



SIES

**College of Arts,
Science &
Commerce**

**RISE WITH EDUCATION
Sion (West), Mumbai – 400022.
(Autonomous)**

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.**

FYBA (Semester I)

Sub: Psychology

Class: FYBA

**Paper: Introduction to Psychology
SIUAPSY11**

Subject Code:

Credits: 3

No. of lectures/week: 4

Total no. of lectures/semester: 60

Marks: 100 (60+40)

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

Unit No.	Topics	No of lectures
1	The Story of Psychology a) The History Of Psychology b) Culture and Psychological Processes c) Fields Of Psychology today d) Scientific Research e) Ethics of Psychological Research	15
2	The Biology of Mind a) Neurons and nerves: Building the Network b) An Overview of the Nervous System c) Distant Connections: The Endocrine Glands d) Looking Inside the Living Brain e) From Bottom Up: the Structures of the Brain	17
3	Learning a) Definition of learning b) Classical Conditioning c) Operant Conditioning d) Cognitive Learning theory e) Observational Learning	15

4	Memory a) What is memory? b) The information Processing Models c) Getting it Out: Retrieval of Long- term Memories d) What are we talking about? Forgetting e) Neuroscience of Memory	13
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Book for Study:

- Ciccarelli, S.K. & White J.N.(2018), *Psychology*, Pearson Education.

Books for reference:

- Baron, R.A. (2001), *Psychology* (5thed), Pearson Education Inc.
- Feldman, R.S. (2011). *Understanding Psychology* (10thed) Tata McGraw Hill Companies, Inc.
- Lahey, B. B. (1998). *Psychology: An Introduction*, Tata McGraw Hill Publishing Company Ltd, New Delhi
- Myers, D.G. (2013). *Psychology*. McMillan Publishers India Pvt .Ltd.

FYBA (Semester II)

Sub: Psychology

Class: FYBA

**Paper: Introduction to Psychology
SIUAPSY21**

Subject Code:

Credits: 3

No. of lectures/week: 4

Total no. of lectures/semester: 60

Marks: 100 (60+40)

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 2: Introduction to Psychology

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

	b) Descriptive Statistics: Frequency Distribution, Normal Curve, Other types of distributions Measures of Central Tendency, Measures of Variability c) Inferential Statistics	
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Book for Study:

- Ciccarelli, S.K. & White J.N.(2018), *Psychology*, Pearson Education.

Books for reference:

- Baron, R.A. (2001), *Psychology* (5thed), Pearson Education Inc.
- Feldman, R.S. (2011). *Understanding Psychology* (10thed) Tata McGraw Hill Companies, Inc.
- Lahey, B. B. (1998). *Psychology: An Introduction*, Tata McGraw Hill Publishing Company Ltd, New Delhi
- Myers, D.G. (2013). *Psychology*. McMillan Publishers India Pvt .Ltd.

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

Unit no.	Name of the Unit	No of lectures
1	The Start of Life; Birth and the Newborn Infant a) Earliest Development ;The Interaction of Heredity and Environment b) Prenatal Growth and Change c) Birth and Birth Complication; Competent new born	11
2	Physical Development in Infancy a) First Steps; Growth and Stability b) Motor Development c) The Development of Senses	11
3	Cognitive Development in Infancy a) Piaget's Approach to Cognitive Development b) Information Processing Approaches to Cognitive Development; The Roots of Language c) Developing the Roots of Sociability; Forming Relationships; Differences among Infants: Personality Development; Temperament; Gender Differences and Gender Roles	12
4	Cognitive Development in the Preschool years a) Piaget's Approach b) Information Processing and Vygotsky's Approach to Cognitive Development c) The Growth of Learning and Language	11

❖ 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

- Feldman, R.S. (2009). *Discovering the Life Span*. Pearson Prentice Hall

Books for reference:

- Beck, L.E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorley Kindersley (India) pvt ltd.
- Kail, R.V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S.W., & Feldman, R. (2004). *Human Development*. (9th Ed). McGraw Hill, International Edition
- Shaffer, D. R., & Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning, Indian Reprint 2007

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

Unit no.	Name of the Unit	No of lectures
1	Cognitive Development in Middle Childhood a) <u>Cognitive Development</u> - Intellectual and Language Development b) <u>Schooling</u> : The Three R's (and More) of Middle Childhood c) <u>Intelligence</u> : Determining Individual Strengths d) <u>Gender Differences in Cognition</u>	11
2	Adolescence a) <u>Physical Maturation</u> : Growth during Adolescence; Puberty; Nutrition, Food, Eating Disorders ,Brain Development and thought b) <u>Cognitive Development</u> : Piagetian Approach, Information Processing Perspectives, Egocentrism in thinking c) <u>Social and Personality Development</u> :Identity Formation; Change or Crisis?; Marcia's Approach to Identity Development: <u>Family Ties</u> ; Relationship with peers; Dating; Sexual Relationships; Sexual Orientation	11
3	Cognitive and Social and Personality Development in Early Adulthood a) <u>Cognitive Development</u> : Post Formal Thought; Perry's Approach to Post Formal Thinking; Schaie's Stages of Development b) <u>Social Development</u> : Seeking Intimacy: Erik Erikson's View; Choosing a partner; Attachment Styles and Romantic Relationships; Cohabitation; What makes marriage work; Parenthood; Staying Single; c) <u>Work</u> : Identity during young adulthood- Role of Work; Picking an Occupation	12

4	Cognitive and Social and Personality Development in Middle Adulthood	11
	<ul style="list-style-type: none"> a) <u>Cognitive Development</u>: Reframing the issues. b) <u>Personality Development</u>: Erikson’s Stage of Generativity Versus Stagnation; Stability Versus Change in Personality c) <u>Relationships</u>: Family in Middle Age d) <u>Work during Midlife</u>: Work and Careers; Challenges of work; Switching and Starting Careers at Midlife 	

❖ **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:

- Feldman, R.S. (2009). *Discovering the Life Span*. Pearson Prentice Hall

Books for reference:

- Beck, L.E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorley Kindersley (India) pvt ltd.
- Kail, R.V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S.W., & Feldman, R. (2004). *Human Development*. (9th Ed). McGraw Hill, International Edition
- Shaffer, D. R., & Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning, Indian Reprint 2007

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.

SYBA (Semester III)

Sub: Psychology

Class: SYBA

Paper: Social Psychology

Subject Code: SIUAPSY31

Credits: 3

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

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 3: Social Psychology

Unit No.	Topics	No of lectures
1	Social Cognition a) Heuristics: How we reduce our effort in Social Cognition b) Schema: Mental frameworks for organizing and using social information c) Automatic and Controlled Processing: Two basic modes of social thought d) Potential sources of error in social cognition e) Affect and Cognition	12
2	Social Perception a) Nonverbal Communication: The language of expressions, gazes, gestures b) Attribution: Understanding the causes of others' behaviour c) Impression formation and Impression Management	11
3	Attitudes a) Attitude formation: How attitudes develop b) When and why do attitudes influence behaviour? c) How do attitudes guide behaviour? d) Fine art of persuasion e) Resisting persuasion attempts	11

	f) Cognitive Dissonance	
4	Stereotyping, Prejudice and discrimination a) How members of different groups perceive inequality b) Nature and origins of stereotyping c) Prejudice: Feelings towards social groups d) Discrimination: Prejudice in action e) Why prejudice is not inevitable	11

❖ **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:**

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

• **Book for study:**

Baron, R.A., Branscombe, N.R., Byrne, D., Bhardwaj, G. (2008). Social Psychology (14thed). New Delhi: Pearson Education.

• **Books for Reference:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2007). Social Psychology (6thed), New Jersey, Pearson Education, Prentice Hall

Baumister, R.F., Bushman, B. J. (2008). Social Psychology and Human Nature, International Student edition, Thomson Wadsworth USA

Delamater, J.D. & Myers D.J. (2007). Social Psychology (6thed) Thomson Wadsworth International student edition USA

SYBA (Semester IV)

Sub: Psychology

Class: SYBA

Paper: Social Psychology

Subject Code: SIUAPSY41

Credits: 3

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

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

Unit No.	Topics	No of lectures
1	Social Influence a) Conformity: Group influence in action b) Compliance: To ask-Sometimes-Is to receive c) Symbolic social influence d) Obedience to authority	11
2	Prosocial Behaviour a) Why people help b) Responding to an emergency c) Factors that increase or decrease the tendency to help d) The effects of being helped e) Are prosocial behaviour and aggression opposites?	11
3	Aggression a) Perspectives on Aggression b) Causes of Human aggression c) Bullying d) The prevention and control of aggression	11
4	Groups and Individuals a) Groups: When we join, when we leave b) Effects of presence of others c) Coordination in groups d) Perceived fairness in groups e) Decision making by groups: How it occurs and its pitfalls	12

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
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- **Book for study:**

Baron, R.A., Branscombe, N.R., Byrne, D., Bhardwaj, G. (2008). Social Psychology (14thed). New Delhi: Pearson Education.

- **Books for Reference:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2007). Social Psychology (6thed), New Jersey, Pearson Education, Prentice Hall

Baumister, R.F., Bushman, B. J. (2008). Social Psychology and Human Nature, International Student edition, Thomson Wadsworth USA

Delamater, J.D. & Myers D. J. (2007). Social Psychology (6thed) Thomson Wadsworth International student edition USA

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

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

4	Childhood Disorders	15
	a) Conduct Disorders, Oppositional Defiant Disorder b) Elimination Disorders c) Pervasive Developmental Disorder	

Book for Study

- Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw-Hill (Indian reprint 2015)

Books for reference:

- Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th 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*. (16th 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*. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
- Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
- Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

TYBA (Semester VI)

Sub: Psychology

Class: TYBA

Paper: Abnormal Psychology

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

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

Book for Study

- Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw-Hill (Indian reprint 2015)

Books for reference:

- Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th 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*. (16th ed.). Pearson education
- Dhandu, 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*. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
- Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
- Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

TYBA (Semester V)

Sub: Psychology

Class: TYBA

Paper: Cognitive Psychology

Subject Code: SIUAPSY54

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 V: Cognitive Psychology

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

Book for study:

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

Books for Reference:

- Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th 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*. 3rd ed., Bangalore: Prism Books pvt. ltd.
- Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., international student version, John Wiley & sons
- Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd 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
- Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

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

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

	h) Neuropsychological Evidence on Reasoning and Decision Making	
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Book for study:

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

Books for Reference:

- Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th 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*. 3rd ed., Bangalore: Prism Books pvt. ltd.
- Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., international student version, John Wiley & sons
- Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd 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
- Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

TYBA (Semester V)

Sub: Psychology

Class: TYBA

Paper: Industrial and Organizational Psychology

Subject Code: SIUAPSY53

Credits: 3.5

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

❖ 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

Unit no.	Name of the Unit	No of lectures
1	Job-Analysis 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	11
2	Assessment Methods for Selection and Placement a) Psychological tests; Ability, Knowledge and Skills, Personality, Emotional Intelligence, Integrity, Vocational Interest tests, Drug testing b) Biographical Information c) Interviews d) Work-sample tests e) Assessment Centers f) Electronic Assessment g) Recruiting applicants h) Getting applicants accept and keep jobs offered	12
3	Performance Appraisal a) Why do we appraise employees? b) Understanding Performance, Performance criteria	11

	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	
4	Training	11
	a) Needs assessment b) Training design, training methods c) Delivery of training programme d) Evaluation of a training programme	

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:

- Spector, P. E. (2017). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pvt. Ltd.

Books for reference:

- Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4th ed). Wadsworth/ Thomson Learning
- Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10th ed.). South Western/ Thomson Learning
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8th ed., Pearson, Dorling Kindersley India, New Delhi. 3rd Indian reprint 2009
- Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology*, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
- Luthans, F. (2005). *Organizational Behavior*. (10th 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*. (7th ed.). Wadsworth/ Thomson Learning
- Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10th ed.). Pearson Prentice Hall

TYBA (Semester VI)

Sub: Psychology

Class: TYBA

Paper: Industrial Psychology

Subject Code: SIUAPSY63

Credits: 3.5

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

❖ **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

Unit no.	Name of the Unit	No of lectures
1	Work Motivation 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	11
2	Feelings about work 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 f) Organizational Citizenship Behaviour (OCB)	11

3	Leadership	11
	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	
4	Organizational theories and Organizational Development	11
	a) Organizational theories b) Organizational development c) Socialization in organization d) Organizational culture	

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:

- Spector, P. E. (2017). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pvt. Ltd.

Books for reference:

- Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4th ed). Wadsworth/ Thomson Learning
- Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10th ed.). South Western/ Thomson Learning
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8th ed., Pearson, Dorling Kindersley India, New Delhi. 3rd Indian reprint 2009

- Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology*, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
- Luthans, F. (2005). *Organizational Behavior*. (10th 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*.(7th ed.). Wadsworth/ Thomson Learning
- Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill
- Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*.(10th ed.). Pearson Prentice Hall

TYBA (Semester V)

Sub: Psychology

Class: TYBA

Paper: Counseling Psychology

Subject Code: SIUAPSY56

Credits: 3.5

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

COUNSELING PSYCHOLOGY

(Psychology Paper IX)

(Part I and II)

Code	Sem.	Course Title	Credits	Marks
SIUAPSY56	5	Counseling Psychology : Part I	3.5	100 (60+40)
SIUAPSY66	6	Counseling Psychology : Part II	3.5	100 (60+40)

❖ **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)

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

3	Termination of Counseling Relationship	11
	a) Function, timing of and issues in closing counseling relationship b) Resistance to closing c) Premature closing d) Counselor-initiated closing Ending on a positive note, Issues related to closing; follow-up, referral	
4	Psychoanalytic, Adlerian, Humanistic Theories of Counseling	11
	a) Theory, importance of theory, theory into practice b) Psychoanalytic theories c) Adlerian theory d) Humanistic theories	

Books for study

- Gladding, S. T. (2014). *Counseling: A Comprehensive Profession*. (7th 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*. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
- Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5th ed.). New Jersey: Pearson Education
- Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
- Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
- Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
- Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
- Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
- McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education

- Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition
- Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications
- Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
- Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
- Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

TYBA (Semester VI)

Sub: Psychology

Class: TYBA

Paper: Counseling Psychology

Subject Code: SIUAPSY66

Credits: 3.5

No. of lectures/week: 3

Total no. of lectures/semester: 45

Marks: 100 (60+40)

❖ **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)

Unit no.	Name of the Unit	No of lectures
1	Behavioural, Cognitive, Systemic, Brief and Crisis Theories in Counseling d) Behavioural Counseling e) Cognitive and Cognitive-Behavioural Theories of Counseling f) Systems theories g) Brief Counseling Approaches h) Crisis and trauma counseling approaches	13
2	Counseling in Multicultural Society a) Counseling across culture, defining culture and multicultural counseling, b) History of multicultural counseling, c) Difficulties in multicultural counseling	9
3	Counseling Specific Populations a) Counseling aged populations, b) Gender-based counseling, c) Counseling and sexual orientation	11
4	Groups in counseling a) A brief history of groups b) Misconceptions and realities about groups c) Benefits, drawbacks and types of groups a) Theoretical approaches in conducting groups	11

	b) Stages and issues in groups c) Qualities of effective group leaders i) The future of group work	
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Books for study

- Gladding, S. T. (2014). *Counseling: A Comprehensive Profession*. (7th 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*. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
- Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5th ed.). New Jersey: Pearson Education
- Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
- Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
- Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
- Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
- Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
- Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
- McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education
- Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition
- Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications

- Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
- Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
- Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

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:

Semester	Area	Marks
V	Proposal+ Literature review	5+15
VI	Data analysis, discussion+ Viva	15 +5

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.

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

	a) Stroop Effect
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TYBA (Semester VI)

Sub: Psychology

Paper: Experimental Psychology and Practicals in Cognitive Processes

Subject Code: SIUAPSY65

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.

Section	Topic
I	Experimental Psychology a) Single subject designs b) Quasi-experimental designs c) Evaluative Research designs d) Publishing a paper e) Introduction to R
II	Experiments to be conducted manually a) Levels of Processing (Memory) b) 9- dot experiment (Problem-solving)
III	Experiments to be conducted on computer a) Levels of Processing

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

Unit no.	Name of the Unit	No of lectures
1	Psychological Testing and Assessment a) Definition of Testing and Assessment, Tools of Assessment b) Parties involved in testing c) How assessments are conducted, testing people with disabilities d) Culture and Inference e) Concerns of the profession f) Rights of test-takers	15
2	Tests, Testing, Norms a) Assumptions of Testing and Assessment b) What is a good test? c) Standardization of a test (Norming, Sampling, Standardizing) d) Types of Norms e) Fixed-reference group scoring system, norm-referenced versus criterion-referenced scoring system	15
3	Reliability a) The concept of Reliability, sources of error variance	15

	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	
4	Validity	15
	a) Concept of Validity: Face validity b) Content, Criterion-related, Construct Validity c) Validity, bias and fairness	

Book for Study:

- Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2015). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation

Books for Reference:

- Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
- Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th 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*. (2nd ed.). Boston: Pearson Education
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th 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*. (4th ed.). Sage publications
- Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

TYBA (Semester VI)

Sub: Psychology

Class: TYBA

Paper: Psychological Testing

Subject Code: SIUAPSY61

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 VI: Psychological Testing

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

Book for Study:

- Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2015). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation

Books for Reference:

- Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
- Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th 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*. (2nd ed.). Boston: Pearson Education
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th 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*. (4th ed.). Sage publications
- Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

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):

Semester	Area	Marks
V	Proposal+ Literature review	5+15
VI	Data analysis, discussion+ Viva	15 +5

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 pre-schoolers 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
20 marks	Introduction	Individual data discussion	Group-data discussion	15 marks
	10 marks	8 marks	7 marks	

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 :

Regularity in submitting rough reports of experiments and their quality	5 marks
Workbook for practicals	5 marks
Regularity and Class- participation	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

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:

Semester	Area	Marks
V	Proposal+ Literature review	5+15
VI	Data analysis, discussion+ Viva	15 +5