

UNDER GRADUATE COURSE

B.SC. IN PSYCHOLOGY

SYLLABUS

(FOLLOWING NCCF)

2023 Onwards

Kazi Nazrul University

Asansol

West Bengal

SEMESTER- I

Course Code: BSCPSYMJ101	Course Name: Introduction to Psychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-1			L-T-P: 3 - 0 - 4	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Understanding what psychology is all about.*
- 2. Appreciation of the scope and the field of psychology.*
- 3. Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological system including brain*
- 4. Developing familiarity with individual level phenomenon such as intelligence, and personality.*

Course Content:

Unit 1: Introduction: What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India.

Unit 2: Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

Unit 3: Learning and Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.

Unit 4: Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

Practicum:

1. Memory- Effect of retroactive inhibition on the memorization capacity of the subject
2. Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card

Readings:

- Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Best, J.B. (1998, 5th Edition). *Cognitive Psychology*. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Galloti, K. M. (2016). *Cognitive Psychology. In and Out of the Laboratory (5th Edition)*. Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). *Introduction to Psychology (6th Edition)*. Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). *Systems and Theories in Psychology*. McGraw- Hill Higher Education.
- Mishra, B. K.(2016). *Psychology. The Study of Human Behaviour (2nd Edition)*. PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). *Introduction to Psychology (7th Edition)*, McGraw Hill Book Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). *Introduction to Psychology (5th Edition)*.A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H.(2014). *Introduction to Psychology (10th Edition)*.An Cengage Learning.
- Santrock, J.W. *Psychology Essentials (Second Edition)*, McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). *Cognitive Psychology (8th Edition)*. Pearson Publishing House.

Course Code: BSCPSYMN101	Course Name: Introduction to Psychology				
Course Type: MINOR (Theory + Practical)	Course Details: MNC-1			L-T-P: 3 - 0 - 4	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. Understanding what psychology is all about.
2. Appreciation of the scope and the field of psychology.
3. Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological system including brain
4. Developing familiarity with individual level phenomenon such as intelligence, and personality.

Course Content:

Unit 1: Introduction: What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India.

Unit 2: Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

Unit 3: Learning and Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.

Unit 4: Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

Practicum:

1. Memory- Effect of retroactive inhibition on the memorization capacity of the subject
2. Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card

Readings:

- Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Best, J.B. (1998, 5th Edition). *Cognitive Psychology*. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Galloti, K. M.(2016). *Cognitive Psychology. In and Out of the Laboratory (5th Edition)*. Sage Publication, 2016

- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition).Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw- Hill Higher Education.
- Mishra, B. K. (2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Booh Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition).A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition).An Cengage Learning.
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.

Course Code: BSCPSYSE101	Course Name: Coping and Wellbeing				
Course Type: SE (Practical)	CourseDetails: SEC-1			L-T-P: 0 - 1 - 4	
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	----	20	----

Learning Outcomes:

1. *For each practicum, students are expected to know about the underlying theoretical constructs,*
2. *Will be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.*

Practicum:

1. Administer one psychological test on stress (Perceived stress scale)
2. Students can be asked to collect activities that people use to cope with their stress (like writing, watching movies, exercising, listening to music, praying, talking to friends, sleeping, etc.) and then categorize them as either emotion-focused or problem-focused.

Readings:

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- DiMatteo, M.R. & Martin, L. R. (2002). *Health psychology*. New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.

SEMESTER- II

Course Code: BSCPSYMJ201	Course Name: Biopsychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-2			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.*
2. *Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.*
3. *Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.*
4. *Understanding biological mechanisms involved in psychological processes.*
5. *Inculcating an applied perspective on psychopathology.*

Course Content:

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.

Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary.

Practicum:

1. On Reaction Time – Simple Reaction Time (Emphasis on Physiological Explanation)
2. The Harvard Step Test
3. To determine the effect of variation of task performing attentive state on emotional expression of your subject using pneumolysis. Interpret the result with special emphasis on physiological explanation.

Readings:

- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson

Education, New Delhi.

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Hall, J. E., & Guyton, A. C. (2011) Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.
- Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.
- Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition, Prentice -Hall of India Pvt. Ltd., New Delhi.
- Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

Course Code: BSCPSYMN201	Course Name: Biopsychology				
Course Type: MINOR (Theory + Practical)	Course Details: MNC-2			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.*
2. *Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.*
3. *Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.*
4. *Understanding biological mechanisms involved in psychological processes.*
5. *Inculcating an applied perspective on psychopathology.*

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.

Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary.

Practicum:

1. On Reaction Time – Simple Reaction Time (Emphasis on Physiological Explanation)
2. The Harvard Step Test
3. To determine the effect of variation of task performing attentive state on emotional expression of your subject using pneumolysis. Interpret the result with special emphasis on physiological explanation.

Readings:

- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Hall, J. E., & Guyton, A. C. (2011) Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.
- Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.
- Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition,

Prentice -Hall of India Pvt. Ltd., New Delhi.

- Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

Course Code: MDC208	Course Name: Stress Management				
Course Type: MD (Theory)	Course Details: MDC-2			L-T-P: 2 - 1 - 0	
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		----	15	----	35

Learning Outcomes:

1. *Demonstrating knowledge of health psychology.*
2. *Demonstrating adequate knowledge about issues related to stress, stress management and coping.*
3. *Developing adequate knowledge about the promotion of healthy behavior.*
4. *Appreciating the value of practicing Yoga in daily life through research evidence and in-depth understanding of the promotion of health benefits of Yoga.*

Unit 1: Stress: Introduction, Nature , symptoms, sources of stress: environmental, social, physiological and psychological.

Unit 2: Stress and health: effects of stress on health

Unit 3: Managing stress-I: Methods - yoga, meditation, relaxation techniques.

Unit 4: Managing stress-II: Problem focused and emotion focused approaches.

Readings:

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- DiMatteo, M.R. & Martin, L. R. (2002).Health psychology. New Delhi: Pearson Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.

Course Code: BSCPSYSE201	Course Name: STATISTICAL APPLICATIONS IN PSYCHOLOGY				
Course Type: SE (Practical)	Course Details: SEC-2		L-T-P: 0 - 1 - 4		
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	----	20	----

Learning Outcomes:

1. *Familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.*
2. *To understand and Organizing Quantitative Data.*
3. *Introduce themselves with basics of data representation Using graph papers and Microsoft Office*

Practicum:

Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks. (Using graph papers and Microsoft Office).

Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon (including Smoothed Frequency polygon); The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph (Using graph papers and Microsoft Office).

Readings:

- Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold. Gravetter, F.J. Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.
- Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- Anastasi, A. (1990). *Psychological Testing*, New York: MacMillan Co.
- Das, D. & Das, A. (2008). *Statistics in Biology and Psychology*. Academic Publishers, Calcutta, (Latest edition)

Course Code: SI201	Course Name: Summer Internship			
Course Type: SI (Practical)	Course Details: SIC-1		L-T-P: 0 - 0 - 8	
Credit: 4	Full Marks: 50	CA Marks		ESE Marks
		Practical		Practical
		30		20

➤ **Overview:**

The Psychology Department proposes a **Summer Internship Program keeping in view their feasible options/opportunities**, to provide students with hands-on learning experiences, in alignment with the NCCF. NCCF emphasizes **experiential learning, skill development, and multidisciplinary approaches**, making internships a crucial component of higher education.

➤ **Objectives:**

- To bridge the gap between theoretical knowledge and practical application.
- To develop research, counseling, and analytical skills among students.
- To provide exposure to real-world psychological settings such as hospitals, schools, NGOs, corporate firms, and rehabilitation centers.
- To promote interdisciplinary learning through collaboration with allied fields.
- To foster problem-solving, critical thinking, and ethical sensitivity in psychology students.

➤ **Structure and Duration:**

- **Duration:** Minimum 60 hours.
- **Eligibility:** Undergraduate students.
- **Semester:** II
- **Mode:** Onsite training.
- **Supervision:** Supervisor of the collaborated HEI, industry experts and/or independent researchers as well.

➤ **Key Areas of Internship:**

1. **Clinical Psychology** – Interns will work in public or private hospitals, Centers, institute offering mental health services, individual chambers, gaining experience in history taking (viz. CRF, MSE), assessments, counseling and therapy techniques.
2. **Educational Psychology** – Working with schools, special schools, educational institutes to understand child psychology, academic pedagogy, learning disabilities, and counseling techniques.
3. **Social & Community Psychology** – Collaboration with NGOs on mental health awareness campaigns, substance abuse programs, and rehabilitation services.
4. **Research and Psychological Assessments** – Various psychological tests, conducting surveys, interviews, and data analysis on contemporary psychological issues.
5. **Industrial Psychology** – Interns will explore the application of psychological principles in organizational settings, particularly in workplace behavior.

➤ **Learning Outcomes:**

- Development of professional skills and ethics such as psychological assessment, counseling techniques, and research methodologies.
- Improved problem-solving, critical thinking, and ethical decision-making abilities.
- Strengthening communication and interpersonal skills in diverse work environments.
- Increased employability through practical exposure and networking opportunities.
- Exposure to the dynamics of industrial/organizational setups and work culture.

➤ **Evaluation:**

- ☐ On completion of the Summer Internship Programme, the students will submit a report with relevant photographs as part of the report and inclusive of an Attendance Document and an **Authenticated Certificate** jointly signed by the **Supervisor/Mentor** and the **Head of the Institution**.
- ☐ The report is to be signed by the Supervisor/Mentor with official seal.
- ☐ A viva-voce will be conducted by the Department with one Faculty acting as Internal Examiner and one External Examiner appointed from University
- ☐ **The following Marks distribution is to be followed for evaluation**

Submission of report: **30 marks**

Viva Voce: **20 marks**

➤ **Collaboration:**

The college is free to take initiative to approach any organization/HEI/centres from the following domain. Apart from these, the College may consider other suitable/appropriate sectors for its students.

- For clinical/counselling/community exposures: Tie-ups with hospitals, parent/ affiliated university's OPD services, health centers, special-schools, NGOs, individual chambers and research institutions.
- For industrial/organizational exposure: Tie-ups with companies, corporates, ECL.

Conclusion:

This **Summer Internship Program** aligns with NCCF by **integrating experiential learning, skill development, and multidisciplinary exposure**. It aims to prepare psychology students for **diverse career paths while addressing real-world mental health challenges**. We seek institutional support and industry partnerships to successfully implement this initiative for the holistic development of students.

SEMESTER- III

Course Code: BSCPSYMJ301	Course Name: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-3			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.*
- Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.*
- Understanding biological and environmental influences on personality development.*
- Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.*

Unit 1: Personality: Nature, scope of personality and biological foundations of personality; Perspectives on personality: Psychodynamic (Freud, Erikson) Phenomenological-humanistic (Maslow and Rogers), Trait and type (Eysenck, Allport).

Unit 2: Intelligence: Concept of intelligence: Psychometric (Spearman, Thurstone, Guilford) and cognitive (Cattell, Sternberg, Gardner) approaches to intelligence; Emotional Intelligence (Goleman, Salovey-Mayer), Heredity, environment and intelligence; Extremes of intelligence.

Unit 3: Emotion: Nature and theories: body reaction theories [James-Lange, central: Cannon-Bard], Cognitive Theory: Schachter-Singer

Unit 4: Motivation and Creativity: Intrinsic motivation and Self-determination theory (Ryan and Deci); Self-regulation; Fostering creativity.

Practicum:

- To assess the intelligence of an individual by administering Intelligence Scale (MISIC) / Indian Test of Intelligence (NIEPID)
- To assess the personality pattern/Type of an adult individual by using EPQR

Readings:

- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Carr, A. (2011): Positive psychology. Routledge.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

- Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4thEd.)*. New Delhi: Pearson Education.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Course Code: BSCPSYMJ302	Course Name: QUANTITATIVE AND QUALITATIVE PSYCHOLOGICAL RESEARCH METHODS				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-4		L-T-P: 3 - 0 - 4		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Unit 1: Basics of Psychological Research: Concept, Goals and Principles and Ethics of Psychological Research. Research Types and Comparing Qualitative and Quantitative Research ; Formulating a Research Problem and Hypothesis.

Unit 2: Research Methods: Experimental and Non-Experimental: Experimental (randomized, matched, factorial) and Quasi-experimental designs. Case Study; Observation; Surveys, Focus Group Discussion, Interviews, Psychological test

Unit 3: Sampling and Variables: Concept, types and control of variables, sampling techniques: Probability and Non- Probability Sampling Methods.

Unit 4: Psychological test Construction and Standardization: Concept and types of test. Reliability, Validity and Norms of a Psychological Test; applications

Practicum:

1. One experiment based on group data analysis
OR
One psychological test based on group data analysis
2. To conduct a focused group discussion on any selected topic

Readings:

- Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.
- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
- Murphy, K.R. &Davidshofer, C. O. (2004).*Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative*

Approaches (6th Ed.) Boston: Pearson Education.

- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia: Open University Press.

Course Code: BSCPSYMN301	Course Name: PERSONALITY THEORIES AND THEIR APPLICATIONS				
Course Type: MINOR (Theory + Practical)	Course Details: MNC-3		L-T-P: 3 - 0 - 4		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Developing a critical understanding of personality through various approaches including type and trait, psychodynamic and humanistic.*
2. *Understanding and assessing the personality types of individuals in several contexts.*

Unit 1: Introduction to Personality

Definition, key aspects, nature vs nurture, scope of personality

Unit 2: Psychodynamic theory and its applications

Freud and Erikson

Unit 3: Trait-Type theory and its applications

Eysenck and Allport

Unit 4: Phenomenological-humanistic theory and its applications

Maslow and Rogers

Practicum:

1. Raven's Progressive Matrices.
2. To assess the personality pattern/Type of an adult individual by using EPQR

Readings:

- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Schultz, S. E, & Schultz, D.P (2009) Theories of Personality. Wadsworth Cengage Learning.
- Feist, J & Feist, G.J, (2009) Theories of Personality. McGraw-Hill
- Freidman, H.S. and Schustack, M. W (2004). Personality. New Delhi: Pearson Education.
- Hall, C.S. and Lindzey, G. (1978). Theories of Personality (3rd Ed). New York: Wiley.

SEMESTER- IV

Course Code: BSCPSYMJ401	Course Name: BASIC STATISTICAL OPERATIONS IN PSYCHOLOGICAL RESEARCH				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-5		L-T-P: 3 - 0 - 4		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.*
2. *Knowing how to use the normal probability curve as a model in scientific theory*
4. *Grasping concepts related to hypothesis testing and developing related computational skills Learning basic techniques of descriptive (parametric as well as non-parametric).*

Unit 1: Introduction to Statistics: Concept and types of Statistics; Levels of Measurement. NPC

Unit 2: Measures of Central Tendency: Assumption and computation

Unit 3: Measures of Variability: Assumption and computation of different measures of Variability.

Unit 4: Correlation: Concept, properties and types of correlation. Concepts, assumptions, computations and interpretations of product moment, rank difference, biserial, point biserial, phi, tetrachoric and contingency coefficient of correlation.

Practicum:

1. On computation of Central Tendency and Variability measures
2. On Skewness, Kurtosis, Normal Probability Curve- Areas and Z scores
3. On Correlation- Pearson Product Moment Correlation Coefficient

Readings:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.
- Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences.* Reliance Pub. House: New Delhi.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology.* London: Hodder Arnold.
- Howell, D. (2009) *Statistical methods for Psychology.*
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.*
- Mangal, S.K. (2012). *Statistics in Psychology & Education.* 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

Course Code: BSCPSYMJ402	Course Name: INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHT				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-6		L-T-P: 3 - 0 - 4		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Developing a sensibility towards diversity in theoretical orientations in psychological discourse.*
2. *Becoming more informed about ways in which concepts in science and psychology can be understood based on indigenous knowledge systems.*
3. *Developing an understanding of indigenous Indian thought and being able to characterize the Indian psyche.*
4. *Demonstrating an understanding of different perspectives on the conception of person and self and consciousness.*
5. *Building critical perspectives, issues and debates pertaining to different schools*

Unit 1: Indian Psychology and Indigenous Psychology: Scope and Subject Matter, Sources of Indian Psychology. Research Methods in Indian Psychology Knowing in the Indian tradition: What is knowledge? A reflection based on the work of Sri Aurobindo.

Unit 2: Indian approach: Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. Components of Identity: Concept of Triguna from Sankhya perspective.

Unit 3: Consciousness in Indian Psychology: Buddhist and Sāṃkhya-Yoga views

Unit 4: Applied Indian Psychology: Implications for Human Development, Therapeutic Implications, Indian Psychology and Positive Psychology.

Practicum:

- Triguna Prakriti scale
- Any other scale on Applied Indian Psychology

References:

- Abhedananda, Swami (1992). *True psychology*. Calcutta: Ramakrishna Vedanta Math.
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- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi: Pearson.

- Cortright, B. (2007). *Integral psychology*. Albany: State University of New York. 75
- Dalal, A. S. (Ed.) (2001). *Living within*. Pondicherry: Sri Aurobindo Ashram Trust.
- Hirianna, M. (2000). *The essentials of Indian philosophy*. New Delhi: MotilalBanarsidas Publishers.
- Rao, K, R. &Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
- Rao, K, R., Paranjpe, A.C. &Dalal, A.K. (Eds.) (2008). (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press, India.
- Taimni, I. K. (2007). *The science of yoga*. Chennai: The Theosophical Publishing House.
- Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai: Sri Ramanasramam.
- Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai: Sri Ramakrishna Math.
- Maharaja (M. Frydman, Trans.). Mumbai: Chetana Publishing.
- Mascaro, J. (1994). *The Bhagavad Gita*. New Delhi: Penguin Books India.
- Mascaro, J. (1994). *The Upanisads*. New Delhi: Penguin Books India.
- Nisargadatta, Maharaj (2008). *I am that: Talks with Sri Nisargadatta*
- Yogananda (1946/1975). *Autobiography of a yogi*. Bombay: Jaico.

Course Code: BSCPSYMN401	Course Name: UNDERSTANDING SOCIAL BEHAVIOUR				
Course Type: MINOR (Theory + Practical)	Course Details: MNC-4		L-T-P: 3 - 0 - 4		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Understanding the basic social psychological concepts and familiarize with relevant*
2. *Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.*
3. *Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.*
4. *Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.*

Unit 1: Introduction to Social Psychology

The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India)

Unit 2: Understanding the Social Self

Self and its processes: Self-concept and Self-esteem.

Unit 3: Influence of the Society on Self

Social Cognition; Social perception; Pro-Social Behaviour; Aggression; Social Capital.

Unit 4: Group Dynamics

Type of groups, Nature & core characteristics of groups; Group influence on - performance and decision making; Social loafing & social facilitation.

Practicum:

1. On Group Cohesiveness by Sociogram Method
2. On Social Facilitation by Problem Solving-Individual and Group Situations

Readings:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
3. Husain, A. (2012). Social psychology. New Delhi, India: Pearson
4. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
4. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson

Course Code: BSCPSYSE401	Course Name: APPLIED COGNITIVE PSYCHOLOGY				
Course Type: SE (Practical)	Course Details: SEC-3			L-T-P: 0 - 1 - 4	
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	----	20	----

Learning Outcomes:

1. *For each practicum, students are expected to know about the underlying theoretical constructs,*
2. *Will be able to conduct the practicum and justify the method used, know about the instrument used, if any, and be able to explain the findings and link the findings with the theory.*

Practicum:

1. On Working memory
2. On Cognitive style

Course Code: SI401	Course Name: Summer Internship				
Course Type: SI (Practical)	Course Details: SID-1			L-T-P: 0 - 0 - 8	
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical		Practical	
		30		20	

➤ **Overview:**

The Psychology Department proposes a **Summer Internship Program keeping in view their feasible options/opportunities**, to provide students with hands-on learning experiences, in alignment with the NCCF. NCCF emphasizes **experiential learning, skill development, and multidisciplinary approaches**, making internships a crucial component of higher education.

➤ **Objectives:**

- To bridge the gap between theoretical knowledge and practical application.
- To develop research, counseling, and analytical skills among students.
- To provide exposure to real-world psychological settings such as hospitals, schools, NGOs, corporate firms, and rehabilitation centers.
- To promote interdisciplinary learning through collaboration with allied fields.
- To foster problem-solving, critical thinking, and ethical sensitivity in psychology students.

➤ **Structure and Duration:**

- **Duration:** Minimum 60 hours.
- **Eligibility:** Undergraduate students.
- **Semester:** IV
- **Mode:** Onsite training.
- **Supervision:** Supervisor of the collaborated HEI, industry experts and/or independent researchers as well.

➤ **Key Areas of Internship:**

6. **Clinical Psychology** – Interns will work in public or private hospitals, Centers, institute offering mental health services, individual chambers, gaining experience in history taking (viz. CRF, MSE), assessments, counseling and therapy techniques.
7. **Educational Psychology** – Working with schools, special schools, educational institutes to understand child psychology, academic pedagogy, learning disabilities, and counseling techniques.
8. **Social & Community Psychology** – Collaboration with NGOs on mental health awareness campaigns, substance abuse programs, and rehabilitation services.

9. **Research and Psychological Assessments** – Various psychological tests, conducting surveys, interviews, and data analysis on contemporary psychological issues.
10. **Industrial Psychology**-Interns will explore the application of psychological principles in organizational settings, particularly in workplace behavior.

➤ **Learning Outcomes:**

- Development of professional skills and ethics such as psychological assessment, counseling techniques, and research methodologies.
- Improved problem-solving, critical thinking, and ethical decision-making abilities.
- Strengthening communication and interpersonal skills in diverse work environments.
- Increased employability through practical exposure and networking opportunities.
- Exposure to the dynamics of industrial/organizational setups and work culture.

➤ **Evaluation:**

☐ On completion of the Summer Internship Programme, the students will submit a report with relevant photographs as part of the report and inclusive of an Attendance Document and an **Authenticated Certificate** jointly signed by the **Supervisor/Mentor** and the **Head of the Institution**.

☐ The report is to be signed by the Supervisor/Mentor with official seal.

☐ A viva-voce will be conducted by the Department with one Faculty acting as Internal Examiner and one External Examiner appointed from University

☐ **The following Marks distribution is to be followed for evaluation**

Submission of report: **30 marks**

Viva Voce: **20 marks**

➤ **Collaboration:**

The college is free to take initiative to approach any organization/HEI/centres from the following domain. Apart from these, the College may consider other suitable/appropriate sectors for its students.

- For clinical/counselling/community exposures: Tie-ups with hospitals, parent/ affiliated university's OPD services, health centers, special-schools, NGOs, individual chambers and research institutions.
- For industrial/organizational exposure: Tie-ups with companies, corporates, ECL.

Conclusion:

This **Summer Internship Program** aligns with NCCF by **integrating experiential learning, skill development, and multidisciplinary exposure**. It aims to prepare psychology students for **diverse career paths while addressing real-world mental health challenges**. We seek institutional support and industry partnerships to successfully implement this initiative for the holistic development of students.

SEMESTER- V

Course Code: BSCPSYMJ501	Course Name: Advanced Statistical Operations in Psychological Research				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-7			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. To educate students with the techniques of inferential statistics and hypothesis testing.
2. Grasping concepts related to hypothesis testing and developing related computational skills
Learning basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).

Course Content:

Unit 1: Introduction to Advanced Statistics

- a) Univariate, Bivariate and Multivariate
- b) Data screening: Introduction to SPSS

Unit 2: Inferential Statistics

Concepts and Computation of t and z

Unit 3: Analysis of variance

Concept, assumptions and computation of one-way ANOVA

Unit 4: Non parametric statistical tests

Chi square and Mann-Whitney U test, Wilcoxon sign test, Wilcoxon rank test

Practicum:

1. Computations of Mean, SD, product moment coefficient of correlation, rank order correlation through **SPSS** software
2. Computation of t-test through **SPSS** software

Readings:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall.
- N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

- Coakes, S. J., Steed, L., & Ong, C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows*. Milton, QLD: Wiley Students Edition.
- Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.
- King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Willey.
- Siegal, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill

Course Code: BSCPSYMJ502	Course Name: Developmental Psychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-8			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.*
- 2. Developing an ability to identify the milestones in diverse domains of human development across life stages.*
- 3. Understanding the contributions of socio-cultural context toward shaping human development.*
- 4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.*

Course Contents:

Unit 1: Introduction

- a) Concepts and principles of Human Development
- b) Research designs: Longitudinal and Cross-sectional

Unit 2: Domains of Human Development-I

- a) Prenatal development
- b) Physical development
- c) Cognitive development
- d) Language development

Unit 3: Domains of Human Development-II

- a) Emotional development
- b) Moral development

Unit 4: Development in Socio-cultural Contexts

- a) Family
- b) Peers, Media & Schooling
- c) Human Development in the Indian context

Practicum:

1. To determine the attachment styles of an adult individual by using Attachment Style Questionnaire by Ainsworth.
2. DST

3. CBCL

Readings:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Course Code: BSCPSYMJ503	Course Name: Social Psychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-9			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. Understanding the basic social psychological concepts and familiarize with relevant methods.
2. Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.
3. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
4. Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.
5. Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

Course Contents:

Unit 1: Social Psychology and its Applications:

The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (Indian context); Relationship with sociology and anthropology; Areas of application: Health, Law and Workplace.

Unit 2: Understanding and evaluating the social world:

Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes: Concept, Theories, and Change.

Unit 3: Social interaction and Influence:

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

Unit 4: Group Dynamics and inter-group relations:

Nature of groups, Group influence on – performance and decision making. Nature of intergroup relations, prejudice and stereotype and its resolution, inter-group conflict and its management.

Practicum:

1. On Group Cohesiveness by Sociogram Method
2. On Social Facilitation by Problem Solving-Individual and Group Situations

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
- Deaux, K. & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

SEMESTER- VI

Course Code: BSCPSYMJ601	Course Name: Psychological Assessment				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-10			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Developing an understanding of the basic principles of psychological assessment and its various phases.*
- 2. Developing knowledge about the steps in test construction and test standardization*
- 3. Demonstrating understanding of the impact of cultural contexts on assessment*
- 4. Developing knowledge of the ethical and legal issues involved in the assessment process*
- 5. Acquiring knowledge to effectively evaluate the appropriateness and quality of Psychological tests and their psychometric strengths and weaknesses.*
- 6. Developing knowledge about the application of tests in a variety of settings.*

Course Contents:

Unit 1: Introduction to Psychological Assessment:

- Psychological assessment: Principles of assessment, Nature and purpose, Similarity and difference between test and assessment
- Types of assessment: Observation, Interview, scales and tests
- Integrating inputs from multiple sources of information, report writing and providing feedback to the client/referral source.
- Psychological assessment in multi-cultural context
- Ethical and professional issues and challenges

Unit 2: Psychological Testing

- Definition of a test, types of test
- Characteristics of a Good Test
- Applications of psychological tests in various contexts (Educational, Counselling and Guidance, Clinical, Organizational etc.)

Unit 3: Test and Scale Construction:

- Test Construction and Standardization: Item analysis
- Scale Construction: Likert and Thurstone

Unit 4: Tests of Cognitive Ability and Personality

a) Tests of cognitive ability: General mental ability tests (The Wechsler scales of Intelligence, Raven's Progressive Matrices)

b) Tests of personality:

Inventories such as NEO-FFI, 16 PF, FIRO-B and MMPI (a brief introduction).

Projective tests like Rorschach Inkblot Test and Thematic Apperception Test (a brief introduction to both)

Semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test.

Practicum:

1. Intelligence Scale (WAPIS)
2. Personality (NEO-FFI)
3. Rosenzweig's Picture Frustration test.

References:

- Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.
 - Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
 - Barve, B. N., & Narake, H. J. (2008). Manomapan. Nagpur, India: VidyaPrakashana.
 - Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). Introduction to Cyberpsychology. London: Routledge.
 - Desai, B., & Abhyankar, S. (2007). Manasashatriyamapan. Pune, India: NarendraPrakashana.
 - Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th Ed.). Boston: Pearson Education.
 - Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
 - Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.
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Course Code: BSCPSYMJ602	Course Name: Introduction to Psychological Disorders				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-11			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.
2. Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
3. Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing. Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related Disorders.
4. Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)

Course Contents:

Unit 1: Introduction, Clinical Assessment and Classification:

- a) Concept of Normality and Abnormality.
- b) Clinical Psychology: Concepts, Historical development, Scope and Ethical issues (with special reference to India)
- c) Clinical Assessment and diagnostic classification: Clinical Interview (emphasis on Mental Status Examination– MSE and Case History Interview), Observation, Psychological testing, Neuropsychological testing, DSM 5 and ICD-11.

Unit 2. Anxiety and Obsessive-Compulsive Disorders: Clinical Picture & Etiology

- a) Generalized Anxiety Disorder
- b) Specific Phobia and Social Anxiety Disorder (Social Phobia)
- c) Panic Disorder
- d) Obsessive-Compulsive disorder

Unit 3: Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture & Etiology

- a) Adjustment Disorder
- b) Post-Traumatic Stress Disorder
- c) Dissociative Disorder

Unit 4: Somatic Symptoms and Related Disorders

Clinical Picture and Aetiology

Practicum:

1. STAI
2. DAP
3. To administer and interpret PANSS- Positive and Negative Syndrome Scale

Readings:

- Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental wellbeing. *Journal des Viktor-Frankl-Instituts*, 1, 97-112.
 - Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
 - Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.
 - American Psychiatric Association, D. S. M. T. F., & American Psychiatric Association, D. S. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (Vol. 5, No. 5). Washington, DC: American psychiatric association.
 - *International Classification of Diseases* 11th Revision. World Health Organization.
 - Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
 - Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University Press.
 - Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.
 - Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.
 - Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. New Jersey: Wiley
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Course Code: BSCPSYMJ603	Course Name: Counselling Psychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-12			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.*
- 2. Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).*
- 3. Demonstrating skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also learn skills of terminating the counselling relationship.*
- 6. Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.*

Course Contents:

Unit 1: Introduction

- Defining counseling, goals of counseling, basic counseling skills
- Understanding counseling process: Development of helping relationship, counselor – counselee relationship, Counseling goal setting process
- Ethical considerations in counseling

Unit 2: Theoretical concepts and techniques: I

- Person centered approach
- Psychodynamic approach

Unit 3: Theoretical concepts and techniques: II

- Behavioral counseling
- Cognitive behavioral approach: CBT

Unit 4: Applications of Counselling:

Child Counselling; Family Counselling; Career Counselling; Crisis Intervention

Practicum:

- Effect of one intervention (Pre - Post Design)
- Analysis of movie entitled “Good Will Hunting” for various themes of counseling, focusing on the process of counseling and the client-counselor relationship. Watching the structure of the sessions, from initiation to termination, looking into both the client's and the counselor's life, and the dyadic relationship the two share, and use of several counseling techniques like confrontation, paraphrasing, self-disclosure, unconditional positive regard.

3. VSMS

Readings:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi: Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C.
- Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi: Pearson.
- Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsi Das.

Course Code: BSCPSYMJ604	Course Name: Organizational Behaviour				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-13			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.*
- 2. Understanding leadership processes from different theoretical perspectives.*
- 3. Understanding group dynamics, working through conflicts and working in teams.*

Course Contents:

Unit 1: Industrial and Organizational Psychology:

- Definition of Industrial and Organizational Psychology
- Historical Development of Industrial and Organizational Psychology
- Models of OB, Historical development of I/O in India

Unit 2: Individual Attitudes at Workplace:

- Job attitude: Organizational Commitment, Organizational Citizenship Behaviour
- Job Satisfaction: Concept and determinants
- Work Motivation: Theories- Content Theories (Maslow, McClelland, Herzberg and Alderfer), Process Theories (Vroom and Adams)

Unit 3: Human Resource Practices:

- Job Analysis, Recruitment and Selection techniques.
- Performance Appraisal- Methods, Error and Biases.

Unit 4: Training and Development:

- Concept and Model
- Development: Concept and difference between Training and Development
- Methods and Techniques of Training, Evaluation of Training (Formative and Summative)

Practicum:

- To assess organizational commitment by using suitable test
- To assess work life balance by using a suitable psychological test
- Job satisfaction scale
- Intrinsic Extrinsic Motivation:

Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra : National

Readings:

- Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
- Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior (12th Ed). New Delhi: Prentice Hall of India.
- Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
- Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley
- Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

Course Code: SI601	Course Name: Summer Internship				
Course Type: SI (Practical)	Course Details: SIMC-1			L-T-P: 0 - 0 - 4	
Credit: 2	Full Marks: 50	CA Marks		ESE Marks	
		Practical		Practical	
		30		20	

➤ **Overview:**

The Psychology Department proposes a **Summer Internship Program keeping in view their feasible options/opportunities**, to provide students with hands-on learning experiences, in alignment with the NCCF. NCCF emphasizes **experiential learning, skill development, and multidisciplinary approaches**, making internships a crucial component of higher education.

➤ **Objectives:**

- To bridge the gap between theoretical knowledge and practical application.
- To develop research, counseling, and analytical skills among students.
- To provide exposure to real-world psychological settings such as hospitals, schools, NGOs, corporate firms, and rehabilitation centers.
- To promote interdisciplinary learning through collaboration with allied fields.
- To foster problem-solving, critical thinking, and ethical sensitivity in psychology students.

➤ **Structure and Duration:**

- **Duration:** Minimum 120 hours.
- **Eligibility:** Undergraduate students.
- **Semester:** VI
- **Mode:** Onsite training.
- **Supervision:** Supervisor of the collaborated HEI, industry experts and/or independent researchers as well.

➤ **Key Areas of Internship:**

- **Clinical Psychology** – Interns will work in public or private hospitals, Centers, institute offering mental health services, individual chambers, gaining experience in history taking (viz. CRF, MSE), assessments, counseling and therapy techniques.
- **Educational Psychology** – Working with schools, special schools, educational institutes to understand child psychology, academic pedagogy, learning disabilities, and counseling techniques.
- **Social & Community Psychology** – Collaboration with NGOs on mental health awareness campaigns, substance abuse programs, and rehabilitation services.
- **Research and Psychological Assessments** – Various psychological tests, conducting surveys, interviews, and data analysis on contemporary psychological issues.

- **Industrial Psychology**-Interns will explore the application of psychological principles in organizational settings, particularly in workplace behavior.

➤ **Learning Outcomes:**

- Development of professional skills and ethics such as psychological assessment, counseling techniques, and research methodologies.
- Improved problem-solving, critical thinking, and ethical decision-making abilities.
- Strengthening communication and interpersonal skills in diverse work environments.
- Increased employability through practical exposure and networking opportunities.
- Exposure to the dynamics of industrial/organizational setups and work culture.

➤ **Evaluation:**

☐ On completion of the Summer Internship Programme, the students will submit a report with relevant photographs as part of the report and inclusive of an Attendance Document and an **Authenticated Certificate** jointly signed by the **Supervisor/Mentor** and the **Head of the Institution**.

☐ The report is to be signed by the Supervisor/Mentor with official seal.

☐ A viva-voce will be conducted by the Department with one Faculty acting as Internal Examiner and one External Examiner appointed from University

☐ **The following Marks distribution is to be followed for evaluation**

Submission of report: **30 marks**

Viva Voce: **20 marks**

➤ **Collaboration:**

The college is free to take initiative to approach any organization/HEI/centres from the following domain. Apart from these, the College may consider other suitable/appropriate sectors for its students.

- For clinical/counselling/community exposures: Tie-ups with hospitals, parent/ affiliated university's OPD services, health centers, special-schools, NGOs, individual chambers and research institutions.
- For industrial/organizational exposure: Tie-ups with companies, corporates, ECL.

Conclusion:

This **Summer Internship Program** aligns with NCCF by **integrating experiential learning, skill development, and multidisciplinary exposure**. It aims to prepare psychology students for **diverse career paths while addressing real-world mental health challenges**. We seek institutional support and industry partnerships to successfully implement this initiative for the holistic development of students.

SEMESTER- VII

Course Code: BSCPSYMJ701	Course Name: Understanding and Dealing with Psychological Disorders				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-14			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopmental Disorders).*
- 2. Developing a basic knowledge of the various treatments for abnormal behaviour.*

Course Contents:

Unit 1: Neurodevelopmental Disorders: Clinical Picture and Etiology

- a) Intellectual Disability
- b) Autism Spectrum Disorder
- c) Attention Deficit/Hyperactivity Disorder

Unit 2. Schizophrenia: Clinical Picture and Etiology

Unit 3: Bipolar, and Depressive Disorders: Clinical Picture and Etiology

- a) Bipolar-I and Bipolar-II Disorders
- b) Major Depressive Disorder

Unit 3: Personality Disorders (Clusters A, B and C): Only Clinical Picture

Unit 4: Treatment modalities of Psychopathology:

- a) Biological Approaches
- b) Psychological Approaches: Behavioral, Cognitive Behavioral, Humanistic, Psychoanalytic

Practicum:

1. 16PF
2. BDI

Readings:

- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.
Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.
- Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.
- *The ICD-10 Classification of Mental and Behavioural Disorders*. (1992). Geneva.

Course Code: BSCPSYMJ702	Course Name: Positive Psychology				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-15			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

1. *Appreciating and understanding the meaning and conceptual approaches to happiness and well-being.*
2. *Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.*
3. *Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.*
4. *Being able to identify the key virtues and character strengths which facilitate happiness and well-being.*

Course Contents:

Unit 1: Introduction to Positive Psychology:

Concept, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

Unit 2: Positive Emotional States and Processes:

Happiness and Well-being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Unit 3: Positive Cognitive States and Processes:

Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

Unit 4: Applications:

Work, education, ageing, health

Practicum:

1. On happiness
2. Well being: Verma, S.K., & Verma, A. (1989). Manual for PGI general well-being measure. Lucknow: Ankur Psychological Agency.
3. Emotional Intelligence: Hyde, A., Pete, S. & Dear, U. (2002). Manual for Emotional Intelligence Scale (EIS). Vedanta Publication. Lucknow.

Readings:

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

- Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.
- Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology*. New York: Oxford University.
- David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.
- Husain, A., & Saeeduzzafar. (2011). *Islamic virtues and human development*. New Delhi, India: Global Vision Publishing House.
- Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.
- Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Course Code: BSCPSYMJ703	Course Name: Human Resource Management				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-16			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Developing the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.*
- 2. Demonstrating skills to conduct training needs analysis using appropriate quantitative/qualitative methods.*
- 3. Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.*
- 4. Acquiring relevant abilities to map competencies of employees of an organization.*
- 5. Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.*

Course Contents:

Unit 1: Introduction to Human Resource Management (HRM)

- HRM: Concept, scope and issues.
- Personnel management, HRM vs HRD
- Changing role and environment of HRM in Indian context.

Unit 2: Leadership and Organizational Communication:

- Basic approaches: Trait theories, Behavioural theories and Contingency theories. Contemporary issues: Inspirational approaches to leadership. Indian perspective.
- Organizational Communication: Types, processes and barriers

Unit 3: Organizational Structure, Design and Change

Concepts, model and techniques

Unit 4: Organizational Development

Concepts, model and techniques

Practicum:

- To assess the leadership quality by using Multifactor Leadership Questionnaire (Form 6S) developed by Avolio & Bass.
- Entrepreneurship Scale
- Career Maturity Inventory

Readings:

- Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
- Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International Human Resource Management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.
- Chadha, N.K. (2005). Human Resource Management- Issues, case studies and experiential exercises. 3rd edition. New Delhi: SaiPrintographers.
- DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
- Harzing, A.-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
- Luthans, F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (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.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education, Inc.
- Schlutz, D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education

Course Code: BSCPSYMJ704	Course Name: Development of Psychological Thoughts				
Course Type: MAJOR (Theory + Practical)	Course Details: MJC-17			L-T-P: 3 - 0 - 4	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	15	20	35

Learning Outcomes:

- 1. Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline.*
- 2. Identifying and appreciating the diversity of contributions to the contemporary fields of psychology.*
- 3. Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology*
- 4. Describe the key figures in the history of psychology and their major contributions and perspectives.*
- 5. Understanding the evolution of psychology as a modern scientific discipline in western thought.*
- 6. Review the development of psychological thought and introduce the issues and debates in contemporary psychology.*

Course contents:

Unit 1: Understanding Psyche: Debates and Issues

- Free will and determinism
- Empiricism and rationality
- Issues of Consciousness and Mind-Body Relationship

Unit 2: Positivist Orientation:

The journey from Behaviourism to cognition, Key contributions of Watson, Skinner, Ellis and Beck.

Unit 3: Psychoanalytic and Existential Orientation:

Key contributions of Freud (Basic concepts of Dream theory, and Defense Mechanisms), Erikson, Carl Jung, and Viktor Frankl.

Unit 4: Contemporary Developments:

Basic concept of Feminism and social constructionism.

Practicum:

- To assess the major defenses of an adult individual by using Defense Style Questionnaire (DSQ)/ Defense Mechanism Inventory (DMI)
- To determine the gender role identity of an adult individual by using Indian Gender Role Identity Scale by J. Basu

3. Word Association Test- by Dr. Girindra Sekhar Bose

Readings:

- Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rdEdn. Blackwell Publishing.
- Feist & Feist. Theories of Personality McGraw Hill Higher Education.
- King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.).
- Pearson education.
- Kurt Pawlik, Gery D'ydewalle (2006). Psychological Concepts: An International Historical Perspective. Taylor Francis Group.
- Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.).
- Singapore: Pearson Education.
- Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley
- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press. St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
- Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.
- Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co.