

To,

The Principal Secretary,  
Raj Bhavan, Bihar,  
Patna

**Sub:-Regarding submission of proposed course uniform syllabus of Psychology for 3<sup>rd</sup> to 8<sup>th</sup> Semester of 4 - Year undergraduate Course, (CBCS)**

Reference:- Letter No.-BSU (UGC) -02/2023- 1457/ GS(I) dated 14.09.2023

Sir,

In compliance with your letter no. BSU(UGC)- 02/2023-1457/ GS(I) dated-14.09.2023 followed by above mentioned letter no, we are submitting the proposed course syllabus of **Psychology** for 3<sup>rd</sup> to 8<sup>th</sup> semester of the 4 - year under graduate course (CBCS) as per UGC regulations.

Yours sincerely,

1. **Dr. Ram Dhyani Rai**  
Professor, Ex-Dean & Head  
J. P University Chapra  
*RDR*  
*15.09.23*
2. **Prof. Arun Kumar Singh**  
Head, University Dept. of Psychology  
Patliputra University, Patna  
*Arun*  
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3. **Prof. Abha Rani Sinha**  
Head, University Dept. of Psychology  
BRA Bihar University, Muzaffarpur  
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*19/09/2023*
4. **Prof. Md. Intekhabur Rahman**  
Head, University Dept. of Psychology  
BNMU, Madhepura  
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5. **Prof. Kirti**  
Head, Dept. of Psychology  
College of Commerce, Arts & Science  
Patliputra University, Patna  
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6. **Dr. Sheo Sagar Prasad**  
Head, University Dept. of Psychology  
Patna University, Patna  
*SSP*  
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7. **Dr. Sangita Sinha**  
Associate Professor & Ex-Head  
PG Dept of Psychology  
VKSU, Ara  
*Sinha*  
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8. **Dr. Meenakshi**  
Assistant Professor  
PG Dept of Psychology  
MU, Bodhgaya  
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9. **Mr. Amrit Kumar Jha**  
Assistant Professor  
University Dept. of Psychology  
LNMU, Darbhanga  
*A.K.Jha*  
*19/09/23*

**Syllabus**  
*for*  
**Bachelor of Arts Programme**  
*in*  
**Psychology**  
*under*  
**Choice Based Credit System (CBCS)**  
**(2023-24 onwards)**  
*of*  
**NEW EDUCATION POLICY**  
**(NEP-2020)**

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## SEMESTER- III

### **MJC-3: Developmental Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1:** Get the knowledge of human developmental processes along with theoretical perspectives.  
**CO2:** Understand the concept and process of human development across the life span.  
**CO3:** Know the various domains of human development.  
**CO4:** Comprehend the role of biological, social, psychological, environmental, physical and adjustment related factors in developmental process.

MJC-3 : Developmental Psychology(T)		ESE-70 CIA-30
(5 credits) Full Marks: 100		
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Life Span Perspective : Nature, Importance and Principles 1.2 Stages of Development 1.3 Methods of Study: Longitudinal, Observation and Cross-sectional studies 1.4 Factors in Development: Biogenic, Psychogenic and Sociogenic	10
2	<b>Cognitive and Language Development</b> 2.1 Cognitive development; Meaning, Theories of cognitive development: Piaget's theory, Vygotsky's theory 2.2 Language development: Meaning, Chomsky's theory 2.3 Moral development: Meaning, Kohlberg's theory, Giligan's Theory	14
3	<b>Physical and Emotional Development</b> 3.1 Physical development – Influence of physical development on behaviour 3.2 Emotional Development – Nature of emotional behaviour, Factors affecting emotionality 3.3 Erikson's theory of Psycho-social development	16
4	<b>Social Context of Development</b> 4.1 Family 4.2 School 4.3 Peers 4.4 Media	10
	<b>Total</b>	50

#### **Suggested Readings:**

1. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
2. Hurlock, E.B. (1981). Child Development (6th Ed.). McGraw Hill Co., Auckland.
3. Shrimali, S.S. (2005). Child Development. New Delhi, Pearson Education.
4. Stanrock, J.W. (2015). Child Development: An Introduction (12th Ed.), McGraw Hill Co
5. Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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## SEMESTER- III

### MIC-3: Developmental Psychology

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1:** Get the knowledge of human developmental processes along with theoretical perspectives.
- CO2:** Understand the concept and process of human development across the life span.
- CO3:** Know the various domains of human development.
- CO4:** Comprehend the role of biological, social, psychological, environmental, physical and adjustment related factors in developmental process.

MIC-3 : Developmental Psychology		ESE-70 CIA-30
(3 credits) Full Marks -100		
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Life Span Perspective : Nature and Importance 1.2 Stages of Development	8
2	<b>Cognitive Development</b> 2.1 Cognitive development : Meaning, Theories of cognitive development: Piaget's theory, Vygotsky's theory	10
3	<b>Physical and Emotional Development</b> 3.1 Physical development – Influence of physical development on behaviour 3.2 Emotional development – Nature of emotional behaviour, Factors affecting emotionality	12
<b>Total</b>		30

#### Suggested Readings:

- 1 Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
- 2 Hurlock, E.B. (1981). Child Development (6th Ed.). McGraw Hill Co., Auckland.
- 3 Shrimali, S.S. (2005). Child Development. New Delhi, Pearson Education.
- 4 Stanrock, J.W. (2015). Child Development: An Introduction (12th Ed.), McGraw Hill Co
- 5 Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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**SEMESTER- III**  
**MJC-4: Introduction to Statistics**  
**Course Outcomes**

After the completion of the course, the student will be able to:

- CO1:** Understand the nature of psychological variables and measurement scale.  
**CO2:** Comprehend the processes of describing and reporting statistical data.  
**CO3:** Draw inferences and conclusions for hypothesis testing using appropriate statistical analysis.  
**CO4:** Know basic statistical methods and their utility for empirical research.  
**CO5:** Learn to use suitable statistical techniques for interpreting research findings.

MJC-4 : Introduction to Statistics (T)		ESE-70 CIA-30
(3 credit) Full Marks-100		
Unit	Topics to be covered	No. of Lectures
1	<b>Fundamentals of statistics</b> 1.1 Meaning and Uses of statistics in Psychology 1.2 Variables: Meaning and Types – Categorical and Continuous 1.3 Levels of Measurement- Nominal, Ordinal, Interval, and Ratio	5
2	<b>Introduction to Descriptive Statistics</b> 2.1 Basic concept of Descriptive and Inferential statistics 2.2 Frequency distribution of data and Graphic presentation: Histogram, Polygon and Ogive 2.3 Measures of Central tendency: Calculation of Mean, Median and Mode 2.4 Measures of Variability: Calculation of Range, QD, AD, SD	10
3	<b>Correlation and t-test</b> 3.1 Correlation: Concept; Types of correlation 3.2 Calculation of Correlation: Product moment and Rank difference method 3.3 Calculation of t-test: Independent group and Correlated group	10
4	<b>Chi square</b> 4.1 Chi square: Concept 4.2 Computation of Chi square: Equal distribution hypothesis and Independent hypothesis	5
<b>Total</b>		30

**Suggested Readings:**

1. Coolican, H. (2004). Research methods and Statistics in Psychology. Hoddes Arnold. London.
2. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row. NewYork.
3. Garrett, H. E (2005). Statistics in psychology and Education. Paragon international Publishers. New Delhi
4. Singh R., Shyam R & Gupta, L. (2015) Fundamental Statistics for Social Sciences. IntellectualFoundation. Happy Book Dept., Delhi Road, Model Town, Rohtak.
5. Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi.
6. Singh, A.K. (2012). Manovigyan, Samajshastra tatha Shiksha mein Saankhyiki. Novelty & Company.

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**MJC-4 (P) : Introduction to Statistics (P)**  
**(Practical: 1 credit)**

**Full Marks-100**  
**ESE-70**  
**CIA-30**

<b>Practical:-</b>	<b>Practicum Hours</b>
Based on course MJC-4(T) Introduction to Statistics, students are required to carry on statistical analysis from the following by taking data given in the book's exercises or any hypothetical data.	
1. Computation of t-test	3
2. Computation of Chi-Square	3
3. Computation of Correlation	4
<b>TOTAL</b>	10

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**SEMESTER- III**  
**MIC-4 : Introduction to Statistics**  
**Course Outcomes**

After the completion of the course, the student will be able to:

- CO1:** Understand the nature of psychological variables and measurement scale.  
**CO2:** Comprehend the processes of describing and reporting statistical data.  
**CO3:** Draw inferences and conclusions for hypothesis testing using appropriate statistical analysis.  
**CO4:** Know basic statistical methods and their utility for empirical research.  
**CO5:** Learn to use suitable statistical techniques for interpreting research findings.

MIC-4: Introduction to Statistics		ESE-70 CIA-30
(Theory : 3 credit) Full Marks :100		
Unit	Topics to be covered	No. of Lectures
1	<b>Fundamentals of statistics</b> 1.1 Meaning and significance of Statistics in Psychology 1.2 Levels of Measurement- Nominal, Ordinal, Interval, and Ratio	8
2	<b>Introduction to Descriptive Statistics</b> 2.1 Basic concept of Descriptive and Inferential statistics 2.2 Frequency distribution of data and Graphic presentation: Histogram, Bar Diagram 2.3 Measures of Central tendency: Calculation of Mean, Median and Mode	12
3	<b>Correlation and t-test</b> 3.1 Correlation: Concept; Types of correlation 3.2 Calculation of Correlation: Rank difference method	10
<b>Total</b>		30

**Suggested Readings:**

1. Coolican, H. (2004). Research methods and Statistics in Psychology. Hoddes Arnold. London.
2. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row. NewYork.
3. Garrett, H. E (2005). Statistics in psychology and Education. Paragon international Publishers. New Delhi
4. Singh R., Shyam R & Gupta, L. (2015) Fundamental Statistics for Social Sciences. IntellectualFoundation. Happy Book Dept., Delhi Road, Model Town, Rohtak.
5. Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi.
6. Singh, A.K. (2012). Manovigyan, Samajshastra tatha Shiksha mein Saankhyiki. Novelty & Company.

## SEMESTER – IV

### **MJC-5: Abnormal Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1:** Understand the concept of abnormality.
- CO2:** Gain knowledge of the different theories and models of abnormal behaviour
- CO3:** Understand Stress, Phobias, Obsessive Compulsive disorders, Depression, Schizophrenia.
- CO4:** Learn about developmental disorders.

MJC-5 : Abnormal Psychology (T)		ESE-70 CIA-30
(5 credit) Full Marks: 100		
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Definition and Nature of Abnormal behaviour 1.2 Historical Background of Abnormal Psychology 1.3 Criteria of abnormality 1.4 Classification System : DSM -5 and ICD-11	12
2	<b>Models of Abnormality</b> 2.1 Biological model 2.2 Psychodynamic model 2.3 Behaviourist model 2.4 Cognitive model	12
3	<b>Psychological Disorders</b> 3.1 Phobias – Symptoms, Types and Causes 3.2 Obsessive Compulsive Disorders – Clinical picture, and Causes 3.3 Depressive Disorders – Clinical picture and Causes 3.4 Schizophrenia – Clinical picture, Types and Causes	14
4	<b>Neurodevelopmental Disorders</b> 4.1 Intellectual Disorders- Meaning, Types, and Causes 4.2 Autism Spectrum Disorder- Meaning, Clinical picture and Causes 4.3 Attention Deficit / Hyperactivity Disorder- Meaning, Clinical picture and Causes	12
	<b>Total</b>	50

#### **Suggested Readings:**

1. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. Abnormal Psychology, Pearson.
2. Wilson, Nathan, O'leary Clark. Abnormal Psychology: An integrating Perspective. Allyn and Bacon.
3. Sarason, I. G & Sarason, B. R. (2005). Abnormal Psychology: The Problem of Maladaptive Behavior, Eleventh Ed. Prentice Hall.
4. Comer, R. J. Abnormal Psychology: Princeton University, Worth Publishers, New York.
5. Lauren B. Alloy, Neil S. Jacobson, Joan Acocella Abnormal Psychology: Current Perspectives, McGraw Hill.
6. Singh A.K. Manovikriti Manovigyan, Motilal Books.
7. Coleman, JC. Abnormal Psychology and Modern Life, Scott Foreman and Company.

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## SEMESTER – IV

### **MIC-5: Abnormal Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Understand the concept of abnormality.
- CO2: Gain knowledge of the different theories and models of abnormal behaviour
- CO3: Understand Stress, Phobias, Obsessive Compulsive disorders, Depression, Schizophrenia.
- CO4: Learn about developmental disorders.

MIC-5 : Abnormal Psychology (3 credit) Full Marks:100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Definition and Nature of Abnormal behaviour 1.2 Historical Background of Abnormal Psychology 1.3 Criteria of abnormality	10
2	<b>Models of Abnormality</b> 2.1 Biological model 2.2 Psychodynamic model	10
3	<b>Psychological Disorders</b> 3.1 Phobias – Symptoms, Types and Causes 3.2 Depressive Disorders – Clinical picture and Causes	10
<b>Total</b>		30

#### **Suggested Readings:**

1. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. Abnormal Psychology, Pearson.
2. Wilson, Nathan, O'leary Clark. Abnormal Psychology: An integrating Perspective. Allyn and Bacon.
3. Sarason, I. G & . Sarason, B. R. (2005). Abnormal Psychology: The Problem of Maladaptive Behavior, Eleventh Ed. Prentice Hall.
4. Singh A.K. Manovikriti Manovigyan, Motilal Books.
5. Coleman, JC, Abnormal Psychology and Modern Life, Scott Foreman and Company.

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## SEMESTER – IV

### **MJC-6: Educational Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1:** Understand the area of educational psychology.
- CO2:** Appreciate the need and importance of study of educational psychology in understanding, analyzing and interpreting the development of learner.
- CO3:** Get knowledge on effective teaching and classroom management.
- CO4:** Comprehend the applications of psychology in the area of education.

<b>MIC-6 : Educational Psychology (T)</b> (3 credit) Full Marks:100		<b>ESE-70</b> <b>CIA-30</b>
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning, Nature, Scope, Aims and Relevance of Educational Psychology 1.2 Perspectives of Educational Psychology: Behaviouristic, Observational learning, Cognitive and Humanistic	6
2	<b>Individual Differences and Educational Implications</b> 2.1 Individual Differences: Meaning and Significance 2.2 Dimensions of Individual Differences – Psychological and Physical 2.3 Educational Implications of Individual Differences	7
3	<b>Effective Teaching and Classroom Management</b> 3.1 Characteristics of Effective Teachers 3.2 Teaching Methods & Issues Related to Technological Advances 3.3 Classroom Management 3.4 Creativity: Meaning, Characteristics of Creative Person, Role of School in Promoting Creativity in Children	7
4	<b>Exceptionality and Special Education</b> 4.1 Exceptional Children: Meaning and Characteristics 4.2 Importance and Need to Educate Exceptional Children 4.3 Responsibilities of Teachers towards Learners with Special Needs 4.4 Types of Exceptional Children: Gifted, Academically Backward, Learning Disabled and Children with behavioral problems	10
<b>Total</b>		30

#### **Suggested Readings:**

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6<sup>th</sup> Ed., Tata McGraw Hill Publishers, New Delhi.
2. Mangal, S.K. (2017). Essentials of Educational Psychology, PHI Learning, Delhi
3. Santrock, John, W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
4. Woolfolk A & Woolfolk H A (2008) Educational Psychology, Pearson, New Delhi.
5. Agarwal, J.C. (2014). Essentials of Educational Psychology. Vikas Publishing House.
6. Suleman, Md, Shiksha Manovigyaan.
7. Singh, A.K. Shiksha Manovigyaan. Bharti Bhawan.

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MJC-6 : Educational Psychology (P) (2 credit) Full Marks-100		ESE-70 CIA-30
<b>Practical:-</b> Based on course MJC-6 (T) Educational Psychology, students are required to conduct any TWO tests in examination related to the following – <ol style="list-style-type: none"> <li>1. Achievement motivation</li> <li>2. Interest test</li> <li>3. Classroom climate</li> <li>4. Academic stress</li> <li>5. Curiosity</li> </ol>	<b>Practicum Hours</b>	
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	4	
	4	
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## SEMESTER – IV

### **MIC-6: Educational Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Understand the area of educational psychology.
- CO2: Appreciate the need and importance of study of educational psychology in understanding, analyzing and interpreting the development of learner.
- CO3: Get knowledge on effective teaching and classroom management.
- CO4: Comprehend the applications of psychology in the area of education.

MIC-6 : Educational Psychology (3 credit ) Full Marks :100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning and Nature of Educational Psychology	6
2	<b>Individual Differences and Educational Implications</b> 2.1 Individual Differences: Meaning and Significance 2.2 Dimensions of Individual Differences – Psychological and Physical	12
3	<b>Effective Teaching and Classroom Management</b> 3.1 Characteristics of effective teachers 3.2 Teaching methods related to technological advances 3.3 Classroom management 3.4 Creativity: Meaning and role of school in promoting creativity in children	12
<b>Total</b>		30

#### **Suggested Readings:**

1. Mangal, S.K. (2017). Essentials of Educational Psychology, PHI Learning, Delhi
2. Santrock, John, W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
3. Woolfolk A & Woolfolk H A (2008) Educational Psychology, Pearson, New Delhi.
4. Suleman, Md, Shichha Manovigyaan
5. Singh, A.K. Shiksha Manovigyaan. Bharti Bhawan.

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**SEMESTER – IV**  
**MJC-7: Systems of Psychology**

**Course Outcomes**

After the completion of the course, the student will be able to:

- CO1:** Understand the developmental history of psychology.  
**CO2:** Understand the structuralist and behaviorist schools of Psychology.  
**CO3:** Become acquainted with the role of Freud and Neo-Freudians in the development of Psychology.  
**CO4:** Acquaint with the third force of psychology.

MJC-7 : Systems of Psychology (T) (3 Credit)		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Structuralism and Functionalism</b> 1.1 Structuralism: Contribution of Wundt and Titchner 1.2 Functionalism: Contribution of Chicago and Columbia school	4
2	<b>Behaviourism</b> 2.1 Contribution of Watson as a founder of Behaviourism 2.2 Theories of Pavlov, Skinner and Bandura	4
3	<b>Psychoanalysis and Gestalt Psychology</b> 3.1 Contributions of Freud as founder of Psychoanalysis 3.2 Neo-Freudians: Carl Gustav Jung, Alfred Adler 3.3 Contributions of Wertheimer in founding Gestalt Psychology	10
4	<b>Humanistic Psychology</b> 4.1 Major features of Humanistic Psychology 4.2 Contribution of Rogers and Maslow	4
5	<b>Existential Psychology</b> 5.1 Basic Tenets of Existential Psychology 5.2 Contribution of Rollo May and Viktor Frankl	4
6	<b>Indian Psychology</b> 5.1 Introduction to Indian Psychology 5.2 Eminent Indian Psychologists	4
<b>Total</b>		30

**Suggest Readings:**

1. Boring, E.G. (1969). A History of Experimental Psychology. New Delhi: Times of India Press.
2. Murphy, G. & Kovach, J.K. (1972). Historical Introduction to Modern Psychology. London: Routledge and Kegan Paul.
3. Marx, M.H. & Hillix, W.A.C. (1987). Systems and Theories in Psychology. New York: McGrawHill.
4. Woodworth, R.S. & Sheehan, M.R. (1970). Contemporary Schools of Psychology. London: Methuen & Co.
5. Cornelissen, R.M.M, Mishra, G., & Varma, S. (2013). Foundations of Indian Psychology. Pearson.
6. Singh, A. K. Manovigyaan kay Sampradaya evam Itihaas. Motilal International.
7. Pathak R.P.(2009).Bhartiya Manovigyan. Radha Publication.
8. Hall, C., S., Lindzey, G. & Campbell, J.B., Theories of personality. Wiley India.

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MJC-7 : Systems of Psychology (P) (2 credit) Full Marks-100		ESE-70 CIA-30
<b>Practical:-</b> Based on course MJC-7 (T) Systems of Psychology, students are required to conduct any TWO tests in examination related to the following –  Prepared detail biography of the following psychologists: 1. Wundt 2. Freud 3. Rogers 4. Bandura	<b>Practicum Hours</b>	
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	5	
	5	
	5	
<b>TOTAL</b>	<b>20</b>	

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## SEMESTER – IV

### MIC-7: Systems of Psychology

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Understand the developmental history of psychology.
- CO2: Understand the structuralist and behaviorist schools of Psychology.
- CO3: Become acquainted with the role of Freud and Neo-Freudians in the development of Psychology.
- CO4: Acquaint with the third force of psychology.

MIC-7 : Systems of Psychology (3 Credits) (Full Marks :100)		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Structuralism and Functionalism</b> 1.1 Structuralism and Functionalism: Contribution of Wundt ,Titchner and William James	8
2	<b>Behaviourism &amp; Psychoanalysis</b> 2.1 Contributions of Watson , Skinner and Freud	10
3	<b>Humanistic Psychology &amp; Indian Psychology</b> 3.1 Major features of Humanistic Psychology ,Contributions of Maslow 3.2 Eminent Indian Psychologists	12
<b>Total</b>		30

#### Suggested Readings:

1. Boring, E.G. (1969). A History of Experimental Psychology. New Delhi: Times of India Press.
2. Marx, M.H. & Hillix, W.A.C. (1987). Systems and Theories in Psychology. New York: McGrawHill.
3. Woodworth, R.S. & Sheehan, M.R. (1970). Contemporary Schools of Psychology. London: Methuen & Co
4. Pathak R.P.(2009). Bhartiya Manovigyan. Radha Publication.
5. Singh, A. K. Manovigyaan kay Sampradaya evam Itihaas. Motilal International.
6. Pathak R.P.(2009).Bhartiya Manovigyan. Radha Publication.

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## SEMESTER – V

### **MJC-8: Clinical Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Develop an understanding of the nature and historical perspectives of Clinical Psychology
- CO2: Gain knowledge of clinical assessment
- CO3: Understand the activities and roles of clinical Psychologists
- CO4: Apply the knowledge in clinical intervention

<b>MJC-8: Clinical Psychology (T)</b> <b>(3 Credits)</b> <b>(Full Marks :100)</b>		<b>ESE-70</b> <b>CIA-30</b>
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Meaning, Nature and Historical perspectives 1.2 Distinction between Clinical and Abnormal psychology 1.3 Education and Training of Clinical Psychologists	6
2	<b>Role / Functions of Clinical Psychologists in different Fields</b> 2.1 Mental hospital 2.2 Child guidance clinic 2.3 School 2.4 Industry	8
3	<b>Clinical Assessment &amp; Techniques</b> 3.1 Nature and Purpose of clinical assessment 3.2 Techniques: Observation; Case history; Interviews 3.3 Objective measures – MMPI 3.4 Projective Measures – Sentence Completion Test	8
4	<b>Clinical Intervention</b> 4.1 Psychotherapy: Meaning and Goal 4.2 Psychotherapeutic techniques: Freudian Psychoanalytical therapy 4.3 Behavior therapy: Cognitive behavioral therapy	8
<b>Total</b>		30

#### **Suggested Readings :**

- 1 Hecker, J. E. & Thorpe, G.L. (2005) Introduction to Clinical Psychology: Science, Practice and Ethics. Pearson Education, Delhi.
- 2 Korchin, S.J. (1976) Modern Clinical Psychology: Principles of Intervention in the Clinic and Community, Basic Books Publishers New York.
- 3 Phares, E.J. (1981) Clinical Psychology: Concepts, Methods & Profession, Dorsey Press.
- 4 Coleman, J.C. Abnormal Psychology and Modern Life. Scott Foresman.
- 5 Md. Sulemaan: Aadhunik Naidanik Manovigyan
- 6 Singh A.K: Uchchatar Naidanik Manovigyan. Motilal International.

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MJC- 8 : Clinical Psychology (P) (2 credit) Full Marks-100		ESE-70 CIA-30
<b>Practical:-</b> Based on course MJC-8 (T) Clinical Psychology, students are required to conduct any TWO Tests in examination related to the following:- 1. Personality 2. Emotion 3. Anxiety 4. Adjustment	<b>Practicum Hours</b>	
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<b>Total</b>		20

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## SEMESTER – V

### **MIC-8: Clinical Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Develop an understanding of the nature and historical perspectives of Clinical Psychology
- CO2: Gain knowledge of clinical assessment
- CO3: Understand the activities and roles of clinical Psychologists
- CO4: Apply the knowledge in clinical intervention

MIC-8 : Clinical Psychology (3 credits) Full Marks = 100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning, Nature and Historical perspectives 1.2 Distinction between Clinical and Abnormal psychology	10
2	<b>Role / Functions of Clinical Psychologists in different Fields</b> 2.1 Mental hospital 2.2 Child guidance clinic 2.3 School 2.4 Industry	10
3	<b>Clinical Assessment &amp; Techniques</b> 3.1 Nature and purpose of clinical assessment 3.2 Techniques: Observation; Case history; Interviews 3.3 Objective and Projective Tests	10
<b>Total</b>		30

#### **Suggested Readings:**

- 1 Singh A.K: Uchchar Naidanik Manovigyan Motilal International Hecker, J. E. & Thorpe, G.L. (2005) Introduction to Clinical Psychology: Science, Practice and Ethics. Pearson Education, Delhi.
- 2 Korchin, S.J. (1976) Modern Clinical Psychology: Principles of Intervention in the Clinic and Community .Basic Books Publishers New York.
- 3 Phares, E.J. (1981) Clinical Psychology: Concepts, Methods & Profession, Dorsey Press
- 4 Pomerantz, A.M. (2008). Clinical Psychology. Sage Publication: New Delhi.
- 5 Md. Sulemaan: Aadhunik Naidanik Manovigyan
- 7 Singh A.K: Uchchar Naidanik Manovigyan. Motilal International.

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## SEMESTER – V

### **MJC-9: Guidance and Counselling Psychology**

#### Course Outcomes

After the completion of the course, the student will have to:

- CO1: Gain understanding of relevant concepts of counselling and guidance.
- CO2: Develop understanding of counselling process and guidance.
- CO3: Acquaint with the different areas of counselling and guidance.
- CO4: Learn the counselling skills and undertake counselling and plan psychosocial interventions.

<b>MJC-9 : Counselling and Guidance Psychology (T)</b> ( 3 credit) Full Marks-100		<b>ESE-70</b> <b>CIA-30</b>
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction to Guidance and Counselling</b> 1.1 Counselling: Meaning and Nature, Objectives, Types of counselling 1.2 Guidance: Meaning and Nature, Objectives, Types of guidance 1.3 Difference between Guidance and Counselling; Counselling and Psychotherapy	8
2	<b>Process of Guidance and Counselling</b> 2.1 Principle of guidance and counselling 2.2 Process of counselling 2.3 Factors influencing the guidance and counselling 2.4 Barriers in guidance and counselling process	8
3	<b>Guidance and Conselling Specialities</b> 3.1 Individual and Group Counselling 3.2 Educational and Career Counselling 3.3 Family Counselling	8
4	<b>Guidance and Counselling as a Profession</b> 4.1 Skills for Guidance and Counselling 4.2 Ethical issues in Guidance and Counselling	6
<b>Total</b>		30

#### **Reading List:**

- 1 Gladding, S. E. (2018). Counseling: A Comprehensive Profession, Eight Ed. Pearson
- 2 Gibson, R.L and Mitchell M.H (2006): Introduction to counselling and guidance, Sixth Ed., Pearson, New Delhi.
- 3 Jones and Smith: Theories of Counselling and Psychotherapy, Sage
- 4 Gerald Corey: Counselling and Psychotherapy, Cengage.
- 5 Kottler, J.A., & Shepard, D.S. (2008). Counseling. Theories and Practices. New Delhi: Brooks/Cole Cengage Learning.
- 6 Narayan Rao: Counselling Psychology, Tata McGraw Hill.
- 7 Singh A.K., Nirdeshan evam Paramarshan. Motilal Books

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<b>MJC- 9 : Counselling and Guidance Psychology (P)</b> <b>(2 credits)</b>	<b>ESE-70</b> <b>CIA-30</b>
<b>Practical:-</b> Based on course MJC-8 (T) Clinical Psychology, students are required to conduct any TWO Tests in examination related to the following:- 1. Case history and suggested counseling 2. EPQ 3. WAT	<b>Practicum Hours</b>  10 5 5
<b>Total</b>	<b>20</b>

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## SEMESTER – V

### **MIC-9: Guidance and Counselling Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Gain understanding of relevant concepts of counselling and guidance.
- CO2: Develop understanding of counselling process and guidance.
- CO3: Acquaint with the different areas of counselling and guidance.

MIC-9 : Counselling and Guidance Psychology (4 credits) Full Marks :100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction to Guidance and Counselling</b> 1.1 Counselling: Meaning, Nature and Objectives 1.2 Guidance: Meaning, Nature and Objectives 1.3 Difference between guidance and counselling	14
2	<b>Process of Guidance and Counselling</b> 2.1 Principle of guidance and counselling 2.2 Process of counselling 2.3 Factors influencing guidance and counselling	14
3	<b>Guidance and Conselling Specialities</b> 3.1 Individual and Group Counselling 3.2 Educational and Career Counselling	12
<b>Total</b>		<b>40</b>

#### **Reading List:**

- 1 Gibson, R.L and Mitchell M.H (2006): Introduction to counselling and guidance, 6<sup>th</sup> ed., Pearson, New Delhi.
- 2 Jones and Smith: Theories of Counselling and Psychotherapy, Sage publications
- 3 Kottler, J.A., & Shepard, D.S. (2008). Counseling. Theories and Practices. New Delhi: Brooks/Cole Cengage Learning.
- 4 Narayan Rao: Counselling Psychology, Tata McGraw Hill.
- 5 Singh A.K., Nirdeshan evam Paramarshan. Motilal Books

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**SEMESTER – VI**  
**MJC-10: Cognitive Psychology**  
**Course Outcomes**

After the completion of the course, the student will be able to:

- CO1:** Become familiar with the area of study and its various approaches and methods.  
**CO2:** Understand various models and theories of domains of cognitive psychology.  
**CO3:** Comprehend the concept of attention and perception and their associated concepts.  
**CO4:** Get acquainted with the concept of memory, forgetting, thinking, decision making and problem solving.

MJC-10 : Cognitive Psychology (T) (4 credits ) Full Marks-100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning and Nature of Cognitive Psychology; 1.2 Approaches to Cognitive Psychology 1.3 Methods of study- Behavioural and Physiological	8
2	<b>Perception and Attention</b> 2.1 Attention: Meaning, Types of attention, Factors influencing selective attention 2.2 Perception: Meaning, Gestalt's theory of perception, Factors of perception 2.3 Depth perception: Monocular and Binocular cues	10
3	<b>Thinking, Problem Solving and Creativity</b> 3.1 Thinking: Meaning, Nature and Tools of thinking; Convergent and Divergent thinking 3.2 Problem solving: Meaning and Strategies – Trial and error, Algorithms, Heuristics and Insight; Barriers to problem solving 3.3 Reasoning: Meaning; Inductive and Deductive reasoning 3.4 Creativity: Nature; Stages, Factors of creativity	12
4	<b>Memory and Forgetting</b> 4.1 Memory: Meaning, Reconstructive nature of memory 4.2 Types of memory-LTM, STM, Implicit and Explicit 4.3 Models of memory: Information processing model, Levels of processing, Parallel distributed processing 4.4 Forgetting: Meaning, Nature and Factors	10
<b>Total</b>		40

**Suggested Readings :-**

1. Smith, E.E. & Kosslyn, S. M. (2015). Cognitive Psychology : Mind and Brain. First Ed. Pearson
2. Solso, R. L., MacLin, O.H., Kimberly M.K. (2014) Cognitive Psychology. Pearson
3. Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson
4. Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc.
5. Baron, R.A. & Misra, G. (2014). Psychology, Indian Subcontinent Edition, 5th Edition, Pearson Education
6. Singh, A.K. Sangyanatmak Manovigyan. Motilal Pulishing House.

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**SEMESTER – VI**  
**MIC-10: Cognitive Psychology**  
**Course Outcomes**

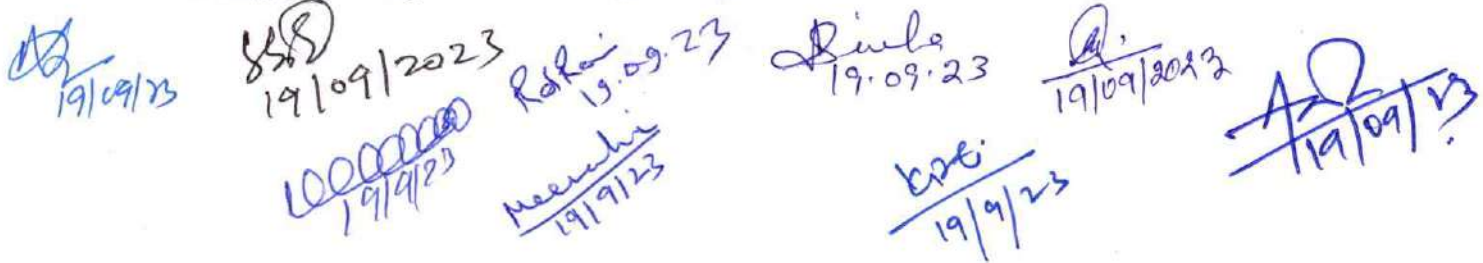
After the completion of the course, the student will be able to:

- CO1:** Become familiar with the area of study and its various approaches and methods.  
**CO2:** Understand various models and theories of domains of cognitive psychology.  
**CO3:** Comprehend the concept of attention and perception and their associated concepts.  
**CO4:** Get acquainted with the concept of memory, forgetting, thinking, decision making and problem solving.

MIC-10 : Cognitive Psychology (T) (4 credits ) Full Marks:100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning and Nature of Cognitive Psychology 1.2 Approaches to Cognitive Psychology	12
2	<b>Perception and Attention</b> 2.1 Attention: Meaning, Types of attention 2.2 Perception: Meaning, Gestalt's theory of perception, Factors of perception	14
4	<b>Memory and Forgetting</b> 3.1 Memory: Meaning, Reconstructive nature of memory 3.2 Types of memory-LTM,STM, Implicit and Explicit 3.3 Forgetting: Meaning, Nature and Factors	14
<b>Total</b>		<b>40</b>

**Suggested Readings :-**

1. Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson
2. Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc.
3. Baron, R.A. & Misra, G. (2014). Psychology, Indian Subcontinent Edition, 5th Edition, Pearson Education
4. Singh, A.K. Sangyanatmak Manovigyan. Motilal Pulishing House.


  
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## SEMESTER – VI

### MJC-11: Biopsychology

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Explore the biological basis of experience and behaviour.
- CO2: Develop an appreciation of the neurobiological basis of psychological function and dysfunction.
- CO3: Develop an understanding of Nervous systems and its relation to behaviour and cognition.
- CO4: Comprehend the role of endocrine systems in behaviour and cognition

MJC11 : Biopsychology (T) (Theory : 3 credits)		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning and Nature of Bio-psychology 1.2 Historical development 1.3 Related areas: Neuropsychology, Physiological psychology, Genetics: Genes and Chromosomes	6
2	<b>Neurons</b> 2.1 Neuron: Structure, Types 2.2 Electrical activities of neurons – Resting, Graded and Action potential 2.3 Synapse and Synaptic transmission 2.3 Neurotransmitters	8
3	<b>Nervous System</b> 3.1 Central nervous system: Structure and functions 3.2 Lobes and functions 3.3 Peripheral nervous system: Structure and functions 3.4 Methods of studying brain functions	8
4	<b>Endocrine Systems</b> 4.1 Functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal 4.2 Effect of Hormones on behaviour. 4.3 Biopsychology of Emotions and Stress	8
<b>TOTAL</b>		30

#### Suggested Readings :

1. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi
2. Kalat, J.W. (2012). Biological psychology. CA: Wardsworth/Thomson Learning.
3. Kolb, B. & Whinshaw, I.Q. (2013). An introduction to brain and behavior. New York: Worth Publishers.
4. Pinel, J.P.J. (2013). Biopsychology. NJ: Pearson Education Inc.
5. Singh, A.K. Neurovigyaan ke Mooltatv. Motilal Banarsi Das
6. Toates, F. (2011). Biological psychology. NJ: Pearson Education Inc.

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MJC11 : Biopsychology (P) (2 credit)		ESE-70 CIA-30
<b>Practical :-</b> Based on course CC11(T) Bio-Psychology, students are required to draw a detailed diagram with the functions of the – <ol style="list-style-type: none"> <li>1. Neuron</li> <li>2. Central Nervous System (CNS)</li> <li>3. Endocrine System</li> </ol>		<b>Practicum Hours</b>  4 8 8
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## SEMESTER – VI

### MJC-12 : Health Psychology

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1:** Know the basics of health and illness from various perspectives
- CO2:** Understand the behavioral and psychological correlates of health and illness.
- CO3:** Understand the significant aspects of coping and importance of health enhancing behaviour
- CO4:** Describe behavioral factors that influence health and illness

MJC-12 : Health Psychology (T) (Theory : 3 credits) Full Marks-100		ESE-70 CIA-30
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Nature and aims of Health Psychology 1.2 Components of health: Physical, Social, Emotional and Cognitive aspects 1.3 Model of health and illness: Medical and Bio-psycho-social models, Stress – Diathesis model	6
2	<b>Behavior and Health</b> 2.1 Role of Behavioural factors in disease and disorders 2.2 Models and Approaches to health behavior change – Cognitive, Behavioural and Social Engineering approaches 2.3 Changing health habits	8
3	<b>Stress and Coping</b> 3.1 Stress: Meaning and Nature, Causes, Effects of stress on Physical and Mental health 3.2 Theories of stress - Cannon, Selye, Lazarus 3.3 Coping strategies 3.4 Stress management	8
4	<b>Promoting Wellness and Health</b> 4.1 Promoting wellness: Primary and Secondary prevention 4.2 Health-enhancing behaviours: Exercise, Nutrition, Yoga, Meditation	8
<b>TOTAL</b>		30

#### Suggested Readings:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
3. Misra, G. (1999). Stress and Health. New Delhi: Concept
4. Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill
5. Singh A K (2022). Swasthya Manovigyan : Ek Parichay, Motilal Books.

MJC-12 : Health Psychology (Practical) (2 credit)		ESE-70 CIA-30	Practicum Hours
<b>Practical :-</b> Based on course MJC-12 (P) Health Psychology, students are required to conduct any TWO Tests in the examination from the following –			
1. Coping strategies			5
2. Mental Health			5
3. Subjective well-being			5
4. Stress			5
<b>Total</b>			20

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## SEMESTER – VII

### **MJC-13 : Introduction to Psychometrics**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Get knowledge about the psychological tests their main characteristics and major types of psychological tests and assessment
- CO2: Gain understanding of item analysis procedures in the context of psychological testing.
- CO3: Learn to carry on the reliability and validity of psychological tests.
- CO4: Learn various types of norms and their interpretation
- CO5: Demonstrate the ability to develop and use psychological tests in practical life.

<b>MJC-13 : Introduction to Psychometrics(T)</b> (Theory : 3 credits) Full Marks-100		<b>ESE-70</b> <b>CIA-30</b>
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning, Nature and Characteristics of Psychological Test 1.2 Purpose of Psychological assessment 1.3 Types of Psychological Test 1.4 Ethical issues in testing 1.5 Limitations of psychological testing	8
2	<b>Test Construction and Standardization</b> 2.1 Steps in psychological test construction 2.2 Items writing: Concept and guidelines 2.3 Item Analysis – Meaning, Purpose, Item difficulty, Item discrimination	8
3	<b>Psychometric Characteristics of Test</b> 3.1 Reliability: Concept and Types of reliability 3.2 Validity: Concept and Types of validity 3.3 Norms	8
4	<b>Application of Psychological Testing in different Fields</b> 4.1 Education 4.2 Counselling and guidance 4.3 Clinical setting 4.4 Organization	6
<b>Total</b>		30

#### **Reading List :**

1. Anastasi, A (2016). Psychological Testing, Pearson Education India
2. Chadha, N. K. (2009). Applied Psychometry. SAGE Publications India Pvt Ltd
3. R. Michael, Furr (2017). Psychometrics: An Introduction. SAGE Publications, Inc
4. Rust, J. & Golombok, S (2014). Modern Psychometrics: The Science of Psychological Assessment. Routledge
5. Singh, A.K. Manovigyan Samaj Shastra tatha Siksha me Sodh Vidhiyan. Motilal Banarsi Das, Publishing House

<b>MJC13 : Introduction to Psychometrics (P)</b> (Practical: 2 credits) Full Marks-100		<b>ESE-70</b> <b>CIA-30</b>
Practical:-	Practicum Hours	
Students should administer any ONE psychological test on the sample of N=20 and analyze the derived data to draw a conclusion.	20	
<b>Total</b>	20 Hrs	

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## SEMESTER – VII

### **MJC-15: Criminal Psychology**

#### Course Outcomes

**After the completion of the course, the student will be able to:**

- CO1:** Get adequate understanding of the area of criminal behaviour.
- CO2:** Understand various theoretical perspectives on criminal behaviour.
- CO3:** Explain psychological perspectives of crimes in our society.
- CO4:** Familiarize themselves with the behaviour of criminals, its causes and remedies.
- CO5:** Acquaint with various applications of criminal psychology.

<b>MJC-15: Criminal Psychology (T) ESE-70</b> <b>(Theory : 4 credit) CIA-30</b> <b>Full Marks-100</b>		
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Definition, Nature and Scope of Criminal psychology. 1.2 Theories of Crime: Psychological theories, Social theories	8
2	<b>Psychological Disorders and Criminal Behaviour</b> 2.1 Juvenile offender: Criminogenic factors in child and adult anti-social behaviour 2.2 Mental illness and Crime 2.3 Sex offenders: Nature of rape; Theories: Feminist theory, Social learning and Evolutionary theory 2.4 Influence of Media on criminal behaviour	12
3	<b>Violent Criminal Behaviour and Drug related Crime</b> 3.1 Psychology of Aggression and Violence 3.2 Terrorism 3.3 Drugs and Crime 3.4 Cyber Crimes – Meaning; Cyber related crime - Bullying, Harassment, Stalking	10
4	<b>Profiling, Prevention and Rehabilitation</b> 4.1 Psychological profiling and personality of criminals 4.2 Future predictions of criminal behaviour on the basis of criminal profiling 4.3 Prevention of crime 4.4 Delinquent Rehabilitation, Effective intervention for serious juvenile offenders 4.5 Cognitive and Behavioural Rehabilitation of criminals.	10
<b>Total</b>		40

#### **Suggested Readings:**

1. Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur.
2. Samenow, S.,E. (2014). Inside the Criminal Mind. Third Ed., Crown.
3. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber TechPublications. New Delhi- 110 002
4. Howitt, D.(2002) (5th ed.). Introduction to Forensic and criminal psychology. England: Pearson.
5. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.

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MJC15 : Criminal Psychology (2 credits) Full Marks-100		ESE-70 CIA-30
Unit	Topics to be covered	No. of hours
	<b>Practical :-</b> Based on course MJC-15 (P) Criminal Psychology, students are required to conduct any TWO Tests in examination – <ol style="list-style-type: none"> <li>1. Guilt Quotient of your subject Using Chattopadhyay's "What is your guilt quotient?" scale or any other suitable scale</li> <li>2. Domestic Violence: To assess attitude of people towards domestic violence.</li> <li>3. Media and violence</li> <li>4. Cyber bullying</li> </ol>	 5 5 5 5
	<b>TOTAL</b>	20

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## SEMESTER – VIII

### **MJC-16 : Industrial / Organizational Psychology**

#### Course Outcomes

After the completion of the course, the student will be able to:

- CO1: Develop an awareness of the concepts related to industrial / organizational psychology
- CO2: Understand the work motivation and its theories
- CO3: Comprehend the concept of work group and team and issues of conflict in organization
- CO4: Get knowledge the leadership and communication system in the organization
- CO5: Demonstrate the ability to develop connectivity between concepts and practices of organizations.

<b>MJC-16 : Industrial / Organizational Psychology(I) ESE-70</b>		
<b>(Theory : 4 credit) CIA-30</b>		
<b>Full Marks-100</b>		
Unit	Topics to be covered	No. of Lectures
1	<b>Introduction</b> 1.1 Meaning and Nature, History (Classical and Neo-classical era) 1.2 Organizational behaviour: Challenges in the Indian setting	8
2	<b>Motivation and Job satisfaction</b> 2.1 Motivation: Meaning and Nature, 2.2 Theories of work motivation: Maslow, Herzberg, McClelland, Equity & Expectancy theory 2.3 Job satisfaction: Meaning, factors and impact	10
3	<b>Group Behaviour and conflict Management</b> 3.1 Group: Meaning, types and functions 3.2 Team: Meaning, importance, making an effective team 3.3 Conflict Management: Nature, Types of conflict, Conflict management.	12
4	<b>Leadership and Communication</b> 4.1 Leadership: Meaning; Theories – Trait theory, Behavioural theory, Transactional and Transformational Leadership model 4.2 Communication: Meaning, Process, Types, Barriers of effective communication 4.3 Organizational Change: Nature ,Causes and resistance to change	10
<b>Total</b>		40

#### **Suggested Readings:-**

1. Blum, M.L. & Naylor (1984). Industrial Psychology. Delhi: CBS Publishers
2. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
3. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
4. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press
5. Robbins , S., Judge, T.A., & Sanghi, S. (2009). Organizational behaviour (13th Ed.). New Delhi: Pearson Education.
6. Riggio, R. E. (2003) Introduction to Industrial/Organizational Psychology (4<sup>th</sup> Ed.). New Jersey: Prentice-Hall .

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