychological testing* (7th ed.). New Delhi: Pearson Education Asia.
2. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*, Allyn & Bacon.
3. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage. Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw Hill.
4. Kaplan, R. M. &Saccuzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. Thompson, Wadsworth.
5. Kline, T.J.B. (2005). *Psychological testing*. New Delhi: Vistaar. 6. Murphy, R.K. & Danishofer, C.D. (1994). *Psychological testing: Principles and applications*. New Jersey: Prentice Hall.

SEMESTER III
PSY-101-CW-61020: CROSS-CULTURAL PSYCHOLOGY (Coursework 2)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand basic concepts, issues, theories and debates in the field of cross-cultural Psychology.
LO2: To understand the method of cultural Psychology and the relationship between human cognition and culture.

Course Outcomes

CO1: Knowledge of concepts and theories of cross-cultural Psychology.
CO2: Understand the method of cultural Psychology.
CO3: Understand the relationship between culture and emotion and the process of adaptation and acculturation.
CO4: Understand the relation between culture and emotion and the process of adaptation and acculturation in culture change.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Culture and Behaviour** 1.1 Concept of Culture. 1.2 Mechanisms of Cultural Transmission.	15	1, 2
2	**Methods of Cross-cultural Psychology** 2.1 Types of Cross-Cultural Studies: Etic and Emic Approaches. 2.2 Sampling and Measurement Issues; Translation and Back Translation Procedures.	15	3
3	**Culture and Cognition** 3.1 Major Issues, Cultural Influences on Perception, Memory and Problem Solving. 3.2 Everyday Cognition.	15	3
4	**Culture, Emotion and Basic Adaptation** 4.1 Basic Emotions, Recognition and Judgment of Emotions, Cultural Display Rules, Cultural Construction of Emotional Experiences. 4.2 Cultural Change and Adaptations: Acculturation Framework, Measurement of Acculturation. 4.3 Psychological and Socio-Cultural Adaptations: Behavior Shifts and Acculturative Stress.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Berry, J. W, Poortinga, Y. H., Segall, M. H., &Dasen, P. R. (2002). *Cross-cultural psychology: Research and application*. New York: Cambridge University Press.

2. Berry, J. W. et al. (Eds.). (1997). *Handbook of cross-cultural psychology* (2nd Ed.) (Vol 1-3), Boston: Allyn & Bacon.

3. Heine, S.J. (2015). *Cultural Psychology*. New York: W.W. Norton. Co.

4. Matsumoto, D. (2001). *The handbook of culture and psychology*. New York: Cambridge University Press.

5. Matsumato, D., &Juang, L. (2013). Culture and Psychology. Belmont Wadsworth: Cengage.

6. Shiraev, E., & Levy, D. (2016). *Cross-cultural psychology: Critical thinking and contemporary applications*. New York: Routledge.

SEMESTER III
PSY-101-CW-61030: REHABILITATION PSYCHOLOGY (Coursework 3)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To make students understand the disabled, nature, scope and approaches of rehabilitation psychology.

LO2: To understand the nature and extent of problems faced by specific categories of people who require rehabilitation.

Course Outcomes

CO1: Knowledge of the nature, scope and approaches of rehabilitation psychology.

CO2: Knowledge of problems faced by specific categories of people who require rehabilitation.

CO3: Ability to asses disability and understand appropriate intervention.

CO4: Understand intervention and rehabilitation for people, Govt. policy and schemes.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Rehabilitation Psychology** 1.3 Definition, Nature and Scope, Goals and Objectives of Rehabilitation Psychology. 1.4 Approaches to Rehabilitation- Biological, Medical, and Psychological.	15	1, 2
2	**Disability** 2.1 Concept and Definition of Disability. 2.2 Classification of Disabilities-Visual Impairment, Hearing and Speech Impairment. 2.3 Locomotor Disability, Intellectual Impairment and Learning Disability. 2.4 Etiological Factors of Disability.	15	3
3	**Assessment of Disability** 3.1 Screening and Early Identification of Persons with Disability. 3.2 Types of Assessment: Norm Based, Psychological Tests as Screening and Assessment Tools.	15	3
4	**Intervention Program** 4.1 Basic Principles of Intervention. 4.2 Types of Intervention: Individual, Group and Family Based. 4.3 Psychological Intervention: Psychoanalytic, Behavioral and Cognitive Approach. 4.4 Government Schemes and Policies for Rehabilitation.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Bolton B., (1987). *Handbook of Measurement and Evaluation in Rehabilitation*, Second Edition. Paul H.Brookes, Baltimore, London.

2. Brown Roy I., & E. Anne Hughson, (1987). *Behavioural and Social Rehabilitation and Training*. John Wiley & Sons Ltd.

3. Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*. Grune& Stratton, London.

4. Ali Baquer & Anjali Sharma, (1997). *Disability: Challenges Vs Responses. Concerned Action Now*, New Delhi.

5. Gerald Hales, (1996). *Beyond Disability: Towards an Enabling Society*. SAGE Publications, New Delhi.

6. Kundu, C.L. (2000). *Status of Disability in India – 2000.* Rehabilitation Council of India, New Delhi.

7. Pandey, R.S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. Vikas Publishing House, New Delhi.

8. Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.

9. Advani, S.L., Ghate, P. Goel, H.C., & Reddy, V.R.L. (2002). *Foundation course on education of children with disability.* Hyderabad: G. Guru Publications.

10. Stromer, D.C. & Prout (1995) (Eds.). *Counselling and Psychotherapy for persons with mental retardation and borderline intelligenc*e. Vermont: Clinical Psychology Publishing Co.

SEMESTER III
PSY-101-CW-61040: INDUSTRIAL PSYCHOLOGY (Coursework 4)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

1. To understand the basic concepts and principles of Industrial Psychology.
2. To appreciate the major factors which influence the human performance and productivity in industry.
3. To understand the process of selection, recruitment and training in a job.

Learning Outcomes

CO1: Know basic concepts and principles of Industrial Psychology and human performance.
CO2: Comprehend the process of selection, recruitment and training in a job.
CO3: Understand motivational process and stress, its causes, management.
CO4: Familiarize with motivational process and stress, its causes, management.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Industrial Psychology** 1.1 Definition, Scope and Brief History of Industrial Psychology. 1.2 Scientific Management and Hawthorne Studies.	15	1, 2
2	**Job and Work Environment** 2.1 Job Analysis, Job Design, Job Enlargement, Job Involvement. 2.2 Working Condition, Accident Proneness and Safety Measures.	15	3
3	**Selection and Placement** 3.1 Recruitment Process, Realistic Job Preview, Selection Process, Method of Selection. 3.2 Training: Training Need Analysis, Learning Process in Training, Methods of Training, and Evaluation of Training Programs. 3.3 Job Satisfaction and Dissatisfaction.	15	3
4	**Motivation and Stress** 4.1 Definition and Determinants of Work Motivation. 4.2 Work Place Stress, Consequences of Stress, Stress Management. 4.3 Violence and Sexual Harassment in Workplace.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Blum, M.L. and Naylor, J.C. (1968). *Psychology in Industrial Relations*. New York: Harper and Row.

2. Dunnette, M.D. and Hough, L.M. (1998). *Handbook of Industrial and Organizational Psychology* (Vol. 1-4). Mumbai: Jaico Publishing House.

3. Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968). *Consumer Behaviour*. III Dryden Press.

4. Ghiselli, E.E. and Brown, C.W. (1955). *Personnel and Industrial Psychology*. New York: McGraw Hill.

5. Ghosh, P.K. (2008). *Industrial Psychology*. Himalaya Publishing House. Mumbai.

6. Bennis, W.C. (1969). *Organization development: Its nature, origins, and prospects*. Reading, MA: Addison-Wesley.

7. Colenso, M. (2001). *Successful organizational change: Evolution and revolution in the organization*. New York: Prentice Hall. French,

8. W. L. & Bell, C. H. (1995). *Organization development*. New York: Prentice Hall.

9. Ramnarayan, S., Rao, T.V. and Singh, K. (1998). *Organization development: Interventions and strategies*. New Delhi: Response Books.

SEMESTER III
PSY-101-CW-61050: PSYCHOLOGY OF ADOLESCENCE (Coursework 5)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To developing an understanding about process of adolescence.

LO2: Understanding the physical, moral, social development during adolescence.

3. Understanding the process of personality development during adolescence.

4. Understanding the psychosocial problems of adolescence.

Course Outcomes

CO1: Understand and comprehend the dynamic process of adolescence developmental process.

CO2: Develop competencies measuring personality development during adolescence period.

CO3: Ability to create new models of interventions for psychosocial problems in adolescence.

CO4: Develop an understanding of the psychosocial problems of adolescence.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Puberty and Adolescence** 1.1 Concept and Characteristic Features. 1.2 Developmental Tasks	15	1, 2
2	**Physical Changes** 2.1 Perception and Reaction of Adolescents to Physical Changes. 2.2 Physical Changes in Boys and Girls.	15	3
3	**Social and Moral Development** 3.1 Relationship with Parents, Achieving Independence from Parents. 3.2 Relationship with Peers. 3.3 Moral Development: Kohlberg and Loevinger's Models.	15	3
4	**Personality Development** 4.1 Search and Development of Identity, Ethnic Identity; Self-Esteem. 4.2 Psychosocial Problems of Adolescence: Major Stressors; Reaction to Stressors: Depression, Aggression, Suicidal Behaviour, and Drug Abuse.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Kail, R.V. & Cavanaugh, J.C. (2016). *Human Development: A Life Span View*. Boston: Cengage Learning

2. Santrock, J. (2015). *Adolescence* (16th Ed.) NY: McGraw-Hill Education

3. Shaffer, D. R., & Kipp, K. (2014). *Developmental Psychology: Childhood & Adolescence* (9th Ed.). Belmont: Wadsworth Cengage Learning

4. Berk, L. E. (2013*). Development through the Lifespan.* India: Pearson Education.

5. Lerner, R. M. & Steinberg, L. (Eds.) (2009). *Handbook of Adolescent Psychology* (3rd Ed.), Vols I & II. NY: John Wiley & Sons.

SEMESTER – IV
(COURSE WORK)

SEMESTER IV
PSY-101-CW-62010: Counseling Psychology (Coursework 6)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand the idea of counseling Psychology as a discipline and major themes, approaches and contexts in which counselling Psychologists are engaged.
LO2: To understand the purpose and importance of counseling.

Course Outcomes

CO1: Acquire knowledge of major approaches of counseling.
CO2: Understand the principles, theories and requirements for an effective counseling.
CO3: Know appraisal techniques, reporting of the findings and effectiveness of counseling.
CO4: Familiarity with various areas of counseling.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Counseling Psychology** 1.1 Definition, Basic Concepts, Scope and Principles of Counseling. 1.2 History and Recent Trends in Counseling. 1.3 Characteristics of a Good Counselor. 1.4 Ethical, Legal and Moral Aspects of Counseling.	15	1, 2
2	**Counseling Process** 2.1 Steps and Procedures of Counseling. 2.2 Approaches to Counseling – Directive, Non- Directive, Behavioristic and Eclectic. 2.3 Conditions for Effective Counseling.	15	3
3	**Group Counseling** 3.1 Nature and Techniques of Group Counseling. 3.2 Counseling for Special Groups (Children with Learning Problems, Intellectually Impaired, and Care Givers).	15	3
4	**Areas of Counseling** 4.1 Marital Counseling, Family Counseling, Career Counseling, School Counseling. 4.2 Substance abuse counseling, HIV/AIDS counseling and Gerontological counseling.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Nayak, A.K. (2007). *Guidance and counselling* APH Publishing New Delhi.

2. Barki, B. G. & Mukhyopadhay, B. (2008) *Guidance and counselling A Manual* 10th reprint Sterling

3. Corey G (2008). *Theory and practice of group counselling* 7th edition Stanford: Cengage Learning.

4. Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy.*

5. Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US: Broobs / Cole-Cengage Learning.

6. Welfel, E.R & Patterson, L.E. (2005). T*he Counseling Process – A Multi-theoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).

7. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). *Therapeutic Counselling and Psychotherapy*. London: Prentice Hall.

8. Woolfe, R & Dryden, W. (1996). *Handbook of Counselling Psychology*. New Delhi: SAGE

9. Geldard, K. &Geldard, D. (1997) *Counselling Children: A Practical Introduction*. London: SAGE.

SEMESTER IV
PSY-101-CW-62020: Organisational Development & Change (Coursework 7)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To understand the application of behavioural sciences theory and models for planning change and development in organizations.

LO2: To equip the students in diagnosing issues and planning different types of intervention strategies and also enhance personal capabilities in handling as well as navigating change in one's life situations

Course Outcomes

CO1: Apply behavioural sciences theory and models for planning change and development in organizations.

CO2: Knowledge of diagnosis as well as planning intervention strategies.

CO3: Acquire capabilities in handling and navigating change in one's life situations.

CO4: Understanding organizational development in global settings.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Introduction to Organizational Change and Development** 1.1 Types of Change in Organizations, and Change Models, Resistance to Change. 1.2 Change Management and Nature of Planned Change. 1.3 Organizational Development: History of the Field, Nature and Process of OD.	15	1, 2
2	**Designing Interventions** 2.1 An overview of Interventions. 2.2 Interpersonal Interventions. 2.3 Team Intervention. 2.4 Intergroup and System Interventions.	15	2, 3
3	**Methods of Organizational Development (OD)** 3.1 Survey Feedback. 3.2 Grid Organizational Development. 3.3 Process Consultation. 3.4 Gestalt, and Comprehensive Interventions.	15	2, 3
4	**Future Issues and Applications** 4.1 Building Learning Organizations and Planning Mergers and Acquisitions. 4.2 Organizational Development in Global Settings and Non-Industrial Settings. 4.3 Power, Politics and OD, Future Directions in OD.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. French,W.L. and Bell, C.H. (2006). *Behavioural Science Interventions for Organizational Improvement* (8th Ed.) Pearson India: New Delhi.

2. Cummings,T.G. and Worley,C.G. (2009*). Organizational Development and Change* (9th Ed.) South-Western Cengage Learning: Mason OH.

3. Seijts, G.H. (2006). *Cases in Organizational Behaviour*. Sage: New Delhi

4. Thornhill, A., Lewis, P. Millmore, M., & Saunders, M. (2000). *Managing Change: A human resource strategy approach.* New Delhi: Pearson Education.

5. Colenso, M. (2000). *Successful organizational change: Evolution and revolution in the organization.* New York: Financial Times Prentice Hall.

6. Nilakant, & Ramanarayan, S. (1998). *Change management: Altering mindsets in a global context.* New Delhi: Response Books.

7. Burnes, B. (2017). *Managing change* (7th Ed.). New York: Pearson

8. French, W. L., Bell, C. H., &Vohra, V. (2006). *Organisation development.* New Delhi: Pearson Education

9. McLean, G. N. (2006). Organization Development: Principles, Processes, Performance. San Francisco: Barret-Koehler.

SEMESTER IV
PSY-101-CW-62030: Practicals in Psychology-II (Coursework 8)

> **Credit:** 4; **Practical**: 8 Hrs per week; **Contact Hours:** 120; **Full Marks:** 100

Learning Objectives
LO1: To learn the administration of tests and its measurement procedure.
LO2: To know the evaluation procedure and evaluation of Psychological tests.

Learning Outcomes
CO1: Acquaint the administration of tests and its measurement procedure.
CO2: Familiarity with the evaluation procedure of Psychological tests.
CO3: Comprehend scoring and description of manuals of various tests.
CO4: Learn certain skills of Psychological Counselling on the basis of Psychological test results.

Attempt any 8 (eight) practicals out of the following list of practicals:
1. Personality Tests
2. Creativity Tests
3. Intelligence Tests
4. Thinking
5. Cognitive Tests
6. Judgment and Reasoning
7. Stress / Frustration
8. Self-Concept
9. Adjustment Inventory
10. Neuropsychological Tests
11. Sociometric Studies
12. Short Term Memory
13. Immediate Memory Span
14. Preparation of Research Tools (Attitude Scale, Achievement Test and Questionnaire)
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

General Instructions
l. Workload for each batch will be equivalent to eight lecture periods
2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

*Note: Only Standardized Tests should be used.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

SEMESTER IV
PSY-101-CW-62040: Culture & Leadership (Coursework 9)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To facilitate the development of cultural reflective competencies for understanding cultural making of organizations.

LO2: To enable students to develop insight into different leadership styles and competencies for effective organizational functioning.

Course Outcomes

CO1: Understand cultural making of organizations.

CO2: Develop insight into different leadership styles and its relation to different cultural milieu.

CO3: Develop competencies for effective organizational functioning.

CO4: Imbibe the traits of fulfilling the challenges faced during leadership development.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Culture and Climate** 1.1 Historical Antecedents. 1.2 Central Concerns: Values and Symbols. 1.3 Cognition, Emotion and Meaning, Myths and Rituals. 1.4 Visible Artefacts.	15	1, 2
2	**Leader and Culture Creation** 2.1 Role of Founder in Development of Cultures. 2.2 Role of Leaders in Embedding Culture, Reinforcing Mechanisms. 2.3 Dynamics of Cultural change. 2.4 Role of Managerial Ideologies, Competing Values Perspective.	15	2, 3, 4
3	**Leadership Concepts and Issues** 3.1 Leadership Effectiveness. 3.2 Leader's Role in Fostering Team Work and Group Dynamics Among Members. 3.3 Leadership Skills: Visioning etc.	15	2, 3
4	**Challenges of Leadership** 4.1 Issues and Challenges of Leadership Development. 4.2 Developing Women Leaders. 4.3 Developing Ethical Leadership, Servant and Authentic Leadership. 4.4 Indian Models of Leadership; Leadership and Power Issues. 4.5 Transactional, Transformational Leadership and Effects of Negative Charisma.	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Schein,E. (1988). *Culture and Leadership Processes in Organizations*. Addison-Wesley- New York.
2. Readings based on Paper by Kanungo and J.B.P Sinha (1992).

SEMESTER IV
PSY-101-CW-62050: Advanced Health Psychology (Coursework 10)

> **Credit:** 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Contact Hours:** 60; **Full Marks:** 100

Learning Objectives

LO1: To facilitate the development of cultural reflective competencies for understanding cultural making of organizations.

LO2: To enable students to develop insight into different leadership styles and competencies for effective organizational functioning.

Learning Outcomes

CO1: Understand cultural making of organizations.

CO2: Develop insight into different leadership styles and its relation to different cultural milieu.

CO3: Develop competencies for effective organizational functioning.

CO4: Comprehend and develop skills to successfully identify stressors and manage health issues amicably.

Course Content

Unit No.	Content	Contact Hours	CO
1	**Health and Wellbeing** 1.1 Concept and Indicators. 1.2 Goals of Health Psychology, 1.3 Approaches to Health: Bio-Medical, Psychological and Cultural.	15	1, 2
2	**Behavioural Factors Affecting Health** 2.1 Behavioral Factors in Health. 2.2 Approaches to Health Behavior Change. 2.3 Cognitive, Behavioral and Social Engineering.	15	2, 3
3	**Health Problems and Cognitive Representation** 3.1 General and Chronic Health Problems. 3.2 Causal Factors and Explanations. 3.3 Health Belief Systems and HIV/AIDS.	15	3
4	**Stress, Coping and Management of Health Problems** 4.1 Conceptual Models, Stress Born Health Problems; Coping Strategies. 4.2 Preventive, Promotive and Curative Aspects of Health 4.3 Choice of Medicinal Systems; Patient-Doctor Relationship, Treatment Adherence, Alternative Medicines.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [**3**: High; **2**: Medium; **1**: Low; -: No Correlation]

Books Recommended

1. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum.

2. Marks, F. D., Murray, M., Evans, B., & Willig, C. (2000). *Health psychology: Theory, research and practice*. New Delhi: Sage.

3. Marks, F. D., Murray, M., Evans, B., & Estacio, V. E. (2015). *Health psychology: Theory, research and practice (4ti* Ed.) New Delhi: Sage.

4. Sarafino, E. P. & Smith, T.W. (2013). *Health Psychology: Biopsychosocial Interventions*. New York: Wiley Global Education.

5. Taylor, S.E. (2015). *Health Psychology (9th Ed..)*. New York: McGraw Hill Education.

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