

**UNDER GRADUATE COURSE**

**B.SC. IN PSYCHOLOGY**

**SYLLABUS**

**(FOLLOWING NCCF)**

**2023 Onwards**

**Kazi Nazrul University Asansol**

**West Bengal**

**PSYCHOLOGY MAJOR  
BSCPHYMJ101 (MJC-1)  
THEORY+PRACTICAL**

**INTRODUCTION TO PSYCHOLOGY**

Course Type: <b>MAJOR (Theory + Practical)</b>	Course Details: <b>MJC-1</b>		<b>L-T-P:3 - 0 - 4</b>		
Credit:5	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

***Course 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.

## **Further Readings**

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.

**MINOR MNC-1  
THEORY+PRACTICAL**

**INTRODUCTION TO PSYCHOLOGY**

Course Type: <b>MINOR (Theory + Practical)</b>	Course Details: <b>MNC-1</b>		<b>L-T-P:3 - 0 - 4</b>		
Credit: <b>5</b>	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

***Course 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.

### **Further Readings**

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.

**SEC**  
**BSCPHYSE101**  
**SEC-1**  
**PRACTICAL**

**COPING AND WELLBEING**

Course Type: <b>SEC (Practical)</b>	CourseDetails: <b>SEC-1</b>		<b>L-T-P:0 - 1 - 4</b>		
Credit: <b>3</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	----	<b>20</b>	----

**Course 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.

**PSYCHOLOGY MAJOR  
BSCPHYMJ201 (MJC-2)  
THEORY+PRACTICAL**

**BIOPSYCHOLOGY**

Course Type: <b>MAJOR (Theory + Practical)</b>	Course Details: <b>MJC-2</b>		<b>L-T-P:3 - 0 - 4</b>		
Credit:5	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

**Course 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.

**Further Readings**

1. Hall, J. E., & Guyton, A. C. (2011) *Guyton and Hall textbook of medical physiology*. Philadelphia, PA: Saunders Elsevier.
2. 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.
3. Morgan, C.T. (1965). *Physiological Psychology*, McGraw Hill, New York.



**MINOR**  
**MNC-2**  
**THEORY+PRACTICAL**

**BIOPSYCHOLOGY**

Course Type: <b>MINOR</b> (Theory + Practical)	Course Details: <b>MNC-2</b>		<b>L-T-P:3 - 0 - 4</b>		
Credit:5	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

**Course 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.

**Further Readings**

1. Hall, J. E., & Guyton, A. C. (2011) *Guyton and Hall textbook of medical physiology*. Philadelphia, PA: Saunders Elsevier.
2. Kalat, J.W. (2004). *Biological Psychology*, 8th Edition, Thompson – Wadsworth.  
Levinthal, C.F. (2005). *Introduction to Physiological Psychology*, 3rd Edition, Prentice -Hall of India
3. Pvt. Ltd., New Delhi.
4. Morgan, C.T. (1965). *Physiological Psychology*, McGraw Hill, New York.

**SEC**  
**BSCPHYSE20**  
**1 SEC-2**  
**PRACTICAL**  
**STATISTICAL APPLICATIONS IN PSYCHOLOGY**

Course Type: <b>SEC (Practical)</b>	Course Details: <b>SEC-2</b>		<b>L-T-P:0 - 1 - 4</b>		
Credit: <b>3</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>----</b>	<b>20</b>	<b>----</b>

**Course 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)

### SEMESTER- III

#### PSYCHOLOGY MAJOR

#### BSCPSYMJ301 (MJC-3)

#### THEORY+PRACTICAL

#### PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Course Type: <b>MAJOR</b> (Theory + Practical)	Course Details: <b>MJC-3</b>		<b>L-T-P: 3 - 0 - 4</b>		
Credit: <b>5</b>	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

#### *Course Learning Outcomes:*

1. To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.
2. Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.
3. Understanding biological and environmental influences on personality development.
4. 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:**

1. To assess the intelligence of an individual by administering Intelligence Scale (MISIC) / Indian Test of Intelligence (NIEPID)
2. 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.

**PSYCHOLOGY**  
**MAJOR BSCPSYMJ302**  
**(MJC-4)**  
**THEORY+PRACTICAL**  
**QUANTITATIVE AND QUALITATIVE PSYCHOLOGICAL RESEARCH METHODS**

Course Type: <b>MAJOR</b> <b>(Theory + Practical)</b>	Course Details: <b>MJC-4</b>		L-T-P: <b>3 - 0 - 4</b>		
Credit: <b>5</b>	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

***Course 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



**MD**  
**MDC208 (MDC-2)**  
**STRESS MANAGEMENT**

Course Type: <b>MD</b> <b>(Theory)</b>	Course Details: <b>MDC-2</b>		L-T-P: <b>2 - 1 - 0</b>		
Credit: <b>3</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		----	<b>15</b>	----	<b>35</b>

***Course 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.

**SEMESTER- IV**

**PSYCHOLOGY**

**MAJOR BSCPSYMJ401**

**(MJC-5)**

**THEORY+PRACTICAL**

**BASIC STATISTICAL OPERATIONS IN PSYCHOLOGICAL RESEARCH**

**INTRODUCTION TO PSYCHOLOGY**

Course Type: <b>MAJOR</b> <b>(Theory + Practical)</b>	Course Details: <b>MJC-5</b>		<b>L-T-P: 3 - 0 - 4</b>		
Credit: <b>5</b>	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

***Course 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

#### **Reading List:**

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.) 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.

**PSYCHOLOGY**  
**MAJOR BSCPSYMJ402**  
**(MJC-6)**  
**THEORY+PRACTICAL**

**INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHT**  
**INTRODUCTION TO PSYCHOLOGY**

Course Type: <b>MAJOR</b> (Theory + Practical)	Course Details: <b>MJC-6</b>		L-T-P: <b>3 - 0 - 4</b>		
Credit: <b>5</b>	Full Marks: <b>100</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>

***Course 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:**

1. Abhedananda, Swami (1992). *True psychology*. Calcutta: Ramakrishna Vedanta Math.
2. Aurobindo, Sri (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). *The integral yoga*. Pondicherry: Sri Aurobindo Ashram Trust.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi: Pearson.

5. Cortright, B. (2007). *Integral psychology*. Albany: State University of New York.  
75
6. Dalal, A. S. (Ed.) (2001). *Living within*. Pondicherry: Sri Aurobindo Ashram Trust.
7. Hiriyanna, M. (2000). *The essentials of Indian philosophy*. New Delhi: MotilalBanarsidas Publishers.
8. Rao, K, R. &Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
9. Rao, K, R., Paranjpe, A.C. &Dalal, A.K. (Eds.) (2008). (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press, India.
10. Taimni, I. K. (2007). *The science of yoga*. Chennai: The Theosophical Publishing House.

***Additional References:***

1. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai: Sri Ramanasramam.
  2. Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai: Sri Ramakrishna Math. *Maharaja* (M. Frydman, Trans.). Mumbai: Chetana Publishing.
  3. Mascaro, J. (1994). *The Bhagavad Gita*. New Delhi: Penguin Books India.
  4. Mascaro, J. (1994). *The Upanisads*. New Delhi: Penguin Books India.
  5. Nisargadatta, Maharaj (2008). *I am that: Talks with Sri Nisargadatta*
  6. Yogananda (1946/1975). *Autobiography of a yogi*. Bombay: Jaico.
-

**SEC**  
**BSCPSYSE401**  
**SEC-3**  
**PRACTICAL**

**APPLIED COGNITIVE PSYCHOLOGY**

Course Type: <b>SEC</b> <b>(Practical)</b>	Course Details: <b>SEC-3</b>		<b>L-T-P: 0 - 1 - 4</b>		
Credit: <b>3</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		<b>30</b>	----	<b>20</b>	----

***Course 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