Faculty: Arts
Program: B.A.

Subject: PSYCHOLOGY
Academic Year: 2018 – 2019

F.Y.B.A., S.Y.B.A. & T.Y.B.A.

Credit Based Semester and Grading Syllabi approved by Board of Studies in Psychology to be brought into effect from June 2018.
Objectives:

- On completion of the course students will have knowledge of history of Psychology and basic concepts in Psychology.
- On completion of the course students will have knowledge about basic concepts in Statistics and various measures of descriptive statistics.
- Students would learn to gather information about past researches and write ‘Literature Review’.

Semester 1: Introduction to Psychology

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Topics</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Story of Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The History Of Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Culture and Psychological Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Fields Of Psychology today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Scientific Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Ethics of Psychological Research</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Biology of Mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Neurons and nerves: Building the Network</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) An Overview of the Nervous System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Distant Connections: The Endocrine Glands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Looking Inside the Living Brain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) From Bottom Up: the Structures of the Brain</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Definition of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Classical Conditioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Operant Conditioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Cognitive Learning theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Observational Learning</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Memory</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>What is memory?</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>The information Processing Models</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Getting it Out: Retrieval of Long-term Memories</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>What are we talking about? Forgetting</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Neuroscience of Memory</td>
<td></td>
</tr>
</tbody>
</table>

**Book for Study:**


**Books for reference:**

- Baron, R.A. (2001), Psychology (5th ed), Pearson Education Inc.
Objectives:

- On completion of the course students will have knowledge of history of Psychology and basic concepts in Psychology
- On completion of the course students will have knowledge about basic concepts in Statistics and various measures of descriptive statistics
- Students would learn to gather information about past researches and write ‘Literature Review’

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Topics</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Cognition: Thinking, Intelligence, Language</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) How People think</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>b) Intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Language</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Motivation and Emotion</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Approaches to Understanding Motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) What, Hungry Again? Why people eat?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Emotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Culture and Emotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Positive Emotions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Theories of Personality</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Psychodynamic Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Psychoanalysis in the East: Some Indian Perspectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The Behavioral and Social Cognitive view of Personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The Third Force: Humanism and Personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Trait Theories: Who are you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Personality: Genetics and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classic Studies in Psychology: Geert Hofstede’s Four Dimensions of Cultural Personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) Assessment of Personality</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Statistics in Psychology</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) What are Statistics?</td>
<td></td>
</tr>
</tbody>
</table>
### Book for Study:

### Books for reference:
- Baron, R.A. (2001), Psychology (5th ed), Pearson Education Inc.
PATTERN OF EXAMINATION

- In each Semester a student will be assessed for 100 marks.
- The 100 marks are divided as 60 marks (theory paper) + 40 marks (Internal Assessment)

Paper pattern for 60 marks Semester-end Examination:
- There will be 4 Questions, one per unit, each carrying 15 marks. All questions are compulsory but there will be internal option in each question.

Pattern for Internal assessment of 40 marks:

40 marks of Internal Assessment are divided as:

- 20 marks for Written test on any one of the topic from the syllabus for that semester
- Remaining 20 marks can be divided as:
  - 15 marks (Assignment) +
  - 5 marks (attendance and regularity)

- Following are the proposed options for 15 marks assignment to be completed in each semester. One of these options can be chosen:
  
  a) **Writing an essay**: Students can choose any concept (reinforcement theory, memory technique, intelligence theory, social learning theory) from the syllabus. They should write an essay on how they see its application in daily life.
  
  b) **Student-Symposium**: Students will be divided into groups, each group will be given a topic, each member of the group will be asked to cover different aspect of the topic, emphasizing on recent research in that area. Each student will be expected to gather reliable, relevant information, past researches about that topic. The group will be asked to present the information they have gathered.
  
  c) **Reviewing research articles**: Students should choose a topic. They will be taught how to gather literature review from online and offline sources. They should refer to at least one national and one international journal article. They should submit a report stating what is mentioned in each article/ part from the book, what was done, what was found and at the end also write a concluding summary of the material they read. It will be appreciated if they can mention title of the research they would like to conduct based on this literature review. They should also mention objective of their research and its significance. [For both the assignment no. 2 and 3, students will be given marks based on sources used to gather information, aspects of the topic covered, depth and quality of the information gathered, recent research quoted]
SYBA (Semester III)

Sub: Psychology                                      Class: SYBA
Paper: Developmental Psychology                      Subject Code: SIUAPSY32
Credits: 3                                            No. of lectures/week: 3
Total no. of lectures/semester: 45                   Marks: 100 (60+40)

❖ Objectives:
- On completion of the course students will have knowledge about concepts in Human Development
- Students will become aware about application of concepts learned in Developmental Psychology in daily life

Semester III: Developmental Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Start of Life; Birth and the Newborn Infant</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Earliest Development ;The Interaction of Heredity and Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Prenatal Growth and Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Birth and Birth Complication; Competent new born</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Physical Development in Infancy</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) First Steps; Growth and Stability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Motor Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The Development of Senses</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cognitive Development in Infancy</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>a) Piaget’s Approach to Cognitive Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Information Processing Approaches to Cognitive Development; The Roots of Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Developing the Roots of Sociability; Forming Relationships; Differences among Infants: Personality Development; Temperament; Gender Differences and Gender Roles</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cognitive Development in the Preschool years</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Piaget’s Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Information Processing and Vygotsky’s Approach to Cognitive Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The Growth of Learning and Language</td>
<td></td>
</tr>
</tbody>
</table>
The topic “Introduction to Lifespan Development” is to be taught in brief as an Orientation to this subject. No questions should be asked on it in the examination.

Semester 3 Project/ Assignment should be done on one of the following Topics (Narrower subtopics under these broad topics can be chosen by students for assignment)

- Physical, Social and Personality Developmental in the Preschool years
  a) Physical development- the Growing Body; the Growing Brain; Motor Development
  b) Social and Personality Development- feeling his mother’s pain; Forming a sense of Self; Friends and Family: Pre-schooler’s Social life; Moral Development and aggression.

- Physical, Social and Personality Development in the Middle Childhood
  a) Physical Development – the Growing Body; Motor Development and Safety; Children with special needs
  b) Play Time: The Developing Self
  c) Relationships: Building Friendship in Middle Childhood
  d) Family Life in Middle Childhood

---

Book for study


Books for reference:

SYBA (Semester IV)

Sub: Psychology                                                   Class: SYBA
Paper: Developmental Psychology                                   Subject Code: SIUAPSY42
Credits: 3                                                           No. of lectures/week: 3
Total no. of lectures/semester: 45                                  Marks: 100 (60+40)

❖ Objectives:
- On completion of the course students will have knowledge about concepts in Human Development
- Students will become aware about application of concepts learned in Developmental Psychology in daily life.

Semester IV: Developmental Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cognitive Development in Middle Childhood</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Cognitive Development- Intellectual and Language Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Schooling: The Three R’s (and More) of Middle Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Intelligence: Determining Individual Strengths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Gender Differences in Cognition</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adolescence</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Physical Maturation: Growth during Adolescence; Puberty; Nutrition, Food, Eating Disorders, Brain Development and thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Cognitive Development: Piagetian Approach, Information Processing Perspectives, Egocentrism in thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Social and Personality Development: Identity Formation; Change or Crisis?; Marcia’s Approach to Identity Development: Family Ties; Relationship with peers; Dating; Sexual Relationships; Sexual Orientation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cognitive and Social and Personality Development in Early Adulthood</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>a) Cognitive Development: Post Formal Thought; Perry’s Approach to Post Formal Thinking; Schaie’s Stages of Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Social Development: Seeking Intimacy: Erik Erikson’s View; Choosing a partner; Attachment Styles and Romantic Relationships; Cohabitation; What makes marriage work; Parenthood; Staying Single;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Work: Identity during young adulthood- Role of Work; Picking an Occupation</td>
<td></td>
</tr>
</tbody>
</table>
Semester 4 Project/ Assignment should be done on one of the Following Topics
(Narrower subtopics under these broad topics can be chosen by students for assignment)

- Physical, Cognitive and Social Development in Late Adulthood
  - a) Physical Development
  - b) Cognitive Development
  - c) Social Development

- Dealing with Death and Bereavement
  - a) Facing Death and Loss
  - b) Special Losses
  - c) Medical, Legal and Ethical Issues

Book for study:

Books for reference:
PATTERN OF EXAMINATION
(For Social Psychology and Developmental Psychology)

• In each Semester a student will be assessed for 100 marks.
• The 100 marks are divided as 60 marks (theory paper) + 40 marks (Internal Assessment)

Paper pattern for 60 marks Semester-end Examination:
• There will be 4 Questions, one per unit, each carrying 15 marks. All questions are compulsory but there will be internal option in each question.

Pattern for Internal Assessment of 40 marks

• 40 marks of Internal Assessment are divided as:
  ➢ 20 marks for Written test on any one of the topic from the syllabus for that semester
  ➢ Remaining 20 marks can be divided as:
    ✓ 15 marks (Assignment) +
    ✓ 5 marks (attendance and regularity)
• Following are the options for 15 marks assignment to be completed in each semester. One of these options can be chosen:
  d) Writing an essay: Students can choose any concept (reinforcement theory, memory technique, intelligence theory, social learning theory) from the syllabus. They should write an essay on how they see its application in daily life.
  e) Survey and its report: Students should choose a topic from the syllabus (they can choose the topic from the chapters which are there for exam of it can be a topic mentioned as ‘for assignment’. However, they must get the topic approved by the concerned teacher). They should conduct a small survey on the topic chosen (they will be provided guidance for the same) and should write a report of it.
  f) Poster presentations: Students should make and present posters on the topic chosen by them (they must get the topic approved by the teacher before they start working on the poster). The poster must provide information about the topic chosen, emphasizing recent research in that area.
  g) Skit presentation: Students will be divided in groups. The group must choose a topic for skit; get it approved by the concerned teacher. They should present a small skit on the topic chosen, and at the end of it discuss the major aspects of the concept/s covered.
Objectives:

- On completion of this course students will have knowledge of basic concepts in Social Psychology
- On completion of the course students will have developed interest in research in Social Psychology
- Students will be helped understand application of various concepts in Social Psychology in daily life, in Indian context.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Topics</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Cognition</td>
<td>12</td>
</tr>
</tbody>
</table>
| 1-a) Heuristics: How we reduce our effort in Social Cognition  
1-b) Schema: Mental frameworks for organizing and using social information  
1-c) Automatic and Controlled Processing: Two basic modes of social thought  
1-d) Potential sources of error in social cognition  
1-e) Affect and Cognition | |
| 2        | Social Perception | 11 |
| 2-a) Nonverbal Communication: The language of expressions, gazes, gestures  
2-b) Attribution: Understanding the causes of others’ behaviour  
2-c) Impression formation and Impression Management | |
| 3        | Attitudes | 11 |
| 3-a) Attitude formation: How attitudes develop  
3-b) When and why do attitudes influence behaviour?  
3-c) How do attitudes guide behaviour?  
3-d) Fine art of persuasion  
3-e) Resisting persuasion attempts | |
The topic “Social Psychology: The Science of the Social Side of Life” is to be taught in brief as an Orientation to this subject. No questions should be asked on it in the examination.

The topic “The Self: Answering the question Who Am I?” can be considered only for assignment in Semester III. This topic includes following subtopics:

- Self-presentation: Managing the self in different social contexts
- Self-knowledge: Determining who we are
- Who am I?: Personal versus social identity
- Self-esteem: Attitudes towards ourselves
- Social comparison: How we evaluate ourselves
- The self as target of prejudice

**Book for study:**

**Books for Reference:**
Objectives:

- On completion of this course students will have knowledge of basic concepts in Social Psychology
- On completion of the course students will have developed interest in research in Social Psychology
- Students will be helped understand application of various concepts in Social Psychology in daily life, in Indian context.

Semester 4: Social Psychology

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Topics</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Influence</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Conformity: Group influence in action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Compliance: To ask-Sometimes-Is to receive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Symbolic social influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Obedience to authority</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Prosocial Behaviour</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Why people help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Responding to an emergency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Factors that increase or decrease the tendency to help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The effects of being helped</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Are prosocial behaviour and aggression opposites?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Aggression</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Perspectives on Aggression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Causes of Human aggression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The prevention and control of aggression</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Groups and Individuals</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>a) Groups: When we join, when we leave</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Effects of presence of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Coordination in groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Perceived fairness in groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Decision making by groups: How it occurs and its pitfalls</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The topic “Interpersonal Attraction, Close relationships and Love” can be considered only for assignment in Semester IV. This topic has following subtopics:

- Internal Sources of Attraction
- External Sources of attraction
- Factors based on social interaction: Similarity and Mutual liking
- Close relationships: Foundation of Social life

---

- **Book for study:**

- **Books for Reference:**

TYBA (Semester V)

Sub: Psychology                                               Class: TYBA
Paper: Abnormal Psychology                                           Subject Code: SIUAPSY52
Credits: 4                                                          No. of lectures/week: 4
Total no. of lectures/semester: 60                                  Marks: 100 (60+40)

❖ Objectives:
• On completion of this course students will have knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality.
• On completion of this course students will have the knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
• Students would be aware about Mental Health problems in society
• Students would have a strong foundation for higher education and a professional career in Clinical Psychology

Semester V: Abnormal Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding Abnormal Behavior and Theoretical Perspectives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) What is Abnormal behaviour?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) DSM-5, Clinical Interview, Mental Status Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Theoretical Perspective- Biological, Psychodynamic, Trait, Behavioural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Cognitive, Humanistic, Sociocultural</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Anxiety Disorders</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Anxiety Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Obsessive- Compulsive Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Trauma and Stress Related Disorders</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dissociative, Somatic Symptom Disorders and Paraphilic and Sexual Disorder</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Dissociative disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Somatic Symptoms and related disorders Working Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Psychological factors affecting medical condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Paraphilic Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Sexual Dysfunction</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Childhood Disorders</td>
<td>15</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>----</td>
</tr>
<tr>
<td>a)</td>
<td>Conduct Disorders, Oppositional Defiant Disorder</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Elimination Disorders</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Pervasive Developmental Disorder</td>
<td></td>
</tr>
</tbody>
</table>

**Book for Study**

**Books for reference:**
- Dhanda, Amita. (2000). *Legal Order and Mental Disorder.* New Delhi, Sage publications pvt ltd
TYBA (Semester VI)
Sub: Psychology
Paper: Abnormal Psychology
Class: TYBA
Subject Code: SIUAPSY62
Credits: 4
No. of lectures/week: 4
Total no. of lectures/semester: 60
Marks: 100 (60+40)

❖ Objectives:
• On completion of this course students will have knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality.
• On completion of this course students will have the knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
• Students would be aware about Mental Health problems in society
• Students would have a strong foundation for higher education and a professional career in Clinical Psychology

Semester VI: Abnormal Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schizophrenia Spectrum and other Psychotic Disorders</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Schizophrenia, Brief Psychotic Disorder, Schizophreniform, Schizoaffective, Delusional Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Theories and Treatment of Schizophrenia; Biological, Psychological, Sociocultural, Biopsychosocial Perspective</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Depressive and Bipolar Disorders</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Depressive Disorders;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Theories and treatment of Depressive and Bipolar Disorders; Psychological and Sociocultural Perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Suicide</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Organic Disorders</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Neurocognitive Disorders- Delirium, Dementia, Alzheimer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Neurocognitive Disorder due to Traumatic Brain Injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Neurocognitive Disorder due to Substance Use- Alcohol, Tobacco, Caffeine</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Personality Disorders</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) The nature of Personality Disorder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Cluster A and Cluster B personality</td>
<td></td>
</tr>
</tbody>
</table>
Cluster C personality

**Book for Study**


**Books for reference:**

Objectives:

- On completion of this course, students will have knowledge and understanding of the fundamental concepts of Cognitive Psychology and basic Cognitive Processes and their application in different fields.
- After completing the course, students would have the orientation and background for the courses on Practicum in Cognitive Processes.
- Students will have a strong foundation for higher education and a career in the field of Cognitive Psychology.

Semester V: Cognitive Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perception: Recognizing Patterns and Objects</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Gestalt approaches to perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Bottom-up processes and Top-down processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Direct perception: Disruptions of perception: Visual Agnosias</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Attention: Deploying Cognitive Resources</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Selective Attention; Neural Underpinnings of Attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Automaticity and effects of Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Divided Attention</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Working Memory: Forming and Using New Memory Traces</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Traditional Approaches to the study of memory; Working Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Executive Functioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Neurological studies of memory processes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Retreiving Memories from the Long term Storage</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Aspects and Subdivisions of Long Term memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The reconstructive nature of memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Amnesia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Organising Knowledge- Network Models, ACT models, Connectionist Model</td>
<td></td>
</tr>
</tbody>
</table>

Book for study:

Books for Reference:

TYBA (Semester VI)  
Sub: Psychology  
Class: TYBA  
Paper: Cognitive Psychology  
Subject Code: SIUAPSY64  
Credits: 4  
No. of lectures/week: 4  
Total no. of lectures/semester: 60  
Marks: 100 (60+40)

❖ Objectives:

- On completion of this course students will have knowledge and understanding of the fundamental concepts of Cognitive Psychology and basic Cognitive Processes and their application in different fields.
- After completing the course students would have the orientation and background for the courses on Practicum in Cognitive Processes.
- Students will have a strong foundation for higher education and a career in the field of Cognitive Psychology.

Semester VI: Cognitive Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual Imagery and Spatial Cognition</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Codes in Long Term Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Empirical Investigation of Imagery; the nature of mental imagery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Neuropsychological findings; Spatial cognition</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thinking and Problem Solving</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Classic problems and general methods of solution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The Problem Space Hypothesis Expert Systems; Finding creative solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cognition in Cross- Cultural Perspective</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Cross Cultural Studies of Perception</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Cross Cultural Studies of Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Individual Differences in Cognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Gender Differences in Cognition</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reasoning and Decision making</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>e) Reasoning; Types of Reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Decision Making; Cognitive Illusions in Decision Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) Utility and Descriptive models of Decision Making</td>
<td></td>
</tr>
</tbody>
</table>
h) Neuropsychological Evidence on Reasoning and Decision Making

**Book for study:**

**Books for Reference:**
Objectives:

- On completion of this course students will have knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology.
- Having completed the course students will become aware about the role and importance of Psychological factors and processes in the world of work.
- As a part if this course students will learn how the concepts in Industrial Psychology are applied in organizations.
- On completion of this course students will have foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.

Semester V: Industrial and organizational Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job-Analysis</td>
<td>11</td>
</tr>
<tr>
<td>a)</td>
<td>What is Job-analysis?</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Purposes of Job-analysis</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>How job-analysis information is collected?</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Methods of Job-analysis</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Reliability and Validity of Job-analysis</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Job-evaluation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment Methods for Selection and Placement</td>
<td>12</td>
</tr>
<tr>
<td>a)</td>
<td>Psychological tests; Ability, Knowledge and Skills, Personality, Emotional Intelligence, Integrity, Vocational Interest tests, Drug testing</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Biographical Information</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Work-sample tests</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Assessment Centers</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Electronic Assessment</td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Recruiting applicants</td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Getting applicants accept and keep jobs offered</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Performance Appraisal</td>
<td>11</td>
</tr>
<tr>
<td>a)</td>
<td>Why do we appraise employees?</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Understanding Performance, Performance criteria</td>
<td></td>
</tr>
</tbody>
</table>
c) Objective and Subjective methods of assessing performance
d) Impact of technology on performance appraisal
e) Sources of bias in performance appraisal
f) Communication of performance appraisal results
g) Legal issues in performance appraisal

<table>
<thead>
<tr>
<th>4</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Needs assessment</td>
<td>11</td>
</tr>
<tr>
<td>b) Training design, training methods</td>
<td></td>
</tr>
<tr>
<td>c) Delivery of training programme</td>
<td></td>
</tr>
<tr>
<td>d) Evaluation of a training programme</td>
<td></td>
</tr>
</tbody>
</table>

Topics only for assignment in Semester V

a) Legal Issues in Selection in India
b) Application of Psychology in designing selection procedures, performance appraisal methods, training in India

Chapter only for assignment in Semester V

(Any narrower subtopic from this chapter can be chosen for assignment):

❖ Occupational Health Psychology
a) Occupational Health and Safety
b) Work schedules
c) Occupational Stress; Occupational Stress Process, Job Stressors, Alcohol as coping mechanism
d) Work-family conflict
e) Burnout

Book for Study:

Books for reference:
**Objectives:**

- On completion of this course students will have knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology.
- Having completed the course students will become aware about the role and importance of Psychological factors and processes in the world of work.
- As a part if this course students will learn how the concepts in Industrial Psychology are applied in organizations.
- On completion of this course students will have foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.

### Semester VI: Industrial and Organizational Psychology

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Work Motivation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) What is work motivation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Work Motivation theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Need theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Other theories: Reinforcement theory, Expectancy theory, Self-efficacy theory, Justice theories, Goal-setting theory, Control theory, Action theory</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td><strong>Feelings about work</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The nature of job-satisfaction and assessment of job-satisfaction</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>b) Antecedents of job-satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Potential effects of job-satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Organizational Commitment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Emotions at work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Organizational Citizenship Behaviour (OCB)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>What is leadership?</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Sources of influence and power</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Approaches to understanding leadership (theories)</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Women in leadership positions</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Cross-cultural issues in leadership</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Organizational theories and Organizational Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Organizational theories</td>
</tr>
<tr>
<td>b)</td>
<td>Organizational development</td>
</tr>
<tr>
<td>c)</td>
<td>Socialization in organization</td>
</tr>
<tr>
<td>d)</td>
<td>Organizational culture</td>
</tr>
</tbody>
</table>

**Topics only for assignment in Semester VI**

- a) Ergonomics
- b) Computer-Human Interaction and Job-performance
- c) Counterproductive Work behaviours

**Chapter only for Assignment in Semester VI**

(Any narrower subtopic from this chapter can be chosen for assignment):

- **Work Groups and Work Teams**
  - a) Work groups versus work teams
  - b) Important group and team concepts
  - c) Group and team performance
  - d) Group diversity
  - e) Interventions with work groups in organizations

**Book for Study:**

**Books for reference:**


COUNSELING PSYCHOLOGY

(Psychology Paper IX)

(Part I and II)

<table>
<thead>
<tr>
<th>Code</th>
<th>Sem.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIUAPSY56</td>
<td>5</td>
<td>Counseling Psychology : Part I</td>
<td>3.5</td>
<td>100 (60+40)</td>
</tr>
<tr>
<td>SIUAPSY66</td>
<td>6</td>
<td>Counseling Psychology : Part II</td>
<td>3.5</td>
<td>100 (60+40)</td>
</tr>
</tbody>
</table>

❖ Objectives:

- On completion of this course students will have knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
- Students will develop a foundation for higher education in Counseling and a career as a professional counsellor

Semester V (Part I)

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal, Professional, Ethical aspects of Counseling</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Meaning of Counseling, Guidance and Psychotherapy, The</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality and Background of Counselor: negative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>motivators, personal qualities, maintaining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Professional Aspects: Attribution and Systemic framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the Counselor- attributes, systems of counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Engaging in Professional Counseling-related activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Codes of professional ethics, Ethical principles, ethical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theory, Common ethical violations by Mental Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Building a Counseling Relationship and Working in it</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) The six factors that influence the counseling process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Conducting the initial interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Exploration and identification of goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Various counsellor skills in the understanding and action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>phases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Transference and Counter-transference</td>
<td></td>
</tr>
</tbody>
</table>
### Termination of Counseling Relationship

- **Function, timing of and issues in closing counseling relationship**
- **Resistance to closing**
- **Premature closing**
- **Counselor-initiated closing**
  - Ending on a positive note, Issues related to closing; follow-up, referral

### Psychoanalytic, Adlerian, Humanistic Theories of Counseling

- **Theory, importance of theory, theory into practice**
- **Psychoanalytic theories**
- **Adlerian theory**
- **Humanistic theories**

---

**Books for study**


**Books for references**

Objectives:
- On completion of this course students will have knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology.
- Students will develop a foundation for higher education in Counseling and a career as a professional counsellor.

Semester VI (Part II)

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Behavioural, Cognitive, Systemic, Brief and Crisis Theories in Counseling</strong></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>d) Behavioural Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Cognitive and Cognitive-Behavioural Theories of Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Systems theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) Brief Counseling Approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h) Crisis and trauma counseling approaches</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Counseling in Multicultural Society</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>a) Counseling across culture, defining culture and multicultural counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) History of multicultural counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Difficulties in multicultural counseling</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Counseling Specific Populations</strong></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) Counseling aged populations,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Gender-based counseling,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Counseling and sexual orientation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Groups in counseling</strong></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>a) A brief history of groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Misconceptions and realities about groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Benefits, drawbacks and types of groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Theoretical approaches in conducting groups</td>
<td></td>
</tr>
</tbody>
</table>
b) Stages and issues in groups  
c) Qualities of effective group leaders  
i) The future of group work  

Books for study


Books for references


**Pattern for Internal Assessment of 40 marks for Counseling Psychology**

40 marks of Internal Assessment are divided as:

➢ 20 marks for Written test on any one of the topic from the syllabus for that semester

➢ One of the following patterns can be chosen for assignment of remaining 20 marks:
  a) Poster Presentation (Individual/Group)
  b) Writing an essay (e.g. about a therapist, therapy esp. Contemporary therapies, Mental Health Act, Use of tests in Counseling, Licensure of Counselors in India etc)
  c) Writing an article for newspaper or blog for creating awareness about mental health, mental health issue, special groups like learning disabled, people with different sexual orientation, people who have been victims of abuse etc.)
  d) Voluntary work in Mental Health Institute/NGO (student has to get the institute and nature of volunteering work he/she will be doing approved by the concerned teacher)
  e) Conducting Workshop on any topic related to Psychology for classmates
  f) Field visit to Mental Health Institute and its report (Report-15 marks + Viva- 5marks)
  g) Conducting an Awareness Campaign and submitting report of the same (Group Project). (Conducting campaign- 10 marks + Report- 5 marks+ Viva- 5 marks)
  h) Research study (on topic related to Counseling Psychology). If a student selects research study as the option, 20 marks for each semester will be divided as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Proposal+ Literature review</td>
<td>5+15</td>
</tr>
<tr>
<td>VI</td>
<td>Data analysis, discussion+ Viva</td>
<td>15 +5</td>
</tr>
</tbody>
</table>
TYBA (Semester V)

Sub: Psychology

Paper: Experimental Psychology and Practicals in Cognitive Processes

Subject Code: SIUAPSY55

No. of lectures/week: 6 per batch of 8 students

Credits: 4

Marks: 100 (60+40)

❖ Objectives:

- On completion of this course students will have knowledge and understanding of concepts in Experimental Psychology and Statistics.
- The students will get introduced to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
- Students will get introduced to computer-based experiments (Coglab) and develop an understanding of the aspects of control, precision of stimulus-exposure and measurement in computer-based experiments in comparison to manually conducted experiments.
- On completion of the course students will develop interest in scientific inquiry and analytical attitude which forms a basis for research in Psychology.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td></td>
<td>a) Steps in research; Variables, Writing hypothesis</td>
</tr>
<tr>
<td></td>
<td>b) Sampling techniques</td>
</tr>
<tr>
<td></td>
<td>c) Experimentation as a method of data collection; Experimental designs</td>
</tr>
<tr>
<td></td>
<td>d) Scales of measurement</td>
</tr>
<tr>
<td></td>
<td>e) Use of Descriptive, Inferential Statistics in Psychology; Use of Excel/SPSS for data analysis</td>
</tr>
<tr>
<td></td>
<td>f) Report writing</td>
</tr>
<tr>
<td></td>
<td>g) Ethics of Experimental research</td>
</tr>
<tr>
<td>II</td>
<td>Experiments to be conducted manually</td>
</tr>
<tr>
<td></td>
<td>a) Sentence-Picture Verification (Language Comprehension)</td>
</tr>
<tr>
<td></td>
<td>b) Stroop Effect (Attention)</td>
</tr>
<tr>
<td>III</td>
<td>Experiments to be conducted on computer</td>
</tr>
</tbody>
</table>
Objectives:

- On completion of this course students will have knowledge and understanding of concepts in Experimental Psychology and Statistics.
- The students will get introduced to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
- Students will get introduced to computer-based experiments (Coglab) and develop an understanding of the aspects of control, precision of stimulus-exposure and measurement in computer-based experiments in comparison to manually conducted experiments.
- On completion of the course students will develop interest in scientific inquiry and analytical attitude which forms a basis for research in Psychology.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td></td>
<td>a) Single subject designs</td>
</tr>
<tr>
<td></td>
<td>b) Quasi-experimental designs</td>
</tr>
<tr>
<td></td>
<td>c) Evaluative Research designs</td>
</tr>
<tr>
<td></td>
<td>d) Publishing a paper</td>
</tr>
<tr>
<td></td>
<td>e) Introduction to R</td>
</tr>
<tr>
<td>II</td>
<td>Experiments to be conducted manually</td>
</tr>
<tr>
<td></td>
<td>a) Levels of Processing (Memory)</td>
</tr>
<tr>
<td></td>
<td>b) 9-dot experiment (Problem-solving)</td>
</tr>
<tr>
<td>III</td>
<td>Experiments to be conducted on computer</td>
</tr>
<tr>
<td></td>
<td>a) Levels of Processing</td>
</tr>
</tbody>
</table>
TYBA (Semester V)

Sub: Psychology Class: TYBA
Paper: Psychological Testing Subject Code: SIUAPSY51
Credits: 4 No. of lectures/week: 4
Total no. of lectures/semester: 60 Marks: 100 (60+40)

❖ Objectives:
- On completion of this course students will have knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
- On completion of this course students will be aware about measurement of intelligence and assessment of personality.
- Having completed the course students will have sound foundation for advanced learning of Psychological Testing, Assessment.
- Having completed this course students will have understanding of which tests are used in various settings and how they are used.

Semester V: Psychological Testing

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychological Testing and Assessment</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Definition of Testing and Assessment, Tools of Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Parties involved in testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) How assessments are conducted, testing people with disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Culture and Inference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Concerns of the profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Rights of test-takers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tests, Testing, Norms</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Assumptions of Testing and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) What is a good test?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Standardization of a test (Norming, Sampling, Standardizing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Types of Norms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Fixed-reference group scoring system, norm-referenced versus criterion-referenced scoring system</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reliability</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) The concept of Reliability, sources of error variance</td>
<td></td>
</tr>
</tbody>
</table>
b) Reliability estimates: Test-retest, alternate/parallel forms reliability estimates, Split-half, Inter-item consistency- Kuder-Richardson, Cronbach’s Alpha, Inter-scorer reliability
c) Using and interpreting reliability coefficient
d) True-score theory and alternatives to it
e) Reliability and individual scores: SEM and SE-Difference

<table>
<thead>
<tr>
<th>4</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Concept of Validity: Face validity</td>
<td>15</td>
</tr>
<tr>
<td>b) Content, Criterion-related, Construct Validity</td>
<td></td>
</tr>
<tr>
<td>c) Validity, bias and fairness</td>
<td></td>
</tr>
</tbody>
</table>

**Book for Study:**


**Books for Reference:**


**TYBA (Semester VI)**

**Sub:** Psychology  
**Class:** TYBA

**Paper:** Psychological Testing  
**Subject Code:** SIUAPSY61
Objectives:

- On completion of this course students will have knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
- On completion of this course students will be aware about measurement of intelligence and assessment of personality.
- Having completed the course students will have sound foundation for advanced learning of Psychological Testing, Assessment.
- Having completed this course students will have understanding of which tests are used in various settings and how they are used.

Semester VI: Psychological Testing

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Name of the Unit</th>
<th>No of lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test Development</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Test conceptualization and Test construction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Test tryout and Item analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Test revision</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intelligence and its Measurement</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Intelligence defined, Theories of Intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Measuring Intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Intelligence: Some issues; Nature versus Nurture, The stability of Intelligence, Construct validity of tests of intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Other issues and perspective in Intelligence Testing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Personality Assessment</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Personality assessment: Some basic questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Developing instruments to assess personality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Personality assessment: Objective and Projective methods (Rorschach, TAT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Behavioural Assessment methods</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Major Contexts of Current Test Use</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>a) Educational Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Clinical and Counselling Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Health Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Sports Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Disability testing</td>
<td></td>
</tr>
</tbody>
</table>
Book for Study:


Books for Reference:


**PATTERNS OF EXAMINATION**

Pattern for Internal assessment of 40 marks:

40 marks of Internal Assessment are divided as:

- 20 marks- Written test
- 20 marks- Project/Research study/ Essay/ Poster-presentation/ Report of field-visit/ writing news- paper article/ writing skit, story etc. (Specific options for these 20 marks- assignments per paper are mentioned below)

Following are the patterns/options for 20 marks assignment for each paper

**Paper IV: Psychological Testing**
a) **Semester V:** Administration of a test on a test-taker and finding out reliability and validity of the test

b) **Semester VI:** Survey about tests actually used in different settings and report of the same

**Paper V: Abnormal Psychology**

a) Take case history on mock client (teacher or a classmate as decided by teacher). The session may be recorded.

b) Administer a scale, score and debrief. (Example: Rosenberg Self Esteem, Hamilton’s Anxiety Scale)

c) Select a topic and a few scales and evaluate the same (Example: Depression- BDI, Hamilton, Zung etc)

d) Presentation or poster presentation about any topic not covered in syllabus

e) Write an essay on Journey of DSM and or ICD

f) Field visit/ Observation of a support group, Attending a session of Psycho education(Example: IPH, Disha, Kripa Foundation or any)

g) Writing any skit, story, describing a disorder.

h) Writing an article for newspaper describing any disorder

i) Take a topic and see various short films (at least 3), critically evaluate the same.

j) Interviewing the experts (at least 4 in all, two of them psychologist, others may be psychiatrists, psychiatrist social worker, neuropsychologist) in the field (preferably any govt. hospital psychologist, psychiatrists, if not feasible private setting ok)

**Paper VI: Industrial and Organizational Psychology**

a) Poster presentation on any topic from the syllabus or on the topics/chapter mentioned ‘only for assignment’ (Poster- 15 marks+ Viva 5 marks)

b) Writing an essay (e.g. contributions of a any psychologist in the area of Industrial Psychology, any one classic study in the area of Industrial Psychology, techniques like Competency Mapping, Six Sigma, Quality Circles, Total Quality Management, Matrix Organization, Case-examples of any organizational change initiatives in India etc) (Essay- 15 marks+ Viva- 5 marks)

c) Conducting a structured exercise on any topic related to work-life of people for one’s classmates followed by discussion

d) Visit to any organization and its report (Report- 15 marks + Viva- 5 marks)

e) Research study in the area of Industrial Psychology. (If a student selects research study as the option, 20 marks for each semester will be divided as follows):
<table>
<thead>
<tr>
<th>Semester</th>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Proposal+ Literature review</td>
<td>5+15</td>
</tr>
<tr>
<td>VI</td>
<td>Data analysis, discussion+ Viva</td>
<td>15 +5</td>
</tr>
</tbody>
</table>

**Paper VII: Cognitive Psychology**

a) Design an experiment and submit the details  
b) Presentation on topic other than syllabus  
c) Thorough literature review on any one area (Example: Nine Dot)  
d) Conducting an experiment (not included in syllabus) on 1 participant and writing a report.  
e) Choosing a researcher and writing a report on his/her work. (Example: Kanheman, Baddley)  
f) A research Study on any topic (Example: Heuristics)  
g) Understanding a new field and writing about that (Example: Cognitive Ergonomics)  
h) Writing a detailed report on any 1 brain imaging technique (if observation is possible, writing a report about that if not only on information collected example PET, MRI, fMRI, CT scan etc)  
i) Conducting a workshop in the class (Example: Workshop designed for parents of preschoolers on language development but done in class)  
j) Understanding the importance of any findings and designing a workshop for the relevant population ( Example: Eyewitness Testimony and its reliability, session for police, lawyers, judges )

**Paper VIII: Experimental Psychology and Practicals in Cognitive Processes**

**Pattern of Semester End Examination of Practicum in Psychology**

- Total Marks: 60  
- Duration of the examination : 2 hours  
- Students will have to pick up a chit and conduct the experiment to study the problem mentioned therein and write report of it.

- Distribution of 60 marks:
Conduct Report-writing (25 marks) Viva

<table>
<thead>
<tr>
<th>20 marks</th>
<th>Introduction</th>
<th>Individual data discussion</th>
<th>Group-data discussion</th>
<th>15 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 marks</td>
<td>8 marks</td>
<td>7 marks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pattern for Internal Assessment of 40 marks for Practicum in Psychology**

40 marks of Internal Assessment are divided as:
- 20 marks- Written test (On topics covered in Section I in each Semester)
- Remaining 20 marks will be divided as:

<table>
<thead>
<tr>
<th>Regularity in submitting rough reports of experiments and their quality</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook for practicals</td>
<td>5 marks</td>
</tr>
<tr>
<td>Regularity and Class- participation</td>
<td>5 marks</td>
</tr>
<tr>
<td>Improvement shown in conducting experiments and analysing data (this is based on remarks in feedback book for practicals and teacher’s observation of the student)</td>
<td>5 marks</td>
</tr>
</tbody>
</table>

**Paper IX: Counseling Psychology**

Following are the patterns/options for 20 marks assignment for Counseling Psychology

i) Poster Presentation (Individual/Group)
j) Writing an essay (e.g. about a therapist, therapy esp. Contemporary therapies, Mental Health Act, Use of tests in Counseling, Licensure of Counselors in India etc)
k) Writing an article for newspaper or blog for creating awareness about mental health, mental health issue, special groups like learning disabled, people with different sexual orientation, people who have been victims of abuse etc.)
l) Voluntary work in Mental Health Institute/NGO (student has to get the institute and nature of volunteering work he/she will be doing approved by the concerned teacher)
m) Conducting Workshop on any topic related to Psychology for classmates 
n) Field visit to Mental Health Institute and its report (Report-15 marks + Viva-5marks)
o) Conducting an Awareness Campaign and submitting report of the same (Group Project). (Conducting campaign- 10 marks + Report- 5 marks+ Viva- 5 marks) 
p) Research study (on topic related to Counseling Psychology). If a student selects research study as the option, 20 marks for each semester will be divided as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Proposal+ Literature review</td>
<td>5+15</td>
</tr>
<tr>
<td>VI</td>
<td>Data analysis, discussion+ Viva</td>
<td>15 +5</td>
</tr>
</tbody>
</table>