

**Semester-Wise Title of The Papers In Four Year**  
**Undergraduate Honours/Research Program (Psychology)**

<b>Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
1 <sup>st</sup>	I	MJ-1	Introduction to Psychology	Theory + Practical	4+2=6
	II	MJ-2	Abnormal Psychology	Theory + Practical	4+2=6

## **Introduction of Psychology.**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Introduction:**

- (a) What is psychology?
- (b) Methods of psychology.
- (c) Subfields of psychology.
- (d) Psychology in modern India.

### **Unit 2 : Perception:**

- (a) Concept and process.
- (b) Role of attention in perception.
- (c) Perceptual organization.
- (d) Perceptual sets.
- (e) Perceptual constancies.
- (f) Depth perception.
- (g) Distance and movement.
- (h) Illusions.

### **Unit 3 : Learning and Motivation:**

- (a) concept of learning.
- (b) Theories of learning.
  - \* Thorndike.
  - \* Pavlov.
  - \* Tolman.

- (c) Motivation: Concept and types.
- (d) Role of motivation in learning.
- (f) Motivational conflicts.

**Unit 4: Memory**

- (a) Concept.
- (b) Type of memory.
- (c) Difference between LTM and STM.
- (d) Forgetting: Nature and Causes.

**Readings List :**

Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.

Chadha, N.K. and Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi. Pinnacle Learning,

Ciccarelli, S. K. and Meyer, G. E. (2010). Psychology. New Delhi Pearson Education.

Passer, M.W. and Smith, R.E. (2010). Psychology: The Science of mind and behavior. New Delhi: Tata McGraw-Hill.

Md. Suleman (2012) : Adhunic Samanya Manougyan. Patna: Motilal Banarsidas. (In Hindi)

Sing, A. K (2012). Adhunic Samanya Monavigyan. Patna: Motilal Banaridas. (In Hindi)

## **Practical-1**

*Time: 2*

*Full Marks: 25  
(for end semester)*

*Marks distribution; experiment - 15 viva-voce- 5 N. B- 5*

*Four questions will be set out of which candidates be required to answer two questions.*

1. Simple reproductive method.
2. Serial reproduction method.
3. Prompt and anticipation method.
4. Paired association test.

### **Reading List:**

Sinha, R.R.P (2001). Manovigyan me prayog, Parikchan aur Snakhiyeki.Patna: Bharti Bhawan.

Suleiman, M (1999). Manovigyan Prayog aur Parikshan. Patna: Motilal Banarsidas.

Anastasi, A. (1988). Psychological Testing .New York: McMillan.

Singh, A.K. (2011). Uchhtar Manovigyanik Prayog aur Parikshan. Patna: Bharti Bhawan.

## **Abnormal Psychology**

### **Unit I. Introduction:**

- a) Nature and definition.
- b) Difference between Normal and abnormal
- c) Criteria of abnormality.

### **Unit II. Clinical Status:**

- a) Difference between psychosis and psychoneurosis.
- b) Anxiety Disorder- symptoms, etiology.
- c) Conversion Disorder (Hysteria) symptoms etiology.
- d) Schizophrenia, symptoms, cause, type and treatment.

### **Unit III. Alcoholism and Drug Addiction**

- a) Nature and definition.
- b) Causes
- c) Rehabilitation.

### **Unit IV. Mental Retardation:**

- a) Nature, type, Characteristics.
- b) Causes
- c) Rehabilitation and Remedies.

## **Reading List**

Ohman TF and Emery R.E. (1995). Abnormal Psychology. New Delhi: Prentice Hill of India Pvt Ltd.

Adams, HE and Sutkar, P.B. (1984). Comprehensive Hand Book of Psychopathology.

Razaque, Sadique et al. (2012). New Horizons in stress management. New Delhi: Ayushman publication Pvt Ltd.

Singh, A.K. (2002). Adhunik Asamanya Manovigyan. Patna: Motilal Banarsidas.

Q.G. Alam and Srivastava, A. (2012). Apsamanya Manovigyan Azamgarh: Motilal Banarsidas.

## **Practical-2**

*Time: 2*

*Full Marks: 25  
(for end semester)*

*Marks distribution; experiment - 15 viva-voce- 5 N. B- 5*

*Four questions will be set out of which candidates be required to answer two questions.*

- (1) Span of attention (related letter and unrelated letters)
- (2) Distraction of attention (mental task).
- (3) Effect of nature of noise on performance (Discontinuous is continuous noise)
- (4) Effect of rest pause on muscular work.



<b>Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
2 <sup>nd</sup>	III	MJ-3	Bio-psychology	Theory + Practical	4+2=6
	IV	MJ-4	Environmental Psychology	Theory + Practical	4+2=6
		MJ-5	Development of Psychological Thoughts	Theory + Practical	4+2=6

## **Bio-Psychology**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit I : Introduction to biopsychology**

- (a) Nature.
- (b) Scope.
- (c) Methods.

### **Unit 2: The functioning of brain:**

- (a) Structure.
- (b) Functions of neurons.
- (c) Neural conduction.
- (d) Synaptic transmission.
- (e) Organization of nervous systems.

### **Unit 3. Behavioral regulations:**

- (a) Biological basis of learning.
- (b) Biological basis of memory.
- (c) Hormones.
  - ❖ Thyroid gland.
  - ❖ Parathyroid gland.
  - ❖ Pancreas gland.

#### **Unit 4.      Emotionality:**

- (a)    Concept and nature
- (b)    James-Lange theory of emotion.
- (c)    Cannon-Bard theory of emotion.
- (d)    Bodily changes in emotion.

#### **Reading List**

Breedlove, S. M., Rosenzweig, M. R. and Watson, N. V. (2007). *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience* (5<sup>th</sup> Edition). Sunderland, Massachuset.

Carlson, N. R. (2009) *Foundations of Physiology* (6<sup>th</sup> Edition). New Delhi: Pearson Education.

Pinel, J. P. (2011). *Biopsychology* (8<sup>th</sup> Edition). New Delhi: Pearson Education.

Singh, A.K. (2014). *Neuro-psychology*. Patna: Motilal Banarsidas.

Levinthel, Charies F. (1990). *Introduction to Psychological Psychology*. New Delhi: Prentice Hall of India.

## **Practical**

*Time: 2*

*Full Marks: 25  
(for end semester)*

*Marks distribution; experiment - 15 viva-voce- 5 N. B- 5*

*Four questions will be set out of which candidates be required to answer two questions.*

- (1) Effect of mental set on RT
- (2) Phenomenon of RT
- (3) Phenomenon of RT
- (4) Simple RT vs complex RT.

## **Environmental Psychology**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

**Unit 1: Introduction:**

Nature and scope of Environmental Psychology, Importance of Environmental psychology in modern times.

**Unit 2: Methods of Environmental psychology:**

Survey method, Field method, observation method, Experimental method.

**Unit 3: Environmental Social Issues:**

Environmental, culture and behavior Crowding-explanation and consequences.

**Unit 4: Deforestation and Environment :**

Concept, Causes of deforestation, Impact of deforestation on human behavior.

### **Suggested Readings**

Bann, A, Singer, J and Valin, S. (1978). *Advances in Environmental Psychology*. New York: Eribaum.

Ittelson, W.H. et al. (1974). *And Introduction to Environmental Psychology*. New York: Rinehart and Winston.

Jain, Udai (1985). *The Psychological Consequence of Crowding* New York: Sage.

Stokols, D. and Altman (1987). *Handbook of Environmental Psychology (Eds)*. New York: Wiley.

## **Practical - II**

*Time: 4 hours*

*Full Marks: 35  
(for end semester)*

*Marks distribution; experiment - 25 viva-voce- 5 N. B- 5*

*Four questions will be set out of which candidates be required to answer two questions.*

### **Psychophysical Methods:**

- (1) Allexander performance Battery. Pass along test koh's Block design test, Cube construction test.
- (2) General Intelligence test.
- (3) Jalota test of intelligence.
- (4) RPM

### **Reading List**

Groth- Marnat, Garry (2005). The Handbook of Psychological Assessment ( 4 Ed). New York: John wiley and Sons.

Suleiman, M. (2012) Manovigyan Mein Prayog aur Parikshan. Patna: Motilal Banarisidas.

Singh, A.K. (2011). Uchchtar Monovaigyanik Mein Prayog aur Parikshan. Patna: Bharti Bhawan.

## **Development of Psychological Thoughts**

Unit 1 : Structuralism.

Unit II : Functionalism.

Unit III : Behaviour

Unit IV : Freudism.



## **Practical**

- (1) Measurement of aptitude test.
- (2) Clerical aptitude and accuracy test.
- (3) Mechanical reasoning test.
- (4) Abstract reasoning test.

## Practical

- (1) AID Awareness scale- Madhu As
- (2) Corona Virus Awareness scale- Sadique Razaque.
- (3)
- (4)

<b>Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
3 <sup>rd</sup>	V	MJ-6	Development Psychology	Theory + Practical	4+2=6
		MJ-7	Statistical Methods in Psychology	Theory	6
	VI	MJ-8	Personality Theories	Theory + Practical	4+2=6
		MJ-9	Applied Social Psychology	Theory + Practical	4+2=6

## Developmental Psychology

### Unit 1 : Developmental :

Meaning

Aspect of development

Basis of Human Development

Prenatal stage and start of life.

### Unit II: Child growth:

Development

Forms of development.

Factors influencey child developed.

### Unit III: Theory of child development

Freud's theory

Piaget theory

Psycho-social theory

### Unit IV: Juvenile Adulthood

Old age.

## **Practical**

Wechsler Intelligence scale for children Kaufman test of educational achievement  
comprehensive assessment of spoken language developmental test of visual motor  
integration.

Multi factors interest questionnaire by kapoor and singh

Group test of general mental ability by S. Jalota

Developmental screening test by J. Bharat Ray.

Non-verbal intelligence test by Atmanand Sharma.

## Statistics II

Time: 3 Hours

Full Marks: 60  
(for end semester)

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Normal Probability Curve:**

- (a) The nature of normal probability curve.
- (b) Characteristics of normal probability curve.
- (d) Use of normal probability curve.

### **Unit 2: Correlation:**

- (a) Historical perspectives.
- (b) Coefficient of correlation.
- (c) Calculation of Pearson coefficient of correlation.
- (d) Spearman's rank order correlation coefficient.

### **Unit 3: Null hypothesis:**

- (a) Concept.
- (b) Computation of Chi - Square.
- (c) Testing of divergence of observed result from expected on the hypothesis of equal probability.
- (d) 2X2 contingency table.

### **Unit 4: Hypothesis testing and making inferences:**

- (a) Significance of mean difference.
- (b) Computation of t - value ( correlated and uncontrolled).
- (c) Interpretation of t - value.

(d) Level of significance.

**Reading List:**

Suleman, Md. (2012). Shikah and Manovigyan the shankhiki. Patna: Motilal Banarsidas.

Singh, A.K. (2012). Shiksha aum Manovigyan Me Shankhikis. Patna: Motilal Banarsidas.

Garrelt, H.E (2012). Statistics in Psychology and education. New Delhi; Surjeet publication.

Chadha, N.K. and Sehgal, P.R.L. (1984). Statistical Methods in Psychology. New York: EEP.

Mohsin, SM (1992). Fundamental Statistics in Behavioural Sciences. Patna: Motilal Banarsidas.

Kurtz, A.K. and Mayo, M.T. (1979). Statistical Methods in Education and Psychology. New York: Springer-Verlag.

## **Personality Theory**

### Unit 1 : Personality

- (a) Concept and Characteristics.
- (b) Approaches.
- (c) Types and trait.

### Unit II : Psychoanalytic strategies:

- (a) Frued.
- (b) Adler
- (c) Jung

### Unit III : The dispositional strategy

- (a) Murray's need theory
- (b) R.B. cattell : Factor analytic theory.

### Unit IV :

- (a) Maslow need hieruchy theory

### Unit V :

- (a) Biological
- (b) Social Cultural.



## **Personality Testing**

*Time: 4 hours*

*Full Marks: 35  
(for end semester)*

*Marks distribution; experiment - 25 viva-voce- 5 N. B- 5*

*Four questions will be set out of which candidates be required to answer two questions.*

1. Mental Health Inventory- Jagdis and A.K. Srivastava
2. Prejudice Scale- Bharadwaj and Sharma.
3. Anxiety Scale- Durganand Sinha.
4. Superstition Scale- Dubey and Dixit.

## **Applied social Psychology**

## **Practical**

- (a) Emotional intelligence test- Rakesh Panday.
- (b) Suicidal Behaviour Questionnaire- Shwata Shandilya and Alok Gardia.
- (3) Psycho social stress scale- AK Srivastava
- (4) Life satisfaction scale- A.P. Singh

<b>Advance Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
4 <sup>th</sup>	VII	AMJ-1	A. Health Psychology B. Educational Psychology C. Sports Psychology (Select any one)	Theory + Practical	4+2=6
		AMJ-2	A. Clinical Psychology B. Organizational Psychology C. Positive Psychology (Select any one)	Theory + Practical	4+2=6

## Health Psychology

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Introduction to Health Psychology:**

- (a) Components of health as social, emotional, cognitive and physical aspects.
- (b) Relationship between health and psychology.
- (c) Mind and body relationship.
- (d) Goals of health psychology.

### **Unit 2: Well-Being:**

- (a) Concept of well being.
- (b) Components of well-being.

### **Unit 3: Managing stress :**

- (a) Concept and causes.
- (b) Consequences.
- (c) Methods to reduce stress.

### **Unit 4: Health enhancing behaviors:**

- (a) Implications for well-being.
- (b) Psychological factors as resilience, hope, optimism, positive self.
- (C) Physical factors as exercise, safety, nutrition, etc.

### **Reading List:**

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- DeMatteo, M. R. and Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health psychology: Bio-psychosocial interactions (4<sup>th</sup> Ed.).NY: Wiley.
- Snyder, C.R., and Lopex, S.J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health Psychology (6<sup>th</sup> Ed.). New Delhi: Tata McGraw Hill.
- Razaque. et al. (2012). New Horizon in Stress Management. New Delhi: Ayushman publishing House Private Ltd.
- Razaque, et al. (2018). Psychological Dimensions of AIDS. New Delhi: Ayushman Publishing House Private Ltd.
- Prasad, A. (2022). Health and Psychology, Walnut Publication, Bhubneshwar, India, USA, U.K.

## Practical

## Clinical Psychology

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

**Unit 1: Schizophrenia:**

- (a) Symptoms.
- (b) Type.
- (c) Etiology.
- (d) treatment.

**Unit 2: Mood Disorders:**

- (a) Symptoms.
- (b) Type.
- (c) Etiology.
- (d) Treatment.

**Unit 3: Personality Disorders :**

- (a) Antisocial- Personality.
- (b) Borderline personality disorders.
- (c) Sexual disorders (Clinical Picture):
  - \* Paraphilias.
  - \* Gender Identity Disorder.
  - \* Sexual Dysfunction.



#### **Unit 4: Intervention and Management**

- (a) Biological model.
- (b) Psychoanalytic model..
- (c) Cognitive model..
- (d) Behavioral model.

#### **Reading List**

Ahuja, N. (2011). A Short Textbook of Psychiatry (7<sup>th</sup> Ed.) New Delhi: Jaypee.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Intergrated Approach (4<sup>th</sup> Ed.). New Delhi: Pearson Education.

Carson R.C., Butcher, J.N., Mineka, S, and Hooley J.M. (2007). Abnormal Psychology (13<sup>th</sup> Ed.). New Delhi: Pearson Education.

Kring, A.M., Johnson, L.L., Davison, G.C. and Neale, J.M. (2010). Abnormal Psychology (11<sup>th</sup> Ed. ). New York: John Wiley.

## Practical

## Organizational Psychology

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no 1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1 : Introduction and issues in Organizational Psychology:**

- (a) Brief History of Organizational Psychology.
- (b) Current status of Organizational Psychology.
- (c) Psychology in the Indian Context: Organizational Structure.
- (d) Organizational Climate and Culture.

### **Unit 2: Introduction of work related attitudes and work motivation:**

- (a) Job satisfaction, Determinants of job satisfaction.
- (b) Job involvement.
- (c) Organization commitment.
- (d) Organizational Citizenship Behavior.

### **Unit 3: Leadership:**

- (a) Contemporary perspectives on leadership.
- (b) Cross-cultural leadership issues.
- (c) Indian on leadership.
- (d) Diversity issues in leadership.

### **Unit 4: Positive Organizational Behavior:**

- (a) Optimism.
- (b) Skill development in organization.
- (c) Self-Efficacy.
- (d) Work life balance.

### **Reading list:**

Arnoldt, M.G. (2001). *Industrial Organizational Psychology*. Indiana: Cengage Learning.

Greenberg, J. and Baron, R.A. (2007). *Behaviour in Organizations* (9<sup>th</sup> Ed.). Indiana: Dorling Kindersley.

Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). *Organizational Behaviour in India: An indigenous perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Singh, K. (2010). *Organizational behaviour: Texts and Cases*. Indiana: Dorling Kindersley.

## Practical

## **Educational Psychology - II**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Educational Psychology:**

- (a) Concept.
- (b) Scope of educational psychology.
- (c) Contribution of psychology in education.

### **Unit 2: Human Development:**

- (a) Concept, principles and sequential stages of development.
- (b) Factors influencing development and their relative roles.
- (c) General characteristics and problem for each stage.

### **Unit 3: Learning:**

- (a) Concept, Types of learning.
- (b) Various view points of learning.

### **Unit 4: Individual difference: Concept of individual difference:**

- (a) Creativity - nature, process, identification, fostering and guiding, creative children.
- (b) Adjustment of teaching- learning process to suit individual difference, learning style and teaching strategies.

### **Reading List:**

Kakar (2015). Educational Psychology. New Delhi: Prentice Hall.

Skinner (2010). Educational Psychology. New York: Academic.

Singh, A.K. (2015). Shiksha Manovigyan. Patna: Motilal Banarsidas.

Suleman, Md. (2015) Ucchtar Shiksha Manovigyan. Patna: Motilal Banarsidas.

## Practical



## **Sports psychology**

### **Unit I : Introduction to Intervention strategies:**

- 1.1 Introduction, mental skill training in sports, Sports Psychology: A clinician's perspective.
- 1.2 Action theory approach to applied sports psychology.
- 1.3 Eating disorders in sport: from theory to research to intervention.
- 1.4 Psychosocial antecedents of sport injury and intervention for risk reduction.

### Unit II: intervention strategies in sports:

- 1.1 Relaxation Procedures- Progressive Relaxation- Autogenic Training, Transcendental Meditation.
- 1.2 Biofeedback
- 1.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk.
- 1.4 Psyching up strategies.

### Unit III: Psychological Aspect of Overtraining

- 3.1 Performance focus, Psychological Well-being.
- 3.2 Educating Coaches and Athletes about Overtraining,
- 3.3 Physical health, Increasing Coach-Athlete Communication.
- 3.4 Developing Athlete Resources.

### Unit IV: Energy Management among Athletes

- 3.1 Understanding Energy Management-Arousal affecting Performance, Effects of Under arousal and over arousal in performance.
- 3.2 Educating Coaches and Athletes about overtraining.
- 3.3 Physical health, increasing coach-Athlete Communication.

### 3.4 Developing Athlete Resources.

#### Unit IV: Energy Management among Athletes:

- 3.1 Understanding Energy Management- Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance.
- 3.2 Developing Athlete energy management skills.
- 3.3 Phases in energy management-Education Phase, Acquisition Phase and Implementation Phase.
- 3.4 Athletes choking under pressure, preparatory routines in self-paced events (Beginner to skilled athletes)

## **Practical**

- Relaxation Procedures
- Biofeedback Training
- Developing Schedule for Athletic management, Preparation of PST programme

## **Suggested Readings**

Gurbakhsh S. Sandhu (2002). Psychology in Sports – A Contemporary Approach, Friends publication, New Delhi.

Murphy, S.M. (1995). Sport Psychology Intervention, Human Kinetics, Auckland.

Weinberg, R.S, Gould D (2003). Foundation of sports and exercise psychology, 3<sup>rd</sup> Edition, Human Kinetics, South Australia.

Athanasios G. Papaioannou (Editor), Dieter Hackfort (Editor) (2014) Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts (International Perspectives on Key Issues in Sport and Exercise Psychology) ISBN-13 :978-1848721289

## **Clinical Psychology**

## Positive Psychology

- Unit 1: **Introduction:** Definition and objectives historical development, theoretical perspectives of positive psychology. Recent trends of positive psychology.
- Unit II: **Subjective well-being:** Concept and indicators, life satisfaction, peace and happiness, determinates of happiness; theoretical frameworks.
- Unit III: **Strategies to enhance happiness:** Enhancing pleasure, engagement and meaning making; self related processes.
- Unit IV: **Character strengths and virtues:** Meaning, Classification, assessment and nurturance; Development of Character Strength, barriers in developing strengths and virtues.
- Unit V : **Meeting life challenges:** Nature, type and sources of stress, individual interpretations and responses, coping strategies and their assessment, promoting healthy coping strategies and life skills.

## Reference

- Carr, A. (2004). Positive psychology. London: Rutledge.
- Compton, W.C. (2005). Introduction to positive psychology. Belmont: Wadsworth.
- Linley, P.A; and Joseph, S. (2004). Positive psychology in practice. New York: Oxford University Press.
- Snyder, C.R. and Lopez, S.J. (2002). Handbook of positive psychology. Oxford: Oxford University.

## Practical

<b>Advance Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
4 <sup>th</sup>	VIII	AMJ-3	Research Proposed Report	Theory	6
		AMJ-4	Research Methodology Course Research proposal	Theory	6

## **Research Proposed Report**

- 1) Meaning of research report.
- 2) Stages
- 3) Problem
- 4) Introduction
- 5) Purpose of the study
- 6) Hypothesis
- 7) Review of literature
- 8) Methodology
- 9) Result, interpretation and conclusion
- 10) Limitation and wealums

## **Research Methodology Course**

- 1) Foundation of Research:

Research meaning objectives, motivation, utility concept of theory empiricism, deductive and inductive theory variable-Definition types.

- 2) Problem identification:

Research question hypothesis-equability of a good hypothesis null hypothesis, alternative hypothesis.

- 3) Research Design:

Definition, importance, exploratory research design: concept types and uses. Descriptive research design concept, type and use. Experimental design.

- 4) Qualitative and Quantitative Research:

Qualitative research, quantities research.



- 5) concept of measurement, causality generalization, replication.
- 6) Measurement: concept of measurement what is measure problem in measurement in search validity, reliability level of measurement nominal ordinal, interval, ratio.

### **Research proposed**

- 1) How to select high quality original research topic.
- 2) How to craft a comprehensive review of literature.
- 3) How to design a rigorous research methodology
- 4) How to analyze data and present findings.

### **Filed work**

- 1) How to select title of field work.
- 2) Introduction
- 3) Review of literature
- 4) Method
- 5) Result
- 6) Discussion
- 7) Reference.





## **Human Resource Management**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Introduction to Human Resource Management (HRM):**

Definition, aims, needs and importance of HRM.

### **Unit 2: Human Resource Practices:**

Job analysis, recruitment and selection, training, performance, evaluation.

### **Unit 3: Communication:**

Types, Barriers, important communications skills.

### **Unit 4: Working Environmental:**

Importance of work environment, physical environmental- Illumination, temperature, noise and atmospheric condition

.

## **Reading List**

Bhatnagar, J. and Budhwar, J . (2009). The Changing Face of People Management in India. London: Routledge.

Briscoe, D. R., Schuler, R. S. and Claus, L. (2009). International Human Resource Management: Policies and Practices for Multinational Enterprises (3<sup>rd</sup> Ed). New York: Routledge.

DeCenzo, D. A nd Robbins, S.P. (2006). Fundamentals of Human Recourse Management (8<sup>th</sup> Ed). New York: Wiley.

Harzing, A.W.K. and Pennignton, A. (2011). International Human Resource Management. New Delhi: Sage publications.

Khandelwal, K.A. (2009). In search of Indianess: Cultures of Multinationals. New Delhi: Knnishka Publishers.

Suleman and Choudhary (2000). Sangathnatmak Manaligyan Patna: Motilal Banarsidas.

Singh, N. Human Resource management. New Delhi: University science press.

## Practical

## Community Psychology

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question number one will be compulsory comprising 15 objective type questions covering the entire syllabus.*

**Unit 1:** Historical and Social contexts of Community Psychology: Concept, evolution and nature of community mental health.

**Unit 2:** Models of mental health services: mental, social, organizational and ecological.

**Unit 3:** Community mental health, intervention and community based rehabilitation. Issues, principles and programmes, evaluation of CBR, training, the Para - professional and non-professionals.

**Unit 4:** Community mental health in India: Issues and challenges.

### Reading List:

Bloom, B. (1973). Community Mental Health – A critical analysis. New Jersey. General Learning Press.

Koch, C.H (1986) (ed.). Community Clinical Psychology. London: Croom Helm.

Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press. Rappaport, J. (1977). Community psychology: Values Research and Action. New York: Holt, Reinhart and Wingston.

## Practical



## **Guidance**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit :1**

1. Concept, assumptions, issues and problems of guidance.
2. Needs, scope and significance of guidance..

### **Unit 2:**

1. Types of guidance - educational , vocational and personal, group guidance.
2. Role of the teacher in guidance.
3. Agencies of guidance.- National level or State level.

### **Unit 3:**

1. Educational guidance.
2. Principal of guidance.
3. Guidance and curriculum, guidance and classroom learning.

### **Unit 4:**

1. Vocational guidance.
2. Nature of work.
3. Various motives associated with work.
4. Approaches to career guidance.  
Vocationalization of secondary education and career development.

## **Reading List**

Alam, Shah (2008). Basics of Guidance and counseling. New Delhi: Global Vision Private Ltd.

Herr, E.L. and Cramer, S.H. (1992). Career guidance and counseling through the lifespan (4<sup>th</sup>edn.) New York. Harper Collins.

Mathewson, R.H. (1962). Guidance Policy and Practice. New York, Harper and Row.

Abbe, A.E. (1961). Consultation to a school guidance program. Elementary school Journal, 61, 331-337.

Gibson, R.L. and Mitchell, M.H. (2015). Introduction to Counselling and Guidance. Pearson Education Inc.

## Practical

## **Social Issus**

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit : 1      Introduction:**

- a) Definition and nature of applied social psychology.
- b) Importance and applications of applied social psychology.
- c) Scope and current status of applied social psychology.

### **Unit : 2      Crime and Criminals:**

- a) Definition, nature and characteristics of Crime and Criminals
- b) Psychological, Biological and Socio-cultural explanation of Crime and Criminals
- c) Preventive measures of Crime

### **Unit : 3      Terrorism:**

- a) Definition, nature and characteristics.
- b) Origin and development in India.
- c) Consequences and preventive measures.

### **Unit : 4      Violence against Women:**

- a) Definition, nature and characteristics.
- b) Type, causes and consequences.
- c) Legal act for prevention.

### **Reading List:**

- Singh, AK. (2013). Samaj Manovigyan ki Ruprekha. Patna: Motilal Banarsidas.
- Suleman, Md(2012). Manovigyan aur Samajik Samasyaye. Patna: Motilal Banarsidas.
- Prasad, Navratan(2009). Samajik Samasyaye. Patna: Motilal Banarsidas.
- Baron , R and Byrne(2010). Social Psychology. New Delhi: Pearson Education.
- K, Renu(2010). Apradhsashtra aur Samajik Samasyaye. New Delhi: Atlantic Publication.
- Pandey, G(2010). Samaj Manovigyan. New Delhi: Atlantic Publication.
- Bandura, A(1990). Aggression : A social learning analysis. New Jersey: Prentice Hall
- Razaque, Sadique (2004). Dimensions of Human Behaviour. New Delhi: Manak publication.
- Gelles and Cornell(2005). Intimate violence in families. Beverly Hills, Sage Publication.
- Saxena, NS(2010). Terrorism: History and facets in the world and India. New Delhi: Abhinav Publication.
- Ahuja, Ram (2010). Sociological Criminology. New Delhi: New Age International Publisher.
- Fitzgerald, Mike(2005). Crime and Society, New York Hammond Worth.
- Becker, Howard(2004). Social problem: A modern approach. New York: John Willey.

## Practical

## **Geriatric Psychology**

<b>Advance Major Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Theory/Practical</b>	<b>Credits</b>
2 <sup>nd</sup>	IV	MN-1	Psychological Disorders	Theory + Practical	4+2=6
3 <sup>rd</sup>	V	MN-2	Social Psychology	Theory + Practical	4+2=6
4 <sup>th</sup>	VI	MN-3	Psychology of Criminal Behaviours	Theory + Practical	4+2=6



## Psychological Disorders

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

### **Unit 1: Schizophrenia:**

- (e) Symptoms.
- (f) Type.
- (g) Etiology.
- (h) treatment.

### **Unit 2: Mood Disorders:**

- (e) Symptoms.
- (f) Type.
- (g) Etiology.
- (h) Treatment.

### **Unit 3: Personality Disorders :**

- (a) Antisocial- Personality.
- (b) Borderline personality disorders.
- (c) Sexual disorders (Clinical Picture):
  - \* Paraphilias.
  - \* Gender Identity Disorder.
  - \* Sexual Dysfunction.

#### **Unit 4: Intervention and Management**

- (e) Biological model.
- (f) Psychoanalytic model..
- (g) Cognitive model..
- (h) Behavioral model.

#### **Reading List**

Ahuja, N. (2011). A Short Textbook of Psychiatry (7<sup>th</sup> Ed.) New Delhi: Jaypee.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4<sup>th</sup> Ed.). New Delhi: Pearson Education.

Carson R.C., Butcher, J.N., Mineka, S, and Hooley J.M. (2007). Abnormal Psychology (13<sup>th</sup> Ed.). New Delhi: Pearson Education.

Kring, A.M., Johnson, L.L., Davison, G.C. and Neale, J.M. (2010). Abnormal Psychology (11<sup>th</sup> Ed. ). New York: John Wiley.

## Practical

# Social Psychology

*Time: 3 Hours*

*Full Marks: 60  
(for end semester)*

*Eight questions of equal value (i.e. 15 marks each) will be set, out of which four questions are to be answered. Question no.1 will be compulsory comprising 15 objective type questions covering the entire syllabus.*

## **Unit : 1 Introduction:**

- d) Definition and nature of applied social psychology.
- e) Importance and applications of applied social psychology.
- f) Scope and current status of applied social psychology.

## **Unit : 2 Crime and Criminals:**

- d) Definition, nature and characteristics of Crime and Criminals
- e) Psychological, Biological and Socio-cultural explanation of Crime and Criminals
- f) Preventive measures of Crime

## **Unit : 3 Terrorism:**

- d) Definition, nature and characteristics.
- e) Origin and development in India.
- f) Consequences and preventive measures.

## **Unit : 4 Violence against Women:**

- d) Definition, nature and characteristics.
- e) Type, causes and consequences.
- f) Legal act for prevention.

### **Reading List:**

- Singh, AK. (2013). Samaj Manovigyan ki Ruprekha. Patna: Motilal Banarsidas.
- Suleman, Md(2012). Manovigyan aur Samajik Samasyaye. Patna: Motilal Banarsidas.
- Prasad, Navratan(2009). Samajik Samasyaye. Patna: Motilal Banarsidas.
- Baron , R and Byrne(2010). Social Psychology. New Delhi: Pearson Education.
- K, Renu(2010). Apradhsashtra aur Samajik Samasyaye. New Delhi: Atlantic Publication.
- Pandey, G(2010). Samaj Manovigyan. New Delhi: Atlantic Publication.
- Bandura, A(1990). Aggression : A social learning analysis.New Jersey: Prentice Hall
- Razaque, Sadique (2004). Dimensions of Human Behaviour. New Delhi: Manak publication.
- Gelles and Cornell(2005). Intimate violence in families. Beverly Hills, Sage Publication.
- Saxena, NS(2010). Terrorism: History and facets in the world and India. New Delhi: Abhinav Publication.
- Ahuja, Ram (2010). Sociological Criminology. New Delhi: New Age International Publisher.
- Fitzgerald, Mike(2005). Crime and Society, New York Hammond Worth.
- Becker, Howard(2004). Social problem: A modern approach. New York: John Willey.

## Practical

## **Psychology of Criminal behavior**

## Practical



**DISCIPLINE SPECIFIC INTRODUCTORY COURSE (PSYCHOLOGY)**

<b>Subject : Psychology</b>		
Paper Code		Paper Title: Introduction to Psychology
Credit :3		Open Elective
FM :100		PM: 40
<p><b>Course Outcomes:</b> By the end of the introductory course in Psychology the students will be able to understand the basic psychological process and its applications in everyday life. This course will enable students to understand the basic aspects of different branches and basic theories of psychology. It may develop interest in psychology and create foundation for further studies in psychology.</p>		

### **Minimum 04 Practical to be conducted**

1. Determination of span of attention
2. Bilateral transfer of training
3. Muller-Lyre Illusion
4. Illusion of movement (Phi-Phenomena)
5. Simple vs Serial Method in Verbal learning
6. Whole vs Part Method in Verbal learning