

National Education Policy 2020 (2024)

Common Minimum Syllabus for Uttarakhand State
University and Colleges
Four Year Undergraduate Program -FYUP/ Honors
Program /Master in Arts

PROPOSED STRUCTURE FOR FYUP/MASTER'S
PSYCHOLOGY



DEPARTMENT OF PSYCHOLOGY

EXPERT COMMITTEE

Sr. No	Name & Designation	
1.	Prof. D.S. Rawat Vice-Chancellor, Kumaun University, Nainital	Chairman
2.	Prof. P.S. Bisht Ex Dean, Faculty of Arts, (Retired on 28-2-25) Kumaun University Nainital	Convener
3.	Prof. Rajnish Pande Dean, Faculty of Arts, Kumaun University, Nainital	Convener
4.	Prof. Rashmi Pant HOD, Department of Psychology, I.P. Govt. Mahila PG College of Commerce, Haldwani	Co-Convener

SYLLABUS PREPARATION COMMITTEE

Sr. No.	Name	Designation	Department	Affiliation
1	Prof. Rashmi Pant	Professor & Head	Department of Psychology	I.P. Govt. Mahila PG College of Commerce, Haldwani
2	Prof. Aneeta Joshi	Professor & Head	Department of Psychology	PNG Govt. P.G. College, Ramnagar
3	Dr. Savita K. Tiwari	Asso. Professor	Department of Psychology	Govt. Degree College, Bhupatwala, Haridwar
4	Dr. Rekha Joshi	Assistant professor	Department of Psychology	Govt P.G College Lohaghat

SYLLABUS REVIEWING EXTERNAL EXPERT COMMITTEE

Sr. No.	Name	Designation	Department	Affiliation
1	Prof. Preeti Pant	Professor	Department of Psychology	Gargi College, Delhi University, New Delhi
2	Prof. Vijendra k. Pandey	Professor	Department of Psychology	S.S.B.S. Central University, Karnataka (Kalaburgi)
3	Dr. Kavita Pandey	Asst. Professor	Department of Psychology	Mahila Maha Vidhalaya, B.H.U. Varanasi, Uttar Pradesh
4	Dr. Shail Shankar	Asst. Professor	Department of Humanistic Studies	IIT, B.H.U., Varanasi, Uttar Pradesh





Internal Expert Committee

S. No.	Name	Designation	Department	Affiliation
1	Prof. Madhulata Nayal	Professor & Head	Department of Psychology	S. S. J. University, Almora
2	Prof. R. K. Mishra	Professor	Department of Psychology	M.B.G. P.G. College, Haldwani
2	Prof. Deepa Verma	Professor & Head	Department of Psychology	S. B. S. P. G. College, Rudrapur
3	Prof Ritu Mittal	Professor & Head	Department of Psychology	M.B.G. P.G. College, Haldwani
4	Prof. Kamla D. Bharadwaj	Professor & Head	Department of Psychology	Govt. Degree College, Someshwar
5	Dr Kiran Karnatak	Assistant professor	Department of Psychology	M.B.G. P.G. College, Haldwani
6	Dr. Poonam Pandey	Assistant Professor	Department of Psychology	S. D. M. G. P G. College, Doiwala
7	Dr Renu Jalal	Assistant Professor	Department of Psychology	M.B.G. P.G. College, Haldwani
8	Dr Gurpreet Singh	Assistant Professor	Department of Psychology	PNG Govt P.G college Ramnagar
9	Dr. Dev Ashish	Assistant Professor	Department of Psychology	PNG Govt P.G college Ramnagar

Soban Singh Jeena University Almora

Members of Board of Studies for Undergraduate Programme Bachelor of

Arts

Sr. No	Name	Designation	Nominated As	College \ University	Signature
1.	Prof. Madhu Lata Nayal	Professor and Head	Convener and Head	Department of Psychology S.S.J. U. Campus Almora	
2.	Dr. G.S. Saun	Honorary Director	External Expert	ICSSR NRC New Delhi	
3.	Prof. P.D. Bhatt	Retd. Prof	External Expert	Department of Psychology, S.S. J. Campus, Kumaun University Nainital	
4.	Prof. Shyam Lata Juyal	Retd. Prof	External Expert	Department of Psychology Gurukul Kangari University Haridwar	
5.	Dr. Kamla D. Bhardwaj	Professor	Member	Department of Psychology H.S.B. Govt. P.G. College Someshwar	 07/08/2025
6.	Dr. Preeti Tamta	Assistant Professor	Member	Department of Psychology S.S.J. Campus Almora	

NEP COURSE STRUCTURE

Psychology								
Sem	Core (DSC) 4	D S E 4	Generic Elective (GE) 4	Ability Enhance ment Course (AEC) 2	Skill Enhancem ent Course (SEC) 2	Internship/ Apprentice- ship/Applie d Project/ Community outreach (2)	Value addition Course (VAC) 2	Total Credits
I	DSC Theory (3)- Basic Psychological Processes-I Practical (1)- Lab work/ Psychological Test		Choose One from a pool of courses GE (4) Sports Psychology	Choose one from a pool of AEC courses (2)	Choose one From a pool of Courses (2)		Choose From a Pool of Courses (2)	22 credits
II	DSC Theory (3)- Basic Psychological Processes- II Practical (1)- Lab work/ Psychological Test		Choose one from a pool of Courses GE (4) Psychology for everyday Life	Choose one from pool of AEC courses (2)	Choose one From a pool Courses (2)		Choose From a Pool of Courses (2)	22 credits
Students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 credits in Semesters I and II								Total=44

Sem	Core (DSC) 4	DSE 4	Ability Enhancement Course (AEC) 2	Skill Enhance ment Course (SEC) 2	Internship/Ap prentice- ship/Applied Project/Com munity outreach (2)	Value addition course (VAC) 2	Credits
III	DSC Theory (3)- Social Psychology Practical (1)- Lab work/ Psychological Test	Choose One from a pool courses, DSE (4)- Stress management OR In the alternative choose one from Pool of courses GE (4) Artificial Intelligence (AI) and psychology	Choose one From a pool of AEC course s (2)	Choos one SEC (2)		Choose From a Pool of Courses (2)	22
IV	DSC Theory (3)- Psychopatholog y Practical (1)- Lab Work/Psycholo gical Test	Choose one from pool of courses, DSE (4)- Approaches of counseling OR in the alternative choose one from pool of courses GE-4 Health and Well Being	Choose one From a pool of AEC courses (2)	Choose one SEC (2)		Choose From a Pool of Courses (2)	22

	Students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88credits	Total 88
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Sem	Core (DSC) 4	DSE 4	Internship/ Apprentice- ship/Project/ Community outreach (6)	Credits
VII/ MA I	DSC Theory (3)- Psychology of Learning and Memory Processes Practical (Lab Work/Practical) (1)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE (4) and two GE (2x4) courses (total = 12) DSE: Research Methodology- I DSE: Fundamental of Statistics DSE: Psychiatric perspective on disaster trauma GE: Contemporary Issues of Social Psychology GE: Educational Psychology	Dissertation (6)	22 credits
VIII/ MA II	DSC Theory (3)- Psychology of Cognitive and Affective Processes Practical (Lab Work/Practical) (1)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE (4) and two GE (2x4) courses (total = 12) DSE: Applied Comprehensive Program in Psychological Research DSE: Applications of Statistics in Psychology DSE: Psychology of crowd GE: Applied Social Psychology GE: Industrial and Organizational Psychology	Dissertation (6)	22 credits
				Total 44

DEPARTMENT OF PSYCHOLOGY

List of Papers (DSC, DSE, GE) with Semester Wise Titles for ‘Psychology’

Year	Semester	Course	Paper Title	Theory/ Practical	Credits
<u>Certificate Course in Psychology</u>					
First Year	I	DSC	Basic Psychological Processes – I	Theory	03
		PRACTICAL	Lab work/ Psychological Test	Practical	01
		GE	Sports Psychology	Theory	04
	II	DSC	Basic Psychological Processes – II	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Practical	01
		GE	Psychology for everyday Life	Theory	04
<u>Diploma in Psychology</u>					
Second Year	III	DSC	Social Psychology	Theory	03
		PRACTICAL	Lab work/ Psychological Test	Practical	01
		DSE	Stress management	Theory	04
		GE	Artificial Intelligence (AI) and psychology	Theory	04
	IV	DSC	Psychopathology	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Practical	01
		DSE	Approaches of Counseling	Theory	04
		GE	Health and Well Being	Theory	04

Bachelor of Psychology with Honors

Fourth Year	VII	DSC	Psychology of Learning and Memory Processes	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Research Methodology- I	Theory	04
		DSE	Fundamental of Statistics	Theory	04
		DSE	Psychiatric perspective on disaster trauma	Theory	04
		GE	Contemporary Issues of Social Psychology	Theory	04
		GE	Educational Psychology	Theory	04
			Dissertation	Applied Project	06
	VIII	DSC	Psychology of Cognitive and Affective Processes	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Applied comprehensive program in psychological research	Theory	04
		DSE	Applications of Statistics in Psychology	Theory	04
		DSE	Psychology of crowd	Theory	04
		GE	Applied Social Psychology	Theory	04
		GE	Industrial and organizational psychology	Theory	04
			Dissertation	Applied Project	06

Semester- I

Basic Psychological Processes-I

Programme- Undergraduate Certificate in Psychology		Year: 1	Semester: 1
Course Code: PSYDSC-101-T		Course Title: Basic Psychological Processes-I	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, student will be able to-			
<ul style="list-style-type: none">● Students will understand definition, goals, main approaches, and basic research methods of Psychology.● Students will learn about the nervous system and biological foundations of behavior. Additionally, they will study sensation, sensory processes, and the structure of the eye and ear.● Students will grasp key theories of attention and perception, including Gestalt principles and perceptual illusions.			
Unit	Topics		No. of Lectures
I	Introduction: Definition, goals and scope of Psychology; Approaches: Biological, Psychodynamic, Behavioristic and Cognitive; Methods: Observation, Experimental, Interview.		15
II	Biological Bases of Behavior: Nervous System: Neuron, Nerve Impulse, Central Nervous system and Peripheral Nervous system. Sensation- Definition, meaning, characteristics and types of sensation, Sensory Processes (Vision, Hearing, Touch) Major Sensory Modalities- Structure and function of Eye and Ear.		15
III	Perception and Attention: Meaning, types and characteristics of attention, determinants of selective & sustained attention. Perception: Meaning and nature of Perception, Gestalt theory of Perception; concept of Figure and Background, Laws of perceptual organization, Gibson’s Direct Perception theory, Depth Perception and Illusion, Mental Set in Perception.		15

Suggested Readings:

- Galotti, K.M., (2014) Cognitive Psychology: In and Out of the Laboratory(5e) N. Delhi: Sage Publication.

- Dember, W.M. & Warm, J.S. (1979) Psychology of Perception. Holt Rinehart
- Cofer, C.N. Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley.
- Gluck, M.A. et al (2013) Learning and Memory, New York: Worth.
- Passer & Smith, (2007). Psychology. Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1954). Experimental Psychology. New York: Holt.
- Margret, W., Matlin, Hugh, J. & Foley (4th Edition). Sensation and Perception.
- Postman, L. & Egen, J. P. (1949). Experimental Psychology: An Introduction. New York: Harper and Brothers.
- Baron, R. A., & Misra, G. (2016). Psychology (Indian adaptation, 5th ed.). Pearson Education.
- Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
- Feldman, R. S. (2019). Understanding psychology (14th ed.). McGraw-Hill Education.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2011). Introduction to psychology (7th ed.). McGraw-Hill Education.
- त्रिपाठी, एल० बी० (1999) आधुनिक प्रायोगिक मनोविज्ञान आगरा : भार्गव बुक हाउस
- सिंह आर एन० एवं भद्राज एस० एस० (2010) उच्च प्रायोगिक मनोविज्ञान आगरा : अग्रवाल पब्लिकेशन
- सिंह, ए० के० (2011) उच्चतर सामान्य मनोविज्ञान दिल्ली : मोतीलाल बनारसी दास

Semester- I

PRACTICAL

Programme- Undergraduate Certificate in Psychology		Year: 1	Semester: 1
Course Code: PSY102-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">● Students will learn about the span of attention and the effects of mental fatigue on concentration and performance.● Students will understand the effect of mental set on perception and how expectations influence sensory interpretation.● Students will become familiar with the paired comparison method as a tool for evaluating and comparing two items based on specific attributes			
ANY OF THREE-			
Unit	Topics	No. of Hours	
I	Span of Attention/ Mental Fatigue	05	
II	Effect of set in perception	05	

III	Paired Comparison	05
IV	Two-point threshold by methods of limit	05
V	Simple Reaction Time	05

Semester- I

GENERAL ELECTIVE (GE) –Sports Psychology

Programme- Undergraduate Certificate in Psychology		Year: 1	Semester: 1
Course Code:PSYGE-103-T		Course Title: Sports Psychology	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
Learning Outcomes: After studying this course, student will be able to- <ul style="list-style-type: none">• Learn the fundamentals and scope of sports psychology and the role of psychologists in sports.• Understand motivation types, arousal theory, and anxiety in sports performance.• Study team cohesion, leadership, communication, and the influence of the audience.• • Become familiar with mental preparation using the NCFS four Cs: Commitment, Confidence, Concentration, and Control.			
Unit	Topics		No. of Lectures
I	Understanding Sports Psychology - Definition, nature and brief history of sports psychology, Need and scope of sports psychology, Role of Psychologist in sports.		15
II	Psychological Factors Affecting Sports Performance: Motivation: types of Motivation; Intrinsic and Extrinsic, Techniques of Motivation enhancement. Role of Motivation in Performance, Arousal theory and Anxiety in Sports.		15
III	Sports Team as Effective Group Communication- Individual and Team Sports: Cohesiveness; Relationship of Team Cohesion to Team Success; Nature of group & Group dynamics and Leadership in Sports; Communication, Impact of audience on Sport Performance; Conflict resolution.		15
IV	Mental Preparation for sports Performance: Awareness of the use of the NCFS four Cs-Commitment, Confidence (Self), Concentration and Control (Emotion). Impact of the audience on Sport Performance.		15

Suggested Readings

1. Lavelle, D. (2007). Social psychology in sport. Human Kinetics. USA.
2. Lazarus, R., & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer
3. Cox, R. (2006). Sport Psychology. McGraw-Hill Education.
4. Crocker, P. R. E. (2015). Sport and Exercise Psychology. Pearson: Toronto.
5. Glassman, W. E. (2000). Approaches to Psychology. Buckingham: Open University Press.
6. Heil, J. (1993). Psychology of Injury. Human Kinetics, USA.
7. Jowett, S., & Lavelle, D. (2007). Social psychology in sport. Human Kinetics. USA.
8. Reide, (1996). Sports Injuries – Assessment and Rehabilitation, W.B. Saunders Publishers
9. Robbins, J. E & Madrigal, L. (2016). Sport, Exercise and Performance Psychology. Springer Publisher Company.
10. Singer, R.N., Hausenblas, H.A., & Janelle, C.M. (2001). Handbook of Sports Psychology. (2nd edition). John Wiley & sons, USA.
11. Tenenbaum, G., & Eklund, R.C. (2007). Handbook of Sports Psychology. (3rd edition). John Wiley & sons, USA.
12. Passer, M.W., Smith, R.E., Holt, N. & Bremner, A. (2008). Psychology: The Science of Mind and Behavior. McGraw-Hill Education. UK
13. Weinberg, R. S., & Gould, D. (1995). Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics.
14. Kamlesh, M. L. (2006). Psychology in Physical Education and Sports. Metropolitan Book Co.
15. Singh, A. (2011). Essentials of Sports Psychology. Friends Publications.
16. Sharma, V. M. (2009). Foundation of Sports Psychology. Sports Publication.
17. Jain, R. (2014). Sports Psychology: A Practical Approach. Khel Sahitya Kendra

Semester- II

DISCIPLINE SPECIFIC COURSE (DSC)- Basic Psychological Processes- II

Programme- Undergraduate Certificate in Psychology		Year: 1	Semester: 2
Course Code: PSYDSC-201-T		Course Title: Basic Psychological Processes- II	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
Learning Outcomes: After studying this course, student will be able to understand the definition, meaning, and key concepts of learning, including classical and operant conditioning theories. <ul style="list-style-type: none">• Learn the nature, stages, and types of memory, along with causes and theories of forgetting such as proactive and retroactive interference.• Study the meaning and theories of intelligence, including Spearman’s, Gardner’s, Thorndike’s, and Thurstone’s theories, and become familiar with concepts of IQ and different types of intelligence tests.• Explore the meaning and types of motivation, as well as the definition, physiological aspects, and major theories of emotion.			
Unit	Topics		No. of Lectures
I	Learning: Definition, meaning and concept of learning, Theories of learning: Classical and Operant Conditioning in learning. Memory and Forgetting: Definition, nature and stages of memory, Types of Memory: Sensory, Short-term & long-term memory; Forgetting: Definition and nature of forgetting, Determinants of forgetting, Interference Theory of Forgetting: Proactive and Retroactive Interference.		15
II	Motivation and Emotion: Meaning and nature of Motivation, Types of motivation-Biogenic and Sociogenic motives. Meaning and definition of Emotion, Physiological changes in Emotion, Theories of Emotion: James-Lange and Cannon- Bard theory.		15
III	Intelligence: Meaning and definition of intelligence, Theories of Intelligence: Spearman’s theory, Gardner’s Multiple Intelligence theory, Thorndike’s theory, Thurston’s theory, Concept of I.Q.; Conceptual framework of Intelligence test: Verbal, Non-verbal & Performance Test.		15

Suggested Readings:

1. Cofer, C.N. Appley, M.H. (1964). Motivation: Theory and Research. NewYork:

Wiley.

2. Gluck, M.A. et al (2013) Learning and Memory, New York: Worth.
3. Passer & Smith, (2007). Psychology. Pearson Education.
4. Woodworth, R.S.& Schlosberg, H. (1954). Experimental Psychology. NewYork: Holt.
5. Margret, W., Matlin, Hugh, J. & Foley (4th Edition). Sensation and Perception.
6. Postman, L. & Egen, J. P. (1949). Experimental Psychology: An Introduction. New York: Harper and Brothers.
7. Galotti, K.M., (2014) Cognitive Psychology: In and Out of the Laboratory(5e). N. Delhi: Sage Publication.
8. त्रिपाठी, एल० बी० (1999) आधुनिक प्रायोगिक मनोविज्ञान आगरा : भार्गव बुक हाउस
9. सिंह आर० एन० एवं भरद्वाज एस० एस० (2010) उच्च प्रायोगिक मनोविज्ञान आगरा : अग्रवाल पब्लिकेशन
10. सिंह, ए० के० (2011) उच्चतर सामान्य मनोविज्ञान दिल्ली : मोतीलाल बनारसी दास

Semester- II

PRACTICAL

Program- Undergraduate Certificate in Psychology		Year: 1	Semester: 2
Course Code: PSY-202-P		Course Title: Lab Work	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u>			
<ul style="list-style-type: none">● Understand maze learning as a method of studying behavior.● Learn about verbal intelligence tests and emotional maturity scales.● Explore achievement and level of aspiration concepts.● Familiarize with memory tests.● Know proactive and retroactive inhibition in forgetting.● Ensure each practical session promotes skill learning through hands-on activities.			
ANY OF THREE-			
Unit	Topics	No. of Hours	
I	Maze Learning	05	
II	Intelligence Test/ Emotional Maturity Scale	05	
III	Achievement/ Level of Aspiration	05	
IV	Memory Test	05	
V	Proactive /Retroactive inhibition	05	

Semester- II

GENERAL ELECTIVE (GE) – Psychology of Everyday Life

Program- Undergraduate Certificate in Psychology		Year: 1	Semester: 2
Course Code-PSYGE-203-T		PSYCHOLOGY OF EVERYDAY LIFE	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, student will be able to-			
<ul style="list-style-type: none">• Understand psychology’s role in daily life, parenting, and development.• Learn psychological effects of technology, social media, and Internet addiction.• Explore the link between psychology, health, motivation, and job satisfaction.• Study self-concept, coping, defense mechanisms, and everyday psychological slips.			
Unit	Topics		No. of Lectures
I	Introduction to Psychology in Everyday Life- Definition, meaning, nature and goals of Psychology. The role of Psychology in day-to-day life. Psychology and Parenting: Stages of Psychological development, Parenting Style and its types.		15
II	Psychology and Technology- Role of Psychology in Technology, Psychological Impact of Digital Media on Society. The Psychological Impact of Social Media on Daily Life, Internet Addiction Disorder (IAD).		15
III	Psychology and Health- The Role of Psychology in Promoting Physical Health, The Connection between Psychological and Physical Health, Psychological aspects of PhysicalHealth; Life with chronic illness, psychological stress among the caregivers; Dealing with grief and death. Psychology and Work: Motivation cycle; Extrinsic and Intrinsic motivation; Maslow’s hierarchy of Needs, Factors influencing Job Satisfaction. Role of Positive Psychology in Enhancing well- being.		15
IV	Psychology, Personal Growth and Defense Mechanisms- Understanding Self-Concept and Self-Esteem in Everyday Life, Coping Mechanisms: Role of Psychology in Handling Conflicts. Parapraxes of Everyday life. Defense Mechanisms- Primary: Repression, Rationalization, Reaction formation, and Regression. Secondary: Projection and Displacement.		15

Suggested Readings:

1. Beloerian, D., & Levey, A. (2012), Applied Psychology: Putting theory in practice. Oxford University Press.
2. Singh, A.K. (2002) Cognitive Psychology, New Delhi: Motilal Banarasi das.
3. Donaldson, S.I., Csikszentmihalyi, M., & Nakamura, J, (eds. 2020). Positive psychological science: Improving Everyday Life, Well-Being, Work, Education and Societies Across the Globe. Routledge.
4. Suleman, M. (2009), General Psychology, Motilal Banarasi das
5. Mangal, S. K. (2020). Psychology of everyday life. New Delhi: Sterling Publishers.
6. Parikh, I. J., & Awasthi, D. K. (2008). Applied social psychology in India. New Delhi: Sage Publications India.
7. Chauhan, S. S. (2007). Advanced educational psychology. New Delhi: Vikas Publishing House.
8. Myers, D. G., & DeWall, C. N. (2020 & 2025). Psychology (13th ed.). Worth Publishers.
9. Sussman, R. W. (1998). The biological basis of human behavior: A critical review (2nd ed.). Pearson Education

Semester- III

DISCIPLINE SPECIFIC COURSE (DSC) –Social Psychology

Program- Undergraduate Diploma in Psychology		Year: 2	Semester: 3
Course Code: PSY-DSC301-T		Course Title: Social Psychology	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, the student will be able to- <ul style="list-style-type: none">• Enrich their understanding of Social Psychology and Methods of studying social behavior.• To understand the concept of Person Perception and social Cognition and how people view others.• How attitudes are formed and change as well as social Influence Process.			
UNIT	Topics		No. of Lectures

I	Introduction to Social Psychology: Definition, nature and scope of social psychology, Methods of studying social behavior: Observation, Experimental, Field study and Sociometric method.	15
II	Person Perception: Definition, meaning, nature, and general principle of Person Perception. Impression formation, Primacy & Recency. Social Cognition: Definition, meaning and concept of social cognition: Schemas, Schematic Processing. Attribution of Causality: Harold Kelly and Heider theory.	15
III	Attitude and Attitude Change: Definition, nature and formation of attitude, measurement of attitude. Interpersonal Attraction: Meaning, nature and determinants. Pro-Social behavior: Motives to help; Bystander Effect, Determinants: Personal & Situational. Social Influence Process: Conformity and Compliance. Prejudice and Discrimination: Meaning, nature and determinants.	15

Suggested Readings:

- Boron, R.A. & Byrne, D. (2000) Social Psychology, N. Delhi: Prentice Hall.
- Feldman, R.S., (1985) Social Psychology: Theories, Research and Application, New York : McGraw Hill.
- Myers& David, G., (1994) Exploring Social Psychology New York: McGraw Hill.
- Sears, D.O., Taylor, S.E. & Pepalau, L.A. (1994), Social Psychology New Jersey: Prentice Hall.
- Raven, B. H.& Rubin, J.Z. (1983) Social Psychology (second edition) New. York: John Wiley.
- सिंह, ए० के० (2002) समाज मनोविज्ञान की रूपरेखा दिल्ली : मोतीलाल बनारसी दास
- हुसेन, बी० एच० (1994) नवीन सामाजिक मनोविज्ञान आगरा : विनोद पुस्तक मंदिर

Semester- III

PRACTICAL

Program- <i>Undergraduate Diploma in Psychology</i>		Year: 2	Semester: 3
Course Code: PSY-302-P		Course Title: Lab Work	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Students will be imparted a variety of skills to conduct a psychological test/ experiment in the control condition and using standardized tests.• The integration with psychological theory and practicality. Out of five any of the three mentioned are mandatory.• Ensure each practical session promotes skill learning through hands-on activities.			
ANY OF THREE-			
Unit	Topics	No. of Lectures	
I	Sociometry	05	
II	Person Perception Scale/ Altruism Scale	05	
III	Religiosity	05	
IV	Social Conformity	05	
V	Attitude scale / Habit Interference	05	

Semester- III

DISCIPLINE SPECIFIC ELECTIVE (DSE)- Stress Management		
Program- <i>Undergraduate Diploma in Psychology</i>		Year: 2
		Semester: 3
Course Code: PSY-DSE-303-T		Course Title: Stress Management
Credits:04		Paper: DSE
Max Marks 25+75=100		Min Passing Marks 08+25=33
<u>Learning Outcomes:</u> After studying this course, the student will be able to- <ul style="list-style-type: none">• Understand the nature, types, signs, and major theories of stress, along with its psychological and physiological effects.• Learn about various sources of stress and how cultural and environmental factors influence stress perception and response.		

<ul style="list-style-type: none"> Explore cognitive, behavioral, and physical stress management techniques, assessment tools, and develop personalized coping strategies. 		
Unit	Topics	No. of Lecture
I	Understanding Stress- Definition and nature of stress: Understanding the concept of stress, Types of stress: Acute and Chronic stress, Signs and Symptoms; Theories of Stress: Lazarus's Cognitive Appraisal theory and Selye's Stress Model. Identifying Physical, Emotional, and Behavioral indicators of Stress	15
II	Sources and Impact of Stress- Sources of Stress: Analyzing Psychological, Social, Environmental, Academic, Family, and Work-related stressors. Impact on Health: Understanding the physiological and Psychological effects of stress on the body and mind. Cultural and Environmental Factors: Assessing how cultural background and environmental conditions influence stress Perception and Response.	15
III	Stress Management Techniques- Cognitive Techniques: Implementing Cognitive Restructuring and Mindfulness Practices. Behavioral Techniques: Applying Time Management, Assertiveness training, and Relaxation methods. Physical Techniques: Engaging in exercise, Yoga, and other Physical activities to alleviate stress.	15
IV	Application and Practice Assessment Tools: Learning to use stress inventories and questionnaires to evaluate stress levels. Personal Stress Management Plan: Developing individualized strategies for coping with stress. Case Studies: Analyzing real-life scenarios to apply Stress Management techniques.	15

Suggested Readings

1. Matteson, M.T., & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.
2. Pestonjee, D.M., (1992). Stress and coping. New Delhi: Sage Publications.
3. Ross, R. R., & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage Publications.
4. Srivastava, A.K., (1999) Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House.

5. Allen E (2008). Stress Management for Dummies. Dummies Publishers. U.S.A.
6. Davis M. et.al. (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
7. • Greenberg J.S. (2008). Comprehensive stress management. McGraw Hill, USA
8. Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
9. Mac W. (2007). Anger and Stress Management. God's Way. Calvary Press, USA.
10. Pahuja M., Pahuja S., Panda S. (2020), "Yoga & Stress Management", Friends Publications. New Delhi

Semester- III

GENERAL ELECTIVE (GE) – Artificial intelligence (AI) and psychology

Program- Undergraduate Diploma in Psychology		Year: 2	Semester: 3
Course Code- PSYGE-304-T		Course Title- Artificial intelligence and psychology	
Credits:04		Paper: GE	
Max Marks25+75=100		Min Passing Marks 08+25=33	
Learning Outcomes: After studying this course, the student will be able to: <ul style="list-style-type: none">• Understand AI’s definition, history, scope, and applications in psychology.• Learn differences between artificial and human intelligence and AI’s impact on cognition and decision-making.• Explore cognitive psychology’s role in AI, including ethics and social intelligence.• Study AI types and their use in mental health and emerging psychological fields.			
Unit	Topics		No. of lectures
I	Foundations of Artificial Intelligence and Psychology Definitions, history, Scope, evolution of AI in psychology, Opportunities & challenges in AI, application of AI in Psychology.		15
II	Artificial Intelligence and Human Intelligence: Comparison of Artificial and Human Intelligence, Cognitive process and AI System, Impact of Artificial Intelligence on Human Cognition, Decision making and Critical thinking, Human AI: Collaboration and Augmentation.		15
III	Cognitive Psychology and Artificial Intelligence: Perception, Attention, Memory, Cognitive Architectures (SOAR, ACT-R), Social Intelligence and Artificial Intelligence: Human like interaction, Emotion and Trust. Ethical		15

	Consideration and Biases in Artificial Intelligence.	
IV	Classification of AI System: Weak AI and Strong AI, Artificial Super Intelligence, Artificial Intelligence in Mental Health Care (Chatbots, Diagnostic tools, Therapy apps) Synthetic Psychology and other Psychological Domains.	15

Suggested Readings:

1. Russell, S. J., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach (4th ed.). Pearson.
2. Eysenck, M. W., & Keane, M. T. (2015). Cognitive Psychology: A Student's Handbook (7th ed.). Psychology Press.
3. Boden, M. A. (2016). AI: Its Nature and Future. Oxford University Press.
4. Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships. Bantam.
5. Rajasekaran, S., & Vijayalakshmi Pai, G. A. (2017). Neural Networks, Fuzzy Logic and Genetic Algorithms (2nd ed.). PHI Learning.
6. Malhotra, R. (2021). Artificial Intelligence: Concepts and Applications. Oxford University Press
7. Parameswaran, R., & Blanchard, R. J. (2007). Foundations of Artificial Intelligence and Expert Systems. Anuradha Publications.
8. Kumar, V. (2020). Artificial Intelligence and Machine Learning (1st ed.). BPB Publications.

Semester- IV

DISCIPLINE SPECIFIC COURSE (DSC) – PSYCHOPATHOLOGY

Programme- <i>Undergraduate Diploma in Psychology</i>	Year: 2	Semester: 4
Course Code: PSYDSC401-T	Course Title: Psychopathology	
Credits:03	Paper: DSC	
Max Marks 25+75=100	Min Passing Marks 08+25=33	

Learning Outcomes: After studying this course, the student will be able to-

- Understand the concepts, criteria, and determinants of normal and abnormal behavior, including major models like psychodynamic, behavioristic, and cognitive, and an introduction to DSM-5.
- Learn about anxiety disorders, their nature, symptoms, and types such as GAD, panic disorder, phobias, and OCD.
- Study somatoform and dissociative disorders, including their clinical features and causes.
- Explore schizophrenia, delusional disorders, bipolar disorders, and major depressive disorder, focusing on types, symptoms, and etiology

Unit	Topics	No. of Lectures
I	Abnormal Behavior - Concept and Criteria of Normal and Abnormal Behaviour, Determinants of Abnormal Behavior. Models of Abnormal Behaviour: Psychodynamic, Behavioristic, and Cognitive. Introduction of DSM-5.	15
II	Anxiety Disorders: Nature and Symptoms of Anxiety Disorders, Types of Anxiety Disorder- GAD (Generalized Anxiety Disorder), Panic Disorder, Phobias, and Obsessive-Compulsive Disorder (OCD). Somatoform Disorders: Conversion Disorders, Clinical Picture and Etiology. Dissociative Disorders: Nature and Types, Clinical Picture and Etiology.	15
III	Schizophrenia and Delusional Disorder: Types, Clinical Picture and Etiology. Bipolar -I, II, Cyclothymic and Major Depressive Disorder: Clinical Picture and Etiology.	15

Suggested Readings:

1. सिंह, ए० के० (2002) आधुनिक असामान्य मनोविज्ञान नई दिल्ली : मोतीलाल बनारसीदास
2. Carson, R.C., (2007). Abnormal Psychology and Modern Life .Pearson Education, Inc.

3. Butcher J.N., Mineka, S., and Hooley, J. M. (2014) Abnormal Psychology (15thEd.) Dorling Kindersley (India) Pvt. Ltd. of Pearson Education.
4. Sarason, G.I., & Sarason, B. R. (2009). Abnormal Psychology: The Problem of Maladaptive Behaviour (II Edition). Pearson Education, Inc
5. Barlow, D.H., & Durand, V.M. (1999). Abnormal psychology (2nd ed.).Pacific Grove: Books/ Cole.
6. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.
7. Nolen- Hoeksema, S., (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
8. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
9. Rychlak, F., (1973). Introduction to personality and psychopathology. New York: Houghton Mifflin.

Semester- IV

PRACTICAL

Program- <i>Undergraduate Diploma in Psychology</i>		Year: 2	Semester: 4
Course Code:PSY-402-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">● Students will be imparted a variety of skills to conduct a psychological test/ experiment in the control condition and using standardized tests.● The integration with psychological theory and practicality.● Out of five any of the three mentioned are mandatory.● Ensure each practical session promotes skill learning through hands-on activities.			
ANY OF THREE-			
Unit	Topics	No. of Hours	
I	Mental Health	05	
II	Stress Scale	05	
III	Depression Scale	05	
IV	Anxiety Scale	05	
V	Security- Insecurity Scale	05	

Semester- IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)- Approaches to Counselling Psychology

Program- <i>Undergraduate Diploma in Psychology</i>		Year: 2	Semester: 4
Course Code: PSYDSE-403-T		Course Title: APPROACHES TO COUNSELLING PSYCHOLOGY	
Credits:04		Paper: DSE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
Learning Outcomes: After studying this course, the student will be able to- <ul style="list-style-type: none">• Understand counselling basics, types, goals, and its importance in India.• Learn key counselling skills and the counsellor’s role in the process.• Explore major counselling approaches including psychoanalytic, client-centered, behavioral, and cognitive.• Study counselling applications in education, mental health, relationships, trauma, and emerging trends			
Unit	Topics		No. of Lectures
I	Introduction: Definition, nature, goals of counselling. Types of counselling: Directive, Non- Directive & Elective counselling. Current status of counselling in India. Importance and needs of counselling.		15
II	Basic Counselling Skills and Process: Basic Communication skills (Active listening, Interrogative- Exploration skills, Action skills). Role and Functions of good counsellor, Steps of counselling process.		15
III	Approaches of Counselling: Psychoanalytic, Client -Centered, Behavioral and Cognitive Approach.		15
IV	Applications of counselling Psychology- School and Career counselling, Mental health, Family and Relationship counselling, Trauma counselling, Emerging trends in counselling psychology.		15

Suggested Readings

- Corey, G. (2017). Theory and practice of counseling And psychotherapy (10th ed.). New Delhi: Cengage Learning

- Gladding, S. T. (2012). Counseling: A comprehensive profession. (7th ed.) . New Delhi.
- Seligman, L. & Reichenberg, L.W.(2010). Theories of counseling and psychotherapy: Systems, strategies, and skills (3rd ed.). New Delhi: Pearson.
- Seth, S., Bhatia, H. & Chadha, N.K. (2018). Counselling skills: Knowing self and others. Delhi: The Readers Paradise.
- Sharf, R. S. (2012). Theories of psychotherapy & counselling: Concepts and Cases (5th ed.). Boston: Brooks/ Cole Cengage Learning.
- Belkin, G. S. (1998). Introduction to counseling (3rd ed.). Iowa: W. C. Brown.
- son, Robert, L. Mitchell, Marianne, H. (2015). Introduction to counseling and guidance (7thEd.). New York: Pearson.
- Capuzzi, D. & Gross, D. R. (2007). Counseling and psychotherapy: Theories and interventions (4th Ed.) New Delhi: Pearson.
- Nystal, M.S., (2012). Introduction To counseling (2nded.).New Mexico: Allyn and Bacon.
- Seligman. L., Reichenberg. L.W., Theories of counseling and psychotherapy: System strategies and skills (4thed.). Noida: Pearson.
- S.N. & Sahajpal, P. (2013). Counselling and guidance. New Delhi: Tata McGraw Hill
- Sharma, R.N., Sharma, R.,(2012) Guidance and counseling in India. New Delhi: Nice Printing Press.

Semester- IV

GENERAL ELECTIVE (GE)- HEALTH AND WELL- BEING

Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 4
Course Code: PSYGE-404-T		Course Title: Health and Well Being	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
Learning Outcomes: After studying this course, the student will be able to- <ul style="list-style-type: none">• Understand determinants of health and well-being and relationship between health and wellbeing• Understand the psychological and emotional wellbeing and dimensions of emotional wellbeing• Understand lifestyle and physical health like nutrition exercise and sleep as well as role of yoga and alternative therapies.• Understand social and environmental aspect of wellbeing.			
Unit	Topics	No. of Lectures	
I	Introduction to Health and Well-Being- Concept and dimensions of Health (Physical, Mental, Social, and Emotional), Determinants of health and well-being, Relationship between health and well-being. Models of health and illness: Bio- medical and Bio-Psychosocial.	15	
II	Psychological and Emotional Well-Being- Concept and dimensions of Psychological Well-being, PERMA model of Well- being. Role of Positive Psychology in Well-being, Classification of Human Strengths and Virtues. Stress and its impact on Health and Well- being, Coping strategies and Resilience.	15	
III	Lifestyle and Physical Health- Importance of nutrition, Exercise, and Sleep, Effects of substance abuse and unhealthy habits, Preventive health care and self-care practices, Role of Yoga in health and Well-being.	15	
IV	Social and Environmental Aspects of Well-being- Impact of Social and Environmental stressors on health and Well-being, Work-life balance and occupational Well- being.	15	

Suggested Readings

1. Taylor, S.E. (2006) health psychology (6th ed.) New York: Tata McGraw Hill
2. Matte. M.R. and Marti. L.R. (2002). Health psychology, New Delhi Pearson.
3. Sarafino. E.P. (2002) Health psychology Bio psychosocial interactions (4th ed.) NY. Wiley.
4. Synder.C.R. & Lopez.S.J. (2007) Positive Psychology. The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
5. Murray, M., & Chamberlain, K. (1999). Qualitative health psychology: Theories and methods. Sage Publications.
6. Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions (8th ed.). Wiley India.
7. Singh, R. (2012). Health psychology. Himalaya Publishing House.
8. Park, K. (2021). Park's textbook of preventive and social medicine (26th ed.). Bhanot Publishers
9. Arora, M.K. & Sran, S.K.(2017). Psychology of health and well- being. New Delhi: Book Age Publications.
10. Hariharan, M. (2020). Health psychology: Theory practice and research. New Delhi: SAGE Publications Incorporated.

Semester- VII

DISCIPLINE SPECIFIC COURSE (DSC) – Psychology of Learning and Memory Processes		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYDSE-701-T	Course Title: Psychology of Learning and Memory Processes	
Credits:03	Paper: DSC	
Max Marks: 25+75=100	Min Passing Marks: 10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Explain the principles, processes, and theories of learning, including classical and operant conditioning and their applications.• Analyse major theories of learning and verbal learning processes.• Describe models of memory and theories of forgetting and relate them to real-life phenomena such as flashbulb and reconstructive memories.• Apply theoretical knowledge of learning, memory and forgetting to understand and interpret human behaviour in everyday and applied contexts.		
Units	Topics	No. of Lecture
I	Learning and Conditioning: Meaning and definition of learning, Classical Conditioning: Paradigms and Phenomenon, Operant Conditioning: nature and types of Operant Conditioning, Differences between Classical and Operant Conditionings, Extinction of conditioned responses, Generalization and Discrimination.	15
II	Theories of Learning and its applications: Thorndike, Tolman, Hull, Guthrie, Behaviour Modification Techniques. Verbal Learning: Experimental material, methods and procedure, Determinants of verbal learning. Organizational processes in verbal learning.	15
III	Memory and Forgetting: Models of memory- Atkinson & Shiffrin’s Buffer model, Level of processing model (Craik and Lockhart), Model of working memory (Baddeley); Forgetting: basic concept and determinants of forgetting, Theories of forgetting: Decay theory, Interference theory, Stimulus encoding theory. Everyday memory: flashbulb memory and reconstructive memory.	15

Suggested Readings:

1. Ciccarelli, S. K., & White, J. N. (2020). *Psychology* (6th ed.). Pearson.
2. Galotti, K.M., (2014) *Cognitive Psychology: In and Out of the Laboratory*(5e). N. Delhi: Sage Publication.

3. Dember, W.M. & Warm, J.S. (1979) Psychology of perception. Holt Rinehart.
4. Gluck, M.A. et al (2013) Learning and Memory, New York: Worth.
5. Woodworth, R.S. & Schlosberg, H. (1954). Experimental Psychology. New York: Holt.
6. त्रिपाठी, एल. बी. (1999) आधुनिक प्रायोगिक मनोविज्ञान आगरा : भारतीय बुक हाउस |
7. सिंह, आर. ए. एवं भारद्वाज, एस. एस. (2010) उच्च प्रायोगिक मनोविज्ञान आगरा : अग्रवाल पब्लिकेशन |
8. सिंह, ए. के. (2022) उच्चतर सामान्य मनोविज्ञान दिल्ली: मोतीलाल बनारसीदास |

Semester- VII

Practical		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYP-702-P	Course Title: Lab Work/Practical	
Credits:01	Paper: Core Compulsory	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u>		
<ul style="list-style-type: none">● Conduct experiments using the Method of Limits and Method of Average Error to measure sensory thresholds and analyze perceptual accuracy.● Demonstrate paired-associate learning and bilateral transfer of training, explaining their underlying psychological principles.● Perform serial learning tasks and evaluate the effects of knowledge of results on learning efficiency and performance improvement.● Investigate retroactive and proactive inhibition, verbal learning, and habit interference, and interpret their implications for memory and learning processes.		
Units	Topics	No. of Lecture
I	Method of Limit / Method of Average Error	05
II	Paired associate learning/ Bilateral transfer of training	05
III	Serial learning / Effects of knowledge on result	05
IV	Retroactive Inhibition /Proactive Inhibition	05
V	Verbal Learning / Habit Interference	05

Semester- VII

DISCIPLINE SPECIFIC ELECTIVE (DSE) – Research methodology-I		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYDSE-703-T	Course Title: Research Methodology-I	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Understand the scientific method and key research designs (correlational, experimental, ex-post facto).• Formulate research problems and hypotheses, identify variables, and apply control techniques.• Differentiate probability vs. non-probability sampling, determine sample sizes, and choose suitable research designs for methodological rigor.		
Units	Topics	No. of Lecture
I	Introduction to Scientific Research: Definition, meaning, characteristics and goals of scientific research, Phases or stages in research, Ethical issues in psychological research, Types of psychological research: Correlational, Experimental and Ex-post facto research.	15
II	Research Problem, Hypothesis & Variables: Nature and characteristics of research problem and hypothesis, Sources and formulation of research problem and hypothesis, Types of hypotheses. Variables: meaning, types and techniques of controlling variables.	15
III	Introduction to Sampling in Psychology- Importance of sampling in psychological research, Population vs. Sample: definitions and distinctions. Sampling methods-1) Probability Sampling: Simple random, Stratified, Cluster and Systematic Sampling. 2) Non-Probability Sampling: Convenience, Purposive, Quota and Snowball Sampling, Factors influencing sampling, Sample size, Biases in sampling.	15

IV	Research Design: Nature and purpose of research design, Criteria of research design, Types of research design, Theoretical aspects: Within Group, Between Group, Factorial Design, Single Subject Design, Quasi-Experimental Design.	15
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Suggested Readings:

1. Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). Surjeet Publications.
2. Broota, K. D. (1989). Experimental design in behavioral research. Wiley Eastern.
3. Edwards, A. L. (1968). Experimental design in psychological research (3rd ed.). Holt, Rinehart and Winston.
4. Willig, C. (2013). Introducing qualitative research in psychology (3rd ed.). Open University Press.
5. Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). SAGE Publications.

Semester- VII

DISCIPLINE SPECIFIC ELECTIVE (DSE) – FUNDAMENTALS OF STATISTICS		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYDSE-704-T	Course Title: FUNDAMENTALS OF STATISTICS	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Understand key statistical concepts, measurement types, and descriptive vs. inferential statistics, including computation of central tendency.• Explain and interpret measures of variability—Range, Quartile Deviation, and Standard Deviation.• Gain knowledge of correlation methods (Pearson, Spearman, Biserial, Tetrachoric, Phi), skewness, and kurtosis.• Analyze relationships using partial and multiple correlations, and interpret regression coefficients in psychological research.		
Units	Topics	No. of Lecture
I	Introduction to Psychological Statistics: Definition and level of measurement. Descriptive and inferential statistics, Concept of parametric and nonparametric statistics, Uses and limitation of statistics. Measures of Central Tendency: Meaning, assumptions and calculation of	15

	Mean, Median and Mode.	
II	Measures of variability; Theoretical aspects and calculation of Range, Quartile Deviation (QD) and Standard Deviation (SD).	15
III	Correlation: Meaning and types of correlation, Methods of correlation: Rank order, Pearson's product moment method, Bi-serial correlation and Point-biserial. Partial and Multiple Correlations: Meaning and application of partial and multiple correlation.	20
IV	Regression and Prediction: Meaning and nature of regression. Regression equation in score form and regression equation in deviation form.	10

Suggested Readings:

1. Ferguson, G. A. (1971). Statistical analysis in psychology and education (6th ed.). McGraw-Hill, International Book Company.
2. Asthana, H. S., & Bhushan, B. (2007). Statistics for social sciences (with *SPSS applications*). Prentice-Hall of India.
3. Verma, M., & Ghufraan, M. (2012). Statistics for psychology. Tata McGraw-Hill Education.
4. Garrett, H. E. (1981). Statistics in psychology and education. Vakils, Feffer and Simons Ltd.
5. Singh, R. N., & Bhatiya, T. (2015). Aadhunik Sankhikiya Vidhiyan [Modern Statistical Methods]. Agarwal Publications.
6. Broota, K. D. (1989). Experimental design in behavioral research/h. Wiley Eastern

Semester- VII

DISCIPLINE SPECIFIC ELECTIVE (DSE) – Psychiatric Perspective on Disaster Trauma		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYSDSE-705-T	Course Title: Psychiatric Perspective on Disaster Trauma	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u> • Identify and differentiate between types of disasters—natural (earthquakes, floods, pandemics) and man-made (war, terrorism, industrial accidents)—and their psychological impacts.		

<ul style="list-style-type: none"> • Evaluate psychiatric and clinical perspectives using ICD-11 and DSM-5 criteria, and compare psychiatric first aid with psychological first aid approaches. • Apply psychological first aid, community-based interventions, trauma-informed care, and culturally sensitive practices to enhance resilience and coping. • Assess preparedness programs, rehabilitation strategies, and the role of agencies through analysis of Indian disaster case studies and ethical issues. 		
Units	Topics	No. of Lecture
I	Unit I: Introduction to Disaster and Mental Health Concept and types of Disasters: Natural (earthquakes, floods, pandemics) vs. Man-made (war, terrorism, industrial accidents), Understanding psychological impact: Acute stress, trauma, PTSD, anxiety, grief, dissociation; Vulnerability and risk factors: Socioeconomic status, gender, age and disability.	15
II	Unit II: Psychiatric and Clinical Perspectives Common Psychiatric Sequelae Post-Disaster: PTSD, Depression, Panic Disorders, Substance Use; ICD-11 and DSM-5 criteria for trauma-related disorders. Psychiatric First Aid vs. Psychological First Aid (PFA), Role of psychiatrists in disaster settings, Use of emergency psychiatric interventions.	15
III	Unit III: Psychological First Aid and Psychosocial Interventions Principles and application of psychological first aid (PFA), Community-based mental health interventions, Counselling and group therapy in relief camps, Trauma-informed care and culturally sensitive practices, Resilience building and coping mechanisms.	15
IV	Unit IV: Disaster Preparedness, Rehabilitation and Case Studies Disaster Preparedness Programs: Training for mental health professionals, Long-term rehabilitation and follow-up care; Role of NGOs, Government Bodies (NDMA, NIMHANS), and International Agencies (WHO, UNICEF); Case studies from India: Bhopal Gas Tragedy, Kerala Floods, COVID-19 Pandemic, Ethical issues in disaster mental health services.	15

Suggested Reading:

1. Raphael, B., & Maguire, P. (2009). Psychological aspects of disaster. In Y. Neria, S. Galea, & F. H. Norris (Eds.), *Mental health and disasters* (pp. 7–22). Cambridge University Press.
2. Satendra, & Sharma, V. K. (2004). *Disaster management*. Indian Institute of Public Administration.
3. Niraj, A. (2006). *Psychological intervention in disaster management*. Authors press.
4. Mohanty, A. K., & Misra, G. (2000). *Psychological research in Indian context*. Concept Publishing Company.
5. Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). *Psychological responses to war and atrocity*. Social Science and Medicine.
6. Friedman, M. J., Keane, T. M., & Resick, P. A. (2007). *Handbook of PTSD: Science and practice*. New York: Guilford.

7. Ursano, R. J., Fullerton, C. S., Weisaeth, L., & Raphael, B. (2007). Textbook of disaster psychiatry. New York: Cambridge University Press.
8. Young, A. (1995). The harmony of illusions: Inventing post-traumatic stress disorder. Princeton, NJ: Princeton University Press

Semester- VII

GENERAL ELECTIVE (GE) – Contemporary Issues of Social Psychology		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYGE-706-T	Course Title: Contemporary Issues of Social Psychology	
Credits:04	Paper: GE	
Max Marks 25+75=100	Min Passing Marks 10+25	
Learning Outcomes: <ul style="list-style-type: none">• Explain the definition, scope, research methods (observation, experimental, sociometry), and present trends in social psychology.• Describe the meaning, nature, and components of social cognition, including schematic processing, cognitive heuristics, biases, and errors.• Analyze the components and formation of attitudes, theories of attitude change (Cognitive Dissonance, Balance Theory), factors affecting change, and measurement methods.• Examine principles and theories of interpersonal attraction, and analyze group dynamics, including formation, structure, and influence processes such as conformity, obedience, and compliance.		
Units	Topics	No. of Lecture
I	Social Psychology: Definition and focus of social psychology, Research methods in social psychology: Observation, Experimental method and Sociometry; Present trends in social psychology.	15
II	Social Cognition: Meaning, nature and basic assumption, components of social cognition, Schematic Processing, Mental Shortcuts: Using cognitive heuristic, biases and potential errors.	15
III	Attitude and Attitude Change: Definition, meaning, nature and components of attitude, Formation of attitude; Theories of attitude change: Cognitive Dissonance, Balance Theory; Factors affecting attitude change, Measurements of Attitude.	15
IV	Interpersonal Attraction and Group Dynamics: Meaning and principle of interpersonal attraction, Theories of interpersonal attraction: Balance theory and Reinforcement theory; Group Dynamics and Behaviour: Group formation and	15

	Group structure, Group Influence (Conformity, Obedience and Compliance).	
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Suggested Readings:

1. Baron, R.A. & Byrne, D. (2000) Social Psychology, N. Delhi: Prentice Hall.
2. Feldman, R.S., (1985) Social Psychology: Theories, Research and Application, New York: McGraw Hill.
3. Myers & David, G., (1994) Exploring Social Psychology New York: McGraw Hill.
4. Sears, D.O., Taylor, S.E. & Pepalau, L.A. (1994), Social Psychology New Jersey: Prentice Hall.
5. Raven, B. H. & Rubin, J.Z. (1983) Social Psychology (second edition) New. York: John Wiley.
6. सिंह, ए० के० (2002) समाज मनोविज्ञान की रूपरेखा, दिल्ली : मोतीलाल बनारसी दास |
7. हुसेन, बी० एच० (1994) नवीन सामाजिक मनोविज्ञान, आगरा : विनोद पुस्तक मंदिर |

Semester- VII

General Elective (GE) – Educational Psychology		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYGE707-T	Course Title: Educational Psychology	
Credits:04	Paper: GE	
Max Marks 25+75=100	Min Passing Marks 10+25	
Learning Outcomes: <ul style="list-style-type: none">• Understand what educational psychology is, its nature, history, and how research in this field is carried out.• Learn how children develop cognitively, socially, emotionally, and physically, and how Piaget’s and Vygotsky’s theories can be used in classrooms.• Understand what motivation is and explore key theories like Self-determination, Expectancy-value, Social cognitive, and Attribution theory.• Recognize individual differences and learn about the needs, types, and education of exceptional children.		
Units	Topics	No. of Lecture
I	Introduction to Educational Psychology: Definition, meaning and nature of educational psychology as a discipline, Historical perspectives and research methods in educational psychology.	15
II	Child Development: Meaning of child development, cognitive, social, emotional and physical development. Theories of child development: Piaget’s theory of Cognitive development, Vygotsky’s Socio-cultural theory and their	15

	application in educational settings.	
III	Motivation and related theories: definition, meaning and nature of motivation. Self-determination theory, Expectancy-value theory, Social cognitive theory and Attribution theory.	15
IV	Individual Differences & Exceptional child: Nature, characteristics, causes, educational implication. Exceptional child: Types, Education of the exceptional child.	15

Suggested Readings:

1. Chauhan, S.S. (2004). Advanced Educational Psychology, Vikas Publishing Pvt. Ltd., Shimla.
2. Mangal, S.K. (1999). Advanced Educational Psychology and Research. Prakash Brothers Educational publications, Ludhiana.
3. Nagaraju et al. (2019) Learning Assessment. Neelkamal Publications, Hyderabad.
4. Dubois, Alverson and Staley. (1998) Educational Psychology and Instructional Decisions. The Dorsey Press, Illinois USA.

Semester- VII

RESEARCH DISSERTATION		
Program / Class- B.A. HONOURS	Year-Fourth	Semester- Seventh
Course Code: PSYP-708D	Course Title: Research Dissertation	
Credits: 6	Core Compulsory	
Max Marks 25+75	Min Passing Marks10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Identify a relevant and researchable topic in psychology for practical or research-based application.• Gain real-world experience through internship in a hospital, organization, or NGO, and reflect on psychological insights through structured reporting.• Or, conduct a dissertation involving literature review, data collection, analysis, and interpretation to develop independent research skills.		
Units	Topics	No. of Lecture
I	Choose relevant and researchable topic in Psychology for internship. Dissertation: Practical exposure in an organization, Hospital or an NGO with a report on learning's and experiences. A short research dissertation, based on data collection literature review and analysis.	06

Semester- VIII

DISCIPLINE SPECIFIC COURSE (DSC) – Psychology of Cognitive and Affective Processes		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYDSC-801-T	Course Title: Psychology of Cognitive and Affective Processes	
Credits:03	Paper: DSC	
Max Marks 25+75=100	Min Passing Marks 10+25	
Learning Outcomes: <ul style="list-style-type: none">Identify the scope and approaches of cognitive psychology, and demonstrate understanding of brain imaging techniques such as MRI, fMRI, and PET scans.Describe and give examples of attention and perception phenomena, explain their determinants, apply filter theories, and use Gestalt principles to interpret perceptual processes.Explain the motivational cycle, differentiate between biological and social motives, compare major theories of motivation, and classify emotions while relating them to biological and theoretical perspectives.Calculate IQ from mental and chronological age, compare major theories of intelligence, and apply concepts of emotional intelligence to personal and social situations.		
Units	Topics	No. of Lecture
I	Cognitive Psychology: Definition, meaning and scope of cognitive psychology. Approaches of cognitive psychology, Brain Imaging Techniques: MRI, FMRI and PET Scans. Attention & Perception: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and distraction), Determinants of attention: objective and subjective, Filter theories of attention. Perception: Gestalt laws of perceptual organization, Depth perception, Perceptual constancies, Factor influencing perception.	15
II	Motivation And Emotion: Basic concept of motivation, motivational cycle, Biological Motives and Social Motives, Theories of Motivation: Drive Reduction theory, Maslow’s need hierarchy theory and McClelland’s theory. Emotion: Nature and definition of Emotion, Classification of emotions: primary and secondary, biological basis of emotions, Theories of Emotions: James–Lange, Cannon–Bard, Schachter & Singer, Lazarus and Activation theory.	15

III	<p>Intelligence: Definition, meaning and nature of intelligence, Concept of mental age and IQ, Theories of intelligence: Factor theories (Spearman's two factor theory and Triarchic theory of Intelligence), Gardner's theory of Multiple Intelligence.</p> <p>Emotional Intelligence: Meaning, definition, components and application of emotional intelligence.</p>	15
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Suggested Readings:

1. Galotti, K.M., (2014) Cognitive Psychology: In and Out of the Laboratory(5e). N. Delhi: Sage Publication.
2. Dember, W.M. & Warm, J.S. (1979) Psychology of perception. Holt Rinehart
3. Cofer, C.N. Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley.
4. Gluck, M.A. et al (2013) Learning and Memory, New York: Worth.
5. Passer & Smith, (2007). Psychology. Pearson Education.
6. Woodworth, R.S.& Schlosberg, H. (1954). Experimental Psychology. New York: Holt.
7. Margret, W., Matlin, Hugh, J. & Foley (4th Edition). Sensation and Perception.

Semester- VIII

Practical		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYP-802-P	Course Title: Lab Work/Practical	
Credits:01	Paper: Core Compulsory	
Max Marks 25+75=100	Min Passing Marks 10+25	
<ul style="list-style-type: none">• <u>Learning Outcomes:</u>• Assess attention capacity using the Test of Perception/Span of Attention.• Measure achievement-oriented behavior through the Achievement Motivation Test.• Evaluate cognitive abilities using an Intelligence Test.• Assess emotional competencies with an Emotional Intelligence or Stability Test.• Demonstrate and explain the Zeigarnik Effect in relation to memory.		
Units	Topics	No. of Lecture
1	Test of Perception/ Span of attention	05
2	Achievement Motivation test	05
3	Intelligence Test	05
4	Emotional Intelligence/Emotional stability Test	05
5	Zeigarnik Effect	05

Semester- VIII

DISCIPLINE SPECIFIC ELECTIVE (DSE) – Applied Comprehensive Program in Psychological Research		
Program/Class-B.A. HONORS	Year-Fourth	Semester-Eighth
Course Code: PSYDSE-803-T	Course Title: Applied Comprehensive Program in Psychological Research	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
Learning Outcomes: <div><div></div><div>1. Understand research approaches in psychology and key concepts of reliability, validity, and norms.</div><div>2. Conduct literature reviews and design research using various methodologies.</div><div>3. Analyze data with SPSS and interpret statistical results.</div><div>4. Write APA-style research reports and manage references using digital tools.</div></div>		
Units	Topics	No. of Lecture
I	Research Foundations in Psychology: Nature and scope of research in psychology, Approaches of research: Qualitative, Quantitative, and Mixed-method approaches. Basic concepts of Reliability, Validity and Norms: Method of estimating reliability, Types of validity.	15
II	Literature Review and Research Design: Conducting and synthesizing literature reviews, Purpose & Scope of literature review, types (Narrative, Systematic & Meta-analysis). Research Design: Types (Experimental, quasi-experimental, and non-experimental designs, Survey, Action and field research), Writing the research proposal.	15
III	Data Analysis Using SPSS: Introduction to SPSS, Data entry, Inferential statistics (t-tests, ANOVA, Correlation, Regression), Interpreting outputs, Use of computer technology in Quantitative data analysis.	15
IV	Steps of Report Writing: Structure of a psychological research report for Project/Dissertation (Title page, Writing abstracts, introductions, methods, results and discussions, APA References and Appendices) Reference management tools: Zotero and Mendeley.	15

Suggested Readings:

- Bayard, P. & Grayson, A. (1976). Introducing psychological research. London: MacMillan.
- Bordens, K.S. & Abbot, B.B. (2005). Research design and methods. New Delhi: Tata McGraw Hill.
- Breakwell, G.M. Hammond, S. & Fife-Schaw, C. (1995). Research methods in psychology.

New Delhi: Sage Publications.

- Drew, C.J.; Hardman, M.L. & Hart, W.A. (1996). Designing and conducting research: Inquiry in education and social science. New York: Allyn & Bacon.
- Kerlinger, F.N. (1982). Foundations of behavioral research. Delhi: Surjeet Publication.
- Nation, J.R. (1997). Research methods. New Jersey: Prentice Hall.

Semester- VIII

DISCIPLINE SPECIFIC ELECTIVE (DSE) Applications of Statistics in Psychology		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYDSE-804-T	Course Title: Applications of statistics in psychology	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u> 1. Explain the meaning, importance, and properties of the normal distribution, and measure divergence using skewness and kurtosis. 2. Understand inferential statistics concepts, test hypotheses, and interpret significance levels, errors, and one-/two-tailed tests. 3. Apply parametric (t-test, ANOVA) and non-parametric (Chi-square, Mann-Whitney U) tests with their assumptions. 4. Describe the assumptions, characteristics, and key terms of factor analysis.		
Units	Topics	No. of Lecture
I	The Normal Distribution: Meaning and importance of Normal Distribution, Properties of Normal Distribution curve, Application of Normal Probability curve; Measuring divergence from normality (Skewness, and Kurtosis).	15
II	Inferential Statistics: Meaning and types of Inferential Statistics. Significance of mean, Testing Null Hypothesis, Level of significance, Type I and Type II errors, One Tailed and Two tailed Tests.	15
III	Parametric and Non-Parametric Test: Assumption, application and calculation of t-test (correlated and uncorrelated group), One-way, Two-way Anova, Chi-Square and Mann-Whitney U test.	20
IV	Factor Analysis: Assumptions and characteristics of Factor Analysis, Important terminologies of factor analysis.	10

Suggested Reading:

- Garrett, H.E.(6thEdition), (2011) Statistics in Psychology and Education. Bombay: Vakils Fetter and Simons Publications.
- Fergusson, G. A. (1976). Statistical analysis in psychology and education. McGraw-Hill.
- Glass, G. V. & Stanley, J. C. (1970). Statistical methods in education and psychology. Prentice-Hall.
- Kurtz, A.K. & Mayo, S.T. (1979). Statistical methods in education and psychology. Narosa.
- Lomax, R. G. (1998). Statistical concepts: A second course for education and behavioural sciences. N.J.: Lawrence Erlbaum Asso. Inc.
- Verma & Ghufan, M. (2012). Statistics in psychology. N.D. Mc Graw Hill
- Levin, J. & Fox, J. A. (2006). Elementary statistics in social research. Delhi: Pearson Education.
- Black, T.R. (1999). Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. London: Sage Pub.

Semester- VIII

Discipline Specific Elective (DSE): Psychology of Crowd		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYDSE-805-T	Course Title: Psychology of Crowd	
Credits:04	Paper: DSE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u>		
After Studying the course, the students will be able to–		
<ul style="list-style-type: none">• Understand the scope, types, and psychological mechanisms of crowd behaviour.• Compare key theories explaining how crowds think and act.• Apply crowd psychology in events, disasters, and marketing.• Evaluate strategies for predicting and managing crowds in various contexts.		
Units	Topics	No. of Lecture
I	Introduction to Crowd Psychology -Definition and scope of crowd psychology, Component of Crowd, Historical evolution of the concept, Types of Crowds- Casual Crowd, Conventional Crowd, Expressive Crowd, Acting or Aggressive Crowd (e.g., mobs), Psychological Mechanisms: Anonymity, Suggestibility, Contagion, Deindividuation.	15

II	Theories of Crowd Behaviour: Information Overload theory, Behavioural constraint theory and Ecological models of crowding, Le Bon's Theory of Crowd Behaviour, Freudian theory, Social Identity theory, Convergence theory and Emergent Norm theory.	15
III	Applications of Crowd Psychology- Crowd management in public events, Political rallies and mass movements, Crowd behaviour in disasters or riots, Use in marketing and consumer behaviour.	15
IV	Practical implications for planning and monitoring crowd behaviour- Placing crowd psychology into predictive computer models, Developing guidance, working with the crowd to facilitate safe behaviour: Indian Context and Case Studies.	15

Suggested Readings:

1. Chauhan, S. S. (2004). Advanced Educational Psychology, Vikas Publishing Pvt. Ltd., Shimla.
2. Mangal, S.K. (1999). Advanced Educational Psychology and Research. Prakash Brothers Educational publications, Ludhiana.
3. Nagaraju et al. (2019) Learning Assessment. Neelkamal Publications, Hyderabad.
4. Dubois, Alverson and Staley. (1998) Educational Psychology and Instructional Decisions. The Dorsey Press, Illinois USA.

Semester- VIII

GENERAL ELECTIVE (GE): APPLIED SOCIAL PSYCHOLOGY		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYGE-806-T	Course Title: APPLIED SOCIAL PSYCHOLOGY	
Credits:04	Paper: GE	
Max Marks 25+75=100	Min Passing Marks 10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Understand process, principles, agents, and theories of socialization.• Analyze attribution and its internal/external factors.• Explain nature, theories, and control methods of aggression.• Explore relationship between culture and personality, and methods of study.• Identify causes, consequences, and reduction strategies for stereotypes, prejudice, and discrimination.		

• Understand types, process, influencing factors, and barriers of effective communication.		
Units	Topics	No. of Lecture
I	Socialization- Definition, meaning, stages, Process and Principles of Socialization. Agents of Socialization, theories of Socialization: Psychoanalytic, Socio learning, Symbolic Cognitive theory.	15
II	Attribution: Definition and meaning of attribution, Internal and external factors in Attribution, Principles of Attribution. Aggression: Meaning and nature of aggression, Theories of Aggression: Instinct theory, Frustration aggression theory, Modified frustration theory, Social learning theory, Prevention and Control of aggression.	15
III	Culture & Personality: Definition meaning and classification of culture. Definition and meaning of personality, Relationship between Culture & Personality development, Approaches and Methods of studying culture. Stereotypes, Prejudice and Discrimination: Nature, characteristics, causes and reduction of stereotypes, prejudice and discrimination.	15
IV	Communication and Barriers: Definition and nature and types of communication, Individual and group level, Communication process, a basic model of communication, Factors influencing effectiveness of Communication, Barrier of effective communication.	15

Suggested Readings:

1. Baron, R.A., & Baron, D., (2000) Social Psychology, N Delhi: Prentice Hall
2. Taylor, S.E., Pepalau, L.A. & Sears, D.O. (2009) Social Psychology
3. Raven, B.H., & Rubin, J.Z. (1983) Social psychology (Second Ed) N, York: John wiley
4. त्रिपाठी, एल. बी. (1992), आधुनिक सामाजिक मनोविज्ञान आगरा: नेशनल साइकोलॉजिकल कारपोरेशन
5. हुसैन, बी. एच. (1994), नवीन सामाजिक मनोविज्ञान आगरा: विनोद पुस्तक मंदिर
6. सिंह, ए. के. (1991) सामाजिक मनोविज्ञान की रूपरेखा, दिल्ली: मोतीलाल बनारसीदास

Semester- VIII

GENERAL ELECTIVE (GE): Industrial and Organizational Behaviour		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYGE-807-T	Course Title: Industrial and Organizational Behaviour	
Credits:04	Paper: GE	
Max Marks 25+75=100	Min Passing Marks 10+25	
Learning Outcomes: <ul style="list-style-type: none">• Understand about definition, nature, Scope and historical evolution of industrial and organizational psychology. Learn about motivation and types, Elements of Job satisfaction and Theories of motivation.• Understand Group and team Building, Stages of group Development and goal setting and alignment.• Understand the concepts, processes, and barriers of communication, along with the qualities, functions, and key theories of leadership (Trait, Situational, and Contingency).		
Units	Topics	No. of Lecture
I	Introduction to Industrial and Organizational Behaviour- Definition, nature and scope of Industrial and Organizational Psychology, Historical evolution of I/O psychology, Importance of organizational behaviour in industry.	15
II	Motivation and Job Satisfaction- Definition of motivation, Motivational Cycle, Types (Intrinsic and Extrinsic). Concept of Job satisfaction, Elements of Job satisfaction, Theories (Maslow’s Hierarchy of Needs, Adam’s Equity theory Vrooms Expectancy theory, Frederick Herzberg Two Factor theory).	15
III	Group Dynamics and Team Building- Understanding groups and teams building, Types of groups in organizations, Stages of group development (Tuckman’s Model), Group cohesiveness team composition, Goal Setting and Alignment.	15
IV	Communication and Leadership: Concept, process, importance and barrier of communication, leadership: concept, qualities and functions of leader, Theories of leadership: Trait, Situational and Contingency theory.	15

Suggested Readings:

1. George, J. M., & Jones, G. R. (2005). Understanding and managing organizational behavior (4th Ed.). Upper Saddle River, NJ: Prentice Hall.
2. Hellriegel, D., & Slown, J. W. (2004). Organizational behavior. South Western: Thompson
3. Luthans, F., (2005). Organizational behavior (12th Ed.). New York: McGraw Hill.
4. Riggio, R. E., (2003). Introduction to industrial/organizational psychology (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.
5. Robbins, S., Judge, T.A., & Sanghi, S. (2009). Organizational behavior. (13th Ed.). New Delhi: Pearson Education.

Semester- VIII

RESEARCH DISSERTATION		
Program/Class-B.A. HONORS	Year-Fourth	Semester- Eighth
Course Code: PSY-808D	Course Title: Research Dissertation	
Credits: 6	Core Compulsory	
Max Marks 25+75	Min Passing Marks10+25	
<u>Learning Outcomes:</u> <ul style="list-style-type: none">• Select a relevant and researchable topic in psychology.• Gain practical exposure in an organization, hospital, or NGO.• Conduct detailed research with data collection, literature review, analysis, and report on learnings		
Units	Topics	No. of Lecture
I	Choose relevant and researchable topic in Psychology for Dissertation. Practical exposure in an organization, Hospital or an NGO with a report on learnings and experiences. A detailed research work based on data collection literature review and Analysis.	6