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**SCHEME OF EXAMINATION
AND
COURSE OF STUDY**

Four-Year Undergraduate Programme (FYUG)

as per

National Education Policy-2020

CHOICE BASED CREDIT SYSTEM (CBCS)

B.A.(PSYCHOLOGY)

(w. e. f. 2022-2023)



**DEPARTMENT OF PSYCHOLOGY
GURUKULA KANGRI (DEEMED TO BE UNIVERSITY)
HARIDWAR
(Deemed to be university u/s 3 of UGC Act 1956)**

2022

AIMS OF BACHELOR'S DEGREE PROGRAMME IN PSYCHOLOGY

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

GRADUATE ATTRIBUTES IN PSYCHOLOGY

A graduate of psychology should be a psychologically literate student with a reasonable degree of understanding of core concepts of psychology, awareness of their applications and linkages with allied disciplines. 'Nothing is as practical as a good theory', Kurt Lewin had remarked! A good psychologist, therefore, is bound to be a **good practitioner**, as a discipline cannot exist without its 'field'. Psychological literacy entails:

1. *Comprehending core psychological concepts and theories:* Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.
2. *Fostering an applied perspective:* A fair degree of understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.
3. *Establishing interface with socio-cultural context:* A healthy interface between society, culture and academic pursuit in the discipline of psychology needs to evolve. To this end, a deeper sense of belongingness to community with engagement in socially driven projects, lab work and simulation are required.
4. *Building scientific attitude and perspective:* An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for psychology graduates. To this end, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, use of software for conducting computer based experiments and data analysis are required. Such an orientation would enhance students' job potential.

5. *Social and multicultural sensibility*: Demonstrate an ability to incorporate socio- cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from international/global perspective as well as awareness of indigenous Indian perspectives.
6. *Self-awareness, relational well-being and personal growth*: Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.
7. *Ability to communicate and having empathy*: Acquiring the skill to present oneself effectively to others, effectively communicate the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others
8. *Demonstrating moral and ethical awareness and reasoning* As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.

PROGRAMME LEARNING OUTCOMES

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

Academic Competence

P01	Disciplinary knowledge and methods including data analysis and computer literacy.
P02	Basic professional skills pertaining to psychological testing, assessment and counselling.
P03	Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational and social).
P04	Ability to relate and connect concepts with personal experiences and using critical thinking.
P05	Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
P06	Ability to use various e-resources and social media and negotiating with technological challenges.
P07	Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
P08	Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

P09	Self-development, health and hygiene, self-regulation skills.
P010	Developing positive attributes such as empathy, compassion, social participation, and accountability.
P011	Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
P012	Having conversational competence including communication and effective interaction

	with others, listening, speaking, and observational skills.
P013	Appreciating and tolerating different perspectives.
P014	Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

P015	Collaboration, cooperation and realizing the power of groups and community.
P016	Analysing social problems and understanding social dynamics.
P017	Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
P018	Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
P019	Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
P020	Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

*PO= Programme Outcome

Mapping between COs and POs

Course code	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PO1 3	PO1 4	PO1 5	PO1 6	PO1 7	PO1 8	PO 19	PO 20
BPY-C101	3	-	2	3	1	-	-	3	2	1	1	1	3	1	-	1	-	-	-	1
BPY-C151	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-C201	2	-	2	2	2	-	-	3	2	1	1	2	2	2	2	2	1	1	-	2
BPY-C251	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-C301	2	3	3	2	3	-	-	3	2	-	3	1	3	1	-	-	-	1	-	2
BPY-C351	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-S301	2	3	2	2	2	-	-	2	3	2	-	2	2	2	-	2	1	1	1	2
BPY-302	2	2	2	1	1	2	2	-	3	3	-	2	2	1	2	1	1	1	1	3
BPY-C401	3	-	-	1	-	-	2	2	-	-	-	-	-	1	-	-	-	3	-	-
BPY-C451	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-S401	2	1	3	2	2	-	-	3	2	2	-	2	3	2	2	1	3	2	2	-
BPY-S402	2	2	2	2	3	-	-	1	3	3	-	1	2	1	2	2	-	-	2	3
BPY-501	2	-	1	2	3	-	-	3	3	3	2	1	3	1	-	2	3	1	2	2
BPY-503	3	1	3	1	-	-	-	2	1	2	-	2	2	2	2	1	1	-	2	-
BPY-551	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-S501	2	2	2	2	-	-	-	1	1	2	-	2	1	2	2	-	3	2	-	1
BPY-S502	1	-	-	1	2	-	3	-	-	-	-	-	-	-	-	-	-	3	-	-
BPY-501	2	1	2	1	3	-	-	2	2	3	-	1	2	1	2	3	1	2	1	2
BPY-601	2	3	3	2	2	-	-	3	2	1	2	3	2	3	2	1	2	2	2	2
BPY-603	3	2	2	1	3	-	-	-	1	-	-	-	-	2	1	1	-	-	-	3
BPY-651	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
BPY-S601	2	2	2	2	-	-	-	2	2	2	-	-	2	3	2	2	-	2	2	-
BPY-601	2	3	3	2	2	-	-	3	2	1	2	3	2	3	2	2	2	2	2	2
BPY-C701	3	-	1	2	-	-	-	1	2	-	-	-	2	1	-	-	-	-	-	2
BPY-C703	3	-	-	2	-	-	2	2	1	1	-	-	2	1	1	3	1	1	1	-
BPY-C704	1	-	-	1	-	-	3	2	-	-	-	-	-	-	-	-	-	3	3	-
BPY-C705	2	2	1	1	2	-	2	-	-	2	-	-	-	-	2	-	-	2	2	-
BPY-C801	3	-	-	1	2	-	-	2	2	-	-	2	-	-	-	-	-	-	-	-
BPY-C803	3	3	2	2	2	-	-	1	-	-	-	-	1	-	-	-	-	-	2	-
BPY-C804	3	-	-	2	-	-	3	2	-	-	-	-	-	-	-	-	-	-	2	-
BPY-C805	2	2	1	2	2	-	3	-	1	-	-	-	-	1	-	-	-	-	2	-

DSC/ DSE/GE	Subject Code	Subject Title	Period Per Week			Evaluation Scheme				Subject Total
			L	T	P	Sessional			ESE	
						Credit	CT	TA		
B.A. I Year										
Semester - I										
DSC-1	BPY-C101	Foundation of Psychology	4		-	4	20	10	70	100
	BPY-C151	Practical- 1	-		4	2	15	15	70	100
Semester - II										
DSC-2	BPY-C201	Introduction of Social Psychology	4		-	4	20	10	70	100
	BPY-C251	Practical-2	-		4	2	15	15	70	100
Total						12				400
B.A. II Year										
Semester - III										
DSC-3	BPY-C301	Psychological Disorders	4		-	4	20	10	70	100
	BPY-C351	Practical- 3	-		4	2	15	15	70	100
SEC-1	BPY-S301/ BPY-S302	Managing Stress/ Application of Social Psychology	4		-	4	20	10	70	100
Semester - IV										
DSC-4	BPY-C401	Statistical Methods and Psychological Research	4		-	4	20	10	70	100
	BPY-C451	Practical- 4	-		4	2	15	15	70	100
SEC-2	BPY-S401/ BPY-S402	Psychology in Education/ Developing Emotional Competence	4		-	4	20	10	70	100
Total						20				600
B.A. III Year										
Semester - V										
DSE-1	BPY-E501/ BPY-E502/ BPY-E503/ BPY-E504	Life Span Development/ OR Similar Swayam Course of equivalent or more credit/OR Organizational Psychology/ OR Similar Swayam Course of equivalent or more credit	4 - - -	- - - -	- - - -	4 - - -	20 - - -	10 - - -	70 - - -	100
	BPY-C551	Practical- 5	-		4	2	15	15	70	100
SEC-3	BPY-S501/ BPY-S502	Making Decision/ Research Project	4		-	4	20	10	70	100
GE-1	BPY-G501	Foundation of Psychology	4	2	-	6	20	10	70	100
Semester - VI										
DSE-2	BPY-E601/ BPY-E602 BPY-E603/ BPY-E604	Counselling Psychology OR Similar Swayam Course of equivalent or more credit/ OR Health and Wellbeing OR Similar Swayam Course of equivalent or more credit	4 - - -	- - - -	- - - -	4 - - -	20 - - -	10 - - -	70 - - -	100
	BPY-C651	Practical- 6	-		4	2	15	15	70	100
SEC-4	BPY-S601	Managing Human Resources	4		-	4	20	10	70	100
GE-2	BPY-G601	Counselling Psychology	4	2	-	6	20	10	70	100
Total						32				800
B.A. IV Year										
Semester-VII										
DSC-5	BPY-C701	Experimental Psychology	4	2	-	6	20	10	70	100
DSC-6	BPY-C702	Psychology of Personality	4	2	-	6	20	10	70	100
DSC-7	BPY-C703	Research Methodology	4	2	-	6	20	10	70	100
	BPY-C704	Survey and Field work/ Research Project/ Dissertation	6		-	6	20	10	70	100

Semester-VIII										
DSC-8	BPY-C801	Cognitive Processes	4	2	-	6	20	10	70	100
DSC-9	BPY-C802	Psychological Testing	4	2	-	6	20	10	70	100
DSC-10	BPY-C803	Statistical Techniques in Psychology	4	2	-	6	20	10	70	100
	BPY-C804	Research Project/ Dissertation	6		-	6	20	10	70	100
						Total	48			800
						G TOTAL	112			2600
L = Lecture T = Tutorial S= Skill G= Generic P = Practical SP+ Student presentation/Seminars, C= Core , CT = Cumulative Test TA = Teacher Assessment, ESE = End Semester Examination DSC= Discipline Specific Core / DSE= Discipline Specific Elective / GE= General Elective / SEC= Skill Enhancement Course										
NOTE: The program is structured in a semester mode with multiple exit options with Certificate, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The student who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.										
NOTE: If any student due to any reason discontinue the course before completing the B.A. degree, he/she must have to be complete internship as required for getting a certificate/diploma in Psychology										

B.A. Psychology		
Discipline Specific Core (DSC) : Credit: 06 each		
1.	BPY-C101	Foundation of Psychology (4) +
	BPY-C151	Lab (2)
2.	BPY-C201	Introduction to Social Psychology (4) +
	BPY-C251	Lab (2)
3.	BPY-C301	Psychological Disorders (4) +
	BPY-C351	Lab (2)
4.	BPY-C401	Statistical Methods and Psychological Research (4) +
	BPY-C451	Lab (2)
5.	BPY-C701	Experimental Psychology (6)
7.	BPY-C703	Advanced Social Psychology (6)
8.	BPY-C703	Research Methodology (6)
	BPY-C704	Survey and Field work/ Research Project/ Dissertation (6)
9.	BPY-C801	Cognitive Processes (6)
11.	BPY-C802	Psychological Testing (6)
12.	BPY-C803	Statistical Techniques in Psychology (6)
	BPY-C804	Research Project/ Dissertation (6)
Discipline Specific Elective (DSE) : Credit: 06 each		
1.	BPY-E501/ BPY-E502/ BPY-E503/ BPY-E504/	Life span development (4) OR Similar Swayam Course (4) OR Industrial/Organizational Psychology (4) OR Similar Swayam Course (4)
	BPY-C551	Lab (2)
2.	BPY-E601/ BPY-E602/ BPY-E603/ BPY-E604/	Counselling Psychology (4) OR Similar Swayam Course (4) OR Health and Wellbeing (4) OR Similar Swayam Course (4)
	BPY-C651	Lab (2)

Skill Enhancement Course (SEC): Credit: 04 each		
1.	BPY-S301/ BPY-S302	Managing Stress (4) / Applications of Social psychology (4)
2.	BPY-S401/ BPY-S402	Psychology in Education (4) / Developing Emotional Competence(4)
3.	BPY-S501/ BPY-S502	Making Decision (4) / Research Project** (4)
4.	BPY-S601	Managing Human Resources (4)
Generic Elective (GE): Credit: 06 each		
1.	BPY-G501	Foundation of Psychology (6)
2.	BPY-G601	Counselling Psychology (6)
Research Work: Credit: 06 each		
1.	BPY-C704	Survey and Field work / Research Project (6)
2.	BPY-C804	Research Project/ Dissertation (6)
Human Psychology: (Value Addition Course): Credit: 02		
1.	BPY-V101/ BPY-V102	Human Psychology (2)/ OR Swayam course of Equivalent or more Credit in Psychology (2)
<p>** The specific course is offered in the B.A. Fifth Semester. Student can opt research project in lieu of skill paper (SEC) in this semester with the permission of HOD and concerned teacher. Students, those opting for research project in the Fifth semester will be required to present the written consent of the supervisor along with tentative title within the stipulated period. If student fails to get the supervisor's consent then they will be required to opt theory paper in lieu of research project.</p>		

Examination: The examination will be conducted in accordance with this Deemed to be University Rules. The End semester theory examination will be conducted by the controller of examinations. The examiners for end semester practical and field work/research project/dissertation examination will be appointed by the controller of examination. The cumulative test, teacher assessment and internal examination will be co-ordinated by the Department. In field work/research project/dissertation paper, the supervisor will act as internal examiner. The Head, Department of Psychology will co-ordinate all internal and end semester practical examinations.

Field work, Research Project, Dissertation and Practical Examination:

1. The field work, research project, dissertation will carry 100 marks and will be jointly evaluated by internal and external examiners. The field work, research project, distribution of marks will be as follows: Dissertation Report will be of 70 marks and remaining 30 marks will be awarded through viva-voce examination.
2. The end semester practical examination in each semester will carry 70 marks (experiments/tests shall carry 40 marks and 30 marks shall be assigned for viva-voce examination) and will be jointly awarded by internal and external examiners. In each practical examination, a student will be given **ONE** practical to perform during examination. 30 marks shall be reserved for practical record and internal assessment.

BA I Year

BA I Year	DSC –PSY-1	BPY-C101: Foundation of Psychology		Semester-I	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Understanding what Psychology is all about. ▪ Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, perception, memory, emotion and motivation • Developing familiarity with individual level phenomenon such as intelligence and personality. 					
UNIT-I	Introduction:	<ul style="list-style-type: none"> • Psychology: a science and a perspective, • Origin and development of psychology, • Scope of Psychology • methods (correlational & experimental). 		Lectures -10	
UNIT-II	Cognitive processes	<ul style="list-style-type: none"> • Perception: nature of perception, laws of perceptual organization, • learning: conditioning (Pavlovian & Skinnerian), observational learning; • memory: meaning, Stages, types, information processing model, techniques for improving memory. 		Lectures-20	
UNIT-III	Motivation and Emotion	<ul style="list-style-type: none"> • Motives: biogenic (Hunger, Thirst, Sleep) and sociogenic (Achievement, Affiliation and Power) • Emotions: aspects of emotions, key emotions 		Lectures-15	
UNIT-IV	Personality and Intelligence	<ul style="list-style-type: none"> • Personality: nature, theories (Freud, Jung & Maslow) • Intelligence: nature, theories (Spearman, Thurston & Guilford) 		Lectures-15	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. Arun Kumar Singh (2002).Advanced General Psychology. Motilal Banarsidas, New Delhi. 2. Arun Kumar Singh (2010). Vyaktitva Ka Manovigyan, Motilal Banarsidas, New Delhi. 3. Bayer, B. M. &Shotler, J. S. (1998). Reconstructing the psychological subject, LondonSage 4. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: AnIntroduction. Pinnacle Learning, New Delhi. 5. Ciccarelli,S.K & Meyer,G.E (2008). Psychology (South Asian Edition).New Delhi: Pearson 6. Cloninger, S. C. (2021). Theories of personality: Understanding persons (5th ed.). New York: Pearson. 7. Fadiman, J. &Frager, R. (2012). Personality & Personal Growth. (7th Ed.),New York: Prentice Hall 8. Feldman, S.R.(2009).Essentials of understanding psychology(7thEd.) NewDelhi: Tata McGraw Hill. 9. Funder, D. C. (2019). The personality puzzle. New York: W. W. Nortorn & Company. 10. Glassman,W.E.(2009).Approaches to Psychology(5th Ed.) Buckingham:OpenUniversity Press. 11. Hall and Lindzey (2007). Theories of Personality, Johns and Wiley.Snyder and Lopez: Positive Psychology 12. Mayer, J. D. (2007). Readings in personality psychology (1st ed.). New York: Pearson. 					

.BA I Year	DSC-1LAB	BPY-C151 Practicals		Semester-I	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02

NOTE:

Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination. 30 Marks shall be reserved for practical record and internal assessment. In each practical examination, a student will be given ONE practical to perform during examination. A teacher shall be assigned 20 students for daily practical work in laboratory.

Learning Outcomes:

- Student will learn various psychological assessment tools and experiments
- Student will be able to choose appropriate psychological tests based on robust psychometric properties
- Student will be able to administer psychological tests on others
- Student will be able to interpret and reporting results of psychological tests

LIST OF TESTS AND EXPERIMENTS: Any four of the following:

1. Adjustment Inventory
2. Achivement Motivation
3. Introversion-Extroversion Inventory
4. Verbal Intelligence Test
5. Emotional Intelligence
6. Emotional Maturity scale
7. Span of Attention
8. Memorization of Meaningful & Non-meaningful material
9. Reaction Time
10. Zeigarnic Effect.
11. Immediate memory span (Auditory)

BA I Year	DSC -PSY-1	BPY-V101: Human Psychology		Semester-I	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Understanding what Psychology is all about
- Learn about positive emotions
- Learn how people cope with stress and regulate their emotions and also learn skills of stress management techniques to resolve stress in self and others

UNIT-I	Introduction	<ul style="list-style-type: none"> • Meaning and Scope of Psychology, • Key perspectives in Psychology, • Mind-body relationship • Self and Personality 	Lectures -10
UNIT-II	Positive Emotions	<ul style="list-style-type: none"> • Positive emotions: Hope, Optimism, Love • Influence of positive emotion • Emotional intelligence • Happiness 	Lectures-10
UNIT-III	Health & Stress	<ul style="list-style-type: none"> • Health and Well-being • Causes and consequences of Stress • Coping with stress • Management of Stress 	Lectures-10

BOOKS RECOMMENDED:

1. Bayer, B. M. & Shotler, J. S. (1997). Reconstructing the psychological subject, London Sage
2. C.P. Khokhar (2003). A Text Book of Stress, Coping and Health. Shalab Publication. ISBN-13: 978-8188681112
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
4. Ciccarelli, White & Mishra (2017). Psychology (5th Ed.). New Delhi: Pearson
5. Eva Selhub (2020) The Stress Management Handbook. Skyhorse ISBN-13: 1510751941-978
6. Fadiman, J. & Frager, R. (2012). Personality & Personal Growth. (7th Ed.), New York: Prentice
7. Feldman, S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata McGrawHill.
8. Ghosh (2014) Health Psychology: Concepts in Health and Well-being. Pearson Education India. ISBN-13: 9332537620-978
9. Glassman, W.E. (2008). Approaches to Psychology (5th Ed.) Buckingham: Open University Press.
10. Hall C. R. Snyder, Shane J. Lopez (2021). Hand book of Positive Psychology (3rd Ed.). New York: Oxford University Press
11. Meena Hariharan (2020) Health Psychology : Theory, Practice and Research SAGE Publications India ISBN-13: 9353883492-978
12. Shane J. Lopez, Jenniter Teramota Dedotti, C.R. Snyder (2015). Positive Psychology (2015). Sage Publications, Inc
13. विकासकुमार (2020) स्वास्थ्यमनोविज्ञानमोतीलालबनारसीदास ISBN-13: 8120842663-978

BA I Year	DSE	BPY-V102: SWAYAM Course	Semester-I	
Note (1): students can opt similar paper to Human Psychology (BPY-V102) form SWAYAM COURSE of equivalent or more credit Note (2): For SWAYAM courses the student will be required to seek written permission from the HoD			Maximum Marks (MM)	Total Credits
			100	02

BA I Year	DSC-PSY-2	BPY-C201: Introduction to Social Psychology		Semester-II	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Understanding the basic social psychology concepts and familiarize with relevant methods. ▪ Developing skills pertaining to mapping of social reality and understanding how people evaluate social situation. • Familiarizing with the concepts of social affect and group decision making. 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Brief history of social psychology • Definition and Scope of social psychology, • social behaviour and social cognition • approaches towards understanding social behavior 		Lectures -15	
UNIT-II	Individual level processes	<ul style="list-style-type: none"> • Person perception; Meaning of attribution, attribution-theories (Heider, Jone& David, Kelley), biases and errors in attribution; • Attitude: Meaning and characteristics, formation, change and resistance to change 		Lectures-20	
UNIT-III	Interpersonal processes	<ul style="list-style-type: none"> • Interpersonal attraction, • prosocial behaviour, • aggression 		Lectures-10	
UNIT-IV	Group dynamics	<ul style="list-style-type: none"> • Key aspects of groups, • cooperation and conflict, • group decision making 		Lectures-15	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. Baron,R.A.,Byrne,D.&Bhardwaj.G(2015).SocialPsychology(13thEd).New Delhi: Pearson. 2. Chadha, N.K. (2012). Social Psychology. MacMillan. 3. Myers, D.G. (2014). Social Psychology (10th Ed.). New Delhi: Tata McGraw-Hill. 4. Baron, R.A. and Byrne, D. (2008).Samajik Manovigyan (Hindi Sanskaran). Delhi:Pearson. 5. Singh, A.K. (2021).Samaj Manovigyan Ki Rooprekha (12th Ed.). Delhi: Moti Lal Banarsidas. 6. Dr. O.P. Sharma (2011). Samaz Manovigyan, Ritu Publication, Jaipur 7. Dr. R. N. Singh (2012). Adhunik Samaz Manovigyan, Vinod Pustak Mandir, Agra-2. Aggrawal Publication 8. Dr. D. N. Srivastava, Prof. Ranjeet Singh and Dr. Jagdeesh Pandey (1997). Adhunik Samaz Manovigyan, Har Prashad Bharhava, Bhargav Book House, Agra 					

BA I Year	DSC-PSY-2	BPY-C251 Practicals		Semester-II	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02
<p>NOTE:</p> <ul style="list-style-type: none"> • Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination. • 30 Marks shall be reserved for practical record and internal assesment. • In each practical examination, a student will be given ONE practical to perform during examination. • A teacher shall be assigned 20 students for daily practical work in laboratory. 					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Student will learn various psychological assessment tools and experiments • Student will be able to choose appropriate psychological tests based on robust psychometric properties • Student will be able to administer psychological tests on others • Student will be able to interpret and reporting results of psychological tests 					
<p>LIST OF TESTS AND EXPERIMENTS: Any four of the following:</p>					
<ol style="list-style-type: none"> 1. Social Conformity 2. Family Environment Scale 3. Self-Esteem Scale 4. Locus of Control Scale 5. Study of values 6. Attitude scale 7. Frustration Tolerance 8. Inferiority and Insecurity Scale 9. Retroactive–Inhibition 10. Memorization whole vs Part method 11. Maze learning 					

BA II Year	DSC -PSY-3	BPY-C301 Psychological Disorders		Semester-III	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality. ▪ Developing familiarity with the current diagnostic systems. ▪ Acquiring knowledge about anxiety disorders, mood disorders, schizophrenia, learning disorders and therapies 					
UNIT-I	Basic Concepts	<ul style="list-style-type: none"> • Definition and criteria of abnormality, • Diagnostic classification systems • Diathesis Stress Model 		Lectures -12	
UNIT-II	Theoretical perspectives	<ul style="list-style-type: none"> • Biological, • familial, • cultural, • behavioral, • cognitive • psychodynamic 		Lectures-18	
UNIT-III	Clinical states	<ul style="list-style-type: none"> • Generalized Anxiety disorder, Phobia, Obsessive compulsive disorder, • mood disorders-Unipolar, Bipolar; • schizophrenia: Disorganized, Paranoid and Catatonic, • learning disabilities 		Lectures-15	
UNIT-IV	Treatment of disorders	<ul style="list-style-type: none"> • Biological treatment: Pharmacotherapy and Electroconvulsive therapy • Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy. 		Lectures-15	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. A.K. Singh (2013).Modern Abnormal Psychology. Varanasi : Motilal Banarasidas, Delhi. 2. A.K. Singh (2004).Uchhtar Naidanik Manovigyan. Varanasi : Motilal Banarasidas, Delhi. 3. Barlow D.H. and Durand V.M. (2017). Abnormal Psychology: An Integrated Approach (8th Ed.).Wadsworth: New York. 4. Carson,R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2013). Abnormal Psychology(16th Ed.). New Delhi: Pearson. 5. G.B. Mohanty (1998).Text Book of Abnormal Psychology. New Delhi : KalyaniPublishers. 6. Labh Singh and Govind Tiwari (2003).Abnormal Psychology. Agra : Vinod PustakMandir. 7. Shahid Husan (2004).Naidanik Manovigyan,Varanasi : Motilal Banarasidas, Delhi. 					

.BA II Year	DSC-3	BPY-C351 Practicals		Semester-III	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02
<p>NOTE:</p> <ul style="list-style-type: none"> • Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination. • 30 Marks shall be reserved for practical record and internal assesment. • In each practical examination, a student will be given ONE practical to perform during examination. • A teacher shall be assigned 20 students for daily practical work in laboratory. 					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Student will learn various psychological assessment tools and experiments • Student will be able to choose appropriate psychological tests based on robust psychometric properties • Student will be able to administer psychological tests on others • Student will be able to interpret and reporting results of psychological tests 					
<p>LIST OF TESTS AND EXPERIMENTS: Any four of the following:</p>					
<ol style="list-style-type: none"> 1. Anxiety Scale 2. Depression Scale 3. Aggression Scale 4. Concept Formation 5. Moral Judgement Test 6. Eight State Questionnaire 7. Stress Scale 8. Defense Mechanism Inventory 9. Problem solution ability test 10. Intelligence test (Non Verbal) 11. Role of set in problem solving 					

BA II Year	SEC-1	BPY-S301 Managing Stress		Semester-III	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Acquire skills of evaluating stress level of individuals undergoing stress
- Map existing cognitive resources for stress in an individual
- Learn skills of stress management techniques to resolve stress in self and others
- Develop plan of psychological management of stress

UNIT-I	Introduction	<ul style="list-style-type: none"> • Meaning and Characteristics of stress, • Symptoms of Stress (Emotional, Cognitive, Physical and Behavioral), • Causes of stress, Lectures -10 • Types of stress, • Reaction to Stress, • Stress and Health 	Lectures -20
UNIT-II	Model and Theory of Stress:	<ul style="list-style-type: none"> • Selye's GAS Model, • Lazarus's Cognitive theory of stress, • Theory of Helplessness 	Lectures -10
UNIT-III	Coping with Stress	<ul style="list-style-type: none"> • Meaning of Coping, • Types of coping strategies (Emotion focused coping and Problem focused coping) 	Lectures -10
UNIT-IV	Stress Management	<ul style="list-style-type: none"> • Cognitive restructuring, • Behavioral skill training, • Biofeedback training, • Relaxation training (Yoga Nidra, Meditation, Yogic breathing, Asanas, Jacobson Relaxation training), • Environmental changes approach 	Lectures -20

BOOKS RECOMMENDED:

1. C.P. Khokhar (2007). A Text Book of Stress, Coping and Health, Shalabh Publication, Shastri Nagar, Meerut
2. DiMatteo, M.R. & Martin, L.R.(2017). Health psychology. New Delhi:
3. Pearson. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning
4. Taylor, S.E. (2012). Health psychology, 7th Edition. New Delhi: Tata McGraw Hill.

BA II Year

BA II Year	SEC-1	BPY-S302 Applications of Social psychology		Semester-III	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Understanding the basic concept and scope social psychology.
- Understanding the applications of social psychology in media, health, environment, sport and law
- Acquiring the knowledge and skill of social psychology in personal grooming.

UNIT-I	Introduction	<ul style="list-style-type: none"> • Nature, • Scope • relevance of Social Psychology 	Lectures -10
UNIT-II	Application of Social Psychology to Arenas of Life	<ul style="list-style-type: none"> • Media, • Health, • Environment, • Sports • Law 	Lectures -15
UNIT-III	Social Psychology and one's own Life	<ul style="list-style-type: none"> • Optimism, • Personal Relationships, • Academic Performance, • Career and well-Being 	Lectures -15
UNIT-IV	Methods	<ul style="list-style-type: none"> • Self-Report Methods, • Observation methods, • Interview method, • Experimental method and • correlational method 	Lectures -20

BOOKS RECOMMENDED:

1. A.K. Singh (2021) : Samaj Manovigyan Ke Ruprekha(12th Ed.). New Delhi : Motilal Banarasi Das.
2. Kloos,B.,Hill,J.,Thomas,E.,Wandersman,Elias,M.J.&Dalton,J.H.(2012): Community Psychology:Linking Individuals and Communities.Wadsworth,Cengage.
3. R.A. Baron and D. Byrne (2006). Social Psychology. New Delhi : Prentice Hall of India Pvt. Ltd..
4. Schneider,F.W.,Gruman,A.,Coultis,L.M.(Eds)(2012).: Applied Social Psychology: Understanding and Addressing Social and Practical Problems.New Delhi:Sage Publications.

BA II Year	DSC-4	BPY-C401 Statistical Methods and Psychological Research		Semester-IV	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the nature of measurement and its various level • Developing skills to use quantitative techniques such as measures of central tendency, variability and correlation • Knowing how to use the normal probability curve as a model in scientific theory • Acquiring the knowledge of psychological testing and data collection methods 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Statistics: Meaning and types • Scales of measurement, • graphical representation of data 		Lectures-10	
UNIT-II	Data analysis	<ul style="list-style-type: none"> • Measures of central tendency: Mean, median, mode (properties and computation). • Standard deviation: properties and computation. • Correlation: Pearson method, • Properties of Normal Probability Curve (NPC). 		Lectures-20	
UNIT-III	Psychological Testing	<ul style="list-style-type: none"> • Nature of psychological testing, • characteristics of test, • Reliability, • Validity, • Norms, • standardization, • types of tests 		Lectures-20	
UNIT-IV	Methods of Data collection	<ul style="list-style-type: none"> • Questionnaire method • Interview, • observation, 		Lectures-10	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. A.K. Gupta and R. Singh (2009).Research Methodology. New Delhi: Vayu Educationof India. 2. A.K. Singh (1992).Research Methods in Psychology, Sociology and Education.Motilal Banarsidas, New Delhi. 3. A.K. Singh (2017).Tests, Measurements And Research Methods in BehaviouralSciences. Bharti Bhawan, New Delhi. 4. B.Biswal and P.C. Dash (2009). Statistics in Education and Psychology, New Delhi: Dominant Publishers India 5. C.J. Goodwin (2016).Research Psychology (8th Ed.). New York : John Wiley and Sons. 6. Dr. H.K. Kapil (1997).Basic Elements of Statistics H.P. Bhargav, Book House, Agra (Hindi Edition). 7. Dr. H.K. Kapil (1997).Research Methods in Behavioural Sciences. H.P. BhargavBook House, Agra (Hindi Ed.). 8. F.N. Kerlinger (2000).Foundation of Behavioural Research (5th Ed.). Delhi : SurjeetPublications. 9. Garrett,H.E.&Woodworth,R.S.(2005).StatisticsinPsychologyandEducation. 10. Gregory,R.J.(2013).PsychologicalTesting:History,Principles,andApplications(7thEd.). New Delhi: Pearson Education. 11. King,B.M.& Minium,E.W,(2011) Statistical Reasoning in the behavioral Sciences(5th Ed.) USA: John Wiley & Sons. 12. L.H. Kidder (1981). Research Methods in Social Science. Tokyo : Holt Saunders. 13. Lal Bachan Tripathi (2002).Psychological Research Methods. H.P. Bhargav BookHouse, Agra (Hindi Edition). 14. Ramjee Srivastava (1999). Psychological and Educational Measurement, Varanasi: Motilal Banarsidas. 					

BA II Year	SC-4 LAB	BPY-C451: Practicals		Semester-IV	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02
<p>NOTE:</p> <ul style="list-style-type: none"> • Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination. • 30 Marks shall be reserved for practical record and internal assesment. • In each practical examination, a student will be given ONE practical to perform during examination. • A teacher shall be assigned 20 students for daily practical work in laboratory. 					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Student will learn various psychological assessment tools and experiments • Student will be able to choose appropriate psychological tests based on robust psychometric properties • Student will be able to administer psychological tests on others • Student will be able to interpret and reporting results of psychological tests 					
<p>LIST OF TESTS AND EXPERIMENTS: Any four of the following:</p>					
<ol style="list-style-type: none"> 1. Mental Health Scale 2. Social Maturity Scale 3. Interest Inventory 4. Personality Test 5. Adjustment Inventory 6. Optimistic-Pessimistic Attitude Scale 7. Frustration Scale 8. Verbal Conditioning 9. Depth Perception - Pictorial Cues. 10. Verbal Learning - Serial Anticipation Method. 					

BA II Year

BA II Year	SEC-2	BPY-S401: Psychology in Education		Semester-IV	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Understanding the meaning and process of education at individual and social plains
- Developing the understanding of learning process
- Acquire the knowledge of teaching methods and classroom management

UNIT-I	Introduction to Educational Psychology	<ul style="list-style-type: none"> • Nature, scope & relevance of Educational Psychology, • Human Diversity and Education (Socio-cultural Differences: Gender, Socio-Economic Status, Linguistic Diversity) 	Lectures-15
UNIT-II	Psychology in Education	<ul style="list-style-type: none"> • Learning process: Trial & Error; Classical & Operant Conditioning; Insight Theory. • Factors Influencing Learning: Related to Learner, Teacher, Parents, School Environment. • Transfer of Learning: Concept and Factors Influencing it. 	Lectures-15
UNIT-III	Group Dynamics & Leadership	<ul style="list-style-type: none"> • Meaning and scope. Class as a group; social interaction. Individual in a group. • Leadership: style & strategies for developing leadership qualities 	Lectures-15
UNIT-IV	Effective Teaching and Classroom Management	<ul style="list-style-type: none"> • Characteristics of Effective Teachers, • Teaching Methods, • Classroom Management, • Responsibilities of Teachers towards learners with Special Needs 	Lectures-15

BOOKS RECOMMENDED:

1. Arun Kumar Singh (2018). Siksha Manovigyan, New Delhi : Bahrti Bhawan, Publishers and Distributors,
2. Lahey R.B. Graham J. E., (2000). An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
3. M. Suleman, and Ramender Kumar Sinha (1991). Modern Educational Psychology, New Delhi: Motilal Banarsidas
4. S.P. Chaube (1990). Educational Psychology. Agra : Vinod Pustak Mandir.
5. Santrock John W. (2010). Educational Psychology, Inwin Professional Publishers, Delhi.
6. Woolfolk Anita & Woolfolk Hoy Anita (2019). Educational Psychology (14th Ed.), Pearson, New Delhi. |
7. Woolfolk Anita (2004). Educational Psychology, 9th Edition, Allyn and Bacon, Boston. |

BA II Year	SEC-2	BPY-C402 Developing Emotional Competence		Semester-IV	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understanding the emotion and its physiological correlates • Acquiring the basic knowledge of positive and negative emotions • Developing a knowledge of various coping strategies 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Emotions, Key aspects of Emotions, • Physiological Correlates of Emotion 		Lectures-15	
UNIT-II	Positive Emotional States and Well-Being	<ul style="list-style-type: none"> • Self-efficacy, • Empathy, • Gratitude, • Spirituality, • Happiness, • Love, • Hope and Optimism 		Lectures-15	
UNIT-III	Dealing with Problem Emotions	<ul style="list-style-type: none"> • Fear, • Anxiety, • Depression, • Guilt, • Aggression and • Pessimism 		Lectures-15	
UNIT-IV	Coping With Emotional States	<ul style="list-style-type: none"> • Emotion Focused Coping and Problem Focused coping • Socio-Emotional Selectivity and Emotional Story telling. 		Lectures-15	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. Carr,A.(2011).Positive Psychology(2nd Ed.):The science of Happiness and Human Strangth.UK:Routledge. 2. Goleman,D.(2005). : Emotional Intelligence.New York:Bantam Book. 3. Goleman,D.(1998). : Working with Emotional Intelligence. New York:Bantam Book. 4. Singh,A.K.(2015).: Uchtar Samanya Manovigyan (9th Ed.). New Delhi. Motilal Banarsidas Publication 5. Singh,D.(2015).: Emotional Intelligence at Work(4th ed.).New Delhi:Response Books. 6. Snyder,C.R.,Shane,J.Lopez,Jennifer Teramoto Pedrotti(2014): Positive Psychology:The scientific and Practical Explorations of Human Strengths (3rd Ed.). New Delhi:Sage Publications. 					

DISCIPLINE SPECIFIC ELECTIVE (DSE)

- 1. One in 5th Semester and**
- 2. One in 6th Semester**

Note:- Any one

a) BPY-E501: LIFE SPAN AND DEVELOPMENT /OR

BPY-E502 : SWAYAM Course (Similar Swayam Course of equivalent or more credit)

b) BPY-E503: ORGANIZATIONAL PSYCHOLOGY/OR

BPY-E504 : SWAYAM Course (Similar Swayam Course of equivalent or more credit)

BA III Year	DSE 1 Aa	BPY-E501: LIFE SPAN AND DEVELOPMENT		Semester-V	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
- Developing an ability to identify the milestones in diverse domains of human development across life stages.
- Understanding the contributions of socio-cultural context toward shaping human development.

UNIT-I	Introduction to life-span perspective	<ul style="list-style-type: none"> • Nature, issues and theoretical perspectives; • Life-span development; • methods and designs . 	Lectures-10
UNIT-II	Physical development	<ul style="list-style-type: none"> • Patterns of growth from conception till late adulthood; • disability; • Death and dying. 	Lectures-15
UNIT-III	Cognitive development	<ul style="list-style-type: none"> • Cognitive Development: Nature • Piagetian, Vygotskian, and Information processing approaches Cognitive changes in adulthood and old age; • Language development 	Lectures-20
UNIT-IV	Socio-emotional development	<ul style="list-style-type: none"> • Emotional development; • Moral development; • The Self; • Gender and sexuality; • Successful aging 	Lectures-15

BOOKS RECOMMENDED:

1. B.K. Singh (2005). Child Development in India. New Delhi : Adhyayan Publishers.
2. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
3. E.B. Hurlock (2017). Developmental Psychology (5th Ed.). New Delhi : Tata McGraw Hill.
4. Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.
5. L.E. Berk (2017). Child Development (9th Ed.). New Delhi : Prentice Hall of India Pvt. Ltd.
6. Preeti Verma and D.N. Srivastava (2019). Child Psychology : Child Development. Agra : Vinod Pustak Mandir.
7. R.P. Devadas and N. Jaya (1991). A Text Book on Child Development. New Delhi: Macmillan India Ltd.
8. Ramjee Srivastava and L.B. Tripathi (1993). Modern Developmental Psychology. Patna: Motilal Banarasidas.
9. S.P. Chaube (1986). Child Psychology. Agra : Vinod Pustak Mandir.
10. Santrock, J.W. (2019). Atypical approach to life-span development (10th ed.). New-Delhi: Tata McGraw-Hill.

BA III Year	DSE	BPY-E502: SWAYAM Course	Semester-V	
Note (1): students can opt similar paper to LIFE SPAN AND DEVELOPMENT (BPY-E501) form SWAYAM COURSE of equivalent or more credit Note (2): For SWAYAM courses the student will be required to seek written permission from the HoD			Maximum Marks (MM)	Total Credits
			100	04

.BA III Year	DSE-PSY- 1	BPY-E503: ORGANIZATIONAL PSYCHOLOGY		Semester-V	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Acquiring the basic knowledge of workplace psychology and issued in the Indian context
- Developing a deeper understanding of work motivation and employee's work attitude
- Understanding leadership process from different theoretical perspective

UNIT-I	Introduction	<ul style="list-style-type: none"> • Industry and organization; Current status of Organizational psychology, • Organizational psychology in the Indian context. 	Lectures-10
UNIT-II	Work Related Attitudes	<ul style="list-style-type: none"> • Job satisfaction; • Organizational Commitment; • Organizational Citizenship Behavior; • Work Engagement 	Lectures-15
UNIT-III	Work Motivation	<ul style="list-style-type: none"> • Theories and application; • Indian perspective 	Lectures-15
UNIT-IV	Leadership	<ul style="list-style-type: none"> • Contemporary perspectives on leadership; • Cross-cultural leadership issues; • Indian perspective on leadership 	Lectures-20

BOOKS RECOMMENDED:

1. Aamodt, M. G. (2015.) Industrial Organizational Psychology(2015).India: Cengage Learning.
2. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
3. Dr. Muhammad and Dr. Vinay Kumar Choudhary (1991). Adhunik odyogik avumsangathnatmak manovigyan, Motilal Banarsidas, Delhi (Hindi)
4. Dr. R. K. Ojha (2012). Audhyogik manovigyan(1st Ed.), Vinod Pustak Mandir, Agra-2 (Hindi)
5. G. Misra (Ed.). Handbook of Psychology. New Delhi: Oxford University Press.
6. Greenberg,J.&Baron,R.A.(2007).BehaviourinOrganizations(9thEd.).India:DorlingKindersley.
7. Luthans, F. (2017). Organizational behavior(12th Ed.). NewDelhi: McGraw Hill.
8. Muchinsky,P.(2008).Psychologyappliedtowork:Anintroductiontoindustrialand organizational psychology(9th Ed.). NC: Hypergraphic Press.
9. Pareek,U.(2011).Understandingorganizationalbehaviour(3rd Ed.).Oxford:OxfordUniversity Press.
10. Prakash, A. (2011). Organizational behaviour in India: An indigenous perspective.
11. Singh, K. (2010).Organizational Behaviour: Texts & Cases. India: Dorling Kindersley.

BA III Year	DSE	BPY-E504: SWAYAM Course	Semester-V	
Note (1): students can opt similar paper to ORGANIZATIONAL PSYCHOLOGY (BPY-E503) form SWAYAM COURSE of equivalent or more credit Note (2): For SWAYAM courses the student will be required to seek written permission from the HoD			Maximum Marks (MM)	Total Credits
			100	04

BA III Year	DSE-LAB	BPY-E551: Practicals		Semester-V	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02
<p>NOTE:</p> <ul style="list-style-type: none"> Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination. 30 Marks shall be reserved for practical record and internal assessment. In each practical examination, a student will be given ONE practical to perform during examination. A teacher shall be assigned 20 students for daily practical work in laboratory. 					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Student will learn various psychological assessment tools and experiments Student will be able to choose appropriate psychological tests based on robust psychometric properties Student will be able to administer psychological tests on others Student will be able to interpret and reporting results of psychological tests 					
<p>LIST OF TESTS AND EXPERIMENTS: Any Five of the following:</p>					
<ol style="list-style-type: none"> Adolescent Personality Test Life Satisfaction Scale Self Concept Scale Occupational Aspiration Scale Leadership Scale Job Involvement Scale Cooperation and competition Test PGI Social Support Questionnaire Eysenck Personality Inventory Muller-Lyer Illusion 					

BA III Year	SEC-3	BPY-S501: Making Decision		Semester-V	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Acquiring the basic knowledge of decision making and problem solving • Developing an ability to understand and distinguish decisionmaking and judgement • Acquiring the knowledge of effective decision making and its process 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Basic concepts of decision making; • thinking, • problem solving and • concept formation. • Importance of making good decisions, • self-efficacy. 		Lectures-15	
UNIT-II	Decision Making and Judgement	<ul style="list-style-type: none"> • Decision making and Judgement • Difference between reasoning, decision-making and judgement. 		Lectures-15	
UNIT-III	Decision Process	<ul style="list-style-type: none"> • Major heuristics in decision- making, • biases and errors in decision- making. 		Lectures-10	
UNIT-IV	Making Effective Decisions	<ul style="list-style-type: none"> • Decisions regarding career, • decision making in interpersonal context, • Decision making at the workplace. 		Lectures-20	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth cengage Learning, India 2. Arun Kumar Singh (2021).Advanced General Psychology(12th Ed.), New Delhi :Motilal Banarsidas. 3. Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi. 4. Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2011). Developing soft skills(4th Ed.). Pearson Education, India. 					

BA III Year	4-Credit	BPY-S502: Research Project**	Semester-V
<p>Note: The research done can either be empirical data based (Quantitative, Qualitative or Mixed methods) or it can be in the form of a critical review of research and theory.</p>			
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will be able to identify research problem. • Students will be able to designing and conduct an original and ethical research • Student will be able to analyse data and interpret results • Students will be able to write a research project in APA format. 			
<ul style="list-style-type: none"> • The student securing a minimum of 55% marks in aggregate in I, II, III and IV Semester examination (subject to clearing all the theory and practical papers without any back) will have an opportunity to select a Research Project Work (4 credits) in lieu of only skill paper of Vth semester. • Student opting for Research Project will select a topic with the help of supervisor (one of the faculty member). • Researchers have to submit an application along with topic and relevant information through the supervisor to the Head of the Department within 15 days of the starting of the semester V semester. • The Research project in typed form (two copies) following APA manual around thirty to forty pages shall be submitted 15 days before of final end semester exam to the Head of the Department along with Supervisor's certificate. 			
<p>Evaluation:</p> <ul style="list-style-type: none"> • Viva jointly by one Internal and one External Examiner. • Supervisor will act as an internal examiner. • The marks will be awarded jointly by internal and external examiners. • However, HOD will act as coordinator of the examination. 			
<p>Division of Marks:</p>		<ul style="list-style-type: none"> • Report Writing: 	70 Marks
		<ul style="list-style-type: none"> • Viva Voce: 	30 Marks
		<ul style="list-style-type: none"> • Total: 	100 Marks

BA III Year

BA III Year	GE-PSY	BPY-G501: Foundation of Psychology		Semester-V	
Same as Semester-I BPY-C101: Foundation of Psychology					
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understanding what Psychology is all about. • Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, perception, memory, emotion and motivation • Developing familiarity with individual level phenomenon such as intelligence and personality. 					
UNIT-I	Introduction:	<ul style="list-style-type: none"> • Psychology: a science and a perspective, • Origin and development of psychology, • Scope of Psychology • methods (correlational & experimental). 			Lectures -10
UNIT-II	Cognitive processes	<ul style="list-style-type: none"> • Perception: nature of perception, laws of perceptual organization, • learning: conditioning(Pavlovian & Skinnerian), observational learning; • memory: meaning, Stages, types, information processing model, techniques for improving memory. 			Lectures-20
UNIT-III	Motivation and Emotion	<ul style="list-style-type: none"> • Motives: biogenic (Hunger, Thirst, Sleep) and sociogenic (Achievement, Affiliation and Power) • Emotions: aspects of emotions, key emotions 			Lectures-15
UNIT-IV	Personality and Intelligence	<ul style="list-style-type: none"> • Personality:nature, theories (Freud, Jung & Maslow) • Intelligence: nature, theories (Spearman, Thurston & Guilford) 			Lectures-15
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. Arun Kumar Singh (2021).Advanced General Psychology(12th Ed.). Motilal Banarsidas, NewDelhi 2. Arun Kumar Singh (2017).Vyaktitva ka manovigyan(10th Ed.), Motilal Banarsidas, NewDelhi. 3. Bayer, B. M. &Shotler, J. S. (1997). Reconstructing the psychological subject, London Sage 4. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: AnIntroduction. Pinnacle Learning,New Delhi. 5. Ciccarelli,White&Mishra (2017). Psychology (5th Edition).New Delhi: Pearson 6. Cloninger, S. C. (2012). Theories of personality: Understanding persons (6th ed.). New York: Pearson. 7. Fadiman, J. &Frager, R. (2012). Personality & Personal Growth. (7th Ed.),New York: Prentice Hall 8. Feldman, S.R.(2009).Essentials of understanding psychology (7thEd.) NewDelhi: Tata McGrawHill. 9. Funder, D. C. (2019). The personality puzzle(8th Ed.). New York: W. W. Nortorn& Company. 10. Glassman,W.E.(2008).Approaches to Psychology(5th Ed.) Buckingham: Open University Press. 11. Hall and Lindzey (1997). Theories of Personality, Johns and Wiley. Snyder and Lopez: Positive Psychology 12. Mayer, J. D. (2007). Readings in personality psychology (1st ed.). New York: Pearson. 					

BA III Year	DSE-PSY	BPY-E601: COUNSELING PSYCHOLOGY		Semester-VI	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Having a comprehensive understanding of the profession of counselling. • Acquiring basic counselling skills of problem identification and relationship building • Demonstrating skills of helping clients. 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Counselling: Meaning and goals; • Counselling process and relationship; • Counsellor effectiveness, • Counseling in the Indian context 		Lectures -15	
UNIT-II	Approaches	<ul style="list-style-type: none"> • Overview of approaches to counseling: <ul style="list-style-type: none"> ○ Psychodynamic, ○ Behavioral, ○ Person-centered and ○ Cognitive-behavioral 		Lectures-20	
UNIT-III	Techniques	<ul style="list-style-type: none"> • Play, • art, • drama, • music, • dance; • Yoga and meditation 		Lectures-15	
UNIT-IV	Applications	<ul style="list-style-type: none"> • Family Counseling; • School and Career Counseling. 		Lectures-10	
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. A.S. Sharma (2004).Counseling Psychology. New Delhi : Commonwealth Publishers. 2. Amarnath Rai and Madhu Asthana (2017).Guidance and Counselling(3rd Ed.). Varanasi :MotilalBanarasidas. 3. David (2009).Guidance and Counselling. New Delhi : Commonwealth Publishers. 4. Gladding, S. T. (2018).Counseling: A Comprehensive Profession. (8th ed). Pearson 5. M. Asch (2009).Principles of Guidance and Counselling. New Delhi : Sarup and Sons. 6. R.N. Sharma and Rachna Sharma (2013).Guidance and Counseling in India. New Delhi : Altantic Publishers. 7. Rao,S.N.& Sahajpal, P (2013).CounsellingandGuidance.NewDelhi:TataMcGraw Hill. 8. S.K. Chhibber (2004).Guidance and Educational Counseling. New Delhi : Commonwealth Publishers. 9. S.N. Rao (2002).Counselling and Guidance(2nd Ed.). New Delhi : Tata McGraw Hill. 10. Seligman,L.&Reichenberg,L.W.(2013).TheoriesofCounselingandPsychotherapy:Systems, Strategies, and Skills. 4th Ed. Indian reprint: Pearson. 11. Shah Alam (2008). Basics of Guidance and Counselling. New Delhi : Global Vision Publishing House. 					

BA III Year	DSE	BPY-E602: SWAYAM Course	Semester-V	
Note (1): students can opt similar paper to COUNSELING PSYCHOLOGY (BPY-E601) form SWAYAM COURSE of equivalent or more credit Note (2): For SWAYAM courses the student will be required to seek written permission from the HoD			Maximum Marks (MM)	Total Credits
			100	04

BA III Year

BA III Year	DSE-PSY	BPY-E603: HEALTH AND WELL-BEING		Semester-VI	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Learning Outcomes:

- Understanding the spectrum of health and illness for better health management.
- Identifying stressors in one's life and how to manage them.
- Understanding a variety of health enhancing, health protective, and health compromising behaviors and to be able to know their application in illness management.

UNIT-I	Introduction to Health Psychology	<ul style="list-style-type: none"> • Meaning and Components of health, • mind and body relationship, • goals of health psychology 	Lectures -15
UNIT-II	Well-Being	<ul style="list-style-type: none"> • Components of well-being: life satisfaction, self-esteem, self-concept, Self-confidence 	Lectures-10
UNIT-III	Stress, illness and pain	<ul style="list-style-type: none"> • Causes and consequences of stress • coping with stress, • pain and illness. 	Lectures-15
UNIT-IV	Health enhancing behaviors	<ul style="list-style-type: none"> • Measures for well-being; • psychological factors: resilience, hope, optimism; • exercise, safety, nutrition. 	Lectures-20

BOOKS RECOMMENDED:

1. C.P. Khokhar (2003). A text Book of Stress, Coping and Health, Shalabh Publication, 259/5 Shastri Nagar, Meerut.
2. C.P. Khokhar (2007). Stress, Coping and Health, Shalabh Publication, 259/5 Shastri Nagar, Meerut.
3. DiMatteo, Martin and Tucker (2017). Health psychology. New Delhi: Pearson.
4. Sarafino, E.P. (2014). Health psychology: Bio psychosocial interactions (8th Ed.). NY: Wiley.
5. Snyder, C.R., & Lopez, S.J. (2018). Positive psychology :The scientific and practical explorations of human strengths (4th Ed.). Thousand Oaks, CA: Sage.
6. Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill.

BA III Year	DSE	BPY-E604: SWAYAM Course	Semester-V	
<p>Note (1): students can opt similar paper to HEALTH AND WELL-BEING (BPY-E602) form SWAYAM COURSE of equivalent or more credit</p> <p>Note (2): For SWAYAM courses the student will be required to seek written permission from the HoD</p>			Maximum Marks (MM)	Total Credits
			100	04

BA III Year

BA III Year	DSE-6 LAB	BPY-E651: Practicals		Semester-VI	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	02

NOTE:

- Experiments shall carry 40 Marks and 30 Marks shall be assigned for viva-voce examination.
- 30 Marks shall be reserved for practical record and internal assessment.
- In each practical examination, a student will be given ONE practical to perform during examination.
- A teacher shall be assigned 20 students for daily practical work in laboratory.

Learning Outcomes:

- Student will learn various psychological assessment tools
- Student will be able to choose appropriate psychological tests based on robust psychometric properties
- Student will be able to administer psychological tests on others
- Student will be able to interpret and reporting results of psychological tests
- Demonstrate skill of implementing biofeedback for relaxation and stress management

LIST OF TESTS AND EXPERIMENTS: Any Five of the following:

1. Occupational Stress
2. Modernization Scale
3. Quality of Life Scale
4. Social Competence Scale
5. Role conflict Scale
6. Emotional Intellence Scale
7. Altruism Scale
8. PGI Health Questionnaire.
9. Social Intelligence Scale
10. Sixteen Personality Factors
11. PGI Well Being Scale
12. Biofeedback

BA III Year

BA III Year	SEC-4	BPY-S601: Managing Human Resources		Semester-VI	
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Developing the ability to assist in resolving human resource problems, particularly related to recruitment, selection, performance appraisal training and career development. • Demonstrating skills to conduct training needs analysis using appropriate quantitative/qualitative methods. • Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system. 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Meaning, Scope and Objectives of HRM, Importance, Evolution of the Concept of HRM, • Approaches to HRM: Personal Management Vs Human Resource Management, • HRM and Competitive Advantage, • Traditional Vs Strategic Human Resource Management 			Lectures -15
UNIT-II	Human Resource Practices/Planning	<ul style="list-style-type: none"> • Recruitment and Selection, • Job Analysis, Job Description, Job Satisfaction, • Methods of Job Analysis, • Job Evaluation: Conventional Vs Strategic Planning, • Recruitment, Source of Recruitment, Methods 			Lectures-15
UNIT-III	Placement	<ul style="list-style-type: none"> • Training of Employees, Need for Training, Objectives, • Approaches, Training Environment, • Areas of Training, • Training Evaluation Methods. 			Lectures-15
UNIT-IV	Performance Appraisal and Career Planning	<ul style="list-style-type: none"> • Need & Importance, Objectives, • Process- Methods and Problems of Performance Appraisal, • Concept of Career Planning, Features, • Methods- Uses of Career Development 			Lectures-15
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. D.A. DeCenzo and S.P. Robbins (2015). Human Resource Management(12th Ed.). New York : John Wiley and Sons. 2. Flippo, Edvin B. (1984). Personnel Management. New Delhi: Tata McGraw Hill 					

3. G. Dessler (2020). Human Resource Management(16th Ed.). Pearson Education
4. P. Hersey and K.H. Blanchard (2012). Management of Organizational Behaviour : Utilizing Human Resources(10th Ed.). Pearson
5. Subha Rao P. (2014). Human Resources Management. Delhi: Himalaya Publication House

BA III Year	DSE-PSY	BPY-G601: COUNSELING PSYCHOLOGY		Semester-VI	
Same as Semester-II BPY-E601: Counseling Psychology					
Total Lectures	Time Allotted for End Semester Examination	Marks Allotted for Internal Assessment	Marks Allotted for End Semester Examination (ESE)	Maximum Marks (MM)	Total Credits
60	3 Hrs.	30	70	100	04
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>					
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Having a comprehensive understanding of the profession of counselling. • Acquiring basic counselling skills of problem identification and relationship building • Demonstrating skills of helping clients. 					
UNIT-I	Introduction	<ul style="list-style-type: none"> • Counselling: Meaning and goals; • Counselling process and relationship; • Counsellor effectiveness, • Counseling in the Indian context 			Lectures -15
UNIT-II	Approaches	<ul style="list-style-type: none"> • Overview of approaches to counseling: <ul style="list-style-type: none"> ○ Psychodynamic, ○ Behavioral, ○ Person-centered and ○ Cognitive-behavioral 			Lectures-20
UNIT-III	Techniques	<ul style="list-style-type: none"> • Play, • art, • drama, • music, • dance; • Yoga and meditation 			Lectures-15
UNIT-IV	Applications	<ul style="list-style-type: none"> • Family Counseling; • School and Career Counseling. 			Lectures-10
<p>BOOKS RECOMMENDED:</p> <ol style="list-style-type: none"> 1. A.S. Sharma (2004).Counseling Psychology. New Delhi : Commonwealth Publishers. 2. Amarnath Rai and Madhu Asthana (2014).Guidance and Counselling(5th Ed.). Varanasi :MotilalBanarasidas. 3. David (2004).Guidance and Counselling. New Delhi : Commonwealth Publishers. 4. Gladding, S. T. (2018).Counseling: A Comprehensive Profession. (8th ed). Pearson 5. M. Asch (2009).Principles of Guidance and Counselling. New Delhi : Sarup and Sons. 6. R.N. Sharma and Rachna Sharma (2013).Guidance and Counseling in India. New Delhi : Altantic Publishers. 7. Rao,S.N.& Sahajpal, P (2013).CounselingandGuidance.NewDelhi:TataMcGraw Hill. 8. S.K. Chhibber (2004).Guidance and Educational Counseling. New Delhi : Commonwealth Pub.. 9. S.N. Rao (2002).Counselling and Guidance. New Delhi : Tata McGraw Hill. 10. Seligman,L.&Reichenberg,L.W.(2013).TheoriesofCounselingandPsychotherapy:Systems, Strategies, and Skills. 4th Ed. Indian reprint: Pearson. 11. Shah Alam (2008). Basics of Guidance and Counselling. New Delhi : Global Vision Publishing 					

B.A. IV Year		DSC	BPY-C701: EXPERIMENTAL PSYCHOLOGY	SEMESTER-VII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>				
<p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Illustrate structure and functions of central nervous system • Explain human behaviors on the basis of learning, motivation and emotions • Develop an insight into the applications of principles and theories of learning, motivation and emotion for solving human problems 				
UNIT-I	Central Nervous System	<ul style="list-style-type: none"> • Structure and functions of human brain, • spinal cord, • medulla oblongata, cerebellum, thalamus and hypothalamus, cerebrum. 	Lectures -20	
UNIT-II	Peripheral Nervous System	<ul style="list-style-type: none"> • Cranial nerves and spinal nerves. • Sympathetic and Para-Sympathetic nervous system - structure and functions. • Endocrine glands and Psychological functions. 	Lectures-20	
UNIT-III	Learning	<ul style="list-style-type: none"> • Learning- Meaning and nature; • Classical conditioning - Procedure, Phenomena, and related issues; • Instrumental conditioning - Phenomena, paradigms and theoretical issues; • Reinforcement - Basic variables and schedules; • Verbal Learning-Nature, materials and methods of verbal learning. Determinants of verbal learning; • Transfer of learning 	Lectures-20	
UNIT-IV	Motivation	<ul style="list-style-type: none"> • Motivation: Basic motivational concepts; • Biological motives: Hunger, thirst, sleep and sex • Social motives: Achievement, affiliation, power, aggression and approval • Maslow's Need Hierarchy Theory; 	Lectures-15	
UNIT-V	Emotion	<ul style="list-style-type: none"> • Emotion – Meaning, characteristics, classification; • Physiological correlates of emotions, importance of nervous system in emotion; • Theories of emotions - James-Lange & Cannon – Bard, Cognitive appraisal theory; • Emotion and cognition; 	Lectures-15	
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Govind Tiwari & Roma Pal (2001) Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir ISBN-13: 9788174571762 2. Michael R. D'Amato (1970) Experimental Psychology: Methodology, Psychophysics and Learning. McGraw-Hill Inc. ISBN-13: 9780070152304 3. Woodworth and Scholobergs (2008). Experimental Psychology. Oxford & Ibh Publishing Co. Pvt Ltd. ISBN-13:9788120417083 4. अरुण कुमार सिंह (2015) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास. ISBN-13: 9788120820821 5. बनारसीदास तिवारी एवं अनुपम नाथत्रिपाठी (2017) दैनिक मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13:9788120824089 6. मुहम्मद सुलेमान (2015) सामान्य मनोविज्ञान : मूलप्रक्रियाएं एवं संज्ञानात्मक प्रक्रियाएं मोतीलाल बनारसीदास ISBN-13: 9788120831841 7. सरयू प्रसाद चौबे (2005) सामान्य मनोविज्ञान के मूलतत्व, कन्सेप्टपब्लिशिंग ISBN: 81-80691713 				

B.A. IV Year		DSC	BPY-C702: PSYCHOLOGY OF PERSONALITY	SEMESTER-VII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks
<ul style="list-style-type: none"> LEARNING OUTCOMES: Understand biological and environmental influences on personality development Develop a critical understanding of personality through various theories Learn how to assess personality in accordance with specific theoretical perspectives Develop capability to apply knowledge of personality theories for self and societal growth 				
• Unit-I	• Personality	• Meaning and Scientific Study of the Personality,		
• Unit-II	• Determinants of Personality	• Biological-genetic determinants of personality, • Environmental (Socialization, Society and Culture) factors contributing to personality development.		
• Unit-III	• Psychodynamic and Psychosocial Approaches	• Sigmund Freud • CG Jung • Alfred Adler • Abraham Maslow • Henry Murray • Carl Rogers		
• Unit-IV	• Trait and Type Approaches	• Gordon Allport • Raymond Cattell • H.J. Eysenck • Big Five Factors Models		
• Unit-V	• Behaviouristic and Learning Approaches	• B.F. Skinner • Albert Bandura • Walter Mischel		
Books Recommended: <ol style="list-style-type: none"> अरुण कुमार सिंह (2017) व्यक्तित्व का मनोविज्ञान मोतीलाल बनारसीदास ISBN-13: 978-8120821996 मधु अस्थाना एवं किरन बाला वर्मा (2008) व्यक्तित्व मनोविज्ञान मोतीलाल बनारसीदास ISBN-13 : 978-8120821965 आर बी त्रिपाठी एवं आर एन सिंह व्यक्तित्व का मनोविज्ञान वाराणसी: गंगा सरन एन्ड ग्रैंड संस Jess Feist, Gregory Feist and Tomi-Ann Roberts (2018) Theories of Personality McGraw Hill Education ISBN-13: 978-9353162078 Sydney Ellen Schultz and Duane Schultz (2013) Theories of Personality Cengage ISBN-13: 978-8131520772 John B. Campbell, Calvin S. Hall and Gardner Lindzey (2007) Theories of Personality Wiley ISBN-13: 978-8126510924 Ryckman (2014) Theories of Personality. Cengage India ISBN-13: 978-8131525753 				
Pattern of Theory Question Paper: The theory paper will consist of two sections. Section-A will be of 30 marks in which 10 short answer type questions will be asked and the student will have choice to answer any five questions, each question will carry 06 marks. The Section-B shall be of 40 marks and will contain 08 questions of long answer type and the student will have a choice to answer any four questions. Each question will carry 10 marks. The examiner will be required to set up a question paper covering the entire syllabus uniformly.				

B.A. IV Year		DSC	BPY-C703: RESEARCH METHODOLOGY	SEMESTER-VII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

LEARNING OUTCOMES:

- Formulate testable hypotheses, use research designs, draw sample and select relevant tools
- Design basic as well as socially relevant research studies using scientific methods
- Get sensitized to ethical issues in conducting and publication of psychological researches

UNIT-I	Research Process	<ul style="list-style-type: none"> • Meaning and characteristics of scientific research; • Research Problem, types of research problems, sources of research problem, evaluation of research problem; • Variable, types of variables, Measurement of dependent variables, • Hypothesis, characteristics of a good research hypothesis, types and functions of hypothesis. 	Lectures -20
UNIT-II	Types of Research	<ul style="list-style-type: none"> • Experimental Research- meaning, selection, manipulation and control of independent and extraneous variables, types of experimental research. • Non-experimental research-meaning, characteristics, types, survey research, Ex-post facto Research • Quasi Experimental Research-meaning and types • Correlational Research 	Lectures-20
UNIT-III	Research Design	<ul style="list-style-type: none"> • Meaning, characteristics and purpose, Criteria of good research design, • Types of research design-Between groups design, Within groups design, Factorial design, Randomized design, Matched group designs. 	Lectures-20
UNIT-IV	Sampling	<ul style="list-style-type: none"> • Meaning, Purpose, Sampling error, • Types of sampling, • Factors influencing sampling decision - size, accessibility and cost. 	Lectures-15
UNIT-V	Methods of Data Collection and Report Writing	<ul style="list-style-type: none"> • Observation and Rating Scales • Questionnaire & Schedule • Interview • Report Writing - Research Report Writing based on APA Style, • Ethical issues in psychological research - APA ethics code 	Lectures-15

Books Recommended:

1. A.K. Gupta and R. Singh (2009). **Research Methodology**. New Delhi: Vayu Education of India
2. C.J. Goodwin (2016). **Research in psychology methods and design(8th Ed.)**. John Wiley and Sons. ISBN-13: 978-0471763833
3. CR Kothari and Gaurav Garg (2017) **Research Methodology: Methods and Techniques**, New Age International Pvt Ltd Publishers. ISBN-13: 978-8122436235
4. F.N. Kerlinger (2017). **Foundation of Behavioural Research**. Surjeet Publications. ISBN-13: 978-8122904765
5. K.D. Broota (2006). **Experimental Designs in Behavioural Research**.New Age International Publishers ISBN-13: 978-8122402155
6. Leslie G. Portney (2020) **Foundations of Clinical Research: Applications to Evidence-Based Practice** F.A. Davis Company ISBN-13: 978-0803661134
7. अरुण कुमार सिंह (2017) **मनोविज्ञान, समाज शास्त्र तथा शिक्षा में शोधविधियाँ**, मोतीलाल बनारसीदास ISBN-13: 978-8120824119
8. एच के कपिल (2010) **अनसुंधान विधियां व्यवहार परक विज्ञानों में**, भार्गव बुकहाउस, आगरा

BA IV Year	DSC	BPY-C704: Survey and Field Work / Research Project		Semester-VII
Max Marks		Credit	Report Writing	Viva-Voce
100 (70+30)		06	70	30
LEARNING OUTCOMES (FOR SURVEY):				
<ul style="list-style-type: none"> • Acquire practical skills of assessing persons with abnormal behaviors • Demonstrate skills of doing case studies of persons having issues of abnormal behaviors • Learn various psychological assessment tools applicable in assessment of abnormal behaviours 				
SURVEY: Student will have to identify at least two persons in need of psychological counseling in the community and perform the following				
<ul style="list-style-type: none"> (a) Case history (b) Interview (c) Psychological Testing (d) Counseling or psychotherapy. 				
This case study will be done under supervision of concerned faculty of the department and submit about 10 page typed report of each case study for practical examination.				
OR				
LEARNING OUTCOMES (FOR RESEARCH PROJECT):				
<ul style="list-style-type: none"> (a) Students will be enable to identify research problem. (b) Students will be enable to designing and conduct an original and ethical research (c) Student will be able to analyse data and interpret results (d) Students will be able to write a research project in APA format. 				
RESEARCH PROJECT:				
<ul style="list-style-type: none"> (a) The research done can either be empirical data based (Quantitative, Qualitative or Mixed methods) or it can be in the form of a critical review of research and theory. (b) Student opting for Research Project will select a topic with the help of supervisor (one of the faculty member). (c) Researchers have to submit an application along with topic and relevant information through the supervisor to the Head of the Department within 15 days of the starting of the semester VII semester. (d) The Research project in typed form (two copies) following APA manual around fifty pages shall be submitted 15 days before the final end semester exam to the Head of the Department along with Supervisor's certificate. 				
Evaluation:				
<ul style="list-style-type: none"> (a) Viva jointly by one Internal and one External Examiner. (b) Supervisor will act as an internal examiner. (c) The marks will be awarded jointly by internal and external examiners. (d) However, HOD will act as coordinator of the examination. 				
Division of Marks:		Report Writing	70 Marks	
		Viva Voce	30 Marks	
		Total	100 Marks	

B.A. IV Year		DSC	BPY-C801: COGNITIVE PROCESSES	SEMESTER-VIII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>				
<p>COURSE OUTCOMES:</p> <ul style="list-style-type: none"> • Understand cognitive processes of attention, perception, memory, thinking, creativity, concept formation, decision making, problem solving and intellectual functioning • Explain factors and theories related to cognitive processes • Evaluate cognitive processes in human beings and apply the knowledge to solve human problems 				
UNIT-I	Attention and Perception	<ul style="list-style-type: none"> • Attention – meaning, characteristics, types, determinants, selective and sustained attention, theories of attention. • Perception- meaning, Gestalt laws, Figure-ground organization, Perception of depth and movement, Perceptual constancy - Brightness, size and shape, illusions. 	Lectures -20	
UNIT-II	Memory and Forgetting	<ul style="list-style-type: none"> • Memory – meaning, stages, types (STM and LTM), Methods and Materials, determinants of memory, Atkinson–Shiffrin model, information processing model • Forgetting- Concepts, Causes, forgetting curve • Theories of forgetting –interference theory, preservation-consolidation theory. 	Lectures-20	
UNIT-III	Thinking and Problem solving	<ul style="list-style-type: none"> • Thinking – meaning, Types, thinking and imagination, Language and thinking. • Problem solving- Nature, methods of problem solving, factors influencing problem solving, steps of problem solving 	Lectures-20	
UNIT-IV	Concept Formation, Creativity and Decision Making	<ul style="list-style-type: none"> • Concept formation-nature, types of concepts, factors influencing concept formation • Creativity - Definition and measurement of creativity, • Decision Making - Framing Effect, Individual, Group Decision Making, Risk taking and performance 	Lectures-15	
UNIT-V	Human Abilities	<ul style="list-style-type: none"> • Intelligence - definition, types, • Concept of mental age and IQ, heritability • Theories of intelligence - Thurston, Gardner, Sternberg 	Lectures-15	
<p>Books Recommended:</p> <ol style="list-style-type: none"> 1. J.W. Kling and L. A. Riggs (1984) Wordsworth and Schlosberg's Experimental Psychology. ISBN-13: -978 0030686801 2. Michael W. Eysenck and Mark T. Keane (2015) Cognitive Psychology: A Student's Handbook(7th Ed.). Psychology Press. ISBN-13: 978-1848724167 3. R.L. Solso (2007). Cognitive Psychology(8th Ed.). Pearson Education. ISBN-13: 0205521081-978 				

4. अरुण कुमार सिंह (2013) संज्ञानात्मक मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13: 978-8120827370
5. अरुण कुमार सिंह (2015) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13: 978-8120820821
6. बीना श्रीवास्तव एवं वर्षा आनंद (2019) संज्ञानात्मक मनोविज्ञान। मोतीलाल बनारसीदास ISBN-13: 978-8120829374
7. मुहम्मद सुलेमान(2015) सामान्य मनोविज्ञान: मूलप्रक्रियाएं एवं संज्ञानात्मक प्रक्रियाएं मोतीलाल बनारसीदास ISBN-13: 978-8120831841
8. सरयू प्रसाद चौबे (2005) सामान्य मनोविज्ञान के मूलतत्त्व, कन्सेप्ट पब्लिशिंग ISBN: 81-80691713

B.A. IV Year		DSC	BPY-C802: PSYCHOLOGICAL TESTING	SEMESTER-VIII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks
<p>NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.</p>				
<p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Acquire knowledge and skills of performing psychological tests of personality, interest and aptitude • Understand factors affecting performance on psychological tests • Explain applicability of various psychological tests in different settings • Perform psychological testing of special population. • Sensitive to ethical issues in psychological testing 				
UNIT-I	Psychological Test	<ul style="list-style-type: none"> • Nature, Uses, Functions and Types of Psychological Tests. • Test Administration –Effects of examiner and situational variables, Test-takers perspective. • Effects of training on test performance. 	Lectures -20	
UNIT-II	Measurement of Aptitude and Abilities	<ul style="list-style-type: none"> • Group Tests – Multidimensional Aptitude Battery • Multilevel Aptitude Batteries – Cognitive Ability Test. • Multiple Aptitude Test Batteries – Differential Aptitude Test. 	Lectures-20	
UNIT-III	Personality Testing	<ul style="list-style-type: none"> • Self Inventories – MMPI, EPQ, 16 PF, NEO Personality Inventory. • Projective Techniques – Inkblot, Pictorial, Completion. 	Lectures-20	

UNIT-IV	Interest Inventories	<ul style="list-style-type: none"> Strong Interest Inventory, Kuder Interest Inventory, Jackson's Vocational Interest Inventory 	Lectures-15
UNIT-V	Tests for Special Population	<ul style="list-style-type: none"> Infant and Pre-school testing, Assessment of persons with intellectual disabilities. 	Lectures-15

Books Recommended:

1. Akbar Husain (2012) Psychological Testing Pearson Education India. ISBN-13: 8131770238-978
2. Anne Anastasi and Susana Urbina (2016) Psychological Testing(7th Ed.). Pearson Education India. ISBN-13: 9332575585-978
3. Arun Kumar Singh (2017) Tests, Measurements and Research Methods in Behavioural Science . Bharati Bhawan Publishers & Distributors ISBN-13: 8177097436-978
4. FS Freeman (2018) Psychological Testing Oxford & IBH Publishing ISBN-13: 8120417076-978
5. J. Gregory Robert (2017) Psychological Testing. Pearson Education (7th Ed .) ISBN-13: -978 9332573819
6. Ronald Jay Cohen and Mark E . Swerdlik (2018) Psychological Testing and Assessment (9th Ed.). McGraw Hill Education. ISBN-13: 9353162139-978
7. कुसुम माथुर एवं शाह (2020) मनोवैज्ञानिक परिक्षण, श्रीविनोद पुस्तक मंदिर
8. महेश भार्गव (2016) आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन | राखी प्रकाशन ISBN-13: 9383398065-978

B.A. IV Year		DSC	BPY-C803: STATISTICS IN PSYCHOLOGY	SEMESTER-VIII
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
06	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks

NOTE: The question paper shall consist of two sections (Section-A and Section-B). Section-A shall contain 10 short answer type questions of six marks each and student shall be required to attempt any five questions. Section-B shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

LEARNING OUTCOMES:

- Choose appropriate parametric and non-parametric statistical techniques for data analysis
- Demonstrate skills of calculating various parametric and non-parametric statistics
- Learn normal probability curve and its relevance in statistical reasoning

UNIT-I	Introduction	<ul style="list-style-type: none"> Meaning and types of statistics Nature of Data, Nature of Measurement and Levels of Measurement, Graphical representation of data 	Lectures -15
UNIT-II	Central tendency, variability & NPC	<ul style="list-style-type: none"> Measures of Central Tendency - Mean, Median and Mode Measures of variability: Rang, Quartile, Standard Deviation, Variance NPC- Meaning and Characteristics, Applications of Normal Probability Curve, 	Lectures-20

UNIT-III	Correlation Methods	<ul style="list-style-type: none"> • Concept and Significance, • Product Moment Correlation (Ungrouped Data), • Rank Difference Correlation, • Standard Error of Estimate, 	Lectures-15
UNIT-IV	Parametric Statistics	<ul style="list-style-type: none"> • Standard error of mean • 't' test (Correlated & Uncorrelated). • Significance of difference between means- CR and 't' test • Analysis of variance-one way and two way. • Post-hoc comparison test-Duncon & Scheffe. 	Lectures-20
UNIT-V	Non-Parametric Statistics	<ul style="list-style-type: none"> • Chi-Square Test, • Sign Test, • Median Test, • Mann-Whitney U Test, • Difference between parametric and non-parametric statistics. 	Lectures-20

Books Recommended:

1. Biswal Bhabagrahi and Pramod Chandra Dash (2006) **Statistics in Education and Psychology** Dominant Publishers & Distributors ISBN-13: 8178884097-978
2. Bruce M. King and Edward W. Minium (2018) **Statistical Reasoning in the Behavioral Sciences**(7th Ed.). Wiley. ISBN-13 : 8126531141-978
3. D. Howitt and D. Cramer (2014). **An Introduction to Statistics in Psychology**(6th Ed.). Pearson Education. ISBN-13: 978-0273734307
4. Henry E.Garrett (2005) **Statistics In Psychology & Education** Paragon International Publishers ISBN -13: -978 8189253004
5. J.P. Guilford and Benjamin Fruchter (1978). **Fundamental Statistics in Psychology and Education**. McGraw Hill. ISBN-13: 978-0070251502
6. S. Siegal (1988). **Non-Parametric Statistics for Behavioural Sciences**. McGraw Hill . ISBN-13: 978-0070573574
7. S.A. Haslam and C. McGarty (2003). **Research Methods and Statistics in Psychology**. Sage Publication. ISBN-13: 978-0761942931
8. एच के कपिल (2021) **सांख्यिकी के मूलतत्त्व (सामाजिक विज्ञानों में)** श्रीविनोद पुस्तक मंदिर
9. मुहम्मद सुलेमान (2016) **मनोविज्ञान, शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी** मोतीलाल बनारसीदास ISBN-13: 978-8120827677

.BA IV Year	DSC	BPY-C804: Research Project / Dissertation		Semester-VII
	Max Marks	Credit	Report Writing	Viva-Voce
	100 (70+30)	06	70	30
LEARNING OUTCOMES:				
<ul style="list-style-type: none"> • Students will be enable to identify research problem. • Students will be enable to designing and conduct an original and ethical research • Student will be able to analyse data and interpret results • Students will be able to write a research project in APA format. 				
RESEARCH PROJECT/DISSERTATION:				
<p>(e) The research done can either be empirical data based (Quantitative, Qualitative or Mixed methods) or it can be in the form of a critical review of research and theory.</p> <p>(f) Student opting for Research Project/dissertation will select a topic with the help of supervisor (one of the faculty member).</p> <p>(g) Researchers have to submit an application along with topic and relevant information through the supervisor to the Head of the Department within 15 days of the starting of the semester VII semester.</p> <p>(h) The Research project/dissertation in typed form (two copies) following APA manual around fifty pages shall be submitted 15 days before the final end semester exam to the Head of the Department along with Supervisor's certificate.</p>				
Evaluation:				
<p>(e) Viva jointly by one Internal and one External Examiner.</p> <p>(f) Supervisor will act as an internal examiner.</p> <p>(g) The marks will be awarded jointly by internal and external examiners.</p> <p>(h) However, HOD will act as coordinator of the examination.</p>				
Division of Marks:		Report Writing	70 Marks	
		Viva Voce	30 Marks	
		Total	100 Marks	

--End--