

**MAHARAJA SUHEL DEV UNIVERSITY, AZAMGARH**  
**SYLLABUS FOR UNDERGRADUATE PROGRAMME**  
**PSYCHOLOGY**  
**(MAJOR)**

**UNDER CBCS [NEP - 2020]**  
**w.e.f. Academic Session 2024 - 2025**  
**(Approved by BOS on 18-10-2024)**

Mr.  
100/10/2024



**SUBMITTED BY**

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**CONVENOR (PSYCHOLOGY)**  
**MSDU, AZAMGARH**

**MAHARAJA SUHEL DEV UNIVERSITY, AZAMGARH**  
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**Semester-Wise Titles of the Course/Papers in B.A./B. Sc.**

<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
B.A. 1	I	A090101T	Basic Psychological Processes	Theory	4
		A090102P	Lab Work	Practical	2
	II	A090201T	Basic Research Methodology and Statistics	Theory	4
		A090202P	Lab Work/ Psychological Testing	Practical	2
B.A. 2	III	A090301T	Psychology of Social Behavior	Theory	4
		A090302P	Lab Work and Measurement of Social Behavior	Practical	2
	IV	A090401T	Abnormal Psychology	Theory	4
		A090402P	Assessment/Testing	Practical	2
		A090403R	Research Project	Project	3
B.A. 3	V	A090501T	Life Span Human Development	Theory	4
		A090502T	Positive Psychology	Theory	4
		A090503P	Lab Work/ Survey/ Field Visit	Practical	2
	VI	A090601T	Community and Health Psychology	Theory	4
		A090602T	Counseling Psychology	Theory	4
		A090603P	Survey/ Field Visit/ Project Work	Practical	2

Mr. A.  
10/10/2024

## Evaluation Pattern for Theory Courses / Papers

Maximum Marks : 100				Aggregate Pass Marks / Percent % for UE and CIE
External Assessment (University Exam)		Continuous Internal Evaluation (CIE)		
Maximum Marks	Minimum Pass Marks / Percent %	Maximum Marks	Minimum Pass Marks / Percent	33 / 33 % (UE+CIE)
75	25 / 33%	25	Nil	

**Note:** The minimum pass marks in the University Examinations (UE) is 25 (33% of 75) whereas there is no pass marks in the Continuous Internal Evaluation (CIE).

## Evaluation Pattern for Practical Courses / Papers

Nature of Exam	Marks Allotted	Total Marks	Aggregate Pass Marks / Percent %
Written Exam	75	100	33 / 33 %
Viva Voce	25		

**Note:** There is no Continuous Internal Evaluation (CIE) in Practical courses.

## Evaluation Pattern for Major Research Project

Nature of Exam	Total Marks	Aggregate Pass Marks / Percent %
Project Report / Dissertation	100	40 / 40 %
Research Paper		

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## **Undergraduate Psychology Program** **Semester-wise Course Curricula**

**Subject prerequisites: Open to all.**

### **Program Outcome (After 3 Years)**

The learning outcomes that a student should be able to exhibit on completion of a degree level program in Psychology are as follows:

- (i) Comprehension about the discipline, its research methods, related theories and models.
- (ii) Knack to link up theory with individual experiences and varied applied settings.
- (iii) Capacity to practice professional skills in the area of psychological testing, assessment and counseling.
- (iv) Development of skills in specific areas related to specific specialization (e.g. psycho-diagnostics, counseling, learning disability, health, community mental health and organizational behavior).
- (v) A general understanding about how knowledge of psychology can be applied to benefit the management and/or amendment of problems of mankind.
- (vi) Capability to articulate ideas in appropriate manner, with scientific writing and authentic reporting.
- (vii) Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues
- (viii) Development of skills and attributes of empathy, team work, coordination, cooperation, conflict resolution, and congruence.

## Semester - I

### **Paper 1**

#### **Theory**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090101T</b>		<b>Course Title: Basic Psychological Processes</b>
<b>Course Outcome:</b> The students will learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others lives. It will also give the learner a clear understanding of the concepts like intelligence, motivation, emotion and personality. It will develop critical analytical skills regarding these individualistic traits.		
<b>Credits: 04</b>		<b>Core Compulsory</b>
<b>Max. Marks: 100</b>		<b>Marks Distribution: University Examinations (UE) = 75 Continuous Internal Evaluation (CIE) = 25</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Psychology: Meaning, Nature, Scope and Applications. Approaches: Psychodynamic, Behavioristic and Gestalt. Indian Psychology: Introduction of Kapil Muni and Sankhya Darshan, Introduction of Buddha and Buddhism.	8
<b>II</b>	Attention Processes: Meaning, Nature, Determinants and Types. Perceptual Processes: Meaning, Nature and Determinants. Perceptual Organization, Perceptual Illusion.	7
<b>III</b>	Learning: Classical Conditioning, Operant Conditioning and Insight Learning.	8
<b>IV</b>	Memory: Stages of Memory - Encoding, Storage and Retrieval. Types of Memory: Sensory, Short Term and Long-Term Memory (Basic Introduction).	8

V	Forgetting: Meaning and Nature, Interference and Cue-Dependent Forgetting.	7
VI	Intelligence: Nature and Definition, Concept of IQ. Theories of Intelligence (Basic Concepts)- Spearman, Thurston, Guilford.	8
VII	Motivation: Concept and Nature (Needs, Drives, Instincts), Types of Motives- Biological and Social Motives, Need Hierarchy Theory (Basic Concept).	7
VIII	Emotion: Concept, Nature and Classification of Emotion. Theories of Emotion: James-Lange, Cannon-Bard, Lazarus.	7

### Suggested Readings:

1. Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education.
3. Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education.
4. De Silva, P. (2005). *An introduction to Buddhist psychology*. Springer.
5. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
6. Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill.
7. Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press.
8. Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
9. Suhutra. (2007). *Vedantic Psychology: India's ancient vision of the Mind*. The Bhaktivedanta Academy.
10. Swami Akhilanand. (2001). *Hindu Psychology: It's meaning for the West*. Taylor & Francis.

11. Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
12. सिंह, अरुण कुमार. (2006). उच्चतर सामान्य मनोविज्ञान | वाराणसी; मोतीलाल बनारसीदास प्रकाशन।
13. त्रिपाठी, लाल बचन एवं अन्य. (2001). आधुनिक प्रायोगिक मनोविज्ञान | आगरा; हरप्रसाद भार्गव।
14. श्रीवास्तव, डी०. एन०. (2008). व्यक्तित्व का मनोविज्ञान | आगरा; अग्रवाल पब्लिकेशन।
15. सिंह, आर० एन० एवं भारद्वाज, एस०. एस०. (2017). मूल मनोवैज्ञानिक प्रक्रियाएं | आगरा; अग्रवाल पब्लिकेशन।
16. श्रीवास्तव, रामजी. (2008). आधुनिक सामान्य मनोविज्ञान | वाराणसी; मोतीलाल बनारसीदास।
17. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>

This course can be opted as an elective: Open to all

Course prerequisites:10+2 in any discipline

Suggested equivalent online courses:

- Coursera
- Swayam

## Paper 2

### Practical

Program/Class: Certificate	Year: First	Semester: First
Subject: <b>Psychology</b>		
Course Code: <b>A090102P</b>		Course Title: <b>Lab Work</b>
<b>Course Outcome:</b> Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.		
Credits: 02		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
<b>I</b>	Any one experiment based on Attention/Perceptual Processes	8 (16 hrs.)
<b>II</b>	Any one experiment / test on Learning / Measurement of Mental Ability	8 (16 hrs.)
<b>III</b>	Any one experiment on Memory/Forgetting	7 (14 hrs.)
<b>IV</b>	Any one experiment/test on Motivational/Emotional Processes .	7 (14 hrs.)
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>त्रिपाठी, लाल बचन एवं अन्य. (2001). आधुनिक प्रायोगिक मनोविज्ञान   आगरा; हरप्रसाद भार्गव।</li> <li>सिंह, आर० एन० एवं भारद्वाज, एस०. एस०. (2015). उच्च प्रायोगिक मनोविज्ञान   आगरा; अग्रवाल पब्लिकेशन।</li> <li>सिंह, आर० एन० एवं भारद्वाज, एस०. एस०. (2010). मनोवैज्ञानिक प्रयोग एवं परीक्षण खण्ड प्रथम एवं द्वितीय   आगरा; अग्रवाल पब्लिकेशन।</li> <li>Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></li> </ol>		
<b>Course prerequisites:</b> Only for those who took psychology as a subject		

## **Semester - II**

### **Paper 1**

#### **Theory**

<b>Program/Class: Certificate</b>	<b>Year: First</b>	<b>Semester: Second</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090201T</b>	<b>Course Title: Basic Research Methodology and Statistics</b>	
<b>Course Outcome:</b> The learners will be able to comprehend psychological data and can put them on appropriate scaling method. Moreover, they will be getting hold of essentials of psychological testing along with various kinds of tests implemented.		
<b>Credits: 04</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Marks Distribution: University Examinations (UE) = 75 Continuous Internal Evaluation (CIE) = 25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Measurement: Meaning, Nature and Functions of Psychological Measurement. Levels of Measurement (Basic Concepts).	8
<b>II</b>	Psychological Research: Meaning and Nature; Psychological Research Methods: Experimental, Correlational and Observational.	7
<b>III</b>	Basic Concepts and types of Research Problem, Variable, Hypothesis, Sampling: Concept and Methods.	8
<b>IV</b>	Psychological Statistics Introduction- Parametric and Non- Parametric Statistics (Basic Concepts). Frequency Distribution (Basic Concept). Graphical Representation of Data: Frequency Polygon, Histogram and Bar Diagram.	8
<b>V</b>	The Normal Distribution: Meaning and Nature. Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (SD, QD, AD).	8

<b>VI</b>	Correlation: Meaning and types of Correlation. Methods of Correlation- Product Moment and Rank Order Correlation.	7
<b>VII</b>	Chi- Square: Meaning, Nature, Application and Computation. t-test: Meaning, Assumptions, Application and Computation. Interpretation of t-value – level of significance.	7
<b>VIII</b>	Tests: Concept and Types. Psychometric Properties of Tests: Validity and Reliability- Nature and Types.	7

### **Suggested Readings:**

1. Anastasi, A. (1950). *Psychological Testing*. Prentice Hall.
2. Cronbach, L.J. (1960). *Essentials of Psychological Testing* (2 Ed.). New York: Harper.
3. Freeman, F.S. (1962). *Theory and practice of psychological testing* (3 Ed.). New York: Holt, Rinehart & Winston.
4. Garrett, H. E. (1966). *Statistics in Psychology and Education*. Paragon International Publishers.
5. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6 Ed.). New Delhi: Pearson India Education.
6. Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
7. Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
8. लाल. जे. एन. (1999). मनोविज्ञान एवं शिक्षा में सांख्यिकी। नीलकमल प्रकाशन गोरखपुर।
9. मीश्रा, बब्बन एवं त्रिपाठी, लाल बचन. (1994). मनोवैज्ञानिक सांख्यिकी। हर प्रसाद भार्गव आगरा।
10. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhawan.
11. श्रीवास्तव, दी० एन०, एवं वर्मा, पी०. (2012). मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी। आगरा: विनोद पुस्तक मन्दिर।
12. श्रीवास्तव, रामजी एवं अन्य. (2003). मनोविज्ञान, शिक्षा तथा समाजशास्त्र में सांख्यिकी विधियां। वाराणसी: मोतीलाल बनारसीदास।
13. सिंह, आर०. एन०. एवं भाटिया, टी०. (2018). आधुनिक सांख्यिकीय विधियां। आगरा: अग्रवाल प्रिलिकेशन।
14. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

## Paper 2

### Practical

Program/Class: Certificate	Year: First	Semester: Second
Subject: <b>Psychology</b>		
Course Code: <b>A090202P</b>		Course Title: <b>Lab Work/ Psychological Testing</b>
<b>Course Outcome:</b> Students will be conferred an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.		
Credits: 02	Core Compulsory	
Max. Marks: 100	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
<b>I</b>	Plan, conduct and report an experiment using experimental method.	8 (16 hrs.)
<b>II</b>	Conduct a correlational study using any psychological variable.	7 (14 hrs.)
<b>III</b>	Administer any one Inventory/Questionnaire on a subject/sample, score and report.	7 (14 hrs.)
<b>IV</b>	Administer any test on a small group of subjects, score and report with graphs.	8 (16 hrs.)
<b>Suggested Readings:</b>		
1- श्रीपाठी, लाल बचन एवं अन्य. (2001). आधुनिक प्रायोगिक मनाविज्ञान   आगरा: हर प्रसाद भार्गव।		
2- Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> , <a href="http://www.psytolikit.org">www.psytolikit.org</a>		
Course prerequisites: Only for those who took Psychology as a subject		

### Semester - III

#### **Paper 1**

#### **Theory**

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Three</b>
<b>Subject: Psychology</b>		
Course Code: <b>A090301T</b>		<b>Course Title: Psychology of Social Behavior</b>
<b>Course Outcome:</b> By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives. Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events.		
Credits: 04	Core Compulsory	
Max. Marks: 100	Marks Distribution: <b>University Examinations (UE) = 75</b> <b>Continuous Internal Evaluation (CIE) = 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Social Psychology: Concept, Nature, and Scope. Methods of studying Social Behavior.	8
<b>II</b>	Person Perception: Concept, Nature and Determinants. Impression Formation: Aspects of impression formation and information processing in impression formation.	7
<b>III</b>	Attribution: Concept, factors, stages and principles of Attribution. Theories – Heider's Attribution Theory, Jones and Devis's Comparative Inference Theory and Harold Kelly's Causal Attribution Theory.	7
<b>IV</b>	Attitude: Meaning, Nature and Formation. Measurement: Thurston's and Likert's Scales. Interpersonal Attraction: Concept and Determinants.	8

<b>V</b>	Socialization: Meaning, Nature and Agents of Socialization. Theories of Socialization.	8
<b>VI</b>	Pro-social Behavior: Meaning and Nature. Determinants: Personal, Situational and Socio-cultural. Bystander Effect.	7
<b>VII</b>	Social Influence Processes: Conformity and Compliance. Intergroup Relations: Prejudice and Discrimination.	7
<b>VIII</b>	Group Dynamics: Structure, Function and Types of Groups. Group Influence Processes: Social Facilitation, Social Loafing and De-individuation.	8

### **Suggested Readings:**

- 1- Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology* (13<sup>th</sup> ed.) New Delhi: Pearson.
- 2- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup>ed). New Delhi: Pearson.
- 3- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. (3<sup>rd</sup>ed.). Wadsworth Pub. Co.
- 4- सिंह, अरुण कुमार. (2001). सामाजिक मनोविज्ञान | वाराणसी; मोतीलाल बनारसीदास।
- 5- Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup>ed). New Delhi: Pearson Publications.
- 6- त्रिपाठी, लाल बचन एवं सहयोगी. (2001). आधुनिक सामाजिक मनोविज्ञान | आगरा; हरप्रसाद भार्गव।
- 7- श्रीवास्तव, रामजी. एवं अन्य. (2008). आधुनिक सामाजिक मनोविज्ञान | वाराणसी; मोतीलाल बनारसीदास।
- 8- सिंह, आर० एन० एवं भारद्वाज, एस०. एस०. (2017). सामाजिक मनोविज्ञान की भूमिका | आगरा; अग्रवाल पब्लिकेशन।
- 9- सिंह, आर० एन०. (2011). आधुनिक सामाजिक मनोविज्ञान | आगरा; अग्रवाल पब्लिकेशन।
- 10-Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>  
<http://www.yale.edu>

Course prerequisites: Open to All

Suggested equivalent online courses:

- Coursera
- Swayam

## Paper 2

### Practical

Program/Class: Diploma	Year: Second	Semester: Third
<b>Subject: Psychology</b>		
Course Code: <b>A090302P</b>	<b>Course Title: Lab Work and Measurement of Social Behavior</b>	
<b>Course Outcome:</b> Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.		
Credits: 02	Core Compulsory	
Max. Marks: 100	Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
Unit	Topics	No. of Lectures
<b>I</b>	Measurement of Attitude/ Interpersonal Attraction.	7 (14 hrs.)
<b>II</b>	Measurement of Helping Behavior/ Prejudice.	7 (14 hrs.)
<b>III</b>	Any one experiment/test on Attribution/Aggression/Impression Formation.	8 (16 hrs.)
<b>IV</b>	Any one Experiment/test on Social Facilitation/ Conformity/ Compliance.	8 (16 hrs.)
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.psystoolkit.org">www.psystoolkit.org</a>		
Course prerequisites: Only to Psychology Students		

## **Semester - IV**

### **Paper 1 Theory**

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Four</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090401T</b>		<b>Course Title: Abnormal Psychology</b>
<b>Course Outcome:</b> The students will be able to understand criteria of abnormality and one's own behavior and behavior of others. By applying the knowledge of assessment, diagnosis, classification system and DSM categories, the learners' will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders. Summarize clinical features, symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders.		
<b>Credits: 04</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Marks Distribution: University Examinations (UE) = 75 Continuous Internal Evaluation (CIE) = 25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM-V): An Introduction.	6
<b>II</b>	Anxiety Disorders: Clinical Picture and Etiology: Generalized Anxiety Disorder (GAD), Phobia and Obsessive-Compulsive Disorder (OCD).	8
<b>III</b>	Somatic Disorders: Clinical Picture and Etiology of Hypochondriasis, Pain Disorders and Body Dysmorphic Disorder.	8
<b>IV</b>	Dissociative Disorders: Clinical Picture and Etiology of Dissociative Amnesia, Fugue, Dissociative Identity Disorder and Depersonalization Disorder.	7

<b>V</b>	Mood Disorders: Unipolar or Depressive and Bipolar Disorder or Manic Depressive Disorder:- Clinical Picture and Etiology.	8
<b>VI</b>	Schizophrenia: Types, Clinical Picture and Etiology.	7
<b>VII</b>	Substance Related Disorder: Substance Abuse and Dependence, Alcohol, Nicotine, Marijuana.	8
<b>VIII</b>	Neurodevelopmental Disorders: Clinical Picture and Etiology of Autism Spectrum Disorders (ASD), Intellectual Disability or Mental Retardation.	8

### **Suggested Readings:**

1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning
6. श्रीवास्तव, रामजी. (2019). मनोविज्ञान | वाराणसी; मोतीलाल बनारसीदास |
7. सिंह, आर०. एन०. एवं अन्य. (2008). आधुनिक असामान्य मनोविज्ञान | आगरा; अग्रवाल पब्लिकेशन |
8. सिंह, आर०. एन०. एवं अन्य. (2013). मनोविज्ञान के आधार | आगरा; अग्रवाल पब्लिकेशन |
9. जायसवाल, ए० के०. (2020). आधुनिक मनोविज्ञान | आगरा; विनोद पुस्तक मन्दिर |
10. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>  
[www.nimh.nih.gov](http://www.nimh.nih.gov)

Course prerequisites: Open to All

Suggested equivalent online courses:

- Coursera
- Swayam

## Paper 2

### Practical

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Four</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090402P</b>		<b>Course Title: Assessment/Testing</b>
<b>Course Outcome:</b> At the end of the course, the students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders. The practicum of case study will let the students learn and execute an in-depth investigation of a single person, group, event or community.		
Credits: 02		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Administration, Scoring and Interpretation of any anxiety test.	7 (14 hrs.)
<b>II</b>	Administration, Scoring and Interpretation of any test of Depression.	7 (14 hrs.)
<b>III</b>	Administration, Scoring and Interpretation of any test of Intelligence.	8 (16 hrs.)
<b>IV</b>	Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test.	8 (16 hrs.)
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>		
Course prerequisites: Only for psychology students		

**Paper 3**  
**Research Project**

<b>Program/Class: Diploma</b>	<b>Year: Second</b>	<b>Semester: Four</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090403R</b>	<b>Course Title: Research Project</b>	
<p><b>Course Outcome:</b> It will help the learner to critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare to explore the cultural, social, and ethical impact of psychological application on community and daily life.</p>		
Credits: 03	Core Compulsory	
Max. Marks: 100	Pass Marks : 40	
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Identify problems/ variables/ issues related with Psychology, do data collection either through questionnaire, or interview or with the help of audio-visual medium. Based on the identified research problems/ variables/ issues, analyze the data and submit a research report. The student will work in groups (15 to 20 students) for completing the project, but will write the research report individually. Research report should be as per APA's guidelines.	45
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>  <a href="http://www.apa.org">http://www.apa.org</a></li> </ol>		
<p>Course prerequisites: Only for Psychology students.</p>		

## Semester - V

### **Paper 1**

#### **Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
<b>Subject: Psychology</b>		
Course Code: <b>A090501T</b>		Course Title: <b>Life Span Human Development</b>
<b>Course Outcome:</b> At the end of the course, the student will able to develop an ability to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages, understand the contributions of socio-cultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues.		
Credits: 04	Core Compulsory	
Max. Marks: 100	<b>Marks Distribution:</b> <b>University Examinations (UE) = 75</b> <b>Continuous Internal Evaluation (CIE) = 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Human Development: Introduction, Principles of Development. Methods of Studying Human Development: Longitudinal, Cross Sectional and Sequential.	8
<b>II</b>	Foundations and Development Pattern: Heredity and Environment – Meaning and Effects, Relative Importance of Heredity and Environment, Effects of Maturation and Learning on Development.	8
<b>III</b>	Prenatal Development: Stages and Determinants. Neonatal Development: Sensory and Motor Capacity.	8
<b>IV</b>	Infancy: Physical, Social and Language Development.	7
<b>V</b>	Childhood Development: Cognitive, Emotional and Moral Development.	7
<b>VI</b>	Adolescence: Physical Changes (Puberty and Growth Spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development.	7

VII	Early Adulthood: Sex - Role Adjustment, Career Development. Middle Adulthood: Changes in Mental Abilities, Adapting to Physical Changes. Vocational Life.	8
VIII	Late Adulthood / Old Age: Major Problems of Old Age. Ageing and Personal, Social and Family Adjustment. Successful Ageing.	7

### Suggested Readings:

1. Berk, L. E. (2010). *Child Development* (9th ed.). New Delhi: Prentice Hall.
2. Berk, L.E. (2017). *Development through the Life span* (7<sup>th</sup> ed.). Allyn & Bacon: Pearson.
3. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
4. Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.
5. Santrock, J. W. (2011). *Child Development* (13th ed.). New Delhi: McGraw-Hill.
6. Santrock, J.W. (2012). *Life Span Development* (13th ed.). New Delhi: McGraw-Hill.
7. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.
8. त्रिपाठी, एल० बी० एवं पाण्डेय, एस०. (2009). मानव विकास का मनोविज्ञान। नई दिल्ली; कान्सेप्ट पब्लिकेशन कम्पनी।
9. श्रीवास्तव, रामजी एवं अन्य. (2014). आधुनिक विकासात्मक मनोविज्ञान। वाराणसी; मोतीलाल बनारसीदास।
10. सिंह, आर० एन०. (2011). आधुनिक विकासात्मक मनोविज्ञान। आगरा; अग्रवाल पब्लिकेशन।
11. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>

<http://www.apa.org>

Course prerequisites: Open to All

Suggested equivalent online courses:

- Coursera
- Swayam

## Paper 2

### Theory

Program/Class: Degree	Year: Third	Semester: Five
<b>Subject: Psychology</b>		
Course Code: <b>A090502T</b>	<b>Course Title: Positive Psychology</b>	
<p><b>Course Outcome:</b> By the end of the course, the students will be able to understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology tools and techniques in own and in other's life. It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Indian scriptures like Vedas, Upnishad, Shrimad Bhagwad Gita, Buddhist literature and folk tales.</p>		
Credits: 04	Core Compulsory	
Max. Marks: 100	Marks Distribution: <b>University Examinations (UE) = 75</b> <b>Continuous Internal Evaluation (CIE) = 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
I	Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology.	7
II	Positive Emotional State: The Broaden and Build Theory of Positive Emotions. Concept of Mindfulness in Buddhism.	8
III	Positive Cognitive States: Definition and nature of Hope, Optimism, Self-efficacy, Resilience.	8
IV	Gratitude, Forgiveness, Empathy and Compassion: Meaning and Nature; Cultivation exercises in Positive Psychology.	8
V	Self-Awareness: Concept, Techniques to enhance self-awareness.	7
VI	Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness.	8

VII	Happiness: Concept and Determinants. Perspectives of Happiness-Eudaimonic and Hedonic.	7
VIII	Psychological and Subjective Wellbeing: Concept, and Components.	7

### Suggested Readings:

- 1- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson.
- 2- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength* U.K.: Routledge.
- 3- Gilman, R., Hubner, E. & Furlong, M.J. (Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.
- 4- Lyubomirsky, Sonja. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. The Penguin Press.
- 5- Noddings, N. (2003). *Happiness in Education*, New York, Cambridge Press.
- 6- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- 7- Seligman, M. E. P. (2002). *Authentic Happiness*. New York: Free Press.
- 8- Synder, C.R. & Lopaz, S.J. (2011). *Positive Psychology: The Scientific and practical exploration of Human Strengths*. Thousand Oaks, CA: Sage.
- 9- Synder, C. R. & Shane, J.L. (2005). *Handbook of Positive Psychology*. Oxford University Press.
- 10- Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>

Course prerequisites: Open to All

Suggested equivalent online courses:

- Coursera
- Swayam

### **Paper 3**

#### **Practical**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Five</b>
<b>Subject: Psychology</b>		
Course Code: <b>A090503P</b>		<b>Course Title: Lab Work/ Survey/ Field Visit</b>
<b>Course Outcome:</b> After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.		
Credits: 02		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Formulate a Questionnaire/Inventory from the given Variables-Empathy/Gratitude/Self-Awareness/Social Support/Well-being. The questionnaire should be of 15 to 20 items.	10 (20 hrs.)
<b>II</b>	Conduct a survey/field study using the self-prepared Questionnaire/Inventory as formulated in Unit I. Collect data on a small group (10-15 sample size).	10 (20 hrs.)
<b>III</b>	Analyze the data using relevant statistics and write the report.	10 (20 hrs.)
<b>Suggested Readings:</b> 1. Suggestive digital platforms web links- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>		
Course prerequisites: Only for psychology students		

## Semester - VI

### **Paper 1**

#### **Theory**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
<b>Subject: Psychology</b>		
Course Code: <b>A090601T</b>		<b>Course Title: Community and Health Psychology</b>
<p><b>Course Outcome:</b> At the end of the course the student will be able to recognize that individuals relate to their communities and the reciprocal effect of communities on individuals and will be able to understand and resolve community issues, analyze the data, and recommend interventions that promote community wellness. Moreover, they will be able to use the psychological theories on health-related practices and will be able to examine persons' health history and describe and enact a positive, proactive attitude toward healthy living for oneself and others.</p>		
Credits: 04	Core Compulsory	
Max. Marks: 100	Marks Distribution: <b>University Examinations (UE) = 75</b> <b>Continuous Internal Evaluation (CIE) = 25</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Community Psychology: Meaning and Nature, Fields of Community Psychology.	7
<b>II</b>	Approaches of Community Psychology: Mental Health Approach; Social Problems Approach.	8
<b>III</b>	Community Intervention Issues: Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Superstitions in Indian Society.	8
<b>IV</b>	Community Interventions: Community Mental Health; Gender, Discrimination and Power Issues Related Interventions; School Intervention; Rural Development Intervention.	7
<b>V</b>	Health Psychology: Nature, Development and Goals of Health Psychology; Biopsychosocial Model of Health.	6

<b>VI</b>	Health Behavior: Health Compromising and Health Enhancing Behaviors; Theories of Health Behavior: Health Belief Model, Planned Behavior and Reasoned Action Theory.	8
<b>VII</b>	Stress and Health: Meaning, Nature and Types of Stress. Coping Strategies of Stress.	8
<b>VIII</b>	Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes- Major Symptoms and Psychological Corelates.	8

**Suggested Readings:**

1. Dalal, A.K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care*. New Delhi: Sage Publications India Pvt. Ltd.
2. Dalal, A.K. (2015). *Heath Beliefs and Coping with Chronic Diseases*. New Delhi: Sage Publications India Pvt. Ltd.
3. Ghosh, Manika. (2015). *Health Psychology: Concepts in Health and Well-being*. New Delhi: Pearson.
4. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Wadsworth, CengageLearning.
5. Marks, D. F. Murray, M. Evans, B. & Willing, C. (2000). *Health Psychology: Theoretical, Research and Application*. New Delhi: Concept.
6. Misra, G. (1999). *Psychological perspectives on stress and health*, New Delhi: Concept Publishing Company.
7. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing Social and Practical Problems*. New Delhi: Sage publication.
8. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interaction*. (7<sup>th</sup> ed.). U.K.: John Wiley & Sons.
9. Taylor, S.E. (2013). *Health Psychology*. New Delhi: McGraw-Hill Education Pvt. Ltd.
10. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  
<http://www.apa.org>

Course prerequisites: Open to All

## Paper 2

### Theory

Program/Class: Degree	Year: Third	Semester: Six
<b>Subject: Psychology</b>		
Course Code: <b>A090602T</b>		Course Title: <b>Counseling Psychology</b>
<b>Course Outcome:</b> At the end of the paper, students will be able to understand how to establish rapport and use various approaches in counseling.		
Credits: 04		Core Compulsory
Max. Marks: 100		Marks Distribution: <b>University Examinations (UE) = 75</b> <b>Continuous Internal Evaluation (CIE) = 25</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
<b>I</b>	Counseling: Meaning, Goals; Types of Counseling.	7
<b>II</b>	Counseling Processes: Phases of Counseling, Counseling Interview; Counseling Skills of Counselor.	7
<b>III</b>	Approaches of Counseling: Basic Assumptions and Techniques of Psychoanalytic (Freudian); Humanistic-Existential (Person Centered and Gestalt) and Cognitive-Behavioral (Behavioral and Cognitive) Approaches.	8
<b>IV</b>	Evaluation of Counseling: Criteria of Evaluation, Approaches to Evaluation of Counseling – Case Study and Experimental Measures of Quality Evaluation.	8
<b>V</b>	Counseling in Schools and Career Counseling: Assumptions and Procedures.	7
<b>VI</b>	Group Counseling: Marriage and Family Counseling.	8
<b>VII</b>	Counseling for Substance-abuse and Child Abuse.	8
<b>VIII</b>	Counseling Ethics: Definition and Significance. RCI Code of Ethics.	7

**Suggested Readings:**

1. Edward, N. (2011). *Counseling Theory and Practice*. Cengage Learning.
2. Gelso, C. J. & Pretz, B.R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt.Ltd.
3. Gibson, R. L. & Mitchell, M.H. (2005). *Introduction to Counseling and Guidance* (6<sup>th</sup> Ed.) Pearson Education.
4. Kapur, Malavika. (2011). *Counseling Children with Psychological Problems*. Pearson Publications.
5. Nelson-Jones, R. (2011). *Theory and Practice of Counseling & Therapy*. New Delhi: Sage South Asia Edition.
6. Patri, V. R. (2008). *Counseling Psychology*. New Delhi: Authors Press.
7. राय, ए० एवं अस्थाना, एम०. (2003). आधुनिक परामर्शन मनोविज्ञान | नई दिल्ली: मोतीलाल बनारसीदास |
8. Rao, S. N. (1991). *Counseling and Guidance*. New Delhi: Tata McGraw-Hill.
9. Woolfe, R., Dryden, W. & Strawbridge, S. (2003). *Handbook of Counseling Psychology* (2<sup>nd</sup>ed.). London: Sage Publication Ltd.

Course prerequisites: Open to All

Suggested equivalent online courses:

- Coursera
- Swayam

**Paper 3****Practical**

<b>Program/Class: Degree</b>	<b>Year: Third</b>	<b>Semester: Six</b>
<b>Subject: Psychology</b>		
<b>Course Code: A090603P</b>	<b>Course Title: Survey/Field Visit/ Project Work</b>	
<b>Course Outcome:</b> After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.		
Credits: 02		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Select any psychological variable related to the current syllabus, then conduct a survey/field visit to any Community Center/Social Service Center/ School and collect the data on a small group (30-40 sample size). Group of 15 to 20 students can be formed for the survey/field visit and data collection.	15 (30 hrs.)
<b>II</b>	Analyze the data on the basis of above work and write the report individually.	15 (30 hrs.)
Course prerequisites: Open to All		