

**MAULANA ABUL KALAM AZAD UNIVERSITY OF TECHNOLOGY, WB**  
**Syllabus of B. Sc. In Psychology**  
**(Effective for 2021-2022 Admission Session)**  
**Choice Based Credit System**  
**140 Credit (3-Year UG) MAKAUT Framework**  
**w.e.f 2021-22**

### **Preamble**

AICTE in the year 2019 released the decision of running humanities subject in parallel with technical courses under the same campus. This decision is revolutionary in the sense that it takes a giant step towards humanizing the technical education that has erstwhile focused on hardcore scientific principles all this time. Different subjects from the humanities section can play a big role to make the technical education much more approachable to lay people. In this context, the role of Psychology is paramount. One of the primary goals of higher education is molding the social and cultural concerns of individuals, groups, and collectives with a profound feeling of rootedness in our own soil with a global outlook. Running a full-fledged course on Psychology would not only let the students of the technical streams manage their social and cultural welfare properly, but also would cater to the Psychology students to take advantage of learning the associated technology driven course matters like Artificial intelligence (AI) and machine learning.

### **Purpose**

The BSc course has been carefully designed to train the students in the major areas of Psychology in order to make them conversant with the principles as well as ready to take on challenging roles in the society. Appropriate levels of weightage has been given to both core subjects to strengthen their conceptualizations as well as ability and skill enhancing courses to make the students industry ready.

### **Structure of the Course**

**First year of the Undergraduate course in Psychology (Semesters I & II)** would expose the students to four core courses, providing the scope to learn about the basic foundations of the field of Psychology and how it is supported by interdisciplinary approaches like Biology and Statistics. They would receive practical exposures on assessments of different functions like personality, reaction time, memory, and intelligence and would learn to carry out statistical operations in the MS Excel software. Additionally, focus would be put on improving abilities of the students through courses on Communicative English and ENVIS.

**Second year of the Undergraduate course in Psychology (Semesters III & IV)** would further strengthen the students' knowledge by engaging them with core courses on Social Psychology, Clinical Psychology and development of the psychological thought apart from further engaging them into courses in statistics and introducing them to the area of research methods. The course would focus on skill development of the students through courses on behavior modification, entrepreneurship, corporate communication to improve their employability quotient. Practical based learning and projects would further assist them in garnering valuable skills to make them industry ready.

**Third year of the Undergraduate course in Psychology (Semesters V & VI)** puts major focus in the area of skill building, exposing the students to areas like organizational psychology, dealing with psychological disorders, counselling, developmental psychology through tutorials and mini projects along with lectures. Special care shall be taken for developing entrepreneurship capacity building and excellent opportunity shall be provided to improve extra-curricular and leadership. The final

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year capstone project is a key part of the curriculum where the students will get to choose from a wide range of ideas to work on or generate new ideas on their own.

**Precedence**

During the design of the syllabus, we have referred to the syllabi of some National and International Universities, the names of the institutes are placed hereunder

**National Universities**

1. University of Delhi (Consulted for the subjects of Psychology)
2. UGC (Consulted for Model courses in Psychology)
3. University of Calcutta (Consulted for CBCS structure and branches in Psychology)

**International Universities**

1. UC San Diego, California (Consulted for Course in Engineering Psychology)
2. The University of Texas at Dallas (Consulted for Course in Forensic Psychology)
3. Arizona State University (Consulted for the course patterns and subjects in Psychology)

**As per the rules of CBCS, a total of 120 credit points has to be earned by a student to obtain the B. Sc (General) degree in Psychology, while further 20 credits have to be earned from online MOOCs (Massive Open Online Courses) offered by Coursera, edX, SWAYAM/nptel, nanoHub etc. (all together 140 credits) to get the B. Sc (Honours) degree in Psychology.**

Hope the proposed curriculum will make it more contextual, viable and suitable to cater the needs of students of Psychology.

**Eligibility Criteria:** 10+2 Pass-out from any board. Cut-off marks will be decided by the competent authority time to time as per requirements.

**Duration of the Course:** 3 years

**OUTLINE OF CHOICE BASED CREDIT SYSTEM**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study)

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**2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate study such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**3. Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement;

i. **Environmental Science** and ii. **English/MIL Communication.** These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 Ability Enhancement Compulsory Courses (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

- Introducing Research Component in Under-Graduate Courses

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analysing /exploring a real-life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

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**Curriculum Structure**

**Semester I**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPYPY-101	Introduction to Psychology	CC-1	4			4
2	BSCPYPY-102	Biological Psychology	CC-2	4			4
3	BSCPYPY-191	Practical on Reaction Time, Arousal, and identification of changes in facial expressions of emotion	CC-1			4	2
4	BSCPYPY-192	Project based Practical on Memory functioning including bedside tests	CC-2			4	2
5		Any one from GE Basket	GEC-1				6
6	BSCPYPY- 104	Communicative English	AECC-1	2			2
<b>Total</b>				<b>20</b>			

**Semester II**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPYPY-201	Introduction to Statistical Methods for Psychological Research	CC-3	4			4
2	BSCPYPY-202	Psychology of Individual Differences	CC-4	4			4
3	BSCPYPY-291	Practical on statistical methods including usage of Excel	CC-3			4	2
4	BSCPYPY-292	Practical on assessing intelligence and Personality	CC-4			4	2
5		Any one from GE Basket	GEC-2				6
6	BSCPYPY-204	Ecology: Ecosystem Dynamics and Conservation	AECC-2	2			2
<b>Total</b>				<b>20</b>			

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**Semester III**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPYPY-301	Development of Psychological Thought	CC-5	4			4
2	BSCPYPY-302	Psychological Research	CC-6	4			4
3	BSCPYPY-303	Social Psychology	CC-7	4			4
4	BSCPYPY-391	Project based Practical on Gender Identity	CC-5			4	2
5	BSCPYPY-392	Project based practical on short tool development	CC-6			4	2
6	BSCPYPY-393	Project based practical on Group cohesiveness and problem solving	CC-7			4	2
7	BSCPYPY-304	Choice between A. Behaviour Modification B. Corporate Communication	SEC-1	2			2
8		Any one from GE Basket	GEC-3				6
<b>Total</b>				<b>26</b>			

**Semester IV**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPYPY-401	Understanding psychological disorders	CC-8	4			4
2	BSCPYPY-402	Statistical methods for psychological research II	CC-9	4			4
3	BSCPYPY-403	Applied social psychology in Practice	CC-10	4			4
4	BSCPYPY-491	Practical on assessing psychological symptoms of anxiety and depression	CC-8			4	2
5	BSCPYPY-492	Practical on t test and chi square test	CC-9			4	2
6.	BSCPYPY-493	Practical based on Likert's Scale and Goode and Hatte's revision of Bogardus's Scale	CC-10			4	2
7	BSCPYPY-404	Choice between A. Emotional intelligence B. Stress management	SEC-2	2			2
8		Any one from GE Basket	GEC-4				6
<b>Total</b>				<b>26</b>			

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**Semester V**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPY-501	Understanding Psychological Disorders II	CC-11	4			4
2	BSCPY-502	Developmental Psychology	CC-12	4			4
3	BSCPY-591	Practical on Psychopathology	CC-11			4	2
4	BSCPY-592	Project based Practical on Attachment and Parenting Styles	CC-12			4	2
5	BSCPY-503	Choice Between A. Positive Psychology B. Cultural Psychology	DSE-1	4			4
6	BSCPY-504	Choice between A. Health Psychology B. Educational Psychology	DSE-2	5	1		6
7	BSCPY-585	Project Work/Dissertation	DSE Project			4	2
<b>Total</b>				<b>24</b>			

**Semester VI**

Sl No.	Paper Code	Course Name	Course Type	Hours/Credit			
				L	T	P	C
1	BSCPY-601	Organizational Behaviour	CC-13	4			4
2	BSCPY-602	Counselling Psychology	CC-14	4			4
3	BSCPY-691	Project based practical on Emotional Intelligence and Motivation of employee	CC-13			4	2
4	BSCPY-692	Project based practical on attitude towards mental health treatment in various population	CC-14			4	2
5	BSCPY-603	Choice Between A. Human Resource Management B. Engineering Psychology	DSE-3	4			4
6	BSCPY-604	Choice between C. Community Psychology D. Forensic Psychology	DSE-4	5	1		6
7	BSCPY-685	Project Work/Dissertation	DSE Project			4	2
<b>Total</b>				<b>24</b>			

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**SEMESTER I**

**INTRODUCTION TO PSYCHOLOGY – CC1-T L-T-P: 4-0-0 (4 CREDITS)**

**Course outcomes (CO)**

At the end of the course, the students will be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define</b> Psychology and basic concepts of Emotion, Motivation, and Intelligence	L1	Assessment through MCQ questions
CO-2	<b>Explain</b> the nature of Psychology and its basic principles	L2	Assessment through LAQ
CO-3	<b>Use</b> the principles to explain human behaviour	L3, L2	Assessment through Poster Making
CO-4	<b>Compare and Contrast</b> the different perspectives to make a coherent sense of behavior	L4	Assessment through Poster making

**Course Details**

1. Meaning, nature, and scope of Psychology; Psychology as a science.
2. Schools (Structuralism, Functionalism, Psychoanalytic, Behavioral, Humanistic), Branches (Pure and Applied), and Methods (Experimental and Non-experimental, Observational, Introspection) of Psychology.
3. Meaning, nature, concept, and theories of
  - a. Emotion (James Lange, Canon Bard, Schachter Singer, Lazarus, Multilevel)
  - b. Motivation (McClelland, Maslow, Rogers, Murray)
  - c. Intelligence (Spearman, Guildford, Thurstone, Sternberg, Thorndike, Cattell)
4. Psychology in relation to other fields (Neuroscience, Sociology, Anthropology, Genetics)

**Suggested Reading**

Baron, R. & Misra. G. (2013). Psychology. Pearson.

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

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.

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**BIOLOGICAL PSYCHOLOGY – CC2-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Explain</b> the basic structures and functions of the Nervous system	L2	Assessment through Poster Making
CO-2	<b>Interpret</b> the brain functions in light of different human abilities	L3	Assessment through classroom Powerpoint Presentations
CO-3	<b>Identify</b> which area of the nervous system is responsible of major human functions	L2	Assessment through Poster making

**Course Details**

1. Basic unit of the nervous system: Neuron (Structure, function, nerve impulse conduction within neuron and between neuron); Neurotransmitters
2. Structure and function of the Central Nervous System (Brain and Spinal Cord)
3. Structure and function of the Peripheral Nervous System (Somatic Nervous System, Autonomic Nervous System)
4. Biological correlates of Emotion, Learning, and Memory

**Suggested Readings**

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.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.

Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.

Rozenweig, M. H. (1989). Physiological Psychology. New York: Random

**PRACTICAL 1 – CC1-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on measuring reaction time using Reaction Timer
2. Practical on measuring Arousal of emotion through Response Recorder
3. Practical on identification of emotional states through facial expression

**PRACTICAL 2 – CC2-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on memory and forgetting through the use of non-sense syllables



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2. Practical on assessing recent, remote, and immediate memory through bedside tests like MoCA, MMSE, PGI-MS

**ABILITY ENHANCEMENT COMPULSORY COURSE – AECC 1 (COMMUNICATIVE ENGLISH) L-T-P: 2-0-0  
(2 CREDITS)**

**Course Outcomes (CO)**

Sl. No	Course Outcomes	Mapped Modules
1	Change how you speak English and Improve your pronunciation and fluency. Communicate in Person: The Power of Face to Face Connection	1,2
2	Become confident in group discussion. By looking at various scenarios, student will learn key language for group discussion as well as gain some business etiquette	1,2,3
3	Improve language use and pronunciation for phone conversations	2,4,5
4	Prepare themselves better for an interview in English. The three lessons will focus on improving your body language, pronunciation for -ed and -s ending words.	3,5
5	Have the chance to put all your newly gained language skills together into a presentation. This module will teach the presentation skills.	4,5

**Course Details**

1. Small talk and conversational vocabulary; Express yourself; Pronunciation; Elevator Speech
2. Video Conferencing: Face to face and Online; Group Discussion Language; Video conference role play
3. Telephone language; Understand and be understood on the phone; Phone role play
4. Get ready for the interview; Improve your pronunciation: -ed & -s endings; Interview role play
5. Organize your pitch; perfect your pronunciation

**Suggested Readings**

Speak English Professionally: In Person, Online & On the Phone, coursera, 5 weeks, 2 credit  
<https://www.coursera.org/learn/speak-english-professionally/home/week/5>

S R Inthira&, V Saraswathi, Enrich your English a) Communication skills b) Academic skills, CIEFL &, OUP

R.C. Sharma and K.Mohan Business Correspondence and Report Writing Tata McGraw Hill , New Delhi , 1994

Maxwell Nurnberg and Rosenblum Morris, All About Words- A Text Book for English for Engineers &, Technologists General Book Depot, New Delhi,

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**Evaluation scheme:** This is an online course. So, evaluation will be done by the University offering the course. However, faculty from linguistic department will guide the learners for further assistance.

**SEMESTER II**

**STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – CC3-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

By the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Describe</b> the basic concepts of different types of statistical measures	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Implement</b> appropriate statistical measures to assess centrality of variables	L3	Assessment through data analysis
CO-3	<b>Compare and Contrast</b> the effectiveness of parametric and non-parametric statistics	L4	Assessment through Poster Making
CO-4	<b>Report</b> data in a graphical format	L2	Assessment through Presentation in the class

**Course Details**

1. Concept of statistics; types of statistics; methods of representation of data (bar graph, pie graph, histogram, scatterplot)
2. Concept, uses, and measures of Central Tendency (Mean, Median, Mode) and Variability (Range, Average Deviation, Standard Deviation, Quartile Deviation)
3. Normal Probability Curve: Concept, applications. Concept of tails, skewness and kurtosis
4. Concept of parametric and non-parametric statistics; hypotheses testing steps and utility.

**Suggested 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

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**PSYCHOLOGY OF INDIVIDUAL DIFFERENCES – CC4-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

CO No.	Course Outcomes	Bloom's Level	Assessment technique
CO-1	<b>Define and Explain</b> Personality and its multifaceted nature	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Interpret</b> human behavior to understand the self in light of eastern and western principles	L3	Assessment through Poster Building
CO-3	<b>Use</b> the principles to explain human behaviors in corporate, clinical, or school sector	L3, L2	Assessment through using scales in the field
CO-4	<b>Compare and Contrast</b> the different perspectives to make a coherent sense of behavior	L4	Assessment through Movie Analysis

**Course Details**

1. Meaning, origin, and nature of personality; historical perspectives (western & eastern), temperament and character; Culture, gender, and personality
2. Major determinants of personality; nature versus nurture debate. Self and identity in Indian Thought.
3. Major perspectives on Personality: Freud, Eysenck, Bandura
4. Individual differences in personality expression: body language and behavioral styles

**Suggested Readings**

Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.

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

Theories of Personality, 8<sup>th</sup> edition, by Feist & Feist, *McGraw Hill*

Morris, Desmond. (2002) Peoplewatching, Vintage.

**PRACTICAL 3 – CC3-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on using MS Excel to carry out statistical analysis of data

**PRACTICAL 4 – CC4-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on assessing intelligence using Raven's Progressive Matrices, Koh's Block Design
2. Practical on assessing personality using Cattell's 16PF and Eysenck's Personality Questionnaire, Junior Eysenck's Personality Questionnaire

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**ABILITY ENHANCEMENT COMPULSORY COURSE – AECC2 (ENVIRONMENT & SUSTAINABILITY) L-T-P:  
2-0-0 (2 CREDITS)**

**COURSE OBJECTIVE:** This course will students to nurture the environment and to take care of it. It will help students to know the importance of natural resources and the need for the preservation.

**Course Details**

**1. Introduction to environmental studies & ecosystems:** Multidisciplinary nature of environmental studies: Scope and importance; what is an ecosystem? The structure and function of ecosystem, Energy flow in an ecosystem, food chains, food webs and ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems

**2. Natural resources & its management and conservation:** Land resources and land use change: Land degradation, soil erosion and desertification; Deforestation: Causes and impacts, forests, biodiversity and tribal populations; Water: Use and over-exploitation of surface and ground water. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources and growing energy needs.

**3. Environmental pollution & management: Environmental pollution:** types, causes, effects and controls; Air, water, soil and noise pollution, Solid waste management: Control measures of urban and industrial waste. Climate change, global warming, Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act; International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD)

**4. Environment & social issues:** Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental ethics: environmental conservation; environmental communication and public awareness.

**Suggested Readings**

Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.

Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.

Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.

Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.

Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.

**Online Course:** Ecology: Ecosystem Dynamics and Conservation, American Museum of Natural History, coursera 5 weeks, 2 credit.

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**SEMESTER III**

**DEVELOPMENT OF PSYCHOLOGICAL THOUGHT – CC5-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> the different perspectives in psychological thought	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Interpret</b> human behavior to understand the self in light of eastern and western principles	L3	Assessment through Poster Building
CO-3	<b>Use</b> contemporary perspectives to <b>examine</b> the behaviors of major contemporary personalities	L3, L4	Assessment through essay writing
CO-4	<b>Argue and defend</b> a major psychological orientation to thought to indicate development of a personal philosophy	L5	Assessment through classroom group discussion and debate

**Course Details**

1. Understanding the Psyche: debates and issues regarding Free will and Determinism, Mind Body relationship, Empiricism and Rationality
2. The positivist orientation: from behaviorism to cognition
3. Psychoanalytic and humanistic-existential orientation: the journey from Freudian psychoanalysis to the incorporation of the social self to the focus on the human being and existence
4. Contemporary development of thoughts related to social constructionism and feministic approaches

**Suggested Reading**

Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.

Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co.

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**PSYCHOLOGICAL RESEARCH – CC6-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

CO No.	Course Outcomes	Bloom's Level	Assessment technique
CO-1	<b>Define and Explain</b> the basic orientations to research like qualitative and quantitative	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Use</b> the knowledge to <b>execute</b> a tool development	L3	Assessment through practical tool development
CO-3	<b>Use</b> knowledge to <b>interpret</b> research designs of studies	L3	Assessment through preparing research designs of novel ideas
CO-4	<b>Compare and Contrast</b> the different types of research to find out the most appropriate methodology in different situations	L4	Assessment through review of research papers

**Course Details**

1. Meaning, nature, and purpose of research; characteristics of good scientific research; types of research (qualitative and quantitative, exploratory, explanatory, descriptive)
2. Need for quantification in psychological research; levels of measurements; steps in development of psychological tests (Item analysis, reliability, validity, norms)
3. Types of social scientific research: lab and field experiments, field study, ex-post facto research, surveys, case studies. Steps in conducting a social scientific research
4. Sampling and Research design: Meaning, nature, and types in brief

**Suggested 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.

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**SOCIAL PSYCHOLOGY – CC7-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> how human behavior is viewed from the social perspective	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Interpret</b> human attitude to <b>examine</b> their mental states	L3	Assessment through Movie and Book analysis
CO-3	<b>Compare</b> the different processes of self and how they are organized into a whole	L4	Assessment through essay writing
CO-4	<b>Recognize</b> different instances of stereotype and prejudice in the society	L2	Assessment through News analysis

**Course Details**

1. Meaning, nature, and scope of Social Psychology; Methods used in Social Psychology
2. Social Cognition and Person Perception. Self and its Processes.
3. Attitude: Nature, determinants, theories, formation, and change; Attitude-behavior link and social identity
4. Stereotype and prejudice: formation, theories, and change

**Suggested 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.

**PRACTICAL – CC5-P L-T-P: 0-0-4 (2 CREDITS)**

1. Project based practical on Gender Identity (Analysis of book/movie/real life cases of individuals with issues of gender identity and presenting the same in the form of classroom powerpoint presentation)

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**PRACTICAL – CC6-P L-T-P: 0-0-4 (2 CREDITS)**

1. Project based practical on short tool development (developing an attitude scale towards any social construct to be decided in class through group discussion)

**PRACTICAL – CC7-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on measuring group cohesiveness through Moreno's Sociometric method
2. Practical on assessing group influence on problem solving using a suitable type of stimuli

**SKILL ENHANCEMENT COURSE – SEC1-T L-T-P: 2-0-0 (2 CREDITS)**

**CHOICE BETWEEN BEHAVIOUR MODIFICATION AND CORPORATE COMMUNICATION**

**BEHAVIOUR MODIFICATION**

1. What is behaviour modification? Learning principles behind the concept
2. Applied Behavior Analysis
3. Putting ABA to practice: Functional analysis of behavior
4. Basic principles and orientation to Behavior Therapy

**CORPORATE COMMUNICATION**

Course on BUSINESS ENGLISH COMMUNICATION SKILLS SPECIALISATION provided by COURSERA for a length of 6 weeks. Course offered by UNIVERSITY OF WASHINGTON.



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**SEMESTER IV**

**UNDERSTANDING PSYCHOLOGICAL DISORDERS – CC8-T L-T-P: 4-0-0 (4 CREDITS)**

**Course outcomes**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> normality and abnormality	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Classify</b> anxiety and mood disorders	L2	Assessment through Poster Building
CO-3	<b>Sketch</b> the clinical picture of anxiety and mood disorders	L3	Assessment through movie analysis
CO-4	<b>Compare and Contrast</b> the different perspectives of anxiety and mood disorders to arrive at a coherent etiology	L4	Assessment through review analysis of research papers

**Course Details**

1. Normality and abnormality: nature, conceptions, and criteria
2. Psychopathology: concepts and perspectives, historical and modern
3. Neurosis, psychosis and Psychophysiological disorders
4. Signs and symptoms, clinical features, and etiology of Anxiety Disorders (Phobia, GAD, OCD) and Mood Disorders (Unipolar and Bipolar)

**Suggested Readings**

- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers
- Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.

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**STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH II – CC9-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> descriptive, inferential, and predictive statistics	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Interpret</b> data using descriptive, inferential, and predictive statistics	L3	Assessment through data analysis
CO-3	<b>Report</b> results based out of descriptive, inferential, or predictive statistics	L2	Assessment through preparing practical reports
CO-4	<b>Compare and Contrast</b> the effectiveness of different statistical measures to explain psychological data	L4	Assessment through Poster Making and data analysis

**Course Details**

1. Descriptive statistics: Correlation (Pearson r, Spearman's Rho, Biserial and Point Biserial, Tetrachoric and Phi, Contingency coefficient)
2. Inferential Statistics: Student's t test, ANOVA (randomized and repeated measures)
3. Predictive Statistics: Linear Regression analysis
4. Non-probability Statistics: Chi square test, Mann Whitney U

**Suggested 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.
- Siegel, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill

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**APPLIED SOCIAL PSYCHOLOGY IN PRACTICE – CC10-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and classify</b> the different types of social groups	L1, L2	Assessment through Poster Making
CO-2	<b>Examine</b> prosocial and aggressive behaviors in the social contexts	L4	Assessment through social experiments
CO-3	<b>Use</b> knowledge of group influence to describe social behavior	L3	Assessment through news analysis
CO-4	<b>Compare and Contrast</b> the different ways to form an impression on others to improve interpersonal relations	L4	Assessment through practical experiments

**Course details**

1. Groups: nature, organization, formation, types, change
2. Group influence: Conformity, Compliance, Obedience (nature, concept, theories)
3. Prosocial behavior and Aggressive behavior: Concept, theories, determinants
4. Impression formation, attractiveness, and Love

**Suggested 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.

**PRACTICAL – CC8-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on measuring symptoms of anxiety using Beck Anxiety Inventory and Hamilton Anxiety Rating Scale
2. Practical on measuring symptoms of depression using Beck Depression Inventory II and Hamilton Depression Rating Scale

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**PRACTICAL – CC9-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on conducting t test on set of scores
2. Practical on conducting chi square on a set of scores

**PRACTICAL – CC10-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on assessing ethnic prejudice using Goode and Hatt's revision of Bogardus' scale
2. Practical on assessing a social construct using Likert's scale

**SKILL ENHANCEMENT COURSE – SEC4-T L-T-P: 2-0-0 (2 CREDITS)**

**CHOICE BETWEEN EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT**

**EMOTIONAL INTELLIGENCE**

Course on EMOTIONAL AND SOCIAL INTELLIGENCE provided by COURSERA for a length of 6 weeks.  
Course offered by UNIVERSITY OF CALIFORNIA UCDAVIS.

**STRESS MANAGEMENT**

Course on CONFLICT AND STRESS MANAGEMENT provided by COURSERA for a length of 6 weeks.  
Course offered by ST PETERSBURG STATE UNIVERSITY.

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**SEMESTER V**

**UNDERSTANDING PSYCHOLOGICAL DISORDERS II – CC11-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course, the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> Schizophrenia, Mental Retardation, Substance use, Psychophysiological disorders	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Classify</b> the different types of disorders	L2	Assessment through Poster Building
CO-3	<b>Sketch</b> the clinical picture of the different types of disorders	L3	Assessment through movie analysis
CO-4	<b>Compare and Contrast</b> the different perspectives of these disorders to arrive at a coherent etiology	L4	Assessment through review analysis of research papers

**Course Details**

1. Signs and symptoms, clinical features, and etiology of Schizophrenia
2. Signs and symptoms, clinical features, and etiology of Mental Retardation
3. Signs and symptoms, clinical features, and etiology of Substance Use Disorder
4. Signs and symptoms, clinical features, and etiology of Psychophysiological Disorders

**Suggested Readings**

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.

Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.

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**DEVELOPMENTAL PSYCHOLOGY – CC12-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> the differences between maturity, growth, and development	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Sketch</b> the clinical picture of prenatal development and the hazards in it	L3	Assessment through Poster Building
CO-3	<b>Compare and Contrast</b> the different approaches to human development across multiple domains	L4	Assessment through movie and documentary analysis

**Course Details**

1. Meaning and nature of Development; difference from maturity and growth; developmental hazards
2. Prenatal development: stages, features, and hazard
3. Childhood and Adolescence: Physical, speech, emotional, social, personality, and moral development
4. Adulthood and Old age: Emotional, social, personality, and moral development. Developmental tasks and hazards.

**Suggested 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.

Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

**PRACTICAL – CC11-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on psychopathology using scales like Brief Psychiatric Rating Scale, Hospital Anxiety and Depression Scale, State Trait Anxiety Inventory

**PRACTICAL – CC12-P L-T-P: 0-0-4 (2 CREDITS)**

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1. Project based practical on assessing attachment style using scales and associating them with parenting styles

**DEPARTMENT SPECIFIC ELECTIVE COURSE 1 – DSE1-T L-T-P: 4-0-0 (4 CREDITS)**

**CHOICE BETWEEN POSITIVE PSYCHOLOGY AND CULTURAL PSYCHOLOGY**

**POSITIVE PSYCHOLOGY**

1. Meaning, nature and scope of Positive Psychology
2. Meaning in life: objectives and sources of meaning
3. Happiness Hypothesis: nature, concept, determinants in modern times
4. Concept of Flow

**Suggested Readings**

- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- 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.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
- Dolan, Paul. (2019). Happy Ever After. *Allen Lane*

**CULTURAL PSYCHOLOGY**

1. Meaning, nature, and scope of Cultural Psychology
2. Cultural mindsets and assimilation to a cultural framework
3. Cultural mixing and consequences
4. Globalization, enculturation, and community impact

**Suggested Readings**

- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
- Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.

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Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

Roa, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.

**DEPARTMENT SPECIFIC ELECTIVE COURSE 2 – DSE2-T L-T-P: 5-1-0 (6 CREDITS)**

**CHOICE BETWEEN HEALTH PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY**

**HEALTH PSYCHOLOGY**

1. Meaning, nature, and scope of Health Psychology
2. Models of Health Psychology; helping behavior in paramedical areas
3. Stress: nature, models, determinants, causes, consequences
4. Lifestyle disorders (Cardiovascular, diabetes, respiratory problems, gastrointestinal problems) and psychological correlates of the same; health promoting and health damaging behaviors

**Suggested Readings**

Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions ( 4th Ed.).NY: Wiley.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

**EDUCATIONAL PSYCHOLOGY**

1. Meaning, nature, and scope of educational psychology. Methods used in educational psychology
2. Nature and theories of Learning
3. Concept, nature, and theories of Motivation. Improving classroom motivation of students.
4. Education in the Indian Context

**Suggested Readings**

1. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
2. Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub
3. Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.
4. Rogers, C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.



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**DEPARTMENT SPECIAL ELECTIVE COURSE – PROJECT WORK L-T-P: 0-0-4 (2 CREDITS)**

**PROJECT/ DISSERTATION**

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. This project/dissertation work will span over Semesters V and VI.

**Semester V** would require the students to go into the field, conduct the pilot study of the work, analyse the feedback from the field and plan/modify/finalize the final study accordingly.

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

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**SEMESTER VI**

**ORGANIZATIONAL BEHAVIOR – CC13-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> the work done in the field of industrial and organizational psychology	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Use and implement</b> different forms of organizational communication procedures	L3	Assessment through group discussion and role plays
CO-3	<b>Sketch</b> the steps of personnel selection in an industry	L3	Assessment through practical demonstration in class

**Course Details**

1. Meaning, nature, and scope of Organizational Behavior. Methods used to study OB.
2. Personnel Selection: Nature, methods and steps
3. Organizational hierarchy, leadership and communication
4. Job Analysis: concept and steps; Job satisfaction: concept and theories

**Suggested Readings**

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.

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**COUNSELLING PSYCHOLOGY – CC14-T L-T-P: 4-0-0 (4 CREDITS)**

**Course Outcomes (CO)**

At the end of the course the students would be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Bloom's Level</b>	<b>Assessment technique</b>
CO-1	<b>Define and Explain</b> the difference between guidance, counselling, and psychotherapy	L1, L2	Assessment through MCQ and SAQ questions
CO-2	<b>Demonstrate</b> the knowledge about the stages in the counselling process	L3	Assessment through role play
CO-3	<b>Relate</b> to the common attitudinal factors needed to be a good counsellor	L4	Assessment through role plays
CO-4	<b>Compare and Contrast</b> the different perspectives of counselling to arrive at a coherent orientation	L4	Assessment through Movie Analysis, research paper analysis, and Poster Building

**Course Details**

1. Meaning and nature of Counselling. Difference between guidance, counselling, and psychotherapy.
2. Stages of counselling; counselling relationship, counselling pre-requisites; characteristics of a good counsellor
3. Major approaches to counselling: Psychodynamic, Behavioral, Cognitive, Humanistic
4. Counselling in special settings: Educational, Vocational, Crisis intervention, psychological first-aid.

**Suggested Readings**

Burnard, P. (2009). Counseling Skills Training: Book of activities. Viva Books, New Delhi.

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

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**PRACTICAL – CC13-P L-T-P: 0-0-4 (2 CREDITS)**

1. Practical on assessing Emotional Intelligence of employees
2. Practical on assessing work motivation of employees

**PRACTICAL – CC14-P L-T-P: 0-0-4 (2 CREDITS)**

1. Project based practical on assessing attitude towards mental health treatment in different population

**DEPARTMENT SPECIFIC ELECTIVE COURSE 3 – DSE3-T L-T-P: 4-0-0 (4 CREDITS)**

**CHOICE BETWEEN HUMAN RESOURCE MANAGEMENT AND ENGINEERING PSYCHOLOGY**

**HUMAN RESOURCE MANAGEMENT**

1. Meaning and nature of HRM. The corporate culture.
2. Staffing and recruitment process
3. Managerial communication and effective image building
4. Performance appraisal; employee training and development

**Suggested Reading**

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: Sai Printographers.

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.

**ENGINEERING PSYCHOLOGY**

1. Role of cognition in systems design
2. Centrality of human beings in system design; human – system interactions
3. Theories of attention, signal detection and vigilance;
4. Humans as a physical engine: anthropometry, biomechanics, work physiology

**Suggested Reading**

Wickens, C. (1984). Engineering Psychology and Human Performance. Pearson pub.

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Lee, John & Wickens, Christopher & Liu, Yili & Boyle, Linda. (2017). Designing for People: An introduction to human factors engineering.

Norman, Donald (1988). The Design of Everyday Things. New York: Basic Books.

**DEPARTMENT SPECIFIC ELECTIVE COURSE 4 – DSE4-T L-T-P: 5-1-0 (6 CREDITS)**

**CHOICE BETWEEN COMMUNITY PSYCHOLOGY AND FORENSIC PSYCHOLOGY**

**COMMUNITY PSYCHOLOGY**

1. Meaning and nature of Community psychology; types of communities.
2. Core values of communities
3. Process of Community based interventions on health promotions
4. Community development and empowerment

**Suggested reading**

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi: Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

**FORENSIC PSYCHOLOGY**

1. Nature and scope of forensic psychology. Mens rea and criminal culpability
2. Mental illnesses in forensic context
3. Sexual offenders – types and risk assessments
4. Competency to stand trial and the insanity defense

**Suggested Readings**

Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.

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Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.

Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall

Loftus, E. F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.

Ross, F. D., Read, D. J., & Toglia, M. P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.

Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform

**DEPARTMENT SPECIAL ELECTIVE COURSE – PROJECT WORK L-T-P: 0-0-4 (2 CREDITS)**

**PROJECT/ DISSERTATION**

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. This project/dissertation work will span over Semesters V and VI.

End of **Semester VI** would require a submission of the term paper followed by dissertation defence and viva voce.

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.