



## **Faculty: Arts**

**Programme Name: Bachelor of Arts**

**Programme Code: SIUAPSY**

**Subject: Psychology**

**Academic Year: 2023-2024**

**Choice-based Credit System Syllabus  
approved by the Board of Studies in  
Psychology with effect from June 2023**

## PAPER 1: PSYCHOLOGICAL TESTING

### ❖ Learning Objectives:

- On the completion of this course students will be able to describe the meaning of psychological testing and assessment and explain the concepts related to psychological assessment and test development.
- On the completion of this course students will be able to relate the concepts learnt to real life examples of psychological testing and assessment.
- On the completion of this course students will be able to interpret the parameters related to tests and infer about the trait or ability being measured on the basis of that
- On the completion of this course students will be able to develop a systematic, rigorous and ethical approach towards psychological testing and assessment.

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY51	Psychological Testing	60/4	4	60 + 40 = 100

### ❖ Course Outcomes:

On the completion of this course, students will be able to:

- 1) Differentiate between psychological testing and assessment, a good test and a bad test, and describe the tools used for assessment, settings, parties involved in psychological assessment
- 2) State the assumptions of testing and assessment and explain the meaning and use of test standardization and test norms.
- 3) Describe the meaning and application of test-reliability and validity
- 4) Calculate reliability and validity of a test and interpret the results.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Psychological Testing and Assessment</b></p> <p>a) Definition of Testing and Assessment,                      b) Tools of Assessment                      c) Parties involved in testing, settings in which assessments are conducted                      d) How assessments are conducted, testing people with disabilities</p>	15

<p><b>2</b></p>	<p style="text-align: center;"><b>Tests, Testing, Norms</b></p> <p>a) Assumptions of Testing and Assessment  b) What is a good test?  c) Norms, types of norms  d) Fixed-reference group scoring system, norm-referenced versus criterion-referenced scoring system</p>	<p>15</p>
<p><b>3</b></p>	<p style="text-align: center;"><b>Reliability</b></p> <p>a) The concept of Reliability, sources of error variance  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</p>	<p>15</p>
<p><b>4</b></p>	<p style="text-align: center;"><b>Validity</b></p> <p>a) Concept of Validity: Face validity  b) Content, Criterion-related, Construct Validity  c) Validity, bias and fairness</p>	<p>15</p>

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY61	Psychological Testing	60/4	4	60 + 40 = 100

❖ **Course outcomes**

On completion of this course students will be able to:

- 1) State the meaning, use and calculation of test utility
- 2) Describe the stages of test-development
- 3) Explain the issues in assessment of intelligence and personality
- 4) Interview experts to know about the use of psychological tests and other assessment tools in different settings and present the report of the same.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Utility</b></p> <p>a) What is utility? b) Utility analysis c) Methods for setting cut scores</p>	15
2	<p style="text-align: center;"><b>Test Development</b></p> <p>a) Test conceptualization and Test construction b) Test tryout and Item analysis c) Test revision</p>	15
3	<p style="text-align: center;"><b>Intelligence and its Measurement</b></p> <p>a) What is intelligence? Perspectives on intelligence b) Factor-analytic theories of intelligence, Factor-analysis (close-up) c) Information-processing view d) Measuring intelligence: Some tasks used to measure intelligence e) Issues in the assessment of intelligence</p>	15

<b>4</b>	<b>Personality Assessment</b>	15
	<ul style="list-style-type: none"> <li>a) Personality and personality assessment</li> <li>b) Personality assessment: Some basic questions</li> <li>c) Developing instruments to assess personality</li> <li>d) Personality assessment: Objective and Projective methods (Rorschach, TAT)</li> <li>e) Projective methods in perspective</li> </ul>	

❖ **Book for Study:**

- Cohen, R. J., Schneider, W. J., Tobin, R. M. (2022). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (10<sup>th</sup> ed.). McGraw Hill.

❖ **Books for Reference:**

- Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, Indian reprint 2002
- Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
- Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6<sup>th</sup> ed.). Wadsworth Thomson Learning, Indian reprint 2007
- Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
- Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup> ed.). Sage publications
- Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup> ed.). John Wiley & Sons, New Jersey

## PATTERN OF EVALUATION

<b>Component</b>	<b>Marks</b>
Internal Assessment	40
Semester-end examination	60
<b>Total</b>	<b>100</b>

### Internal Assessment

<b>Component</b>	<b>Marks</b>	<b>Semester</b>	<b>Description</b>
Mid-semester class test	20	Both	A written class test based on any one of the unit taught in the concerned semester
Assignment	20	5	Administration of a test on a test-taker to find out reliability and validity of the test and report of the same (Individual assignment)
		6	Survey about tests used in different settings and report of the same (Group assignment)
<b>Total</b>	<b>40</b>		

### Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern is given below:

<b>Question no</b>	<b>Unit no</b>	<b>Marks</b>
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15
Q4- A or B	4	15
	<b>Total</b>	<b>60</b>

## PAPER 2: ABNORMAL PSYCHOLOGY

### Learning Objectives:

- ❖ On the completion of this course, students will be able to describe the basic concepts in Abnormal Psychology and the theories about Abnormality.
- ❖ On the completion of this course, students will be able to explain the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- ❖ On the completion of this course, students will be able to discuss mental health problems in the society.

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY52	Abnormal Psychology	60/4	4	60 + 40 = 100

### ❖ Course Outcomes:

On the completion of this course, students will be able to:

- 5) Describe different perspectives and their importance in understanding a disorder.
- 6) Create a mental status examination for the given symptoms of a disorder.
- 7) Understand the symptoms, aetiology and treatment of anxiety disorders, sexual disorders and childhood disorders
- 8) Differentiate between various psychosomatic illnesses.

Unit no.	Name of the Unit	No of lectures
1	<b>Understanding Abnormal Behavior and Theoretical Perspectives</b> a) What is abnormal behaviour? b) DSM- 5, Clinical Interview, Mental Status Examination c) Theoretical Perspective- Biological, Psychodynamic, Trait, Behavioural d) Cognitive, Humanistic, Sociocultural perspectives	15
2	<b>Anxiety Disorders</b> a) Anxiety Disorders b) Obsessive- Compulsive Disorders	15

	c) Trauma and Stress Related Disorders	
<b>3</b>	<b>Dissociative, Somatic Symptom Disorders and Paraphilic and Sexual Disorder</b>  a) Dissociative disorders b) Somatic Symptoms and related disorders Working Memory c) Psychological factors affecting medical condition d) Paraphilic Disorder e) Sexual Dysfunction	15
<b>4</b>	<b>Childhood Disorders</b>  a) Conduct Disorders, Oppositional Defiant Disorder b) Elimination Disorders c) Pervasive Developmental Disorder d) Learning Disabilities e) Intellectual Disability f) Attention Deficit Hyperactivity Disorder	15



Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY62	Abnormal Psychology	60/4	4	60 + 40 = 100

❖ **Course outcomes**

On completion of this course students will be able to:

- 5) Compare various disorders on psychotic spectrum.
- 6) Design a suitable therapy plan for mood disorders.
- 7) Conduct a detailed suicide risk assessment for a mock case.
- 8) Describe the symptoms of organic disorder.
- 9) Compare various clusters of personality disorders.

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

**Book for Study:**

- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology* (12th ed.). International student version, John Wiley & Sons.

**Books for reference:**

- Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
- Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
- Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson education
- Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
- Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12<sup>th</sup> ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
- Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

**PATTERN OF EVALUATION**

<b>Component</b>	<b>Marks</b>
Internal Assessment	40
Semester-end examination	60
Total	100

### Internal Assessment

<b>Component</b>	<b>Marks</b>	<b>Semester</b>	<b>Description</b>
Mid-semester class test	20	Both	A written class test based on any one of the unit taught in the concerned semester
Assignment	20	Both	<p>Students have to choose any one of the assignment type from the options given below:</p> <ol style="list-style-type: none"> <li>a) Take case history on mock client (teacher or a classmate as decided by teacher). The session may be recorded.</li> <li>b) Write an essay on Journey of DSM and/ or ICD</li> <li>c) Field visit/ Observation of a support group, attending a session of Psycho education.</li> <li>d) Writing any skit, story, describing a disorder.</li> <li>e) Writing an article for newspaper describing any disorder.</li> <li>f) View existing short film/ documentaries (about 3) and write a report about it.</li> <li>g) Conduct a research on any relevant topic.</li> <li>h) 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 can be allowed). (2-3 students can work in one group)</li> </ol> <ul style="list-style-type: none"> <li>• <b>Important note:</b> If a student chooses ‘Research study’ as an assignment type in Semester V, then he/she needs to continue with the same research study in Semester VI. Neither the type nor the topic can be changed.</li> </ul>
<b>Total</b>	<b>40</b>		

### Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern is given below:

<b>Question no</b>	<b>Unit no</b>	<b>Marks</b>
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15
Q4- A or B	4	15
<b>Total</b>		<b>60</b>

### PAPER 3: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

❖ **Learning Objectives:**

- On the completion of this course students will be able to describe the processes of and tools used for personnel activities like selection, performance appraisal, training etc.
- On the completion of this course students will be able to compare and contrast different perspectives about work motivation, leadership, job-satisfaction, organization etc.
- On the completion of this course students will be able to relate the concepts learnt to real life behaviour of employees.
- On the completion of this course students will be able to state clearly the role of industrial psychologists in improving the health of an organization as well as employees.

Class	Semester	Course code	Course name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY53	Industrial and Organizational Psychology	45/3	3.5	60 + 40 = 100

❖ **Course outcomes:**

On the completion of this course, students will be able to:

- 1) Explain the process, methods and tools of job analysis and job evaluation
- 2) Describe and evaluate the tools used for employee selection and performance appraisal
- 3) State the process of designing and evaluating a training programme
- 4) Design and conduct a training programme
- 5) Apply the concepts learnt about different personnel activities to real-life situations.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Job-Analysis</b></p> <p>a) What is Job-analysis?                      b) Purposes of Job-analysis                      c) How job-analysis information is collected?                      d) Methods of Job-analysis                      e) Reliability and Validity of Job-analysis                      f) Job-evaluation</p>	11
2	<p style="text-align: center;"><b>Assessment methods for Selection and Placement</b></p> <p>a) Planning of human resource needs, recruiting applicants</p>	11

	<ul style="list-style-type: none"> <li>b) Psychological tests; Ability, Knowledge and Skills, Personality, Emotional Intelligence, Integrity, Vocational Interest tests, Drug testing</li> <li>c) Biographical Information</li> <li>d) Interviews</li> <li>e) Work-sample tests</li> <li>f) Assessment Centers</li> <li>g) Electronic Assessment</li> <li>h) Getting applicants accept and keep jobs offered</li> </ul>	
<b>3</b>	<b>Performance Appraisal</b>	12
	<ul style="list-style-type: none"> <li>a) Why do we appraise employees?</li> <li>b) Understanding Performance, Performance criteria</li> <li>c) Objective and Subjective methods of assessing performance</li> <li>d) Impact of technology on performance appraisal</li> <li>e) Sources of bias in performance appraisal</li> <li>f) Communication of performance appraisal results</li> <li>g) Legal issues in performance appraisal</li> </ul>	
<b>4</b>	<b>Training</b>	11
	<ul style="list-style-type: none"> <li>a) Needs assessment</li> <li>b) Training design, training methods</li> <li>c) Delivery of training programme</li> <li>d) Evaluation of a training programme</li> </ul>	

Class	Semester	Course code	Course name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY63	Industrial and Organizational Psychology	45/3	3.5	60 + 40 = 100

❖ **Course outcomes:**

On the completion of this course, students will be able to:

- 1) Compare and contrast theories of work motivation and leadership
- 2) Describe the antecedents and the consequences of emotions that employees feel at workplace.
- 3) Describe the concept of an ‘organization’ from various theoretical perspectives.
- 4) Define the role of industrial psychologists in explaining and influencing the behaviour of employees in organizations and in the process of organizational development.
- 5) Apply the concepts learnt about employee behaviour and emotions to real-life situations.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Work Motivation</b></p> <p>a) What is work motivation?  b) Work Motivation theories  c) Need theories  d) Other theories: Reinforcement theory, Expectancy theory, Self-efficacy theory, Justice theories, Goal-setting theory, Control theory, Action theory</p>	11
2	<p style="text-align: center;"><b>Feelings about work</b></p> <p>a) The nature of job-satisfaction and assessment of job-satisfaction  b) Antecedents of job-satisfaction  c) Potential effects of job-satisfaction  d) Organizational Commitment  e) Emotions at work</p>	12
3	<p style="text-align: center;"><b>Leadership</b></p> <p>a) What is leadership?  b) Sources of influence and power  c) Approaches to understanding leadership (theories)  d) Women in leadership positions  e) Cross-cultural issues in leadership</p>	11

4	<b>Organizational theories and Organizational Development</b>	11
	a) Organizational theories b) Organizational culture and climate c) Organizational development	

**Books for Study:**

- Spector, P. E. (2017). *Industrial and Organizational Psychology: Research and Practice* (7<sup>th</sup> ed). John Wiley & Sons Inc.

**Books for reference:**

- Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning
- Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases*, 4<sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2<sup>nd</sup> ed., Pearson Education, 6<sup>th</sup> Indian reprint 2004
- Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8<sup>th</sup> ed., Pearson, Dorling Kindersley India, New Delhi. 3<sup>rd</sup> Indian reprint 2009
- Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
- Landy, F. J., & Conte, J. M. (2013). *Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology*, 4<sup>th</sup> Edition, John Wiley & sons, USA (Indian reprint 2015)
- Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup> ed.). McGraw Hill.
- Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press
- Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
- Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
- Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*, (2<sup>nd</sup> ed.). Tata McGraw-Hill
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10<sup>th</sup> ed.). Pearson Prentice Hall

## PATTERN OF EVALUATION

Component	Marks
Internal Assessment	40
Semester-end examination	60
<b>Total</b>	<b>100</b>

### Internal Assessment

Component	Marks	Semester	Description
Mid-semester class test	20	Both	A written class test based on any one of the unit taught in the concerned semester
Assignment	20	Both	Students have to choose any one type of assignment from the following for each semester: <ul style="list-style-type: none"><li>• Poster-presentation</li><li>• Essay</li><li>• Employee survey on a topic</li><li>• Visit to an organization and report about personnel activity from it</li><li>• Research study</li><li>• <b>Important note:</b><ul style="list-style-type: none"><li>➤ If a student chooses 'Research study' as an assignment type in Semester V, then he/she needs to continue with the same research study in Semester VI. Neither the type nor the topic can be changed.</li><li>➤ Except for poster presentation, all others are individual assignments.</li></ul></li></ul>
<b>Total</b>	<b>40</b>		

### Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern of semester-end examination is given below:

Question no	Unit no	Marks
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15
Q4- A or B	4	15
<b>Total</b>		<b>60</b>



## PAPER 4: COGNITIVE PSYCHOLOGY

❖ **Learning Objectives:**

- ❖ On completion of this course students will be able to explain fundamental concepts of Cognitive Psychology and their application in different fields.
- ❖ On completion of this course students will be able to apply basic concept to real life situations.

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY54	Cognitive Psychology	60/4	4	60 + 40 = 100

❖ **Course Outcomes:**

On the completion of this course, students will be able to:

- 1) Describe various approaches to understanding perception.
- 2) Compare and Contrast various theories of Attention.
- 3) Analyse various components of working memory.
- 4) Apply understanding of long term memory to real life issues.
- 5) Explain various models in concept formation.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Perception: Recognizing Patterns and Objects</b></p> <p>a) Gestalt approaches to perception                      b) Bottom-up processes and Top-down processes                      c) Direct perception; Disruptions of perception: Visual Agnosia's</p>	15
2	<p style="text-align: center;"><b>Attention: Deploying Cognitive Resources</b></p> <p>a) Selective Attention ; Neural Underpinnings of Attention                      b) Automaticity and effects of Practice                      c) Divided Attention</p>	15

3	<p style="text-align: center;"><b>Working Memory: Forming and Using New Memory Traces</b></p> <ul style="list-style-type: none"> <li>a) Traditional Approaches to the study of memory; Working Memory</li> <li>b) Executive Functioning</li> <li>c) Neurological studies of memory processes</li> </ul>	15
4	<p style="text-align: center;"><b>Retrieving Memories from the Long term Storage</b></p> <ul style="list-style-type: none"> <li>a) Aspects and Subdivisions of Long Term memory</li> <li>b) The reconstructive nature of memory</li> <li>c) Amnesia</li> <li>d) Organising Knowledge- Network Models, ACT models, Connectionist Model</li> </ul>	15

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY64	Cognitive Psychology	60/4	4	60 + 40 = 100

❖ **Course outcomes**

On completion of this course students will be able to:

- 1) Describe and evaluate visual imagery as a separate code.
- 2) Choose appropriate problem solving techniques to real life problems.
- 3) Explain how culture impacts cognition.
- 4) Elaborate on various Models in Decision making.
- 5) Apply decision making models to a given decision-making problem

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

### **Books for study:**

- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5<sup>th</sup> ed.). Sage Publications (Indian reprint 2015)

### **Books for Reference:**

- Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup> ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- Matlin, M.W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
- Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
- Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2<sup>nd</sup> ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
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## PATTERN OF EVALUATION

Component	Marks
Internal Assessment	40
Semester-end examination	60
Total	100

### Internal Assessment

Component	Marks	Semester	Description
Mid-semester class test	20	Both	A written class test based on any one of the unit taught in the concerned semester
Assignment		Both	Student can choose any 1 assignment type from a given list as per his/her preference <ol style="list-style-type: none"> <li>a) Thorough literature review on any one area (Example: Nine Dot)</li> <li>b) Conducting an experiment (not included in syllabus) on 1 participant and writing a report.</li> <li>c) Choosing a researcher and writing a report on his/her work. (Example: Kanheman, Baddley)</li> <li>d) Essay about a new field related to cognitive psychology (Example: Cognitive Ergonomics)</li> <li>e) 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)</li> <li>f) Conducting a workshop in the class (Memory Techniques).</li> <li>g) Design a cognitive game (based on any cognitive concept/chapter)</li> </ol>
<b>Total</b>	<b>40</b>		

### Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern is given below:

Question no	Unit no	Marks
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15
Q4- A or B	4	15
	<b>Total</b>	<b>60</b>

**PAPER 5: EXPERIMENTAL PSYCHOLOGY AND PRACTICALS IN  
PSYCHOLOGY**

❖ **Learning Outcomes:**

- On completion of this course students will be able to explain the concepts in experimental psychology, descriptive and inferential statistics
- On completion of this course students will be able to conduct psychology experiments in the laboratory, gather and analyze data and write report about the same.

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY55	Experimental Psychology and practicals in Psychology	6 lectures/per week/per batch	4	60 + 40 = 100

❖ **Course outcomes:**

On the completion of this course, students will be able to:

- 1) Describe the steps of research, identify variables and write their operational definitions, research title, hypotheses
- 2) Describe different sampling techniques
- 3) Compare different methods of data collection, state the characteristics of experimental method
- 4) Identify research designs and evaluate them
- 5) Identify scales of measurement, calculate the measures of descriptive and inferential statistics and interpret them
- 6) Discuss ethics of research

Section	Topic
<b>I</b>	<p style="text-align: center;"><b>Experimental Psychology</b></p> <ul style="list-style-type: none"> <li>a) Steps in research; Variables, their operational definitions, writing research title, writing hypothesis</li> <li>b) Sampling techniques</li> <li>c) Experimentation as a method of data collection</li> <li>d) Experimental designs</li> <li>e) Scales of measurement; Use of Descriptive, Inferential Statistics in Psychology; Use of Excel/SPSS for data analysis</li> <li>f) Report writing</li> <li>g) Ethics of Experimental research</li> </ul>
<b>II</b>	<p style="text-align: center;"><b>Experiments to be conducted manually</b></p> <ul style="list-style-type: none"> <li>a) Sentence-Picture Verification (Language Comprehension)</li> <li>b) Stroop Effect (Attention)</li> </ul>
<b>III</b>	<p style="text-align: center;"><b>Experiments to be conducted on computer</b></p> <ul style="list-style-type: none"> <li>a) Stroop Effect</li> </ul>

Class	Semester	Course code	Course Name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY65	Experimental Psychology and practicals in Psychology	6 lectures/per week/per batch	4	60 + 40 = 100

❖ **Course outcomes:**

On the completion of this course, students will be able to:

- 1) Describe the types of quasi-experimental and single-subject designs
- 2) Choose appropriate quasi-experimental and single-subject design for a given research problem.
- 3) Explain the meaning and use of participatory action research
- 4) Use R software for data analysis
- 5) State the steps and format of writing a research paper

Section	Topic
<b>I</b>	<b>Experimental Psychology</b> a) Quasi-experimental designs b) Single subject designs c) Participatory Action Research d) Scientific writing e) Introduction to R
<b>II</b>	<b>Experiments to be conducted manually</b> a) Levels of Processing (Memory) b) 9- dot experiment (Problem-solving)
<b>III</b>	<b>Experiments to be conducted on computer</b> a) Levels of Processing



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- 3) Clark, H. H, & Chase, W.G.(1972). On the process of comparing sentences against pictures. *Cognitive Psychology*, 3, 472-517.

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- 5) Just, M.A., & Carpenter P.A. (1971). Comprehension of Negation with Quantification. *Journal of Verbal Learning and Verbal behaviour*, 10, 244-253.
- 6) Kaup, B., Lüdtke, J., & Zwaan, R.A. (2005). Effects of negation, truth value, and delay on picture recognition after reading affirmative and negative sentences, In: Bara, B.G., Barsalou, L.W., & Bucciarelli, M. (Eds.). *Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society* (pp. 1114-1119), Mahwah, NJ: Erlbaum.
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### **COGLAB STROOP**

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### PATTERN OF EVALUATION

Component			Total marks
Internal assessment		Semester-end examination	
Mid-semester class test based on <u>Section 1</u> in the concerned semester	Continuous assessment*		
20	20*	60	100

#### \*Pattern for continuous assessment of 20 marks for Practicals

Regularity in submitting rough reports of experiments and their quality	5 marks
Workbook for practicals	5 marks
Attendance, regularity and active participation in the lectures of practicals	5 marks
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)	5 marks

#### 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
<b>20 marks</b>	Data Analysis	Indi. Data Discussion	Group-data discussion	<b>15 marks</b>
	5 marks	14 marks	6 marks	

## PAPER 6: COUNSELING PSYCHOLOGY

### ❖ Learning Objectives:

- On completion of this course students will be able to state the personal, professional, ethical, legal aspects of counselling profession
- On completion of this course students will be able to describe the process of and the skills required for individual and group counselling.
- Students will be able to conduct awareness campaign, write newspaper articles, make presentations about topics related to mental health

Class	Semester	Course code	Course name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	5	SIUAPSY56	Counseling Psychology	45/3	3.5	60 + 40 = 100

### ❖ Course outcomes

On the completion of this course, students will be able to:

- 1) Elaborate on personal, professional, ethical, legal aspects of counselling profession
- 2) Describe the stages of counselling and the issues therein
- 3) Explain counselling skill required for different stages of counselling
- 4) Demonstrate basic counselling skills while working in an NGO
- 5) Conduct awareness about topics related to mental health

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Personal, professional, ethical, legal aspects of Counseling</b></p> <p>a) Personal aspects: Meaning of Counseling, Guidance and Psychotherapy, Personal qualities of an effective counsellor, maintaining effectiveness</p> <p>b) Professional Aspects: Systems of counseling; Engaging in Professional Counseling-related activities</p> <p>c) Ethical aspects: Ethics and Counseling ; Professional codes of ethics, ethical principles</p> <p>d) Legal aspects: The law and counseling ; Legal aspects of counseling relationship</p>	12
2	<p style="text-align: center;"><b>Building a Counseling Relationship</b></p> <p>a) Factors that influence the counseling process</p> <p>b) Conducting the initial interview</p> <p>c) Empathy: Its origin and existence in India</p> <p>d) Tendency to lecture and being judgmental as barriers to counseling in India</p> <p>e) Exploration and identification of goals</p>	11

<p><b>3</b></p>	<p style="text-align: center;"><b>Working in counseling relationship</b></p> <p>a) Counselor skills in the working stage of counseling: Understanding and action  b) Transference and countertransference  c) The real relationship</p>	<p style="text-align: center;">11</p>
<p><b>4</b></p>	<p style="text-align: center;"><b>Closing a counseling relationship</b></p> <p>a) Function, timing of and issues in closing counseling relationship  b) Resistance to closing  c) Premature closing  d) Counselor-initiated closing  e) Ending on a positive note, Issues related to closing; follow-up, referral</p>	<p style="text-align: center;">11</p>



Class	Semester	Course code	Course name	No. of Lectures per semester/ per week	Credits	Marks
TYBA	6	SIUAPSY66	Counseling Psychology	45/3	3.5	60 + 40 = 100

❖ **Course Outcomes:**

On the completion of this course, students will be able to:

- 1) Differentiate between individual and group counselling and state the stages, benefits, issues related to group counselling
- 2) Describe different theories of counselling in detail
- 3) Compare and contrast different theories of counselling
- 4) Apply the skills and techniques of counselling learnt while conducting awareness campaigns, training programmes or volunteering in an NGO.

Unit no.	Name of the Unit	No of lectures
1	<p align="center"><b>Groups in counseling</b></p> <p>a) A brief history of groups; Misconceptions and realities about groups  b) Benefits, drawbacks and types of groups  c) Stages and issues in groups  d) Qualities of effective group leaders</p>	11
2	<p align="center"><b>Psychoanalytic, Adlerian, Humanistic Theories of Counseling</b></p> <p>a) Psychoanalytic theories  b) Adlerian theory  c) Humanistic theories</p>	12
3	<p align="center"><b>Behavioural, Cognitive theories in counseling</b></p> <p>a) Behavioural Counseling  b) Cognitive and Cognitive-Behavioural Theories of Counseling</p>	11
4	<p align="center"><b>Systemic, Brief Theories in Counseling</b></p> <p>a) Systems theories  b) Brief Counseling Approaches</p>	11

### **Books for study**

- Gladding, S. T. (2014). *Counseling: A Comprehensive Profession*. (7<sup>th</sup> Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

### **Books for references**

- Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4<sup>th</sup> ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
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- McLeod, J. (2009). *An Introduction to Counseling*. (4<sup>th</sup> ed.). Open University Press/McGraw-Hill Higher Education
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- Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6<sup>th</sup> ed.). Thomson Brooks/ Cole

## PATTERN OF EVALUATION

Component	Marks
Internal Assessment	40
Semester-end examination	60
<b>Total</b>	<b>100</b>

### Internal Assessment

Component	Marks	Semester	Description
Mid-semester class test	20	Both	A written class test based on any one of the unit taught in the concerned semester
Assignment	20	Both	Students have to choose any one type of assignment from the following for each semester: <ul style="list-style-type: none"><li>• Poster-presentation</li><li>• Essay</li><li>• Writing a newspaper article</li><li>• Voluntary work in Mental Health Institute/NGO</li><li>• Training programme</li><li>• Visit to an organization and report about it</li><li>• Awareness campaign</li><li>• Research study</li><li>• <b>Important note:</b><ul style="list-style-type: none"><li>➤ If a student chooses a ‘Training programme’ or a ‘Research study’ as an assignment type in Semester V, then he/she needs to continue with the same training programme and research study in the Semester VI. Neither the type nor the topic can be changed</li><li>➤ Except for poster presentation and awareness campaign, all others are individual assignments.</li></ul></li></ul>
<b>Total</b>	<b>40</b>		

### Semester-end Examination

Semester-end examination will have 4 essay-type questions based on the 4 units taught in the concerned semester.

A sample paper pattern of semester-end examination is given below:

Question no	Unit no	Marks
Q1- A or B	1	15
Q2- A or B	2	15
Q3- A or B	3	15

Q4- A or B	4	15
<b>Total</b>		<b>60</b>