

AC/II(20-21).2.RUA10

**S. P. Mandali's**  
**Ramnarin Ruia Autonomous College**

*(Affiliated to University of Mumbai)*



**Syllabus for**

**Program: B.A.**

**Program Code: RUAPSY**

(Credit Based Semester and Grading  
System for academic year 2021–2022)

## PROGRAM OUTCOMES

<b>PO</b>	<b>PO Description</b>
	<b>A student completing Bachelor’s Degree in Arts program will be able to:</b>
<b>PO 1</b>	Demonstrate understanding and skills of application of knowledge of historical and contemporary issues in the social and linguistic settings with a trans disciplinary perspective to make an informed judgement
<b>PO 2</b>	Analyse and evaluate theories of individual and social behaviour in the familiar contexts and extrapolate to unfamiliar contexts in order to resolve contemporary issues.
<b>PO 3</b>	Effectively and ethically use concepts, vocabularies, methods and modern technologies in human sciences to make meaningful contribution in creation of information and its effective dissemination
<b>PO 4</b>	Explore critical issues, ideas, phenomena and debates to define problems or to formulate hypotheses; as well as analyze evidences to formulate an opinion, identify strategies, evaluate outcomes, draw conclusions and/or develop and implement solutions.
<b>PO 5</b>	Demonstrate oral and written proficiency to analyse and synthesise information and apply a set of cognitive, affective, and behavioral skills to work individually and with diverse groups to foster personal growth and better appreciate the diverse social world in which we live.
<b>PO 6</b>	Develop a clear understanding of social institutional structures, systems, procedures, and policies existing across cultures, and interpret, compare and contrast ideas in diverse social- cultural contexts, to engage reasonably with diverse groups.
<b>PO 7</b>	React thoughtfully with emotional and moral competence to forms of expressive direct action and apply social strategies toward eradicating threats to a democratic society and a healthy planet.

<b>PO 8</b>	Articulate and apply values, principles, and ideals to the current societal challenges by integrating management and leadership skills to enhance the quality of life in the civic community through actions that enrich individual lives and benefit the community.
<b>PO 9</b>	Recognize and appreciate the diversity of human experience and thought, and apply intellect and creativity to contemporary scenario, to promote individual growth by practicing lifelong learning.

## PROGRAM SPECIFIC OUTCOMES

<b>PSO</b>	<b>Description</b> <b>A student completing Bachelor's Degree in Arts program in the subject of Psychology will be able to:</b>
<b>PSO 1</b>	Develop a knowledge base of different key concepts and theories in Psychology
<b>PSO 2</b>	Use scientific reasoning and critical thinking in interpreting different psychological phenomena
<b>PSO 3</b>	Develop an awareness of one's psychological processes, relate meaningfully with the psycho-social environment and facilitate personal growth.
<b>PSO 4</b>	Recognize, compare and apply the core domains of psychology.
<b>PSO 5</b>	Apply the understanding of theories and psychological terms to real life situations.
<b>PSO 6</b>	Employ innovative cognitive processes to understand the different psycho-social and environmental events and issues.
<b>PSO 7</b>	Develop a meaningful direction towards Psychology as a profession and introduce students to the world of work as a psychologist.
<b>PSO 8</b>	Understand, design, interpret and evaluate basic psychological researches in a scientific manner

## PROGRAM OUTLINE

<b>YEAR</b>	<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
<b>FYBA</b>	<b>I</b>	<b>RUAPSY101</b>	<b>FUNDAMENTALS OF PSYCHOLOGY</b>	<b>3</b>
	<b>II</b>	<b>RUAPSY201</b>	<b>FUNDAMENTALS OF PSYCHOLOGY</b>	<b>3</b>
<b>SYBA</b>	<b>III</b>	<b>RUAPSY301</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
		<b>RUAPSY302</b>	<b>DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>
<b>SYBA</b>	<b>IV</b>	<b>RUAPSY401</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>3</b>
		<b>RUAPSY402</b>	<b>DEVELOPMENTAL PSYCHOLOGY</b>	<b>3</b>
<b>TYBA</b>	<b>V</b>	<b>RUAPSY501</b>	<b>PSYCHOLOGICAL TESTING AND STATISTICS</b>	<b>4</b>
		<b>RUAPSY502</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>4</b>
		<b>RUAPSY503</b>	<b>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</b>	<b>3.5</b>
		<b>RUAPSY504</b>	<b>COGNITIVE PSYCHOLOGY</b>	<b>4</b>
		<b>RUAPSY505</b>	<b>PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING</b>	<b>4</b>
		<b>RUAPSY506</b>	<b>COUNSELING PSYCHOLOGY</b>	<b>3.5</b>
<b>TYBA</b>	<b>VI</b>	<b>RUAPSY601</b>	<b>PSYCHOLOGICAL TESTING AND STATISTICS</b>	<b>4</b>
		<b>RUAPSY602</b>	<b>ABNORMAL PSYCHOLOGY</b>	<b>4</b>
		<b>RUAPSY603</b>	<b>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</b>	<b>3.5</b>
		<b>RUAPSY604</b>	<b>COGNITIVE PSYCHOLOGY</b>	<b>4</b>
		<b>RUAPSY605</b>	<b>PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING</b>	<b>4</b>
		<b>RUAPSY606</b>	<b>COUNSELING PSYCHOLOGY</b>	<b>3.5</b>

**Course Code: RUAPSY101**

**Course Title: FUNDAMENTALS OF PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop an understanding of Psychology as a field with the different career options in Psychology
<b>CO 2</b>	To become familiar with the Biological aspects that influences behaviour.
<b>CO 3</b>	Facilitate an understanding of basic concepts of behaviour (Learning & Memory)
<b>CO 4</b>	Facilitate critical evaluation of the different theories related to Learning and Memory
<b>CO 5</b>	Initiate the development of critical evaluation and scientific analysis of behaviour.

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY101</b>			<b>3 Credits</b>
	<b>I</b>	<b>The science of Psychology</b> a) What is Psychology? b) Psychology then: History of Psychology, Psychology now: Modern Perspectives c) Types of Psychological professionals, Psychology: The Science, Ethics of Psychological Research d) Critical thinking, Applying Psychology to everyday life - using Critical thinking	<b>15</b>
	<b>II</b>	<b>The Biological perspective</b> a) Neurons and nerves: Building the Network b) The Central Nervous System, the Peripheral Nervous System c) Inside the brain and structures of the brain d) The chemical connection: the Endocrine glands, Applying Psychology – Differences between male and female brains	<b>15</b>
	<b>III</b>	<b>Learning</b> a) Definition of Learning b) Classical Conditioning c) Operant Conditioning d) Cognitive Learning Theory e) Observational Learning	<b>15</b>

		f) Applying Psychology – Behaviour modification of a developmentally challenged child	
	<b>IV</b>	<b>Memory</b> a) Memory: Encoding, Storage, Retrieval, Models of memory – LOP and PDP, the information-processing model – sensory, short-term and long-term memory b) Retrieval of Long-Term Memories, The reconstructive nature of Long-Term Memory Retrieval c) Forgetting d) Memory and the brain – the physical aspects of memory, applying Psychology – Current research in Alzheimer’s disease	<b>15</b>

**Book for Study**

Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

**Books for Reference**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
3. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200
4. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York
5. Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.
6. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
7. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. (3rd ed.) McGraw- Hill Publications, International edition, New York
8. Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

9. Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6th ed.). Pearson Education inc., Allyn and Bacon

10. Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon

**Theory Examination Pattern:**

**A) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>Assignment</b> (Content 10 marks, Explanation 10 marks)	20
2	<b>One class Test</b> (Paper pencil test) a) MCQ (10 marks) b) Define the terms (10 marks)	20
	<b>TOTAL</b>	<b>40</b>

**B) External examination - 60 %: 60 marks (Semester End Theory Examination)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

<b>Questions</b>	<b>Options</b>	<b>Marks</b>	<b>Questions Based on</b>
Q.1	Essay type (Internal choice)	15	Unit 1
Q.2	Essay type (Internal Choice)	15	Unit 2
Q.3	Essay type (Internal choice)	15	Unit 3
Q.4	Essay type (Internal choice)	15	Unit 4
	<b>TOTAL</b>	<b>60</b>	



## Overall Examination and Marks Distribution Pattern

### Semester I and II

Course	<i>102</i>			<i>202</i>			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY201**

**Course Title: FUNDAMENTALS OF PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop an understanding of concepts ( Motivation, emotion, personality)
<b>CO 2</b>	Develop familiarity with the different researches related to basic behaviour.
<b>CO 3</b>	Facilitate critical evaluation of the different theories and perspectives related to basic behaviour.
<b>CO 4</b>	Develop the understanding of basic statistical processes and its importance in psychology
<b>CO 5</b>	Facilitate the application of theories to understanding the different basic behaviour experienced in daily life.

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY201</b>			<b>3 Credits</b>
	<b>I</b>	<b>Cognition: Thinking, Intelligence</b> a) How people think b) Intelligence c) Language d) Applying Psychology – Mental exercises for better cognitive health	<b>15</b>
	<b>II</b>	<b>Motivation and emotion</b> a) Approaches to understanding Motivation b) Hunger c) Emotion d) Applying Psychology – The how-to of happiness	<b>15</b>
	<b>III</b>	<b>An overview of theories of personality</b> a) Sigmund Freud and Psychoanalysis, The Behaviorist view of Personality b) The Social Cognitive view of Personality, Humanism and Personality, trait Theories c) The biology of Personality: Behavioral Genetics, Assessment of Personality d) Applying Psychology – Personality testing on the internet	<b>15</b>

	<b>IV</b>	<b>Statistics in Psychology</b> a) Why do psychologists use statistics? Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions b) Measures of central tendency – mean, median, mode, c) Measures of variability – range and SD; z scores d) Inferential Statistics – statistical significance, the correlation coefficient	<b>15</b>
--	-----------	--	-----------

**Book for Study:**

Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

**Books for Reference :**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
3. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 200
4. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York
5. Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth-Thomson Learning Publications, Belmont, USA.
6. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
7. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. (3rd ed.) McGraw- Hill Publications, International edition, New York
8. Wade, C. & Tavis, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi
9. Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6th ed.). Pearson Education inc., Allyn and Bacon

10. Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

##### A) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	<b>Assignment</b> (Content 10 marks, Explanation 10 marks)	20
2	<b>One class Test</b> (Paper pencil test) a) MCQ (10 marks) b) Define the terms (10 marks)	20
	<b>TOTAL</b>	<b>40</b>

##### B) External examination - 60 %: 60 marks (Semester End Theory Examination)

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions Based on
Q.1	Essay type (Internal choice)	15	Unit 1
Q.2	Essay type (Internal Choice)	15	Unit 2
Q.3	Essay type (Internal choice)	15	Unit 3
Q.4	Essay type (Internal choice)	15	Unit 4
	<b>TOTAL</b>	<b>60</b>	

#### Overall Examination and Marks Distribution Pattern

##### Semester I and II

Course	102			202			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY301**

**Course Title: SOCIAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop an understanding of the field of Social Psychology and its importance.
<b>CO 2</b>	Facilitate an understanding of basic concepts in Social Psychology (Attitudes, Social Cognition and Social perception) and the processes involved in them.
<b>CO 3</b>	Develop the critical evaluation of theories related to basic social behaviour processes
<b>CO 4</b>	Develop scientific approach towards the understanding of social processes.
<b>CO 5</b>	Foster social values so as to enhance their social and environmental adjustment.

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY301</b>			<b>3 CREDITS</b>
<b>RUAPSY302</b>	<b>I</b>	<b>The Field of Social Psychology</b> a) Social Psychology: what it is and what it does, Social Psychology: its cutting edge b) A brief look at history: the origins and early development of Social Psychology c) Research as the route to increased knowledge, The role of theory in Social Psychology d) The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate Balance	<b>10</b>
	<b>II</b>	<b>Social Cognition</b> a) Schemas: Mental Frameworks for Organising and Using Social Information b) Heuristics: How We Reduce Our Effort in Social Cognition c) Automatic and controlled processing: two basic modes of social thought, Potential Sources of Error in Social Cognition d) Affect and Cognition: how feelings shape thought and thought shapes feeling	<b>10</b>

	III	<p><b>Social Perception</b></p> <p>a) Nonverbal Communication: The unspoken Language of Expressions</p> <p>b) Gazes and Gestures</p> <p>c) Attribution: Understanding the Causes of Others' Behaviour</p> <p>d) Impression Formation and Impression Management</p>	12
	IV	<p><b>Attitudes</b></p> <p>a) Attitude Formation: How Attitudes Develop</p> <p>b) When and why do Attitudes Influence Behaviour?</p> <p>c) How do attitudes guide behaviour?</p> <p>d) The Fine Art of Persuasion: how Attitudes are changed</p> <p>e) Resisting Persuasion attempts</p> <p>f) Cognitive Dissonance: What it is and how we manage it?</p>	13

**Book for Study:**

Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009

**Books for Reference:**

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
3. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
4. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.
5. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interacton.(4th edi.). Pearson Education Allyn and Bacon, Boston
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology.(12th edi.). New Delhi: Pearson Education

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### a) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test) <b>OPTION A</b> Paper pencil Test a) Explain the Terms (any 5 out of 8) b) Short Notes (any 1 out of 2) OR <b>OPTION B</b> Online MCQ type test True or false Fill in the blanks with options Match the pairs Answer in one word	20
	<b>TOTAL</b>	40

#### B) External examination - 60 %: 60 marks (Semester End Theory Assessment)

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question

Questions	Options	Marks	Questions no.
Q.1	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal choice)	15	Unit I
Q.2	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit II
Q.3	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit III

Q.4	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal choice)	15	Unit IV
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester III and IV**

Course	<i>301</i>			<i>401</i>			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>



**Course Code: RUAPSY302**

**Course Title: DEVELOPMENTAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop awareness about the field of Developmental Psychology and different theoretical approaches in this field.
<b>CO 2</b>	Facilitate an awareness of the developmental changes during Neonatal and Infancy state
<b>CO 3</b>	Develop a scientific approach towards the understanding of different developmental changes
<b>CO 4</b>	Facilitate an understanding of the Theoretical perspectives involved in developmental psychology and critically evaluate the same

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY302</b>			<b>3 Credits</b>
	<b>I</b>	<b>Introduction – Beginnings</b> a) An Orientation to Lifespan Development: Defining Lifespan development and its scope, topical areas in Lifespan development, influences on b) Determining the Nature and Nurture of Lifespan Development: Continuous VS Discontinuous Change, Critical and Sensitive periods c) Theoretical Perspectives on Lifespan Development d) Research Methods - Longitudinal studies, Cross- Sectional studies, Sequential studies , Ethics and Research	<b>10</b>
	<b>II</b>	<b>The Start of Life; Birth and the Newborn Infant</b> a) The Future Is Now; Earliest Development:	<b>10</b>

	<p>Genes and chromosomes, basics of genetics, Inherited and genetic disorders, Genetic counselling, Prenatal testing</p> <p>b) The Interaction of Heredity and Environment: Role of environment in determining the expression of genes, Interaction of Factors, Psychological Disorders: role of genetics and environment</p> <p>c) Prenatal Growth and Change: Fertilization, stages of Prenatal Period, Pregnancy Problems, threats to development</p> <p>d) A 22-Ounce Miracle: Birth and Birth Complications; Pre-term infants and the competent newborn, The process of Birth, Birth complications: Preterm Infants; The competent Newborn: Physical competence, Sensory capabilities, Early Learning Capabilities</p>	
<b>III</b>	<p><b>Physical Development in Infancy</b></p> <p>a) First Steps; Growth and Stability: Physical Growth - Four Principles of Growth</p> <p>b) Brain development</p> <p>c) Nervous system and the Brain : Synaptic Pruning, Environmental influences on Brain development</p> <p>d) Motor Development: Reflexes, Motor skills, Nutrition in Infancy</p> <p>e) The Development of the Senses: Sensitivity to pain and touch, Contemporary views on Infant pain, Responding to Touch</p>	<b>12</b>
<b>IV</b>	<p><b>Cognitive Development in Infancy</b></p> <p>a) Piaget's Approach to Cognitive Development: Sensorimotor period, advances and limitations, Appraising Piaget</p> <p>b) Information Processing Approaches to Cognitive Development: Foundations of Information Processing, Encoding, Storage and Retrieval, Memory during infancy, Assessing Information Processing Approaches</p> <p>c) The Roots of Language: Fundamentals of Language, Early Sounds and Communication, The Origins of Language Development</p>	<b>13</b>

**Book for study:**

Feldman, R. S. (2009). Discovering the Life Span. Pearson Prentice Hall, Indian reprint

**Books for reference:**

1. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.

2. Berk, L. E. (2004). Development through the lifespan.(3rd Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
3. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.
5. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5<sup>th</sup> Ed). McGraw Hill co.
6. Kail, R. V. (2007). Children and their Development.(4th Ed). New Jersey: Pearson Education Inc.
7. McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education.(3rd Ed). New Jersey: Pearson Education Inc.
8. Papalia, D. E., Olds, S. W., & Feldman, R. (2004). Human Development.(9th Ed). McGraw Hill, international Edition
9. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence.(7th Ed). Thomson Learning, Indian reprint 2007

Important Note - In view of today's increased multiculturalism, socio-cultural dimensions of all units should be taught and discussed with respect to relevance/ applications/ implications in the Indian context.

### **MODALITY OF ASSESSMENT**

#### **Theory Examination Pattern:**

#### **A) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test) <b>OPTION A</b> Paper pencil Test a) Explain the Terms (any 5 out of 8) b) Short Notes )any 1 out of 2) <div style="text-align: center;">OR</div> <b>OPTION B</b> Online MCQ type test True or false Fill in the blanks with options Match the pairs	20

	Answer in one word	
	<b>TOTAL</b>	40

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question

Questions	Options	Marks	Questions no.
Q.1	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal choice)	15	Unit I
Q.2	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit II
Q.3	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit III
Q.4	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal choice)	15	Unit IV
	<b>TOTAL</b>	60	

**Overall Examination and Marks Distribution Pattern**

Course	302			402			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Semester III and IV**

**Course Code: RUAPSY401**

**Course Title: SOCIAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop an understanding of the social behaviours (Prejudices, Discrimination, Group Behaviour)
<b>CO 2</b>	Facilitate a scientific view towards the different social behaviour through theoretical perspectives explaining the social behaviour.
<b>CO 3</b>	Develop an awareness of different major problems and issues in society like aggression, prejudices, discrimination
<b>CO 4</b>	Foster development of social skills so as to enable effective adjustment to social groups.
<b>CO5</b>	Develop research skills to analyse and interpret social situations effectively.

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY302</b>			<b>3 Credits</b>
	<b>I</b>	<b>Stereotyping, Prejudice and Discrimination</b> a) How members of different groups perceive inequality b) The Nature and Origins of Stereotyping c) Prejudice and Discrimination: feelings and actions toward Social groups d) Why Prejudice Is <i>Not</i> Inevitable: Techniques for Countering Its Effects	<b>10</b>
	<b>II</b>	<b>Unit 2: Social Influence</b>	<b>10</b>

		<ul style="list-style-type: none"> <li>a) Conformity: Group Influence in Action</li> <li>b) Compliance: To Ask – Sometimes - Is to Receive</li> <li>c) Symbolic social influence: how we are influenced by others even when they are not there</li> <li>d) Obedience to Authority</li> </ul>	
	<b>III</b>	<p><b>Unit 3: Aggression</b></p> <ul style="list-style-type: none"> <li>a) Perspectives on Aggression: In Search of the Roots of Violence</li> <li>b) Causes of Human Aggression: Social, Cultural, Personal, and Situational</li> <li>c) Aggression in Long-term Relationships: Bullying and Aggression at Work</li> <li>d) The Prevention and Control of Violence: Some Useful Techniques</li> </ul>	<b>12</b>
	<b>IV</b>	<p><b>Unit 4: Groups and Individuals</b></p> <ul style="list-style-type: none"> <li>a) Groups: When we join and when we leave</li> <li>b) The benefits of joining: what groups do for us</li> <li>c) Effects of the presence of others: from task performance to behaviour in crowds</li> <li>d) Social Loafing: letting others do the work</li> <li>e) Coordination in Groups: Cooperation or Conflict?</li> <li>f) Perceived Fairness in Groups: Its nature and effects</li> <li>g) Decision Making by Groups: How it occurs and the pitfalls it faces</li> </ul>	<b>13</b>

**Book for Study:**

Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009

**Books for Reference :**

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
3. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
4. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.

5. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4th ed.). Pearson Education Allyn and Bacon, Boston
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th ed.). New Delhi: Pearson Education

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

#### A) Internal Assessment - 40%: 40 marks.

Sr. No.	Evaluation type	Marks
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test) <b>OPTION A</b> Paper pencil Test a) Explain the Terms (any 5 out of 8) b) Short Notes (any 1 out of 2) <div style="text-align: center;">OR</div> <b>OPTION B</b> Online MCQ type test True or false Fill in the blanks with options Match the pairs Answer in one word	20
	<b>TOTAL</b>	40

#### B) External examination - 60 %: 60 marks (Semester End Theory Assessment)

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question

Questions	Options	Marks	Questions no.
Q.1	Essay type/Short notes 2 out of 3/ Explain the terms any 3 out of 5 (with Internal choice)	15	Unit I

Q.2	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit II
Q.3	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal Choice)	15	Unit III
Q.4	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5 (with Internal choice)	15	Unit IV
	TOTAL	60	

### Overall Examination and Marks Distribution Pattern

#### Semester III and IV

Course	301			401			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200



**Course Code: RUAPSY402**

**Course Title: DEVELOPMENTAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop an understanding of different developmental changes in Infancy and Childhood stages of development.
<b>CO 2</b>	Facilitate Critical evaluation of the theoretical perspectives put forth to explain the developmental changes during Infancy and Childhood stage.
<b>CO 3</b>	Develop a scientific inquiry into the developmental changes during infancy and Childhood stage.
<b>CO 4</b>	Facilitate an understanding of the research methodology used in developmental psychology.

**DETAILED SYLLABUS**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDITS/ LECTURES</b>
<b>RUAPSY402</b>			<b>3 Credits</b>
	<b>I</b>	<b>Physical and cognitive development in the Preschool Years</b>  a) Physical Development: The Growing Body, changes in Body shape and structure, nutrition, health and Illness b) The Growing Brain, Brain Lateralization c) Motor Development  d) Cognitive Development in Pre-school years  i. Piaget's Approach , Preoperational thinking, advances and limitations, Evaluating Piaget's approach  ii. Information Processing Approaches	<b>10</b>

	<p>iii. Vygotsky's Approach to Cognitive Development</p> <p>e) The Growth of Language and Learning</p> <p>f) Language development, Private and social speech, Poverty and language development</p>	
<b>II</b>	<p><b>Social and Personality Development in preschool years</b></p> <p>a) Forming a sense of self</p> <p>Psychosocial development, Self- concept in preschool years, Gender identity: developing femaleness and maleness, perspectives on gender</p> <p>b) Friends and Family: Pre-schoolers' Social Lives</p> <p>Friendships, Play behaviour. Family Lives, Effective parenting- disciplinary styles, Cultural differences in child-rearing practices</p> <p>Child Abuse and Psychological Maltreatment</p> <p>c) Moral Development</p> <p>Piaget's view of Moral development; Evaluating Piaget's approach, Social Learning approaches to morality, Genetic approaches to Morality</p> <p>Empathy and Moral behaviour</p> <p><b>d) Aggression</b></p> <p>Roots of Aggression, Social Learning approaches to aggression, Cognitive approaches to aggression</p>	<b>10</b>
<b>III</b>	<b>Physical and cognitive development in middle childhood</b>	<b>12</b>

	<p>a) Physical Development –</p> <p>The Growing Body, Motor Development , Physical and mental health</p> <p>Children with special needs, Learning disabilities</p> <p>b) Cognitive Development in Middle Childhood</p> <p>i. Piagetian approaches to cognitive development, Concrete operational thought, Evaluating Piaget’s perspective</p> <p>ii Information Processing approaches</p> <p>iii. Vygotsky’s Approach</p> <p>iv. Language development</p> <p>c) Intelligence: Determining Individual Strengths</p> <p>Intelligence Benchmarks- Binet’s test, intelligence quotient Measuring IQ: Present Approaches to Intelligence</p>	
<p><b>IV</b></p>	<p><b>Social and Personality development in Middle Childhood</b></p> <p>a) The Developing Self</p> <p>i. Psychosocial development, Understanding One’s Self, Self- Esteem</p> <p>ii. Moral Development in Middle childhood</p> <p>Kohlberg’s levels of moral reasoning, Gilligan’s theory of moral development</p> <p>b) Relationships: Building Friendship in Middle Childhood</p>	<p><b>13</b></p>

		<p>Stages of Friendship , Gender and Friendships</p> <p>c) Family and school Life in Middle Childhood</p> <p>Family Life- both parents working outside home, self- care children, divorce, single-parent families, multigenerational families, children with gay and lesbian parents</p>	
--	--	--	--

**Book for study:**

Feldman, R. S. (2009). Discovering the Life Span. Pearson Prentice Hall, Indian reprint

**Books for reference:**

1. Berk, L. E. (2006). Child Development.(7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
2. Berk, L. E. (2004). Development through the lifespan.(3rd Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
3. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.
5. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5<sup>th</sup> Ed). McGraw Hill co.
6. Kail, R. V. (2007). Children and their Development.(4th Ed). New Jersey: Pearson Education Inc.
7. McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education.(3rd Ed). New Jersey: Pearson Education Inc.
8. Papalia, D. E., Olds, S. W., & Feldman, R. (2004). Human Development.(9th Ed). McGraw Hill, international Edition
9. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence.(7th Ed). Thomson Learning, Indian reprint 2007

Important Note - In view of today's increased multiculturalism, socio-cultural dimensions of

all units should be taught and discussed with respect to relevance/ applications/ implications

in the Indian context.

### MODALITY OF ASSESSMENT

#### **Theory Examination Pattern:**

#### **B) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test)  <b>OPTION A</b> Paper pencil Test  a) Explain the Terms (any 5 out of 8)  b) Short Notes )any 1 out of 2)  OR  <b>OPTION B</b> Online MCQ type test  True or false  Fill in the blanks with options  Match the pairs  Answer in one word	20
	<b>TOTAL</b>	40

**B) External examination - 60 % : 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question

<b>Questions</b>	<b>Options</b>	<b>Marks</b>	<b>Questions no.</b>
Q.1	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5  (with Internal choice)	15	Unit I
Q.2	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5  (with Internal Choice)	15	Unit II
Q.3	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5  (with Internal Choice)	15	Unit III
Q.4	Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5  (with Internal choice)	15	Unit IV
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**SEMESTER III & IV**

<b>Course</b>	<b>302</b>			<b>402</b>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY501**

**Course Title: PSYCHOLOGICAL TESTING AND STATISTICS**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of the concept of testing and the different aspects of psychological tests.</b>
<b>CO 2</b>	<b>Facilitate an understanding of the different characteristics of psychological tests.</b>
<b>CO 3</b>	<b>Facilitate the analysis of different types of reliabilities and validity and its importance in Psychological testing</b>
<b>CO 4</b>	<b>Foster the understanding of values of ethical practices while conducting and interpreting psychological tests</b>
<b>CO 5</b>	<b>Develop the skill to undertake basic statistical analysis in the context of behaviour.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topic</b>	<b>Credits/ Lectures</b>
<b>RUAPSY501</b>			<b>4 Credits</b>
	<b>I</b>	Introduction to Psychological Testing and Assessment  a) Definition of Testing, Various tools , Process and Different questions addressed in Psychological Testing and Assessments.  b) Concerns of the profession & The four rights of test-takers.  c) Norms, Various assumptions in Psychological Testing	<b>15</b>
	<b>II</b>	Reliability	<b>15</b>

	<p>a) The concept of Reliability; sources of error variance</p> <p>b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability</p> <p>c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, Standard error of Measurement.</p>	
<b>III</b>	<p>Validity</p> <p>a) The concept of validity; Face validity</p> <p>b) Types of validity- Content validity Criterion-related validity and Construct validity</p> <p>c) Validity, bias, and fairness</p>	15
<b>IV</b>	<p>Measures of central tendency and Correlation</p> <p>a) Mean, median and mode and Comparison ,uses merits and limitations of measures of central tendency</p> <p>b) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots, Uses and limitations of correlation coefficient. Simple Regression and Multiple Regressions.</p> <p>c) The Steps involved in the calculation of Spearman rho and calculation of Pearson r</p>	15

**Book for study:**

Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)



### Books for reference:

1. 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
2. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup>ed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup>ed.). Pearson Education, Indian reprint 2007
4. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (8<sup>th</sup>ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
5. Cooper, C. (2019). *Psychological Testing: Theory and Practice*. New York: Routledge
6. Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6<sup>th</sup>ed.).
7. Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
8. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
9. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup>ed.). John Wiley & Sons, New Jersey
10. 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
11. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing—Principles, Applications and Issues*. (6<sup>th</sup>ed.). Wadsworth Thomson Learning, Indian reprint 2007
12. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications

13. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
14. McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup>ed.). Bangalore: Thomson Learning India
15. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup>ed.). Sage publications
16. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
17. Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup>ed.). John Wiley & Sons

### **MODALITY OF ASSESSMENT**

#### **Theory Examination Pattern:**

#### **A) Internal Assessment - 40% : 40 marks.**

Sr. No.	Evaluation type	Marks
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p><b>One class Test</b> (Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p style="padding-left: 40px;">a) Explain the Terms (any 5 out of 8)</p> <p style="padding-left: 40px;">b) Short Notes )any 1 out of 2)</p> <p style="text-align: center;">OR</p> <p><b>OPTION B</b> Online MCQ type test</p> <p style="padding-left: 40px;">True or false</p> <p style="padding-left: 40px;">Fill in the blanks with options</p> <p style="padding-left: 40px;">Match the pairs</p>	20

	Answer in one word	
	<b>TOTAL</b>	40

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question

Questions	Options	Marks	Questions no.
Q1)	Essay type (No Internal choice)	15	From any One of the Unit I,II,III
Q2)	Essay type (No Internal Choice)	15	
Q3)	Short notes (Any 3 out of 5)	15	
Q4 A)	Calculation of statistics	15	Unit IV
Q4 B)	Explain the Terms		
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

Course	501			601			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY502**

**Course Title: ABNORMAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of ‘abnormal behaviour’ and the different perspectives of abnormality</b>
<b>CO 2</b>	<b>Develop a scientific and comprehensive perspective towards abnormality and enhance critical evaluation of those perspectives</b>
<b>CO 3</b>	<b>Facilitate an understanding of the nature, factors and treatment of Anxiety disorders, Dissociative and Somatic Symptoms disorders</b>
<b>CO 4</b>	<b>Develop the competence in critically evaluating the different theories and interventions for Anxiety, Dissociative and Somatic Symptoms disorders.</b>
<b>CO 5</b>	<b>Introduce students to the field of Clinical Psychology</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY502</b>			<b>4 Credits</b>
	<b>I</b>	Understanding Abnormal behavior, Diagnosis, Treatment and Assessment  a) What is Abnormal Behavior? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behavior, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches	<b>15</b>

		<p>b) The Diagnostic and Statistical Manual of Mental Disorders, How the DSM Developed, controversial Issues Pertaining to the DSM, The Diagnostic and Statistical Manual (DSM-5), what's new in the DSM-5 – definition of a mental disorder</p> <p>c) Characteristics of psychological assessment; Clinical Interview and Mental Status Examination; Behavioral, Multicultural, Neuropsychological Assessment; Neuroimaging</p>	
	<b>II</b>	<p>Theoretical Perspectives</p> <p>a) Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic,</p> <p>b) Behavioral perspectives, Cognitive perspectives</p> <p>c) Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach</p>	15
	<b>III</b>	<p>Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders</p> <p>a) Anxiety disorders</p> <p>b) Obsessive-compulsive and related disorders</p> <p>c) Trauma- and Stressor-related Disorders; the biopsychosocial perspective</p>	15
	<b>IV</b>	<p>Dissociative and Somatic Symptom Disorders</p> <p>a) Dissociative disorders – major forms, theories and treatment</p> <p>b) Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment</p> <p>c) Psychological factors affecting</p>	15

		medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective	
--	--	--	--

Note – As an Orientation to this course, the following sub-topic should be discuss in brief; (questions will not be set on these sub-topics in the class test or semester-end examination)

Ethical Consideration in the field of Clinical Psychology

**Book for study:**

**Whitbourne, S. K., & Halgin, R. P. (2020). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (9<sup>th</sup> ed.). McGraw-Hill**

**Books for Reference:**

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021). *Kalpan & Sadock's Synopsis of Psychiatry*. (11<sup>th</sup> ed.). Walter's Kluwer
2. Nevid JS & Rathus SA & Greene B (2018) *Abnormal Psychology In Changing World*, Pearson India
3. Butcher, Hooley & Mineka (2019) *Abnormal Psychology* (17<sup>th</sup> Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
5. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
6. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
7. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup>ed.). Pearson education
8. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd

9. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
10. 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
11. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup>ed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
13. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA
14. Ray WJ. Adapted by Sovani A. (2018) *Abnormal Psychology- Neuroscience Perspectives on Human Behavior and Experience*, Sage Publication

### **MODALITY OF ASSESSMENT**

#### **Theory Examination Pattern:**

#### **A) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>Presentation</b> (Content 3 marks, Explanation 3 marks, Question Answer 2 marks, Overall Impression 2 marks)	10
2	<p><b>One class Test</b> (Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p style="padding-left: 40px;">a) Explain the Terms (any 5 out of 8)</p> <p style="padding-left: 40px;">b) Short Notes )any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p style="padding-left: 40px;">True or false</p> <p style="padding-left: 40px;">Fill in the blanks with options</p>	20

	Match the pairs Answer in one word	
3	<b>Assignment</b>	10
	<b>TOTAL</b>	40

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
Q.1 A	Essay Type Question (No Internal Choice)	12	From any One of the Unit 1, 2, 3
Q.1 B	Application or Analyzing based Question (No Internal Choice)	03	
Q.2 A	Essay Type Question (No Internal Choice)	12	
Q.2 B	Application or Analyzing based Question (No Internal Choice)	03	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	Unit 4
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

<b>Course</b>	<b>502</b>		<b>602</b>		<b>Grand Total</b>
---------------	------------	--	------------	--	--------------------



	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY503**

**Course Title: INDUSTRIAL AND ORGANIZATIONAL  
PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an orientation to the field of Industrial and organizational psychology</b>
<b>CO 2</b>	<b>Facilitate an understanding of basic functions performed by Industrial and Organizational Psychologists (Job analysis, Performance Appraisal, Training)</b>
<b>CO 3</b>	
<b>CO 4</b>	<b>Foster critical analysis of the present trends in Job analysis, Performance appraisal and training.</b>
<b>CO 5</b>	<b>Develop an understanding of research methods used in Industrial and organizational Psychology.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY503</b>			<b>3.5 Credits</b>
	<b>I</b>	Job Analysis  a. What is job analysis? Purposes of job analysis; How job analysis information is collected b. Methods of job analysis c. Job evaluation	<b>10</b>

<b>II</b>	<p>Performance Appraisal</p> <p>a. Why do we appraise employees? Performance criteria</p> <p>b. Objective and subjective methods for assessing job performance;</p> <p>c. The impact of technology on performance appraisal; legal issues in performance appraisal</p>	10
<b>III</b>	<p>Assessment Methods for Selection and Placement, and Selecting Employees</p> <p>a. Job-Related characteristics</p> <p>b. Characteristics of psychological tests; various types of tests;</p> <p>c. Biographical information, interviews, work samples, assessment centres; electronic assessment</p>	10
<b>IV</b>	<p>Training and Research Methods in Industrial/Organizational Psychology</p> <p>a. Needs assessment, objectives, Training design, Delivery and evaluation of a training program</p> <p>b. Important Research design concepts, Research Designs, Measurement, Statistics, Methods to study Consumer Behavior.</p> <p>c. Ethics of Research</p>	15

**\* Introduction to the field of Industrial Psychology and its scope will be done for orientation. However no questions will be based on it.**

**Book for study:**

Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pvt. Ltd.

**Books for reference:**

1. Schneider C (2019) *Organizational Psychology Understanding the Workplace*
2. Pattinson G. (2019) *Industrial and Organizational Psychology*, Willford Press
3. Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup>ed). Wadsworth/ Thomson Learning
4. Aswathappa, K. (2005). *Human Resource and Personnel Management–Text and Cases*, 4<sup>th</sup>ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
5. Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
6. 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
7. 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
8. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning

9. 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
10. Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
11. Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
12. 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)
13. Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup>ed.). McGraw Hill.
14. Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: Anintroduction to Human Behaviour in workplace*. Oxford university press
15. McKenna, E. (2006). *Business Psychology andOrganisational Behaviour: A student'shandbook*. 4<sup>th</sup>ed., Psychology Press, 1<sup>st</sup>Indian reprint 2009
16. Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
17. Muchinsky, P.M. (2003). *Psychology Applied to Work*.( 7<sup>th</sup> ed.). Wadsworth/ Thomson Learning

18. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup>ed.). Tata McGraw- Hill
  
19. Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
  
20. Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi
  
21. Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
  
22. Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup>ed., Response books, Sage publications
  
23. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8<sup>th</sup>ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
  
24. Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*\_( 2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
  
25. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*.(8<sup>th</sup> ed.). McGraw Hill
  
26. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*.( 10<sup>th</sup> ed.). Pearson Prentice Hall

27. Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

28. Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications

29. Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

#### A) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	<b>Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test)  <b>OPTION A</b> Paper pencil Test  a) Explain the Terms (any 5 out of 8)  b) Short Notes )any 1 out of 2)  <b>OR</b>  <b>OPTION B</b> Online MCQ type test  True or false  Fill in the blanks with options  Match the pairs  Answer in one word	20

<b>TOTAL</b>	40
--------------	----

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern:

There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
Q.1	Essay type (No Internal choice)	15	From any one of the Unit 1, 2, 3
Q.2	Essay type (No Internal choice)	15	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	Unit 4
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

Course	503			603			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY504**

**Course Title: COGNITIVE PSYCHOLOGY**

## Academic year 2021-22

### COURSE OUTCOMES:

COURSE OUTCOME	CO DESCRIPTION
CO 1	Develop a deeper understanding of the cognitive processes- attention, perception and memory.
CO 2	Facilitate the understanding and analysis of theories put forth to explain different aspects of cognitive processes.
CO 3	Develop the ability to analyse and synthesize the research related to the cognitive processes.
CO 4	Develop the understanding of different techniques used to understand the cognitive processes
CO 5	Facilitate the ability to reflect on the ways in which cognitive processes may be influenced and enhanced.

### DETAILED SYLLABUS

Course code	Unit	Topics	Lectures/Credits 04credits
<b>RUAPSY504</b>	<b>I</b>	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
	<b>II</b>	Attention: Deploying Cognitive Resources  a) Selective Attention and Neural Underpinnings of Attention  b) Automaticity and the effects of practice c) Divided Attention	15
	<b>III</b>	Visual Imagery and Spatial Cognition  a) Codes in Long Term Memory b) Empirical Investigations and Nature of Mental Imagery	15



	c)Neuropsychological Findings and spatial Cognition	
<b>IV</b>	<p>Working Memory: Forming and using New Memory Traces</p> <p>a) Traditional approaches to study of Memory, Short Term Memory</p> <p>b) Working Memory- The Components</p> <p>c) Neuropsychological studies of Memory processes</p>	15

**Note - (As an introduction to the paper ,following topics shall be discussed in brief.No questions shall be asked on these topics in internal and Sem end Examination.**

- Research Methods in Cognitive Psychology
- Basics of Brain (Structure and Basic Functions)

**Book for study**

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

**Books for reference**

1. Anderson, J. (2020). *Cognitive Psychology and its Implication.* Worth Publishers
2. Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition.* (5<sup>th</sup>ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD.* Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory.* Wadsworth New Delhi: Cengage Learnin
5. Goldstein, E. B. (2007). *Psychology of sensation and perception.* New Delhi: Cengage learning India, Indian reprint 2008

6. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
7. Matlin, M.W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
10. 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.
11. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
12. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
13. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
14. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth
15. Willingham, D. T. (2019). *Cognition: The Thinking Animal*. Prentice Hall PTR

## MODALITY OF ASSESSMENT

### **Theory Examination Pattern:**

#### **A) Internal Assessment - 40% :40 marks.**

Sr. No.	Evaluation type	Marks
1	<b>Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test)  <b>OPTION A</b> Paper pencil Test	20

	<p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes (any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p> <p>Match the pairs</p> <p>Answer in one word</p>	
	<b>TOTAL</b>	40

**B) External examination - 60 % : 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
Q.1	Essay Type (No Internal Choice)	15	From UNIT 1, 2, 3
Q.2	Essay Type (No Internal Choice)	15	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	UNIT 4
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

<b>Course</b>	<b>504</b>			<b>604</b>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY505**

**Course Title: PRACTICALS IN COGNITIVE PROCESSES AND  
PSYCHOLOGICAL TESTING**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of concepts in experimental method and statistics</b>
<b>CO 2</b>	<b>Develop an understanding of concepts in psychological testing</b>
<b>CO 3</b>	<b>Initiate the development of skills to carry on manual experiments on basic psychological processes.</b>
<b>CO 4</b>	<b>Building skills to administer score and interpret basic psychological tests.</b>
<b>CO 5</b>	<b>Develop research skills like stating a problem, designing the experiment and writing research proposal</b>
<b>CO6</b>	<b>Foster scientific attitude and ethical practices in research.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY505</b>			<b>4 Credits</b>
	<b>I</b>	Research methodology in Psychology  Basics of Experimentation – Introduction to Human Experimental Psychology, Types of Experiment, Sampling methods, Types of samples, Experimental Designs	10
	<b>II</b>	Describing data and drawing conclusions from data	10
	<b>III</b>	Introduction to administration and interpretation of psychological tests- Self Efficacy Scale and DBDA	10

	<b>IV</b>	<p>Two Experiments in Cognitive Processes to be conducted and writing of reports for the same</p> <p><b>a.</b> Designing an experiment upto the proposal level</p> <p><b>b.</b> Report writing: APA style for research reports</p>	30
--	-----------	--	----

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

**A) Internal Assessment - 40% : 40 marks.**

#### Semester V

Sr. No.	Evaluation type	Marks
1	<p>Writing a Research Proposal</p> <p>(Literature Review= 8, Objectives = 2, Methodology =7, Significance=3)</p>	20
2	<p>One class test based on Experiments conducted</p> <p>(A) Explain the terms (Any 5 out of 8)= 15</p> <p style="padding-left: 40px;">Short Note (Any 1 out of 2) = 05</p> <p>(B) Online Multiple Choice Questions</p> <p style="padding-left: 40px;">Fill in the Blanks</p> <p style="padding-left: 40px;">Match the Columns</p> <p style="padding-left: 40px;">True or False</p>	20

#### Semester V

Sr. No.	Evaluation type	Marks
1	<p>Conducting and Writing a Research Paper</p> <p>Literature Review= 5 marks, Methodology= 5, Discussion= 5</p> <p>Presentation=5</p>	20

2	<p>One class test based on Experiments Conducted</p> <p>(C) Explain the terms (Any 5 out of 8)= 15</p> <p>Short Note (Any 1 out of 2) = 05</p> <p>(D) Online Multiple Choice Questions</p> <p>Fill in the Blanks</p> <p>Match the Columns</p> <p>True or False</p>	20
---	--	----

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration. Students will have to conduct an experiment and write a report.

**Semester V**

<b>Instruction and Conduct</b>	<b>Report</b>	<b>Viva</b>	<b>Total</b>
20	25	15	60

**Overall Examination and Marks Distribution Pattern**

**SEMESTER V & VI**

<b>Course</b>	<b>505</b>			<b>605</b>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>

**Course Code: RUAPSY506**

**Course Title: COUNSELING PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop knowledge and understanding of the nature, process, goals, and techniques.</b>
<b>CO 2</b>	<b>Facilitate the understanding of theoretical perspectives in counselling</b>
<b>CO 3</b>	<b>Develop counselling skills</b>
<b>CO 4</b>	<b>Create a foundation for higher education in Counseling and a career as a professional counselor</b>
<b>CO 5</b>	<b>Foster an understanding of cultural aspects in counselling</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY506</b>			<b>3.5 Credits</b>
	<b>I</b>	Counseling in Multicultural Society and with Diverse Populations  a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; c) counseling and spirituality	<b>10</b>



	<b>II</b>	<p>Building a Counseling Relationship</p> <p>a) The six factors that influence the counseling process</p> <p>b) Types of initial interviews; conducting the initial interview</p> <p>c) Exploration and the identification of goals</p>	10
	<b>III</b>	<p>Working in a Counseling Relationship</p> <p>a) Various counselor skills in the understanding and action phases</p> <p>b) Transference and counter-transference</p> <p>c) The Real relationship</p>	10
	<b>IV</b>	<p>Psychoanalytic, Adlerian and Humanistic theories of Counseling</p> <p>a) Theory; importance of theory; theory into practice</p> <p>b) Psychoanalytic theories; Adlerian theory;</p> <p>c) Humanistic theories</p>	15

**Book for study:**

**Gladding, S. T. (2018). *Counseling: A Comprehensive Profession.*(8<sup>th</sup> Ed.).Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.**

**Books for Reference:**

1. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling—a handbook.* New Delhi: Tata McGraw-Hill
2. 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.
3. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession.* (5<sup>th</sup>ed.). New Jersey: Pearson Education

4. Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy* (10<sup>th</sup>ed.). Stamford, CT: Brooks/Cole
5. Finlay, L. (2019). *Practical Ethics in Counselling and Psychotherapy: A Relational Approach*. Sage Publication
6. Kealy, D & Ogrodniczuk, J. S. (2019). *Contemporary Psychodynamic Psychotherapy: Evolving Clinical Practice*. Academic Press
7. Spalek B. & Spalek M. (2019). *Integrative Counselling and Psychotherapy: A textbook*. NewYork: Routledge

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

#### **A) Internal Assessment - 40%: 40 marks.**

Sr. No.	Evaluation type	Marks
1	Presentation(Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p>One class Test</p> <p>(Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes )any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p>	20

	Match the pairs	
	Answer in one word	

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question. All questions shall be compulsory.

Questions	Options	Marks	Questions no.
Q.1	Essay Type (No Internal Choice)	15	From UNIT
Q.2	Essay Type (No Internal Choice)	15	1, 2, 3
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	UNIT 4

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

Course	<i>506</i>			<i>606</i>			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Course Code: RUAPSY601**

**Course Title: PSYCHOLOGICAL TESTING AND STATISTICS**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of theoretical basis of Test Construction and development</b>
<b>CO 2</b>	<b>Develop an understanding of different types of tests to measure Intelligence and personality</b>
<b>CO 3</b>	<b>Facilitate Critical analysis of different psychological tests used to measure intelligence and personality.</b>
<b>CO 4</b>	<b>Foster the development of skills to calculate and interpret statistical methods like t-test.</b>
<b>CO 5</b>	<b>Initiate the skill to construct a basic psychological test.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits</b>
<b>RUAPSY601</b>			<b>4 Credits</b>
	<b>I</b>	Test Development a) Test conceptualization and Test construction b) Test tryout and Item analysis c) Test revision	15
	<b>II</b>	Measurement of Intelligence and Intelligence Scales a) What is Intelligence? Perspectives on Intelligence; measuring Intelligence b) Tests used to measure Intelligence. c) Issues in the Assessment of Intelligence	15

	<p>Assessment of Personality</p> <p>a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality. Objective methods of personality assessment</p> <p>b) Personality assessment and culture</p> <p>c) Objective and Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective</p>	15
	<p>Probability, Normal Curve and Standard scores and calculation of Independent and Dependant t tests</p> <p>a) The concept of Probability; theorem and application of probability, Area under the Normal Curve and applications</p> <p>b) Skewness- positive and negative, causes of skewness, Kurtosis and Standard scores - z, T, Stanine.</p> <p>c) Calculation of independent and dependent t</p>	15

**Book for study:**

Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)

**Books for Reference:**

1. 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

2. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup>ed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup>ed.). Pearson Education, Indian reprint 2007
4. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (8<sup>th</sup>ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
5. Cooper, C. (2019). *Psychological Testing: Theory and Practice*. New York: Routledge
6. 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
7. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
8. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup>ed.). John Wiley & Sons, New Jersey
9. 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
10. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing—Principles, Applications and Issues*. (6<sup>th</sup>ed.). Wadsworth Thomson Learning, Indian reprint 2007
11. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
12. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
13. McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup>ed.). Bangalore: Thomson Learning India
14. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup>ed.). Sage publications
15. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley

16. Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup>ed.). John Wiley & Sons

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

#### **B) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>One Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p><b>One class Test</b> (Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes )any 1 out of 2)</p> <p style="text-align: center;">OR</p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p> <p>Match the pairs</p> <p>Answer in one word</p>	20
	<b>TOTAL</b>	40

#### **B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

❖ Duration - These examinations shall be of **2 hours** duration.

- ❖ Paper Pattern: There shall be 4 questions each of 15 marks. On each unit there will be one question

Questions	Options	Marks	Questions no.
Q1)	Essay type (No Internal choice)	15	From any One of the Unit I,II,III
Q2)	Essay type (No Internal Choice)	15	
Q3)	Short notes (Any 3 out of 5)	15	
Q4 A)	Calculation of statistics	15	Unit IV
Q4 B)	Explain the Terms		

### Overall Examination and Marks Distribution Pattern

#### Semester V and VI

Course	<i>501</i>			<i>601</i>			Grand Total
	Internal	External	Total	Internal	External	Total	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>



**Course Code: RUAPSY602**

**Course Title: ABNORMAL PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop understanding of symptoms, perspectives and treatment of different psychological disorders (Schizophrenia, Mood disorders, Sexual disorders and Personality disorders)
<b>CO 2</b>	Facilitating critical evaluation of the perspectives and treatment for different psychological disorders.
<b>CO 3</b>	Develop a scientific view towards mental disorders
<b>CO 4</b>	Initiate the Development of skill to diagnose the psychological disorders on the basis of case studies.
<b>CO 5</b>	Foster humanitarian values and attitude towards individuals suffering from mental disorders.

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY602</b>			<b>4 Credits</b>
<b>RUAPSY602</b>	<b>I</b>	Schizophrenia Spectrum and other Psychotic Disorders  a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; c) Schizophrenia: the biopsychosocial perspective	15
	<b>II</b>	Depressive and Bipolar Disorders  a) Depressive disorders; disorders involving alterations in mood	15

	<p>b) Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives</p> <p>c) Suicide; depressive and bipolar disorders: the biopsychosocial perspective</p>	
<b>III</b>	<p>Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria</p> <p>a) What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders and Sexual Dysfunctions</p> <p>b) Gender Dysphoria</p> <p>c) The biopsychosocial perspective</p>	15
<b>IV</b>	<p>Personality Disorders</p> <p>a) The nature of personality disorders</p> <p>b) Cluster A and Cluster B personality disorders</p> <p>c) Cluster C personality disorders; the biopsychosocial perspective</p>	15

**Book for study:**

**Whitbourne, S. K., & Halgin, R. P. (2020) .*Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (9<sup>th</sup>ed.). McGraw-Hill**

**Books for Reference:**

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021).*Kalpan & Sadock's Synopsis of Psychiatry*.(11<sup>th</sup> ed.). Walter's Kluwer
2. Nevid JS & Rathus SA & Greene B (2018) *Abnormal Psychology In Changing World*, Pearson India
3. Butcher, Hooley & Mineka (2019) *Abnormal Psychology* (17<sup>th</sup> Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*.(4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning

5. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
6. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
7. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup>ed.). Pearson education
8. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
9. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
10. 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
11. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup>ed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
13. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA
14. Ray WJ. Adapted by Sovani A. (2018) *Abnormal Psychology- Neuroscience Perspectives on Human Behavior and Experience*, Sage Publication

## **MODALITY OF ASSESSMENT**

### **Theory Examination Pattern:**

#### **A) Internal Assessment - 40% : 40 marks.**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	<b>Presentation</b> (Content 3 marks, Explanation 3 marks, Question Answer 2 marks, Overall Impression 2 marks)	10
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test)  <b>OPTION A</b> Paper pencil Test	20

	<p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes (any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p> <p>Match the pairs</p> <p>Answer in one word</p>	
3	<b>Assignment</b>	10
	<b>TOTAL</b>	40

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
Q.1 A	Essay Type Question (No Internal Choice)	12	From any One of the Unit 1, 2, 3
Q.1 B	Application or Analysis based Question (No Internal Choice)	03	
Q.2 A	Essay Type Question (No Internal Choice)	12	
Q.2 B	Application or Analysis based Question (No Internal Choice)	03	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	Unit 4
	<b>TOTAL</b>	60	

## Overall Examination and Marks Distribution Pattern

### Semester V and VI

Course	502			602			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Course Code: RUAPSY603**

**Course Title: INDUSTRIAL AND ORGANIZATIONAL  
PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of the different psychological processes that influences work behaviour (Motivation, Emotion, Group behaviour)</b>
<b>CO 2</b>	<b>Facilitate the understanding of different theoretical perspectives that explain work behaviour.</b>
<b>CO 3</b>	<b>Foster development of positive attitude towards work and organization</b>
<b>CO 4</b>	<b>Develop social competence and ethical values that would promote adjustment to the workplace.</b>
<b>CO 5</b>	<b>Facilitate the development of leadership and team values.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits</b>
<b>RUAPSY603</b>			<b>Lectures</b>
<b>RUAPSY603</b>			<b>3.5 Credits</b>
<b>RUAPSY603</b>	<b>I</b>	Theories of Employee Motivation a. What is motivation? Work motivation theories, need theories b. Other Theories - Reinforcement theory, expectancy theory and self-efficacy theory c. Justice theories, goal-setting theory, control theory and action theory	10
	<b>II</b>	Feelings about Work: Job Attitudes and Emotions;	10

		<p>Counterproductive Work Behaviour</p> <p>a. The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction</p> <p>b. Potential effects of job satisfaction; organizational commitment and emotions at work</p> <p>c. Counterproductive work behaviour: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labour unrest and strikes</p>	
	<b>III</b>	<p>Leadership and Power in Organizations</p> <p>a. What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment</p> <p>b. Approaches to the understanding of leadership</p> <p>c. Theories of Organizational Development</p>	10
	<b>IV</b>	<p><b>Understanding Work Teams</b></p> <p>a. Difference between groups and teams</p> <p>b. Types of teams</p> <p>c. Creating effective teams</p>	15

**Book for study:**

Spector, P. E. (2016). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pvt. Ltd.

**Books for reference:**

1. Schneider C (2019) Organizational Psychology Understanding the Workplace
2. Pattinson G. (2019) Industrial and Organizational Psychology, Willford Press

3. Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup>ed). Wadsworth/ Thomson Learning
4. Aswathappa, K. (2005). *Human Resource and Personnel Management–Text and Cases*, 4<sup>th</sup>ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
5. Dessler, G., & Verkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
6. 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
7. 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
8. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning
9. 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
10. Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
11. Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
12. 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)
13. Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup>ed.). McGraw Hill.
14. Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press



15. McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook*. 4<sup>th</sup>ed., Psychology Press, 1<sup>st</sup> Indian reprint 2009
16. Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
17. Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
18. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup>ed.). Tata McGraw- Hill
19. Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
20. Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi
21. Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
22. Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup>ed., Response books, Sage publications
23. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8<sup>th</sup>ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
24. Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*. (2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
25. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8<sup>th</sup> ed.). McGraw Hill
26. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10<sup>th</sup> ed.). Pearson Prentice Hall
27. Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
28. Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications

29. Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

#### A) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	<b>Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p><b>One class Test</b> (Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes (any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p> <p>Match the pairs</p> <p>Answer in one word</p>	20
	<b>TOTAL</b>	40

#### B) External examination - 60 %: 60 marks (Semester End Theory Assessment)

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern:

There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
-----------	---------	-------	---------------

Q.1	Essay type (No Internal choice)	15	From any one of the Unit 1, 2, 3
Q.2	Essay type (No Internal choice)	15	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	Unit 4
	TOTAL	60	

### Overall Examination and Marks Distribution Pattern

#### Semester V and VI

Course	503			603			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Course Code: RUAPSY604**

**Course Title: COGNITIVE PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop a deeper understanding of the different cognitive processes (Memory, Thinking, Reasoning)</b>
<b>CO 2</b>	<b>Facilitate scientific analysis of the functioning of the cognitive processes.</b>
<b>CO 3</b>	<b>Facilitate critical analysis of the different theories put forth to explain cognitive processes.</b>
<b>CO4</b>	<b>Develop understanding of the theories put forth to describe and explain the cognitive phenomena and processes.</b>
<b>CO5</b>	<b>Develop skills to evaluate the different research and suggest appropriate modifications.</b>

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits Lectures</b>
<b>RUAPSY604</b>			<b>4 Credits</b>
<b>RUAPSY604</b>	<b>I</b>	Retrieving Memories from Long-Term Storage  a) Aspects and Subdivisions of Long-Term Memory b) The Levels-of-Processing view c) The reconstructive nature of memory; Amnesia	15
	<b>II</b>	Knowledge Representation: Storing and Organizing Information in Long-Term Memory  a) Organizing Knowledge b) Forming concepts	15

		c) Categorizing new instances	
	<b>III</b>	<p>Thinking and Problem Solving</p> <p>a) Classic problems and general methods of solution; Blocks to problem solving</p> <p>b) The Problem Space hypothesis</p> <p>c) Expert systems; Finding creative solutions; Critical thinking</p>	15
	<b>IV</b>	<p>Reasoning and Decision Making</p> <p>a) Reasoning : Meaning and Types of Reasoning</p> <p>b) Decision Making :Cycle and Models; Cognitive illusions in decision making;</p> <p>c) Neuropsychological evidence on reasoning and decision making</p>	15

**Book for study**

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

**Books for reference:**

1. Anderson, J. (2020). *Cognitive Psychology and its Implication*. Worth Publishers
2. Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup>ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
5. Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
6. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning

7. Matlin, M.W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
10. 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.
11. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
12. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
13. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
14. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth
15. Willingham, D. T. (2019). *Cognition: The Thinking Animal*. Prentice Hall PTR

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### **B) Internal Assessment - 40% :40 marks.**

Sr. No.	Evaluation type	Marks
1	<b>Presentation</b> (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<b>One class Test</b> (Either paper pencil test or Online MCQ test)  <b>OPTION A</b> Paper pencil Test  a) Explain the Terms (any 5 out of 8)  b) Short Notes )any 1 out of 2)	20

	<b>OR</b>	
	<b>OPTION B</b> Online MCQ type test	
	True or false	
	Fill in the blanks with options	
	Match the pairs	
	Answer in one word	
	<b>TOTAL</b>	40

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question.

Questions	Options	Marks	Questions no.
Q.1	Essay Type (No Internal Choice)	15	From UNIT 1, 2, 3
Q.2	Essay Type (No Internal Choice)	15	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	UNIT 4
	TOTAL	60	

**Overall Examination and Marks Distribution Pattern**

**Semester V and VI**

Course	504			604			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Course Code: RUAPSY605**

**Course Title: PRACTICALS IN COGNITIVE PROCESSES AND  
PSYCHOLOGICAL TESTING**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	<b>Develop an understanding of concepts in experimental method and statistics</b>
<b>CO 2</b>	<b>Develop an understanding of concepts in psychological testing</b>
<b>CO 3</b>	<b>Initiate the development of skills to carry on computer-based experiments on basic psychological processes.</b>
<b>CO 4</b>	<b>Building skills to administer score and interpret basic psychological tests.</b>
<b>CO 5</b>	<b>Develop research skills like stating a problem, designing the experiment and writing research proposal</b>
<b>CO6</b>	<b>Foster scientific attitude and ethical practices in research.</b>

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits/ Lectures</b>
<b>RUAPSY605</b>			<b>4 Credits</b>
	<b>I</b>	Applying experimental methods to different areas in Psychology	10
	<b>II</b>	Two Computer based Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	20
	<b>III</b>	Introduction to administration and interpretation of psychological tests-16 PF and MISIC	10
	<b>IV</b>	Conducting a research and report writing	20



### **Books for reference**

1. Bordens K. S. & Abbott B. B. (2010). *Research and design methods- A process approach*. (8<sup>th</sup>ed.). Tata McGraw Hill Publishing co.
2. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
3. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8<sup>th</sup>ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
4. Jhangiani, R. S., Chiang A. I., Cuttlet, C. & Leighton C. D. (2019). *Research Methods in Psychology*. (4<sup>th</sup> ed.).
5. Matlin, M. W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
6. McBride, D. M. (2019). *The Process of Research and Statistical Analysis in Psychology*. Sage Publication
7. Minium, E. W., King, B. M., & Bear, G. (2008). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
8. Wayne, H. K. (2015). *Quantitative Research in Education: A Primer*. (2<sup>nd</sup> ed.). Sage Publication

### **MODALITY OF ASSESSMENT**

#### **Theory Examination Pattern:**

**A) Internal Assessment - 40% : 40 marks.**

**Semester V**

<b>Sr. No.</b>	<b>Evaluation type</b>	<b>Marks</b>
1	Writing a Research Proposal  (Literature Review= 8, Objectives = 2, Methodology =7, Significance=3)	20

2	<p>One class test based on Experiments conducted</p> <p>(A) Explain the terms (Any 5 out of 8)= 15</p> <p>Short Note (Any 1 out of 2) = 05</p> <p>(B) Online Multiple Choice Questions</p> <p>Fill in the Blanks</p> <p>Match the Columns</p> <p>True or False</p>	20
---	--	----

### Semester V

Sr. No.	Evaluation type	Marks
1	<p>Conducting and Writing a Research Paper</p> <p>Literature Review= 5 marks, Methodology= 5, Discussion= 5</p> <p>Presentation=5</p>	20
2	<p>One class test based on Experiments Conducted</p> <p>(C) Explain the terms (Any 5 out of 8)= 15</p> <p>Short Note (Any 1 out of 2) = 05</p> <p>(D) Online Multiple Choice Questions</p> <p>Fill in the Blanks</p> <p>Match the Columns</p> <p>True or False</p>	20

### B) External examination - 60 % : 60 marks (Semester End Theory Assessment)

- ❖ Duration - These examinations shall be of **2 hours** duration. Students will have to conduct an experiment and write a report.

### Semester VI

<b>Instruction and Conduct</b>	<b>Report</b>	<b>Viva</b>	<b>Total</b>
--------------------------------	---------------	-------------	--------------

10	35	15	60
----	----	----	----

**Overall Examination and Marks Distribution Pattern**

**SEMESTER V & VI**

<b>Course</b>	<i>505</i>			<i>605</i>			<b>Grand Total</b>
	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>100</b>	<b>200</b>



**Course Code: RUAPSY606**

**Course Title: COUNSELING PSYCHOLOGY**

**Academic year 2021-22**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>CO DESCRIPTION</b>
<b>CO 1</b>	Develop deeper understanding of different processes in counselling.
<b>CO 2</b>	Facilitate the ability to analyse different theoretical perspectives in counseling.
<b>CO 3</b>	Inculcate understanding of ethical values in the counselling process
<b>CO 4</b>	Develop the skills to critically evaluate the different counselling perspectives
<b>CO 5</b>	Facilitate social value of empathy and diversity so as to become an effective group member in different group setting.

**DETAILED SYLLABUS**

<b>Course Code</b>	<b>Unit</b>	<b>Topics</b>	<b>Credits</b> <b>Lectures</b>
<b>RUAPSY606</b>			<b>3.5 Credits</b>
	<b>I</b>	Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships  a) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing  b) Ending on a positive note; issues related to closing - follow-up and referral  c) Definitions: Ethics, Morality and Law; Ethics and Counseling; The Development of Codes of Ethics for Counselors; Limitations of Ethical Codes; Conflicts within and among Ethical Codes; Working with Counselors who	<b>10</b>

	may act unethically, Legal issues involved when counselling Minors; Client rights and records	
<b>II</b>	<p>Groups in Counseling</p> <p>a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups</p> <p>b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders</p> <p>c) The future of group work</p>	10
<b>III</b>	<p>Abuse, Addiction, Disability and Counseling</p> <p>a) The cycle of abuse; Interpersonal abuse; Intrapersonal abuse and addiction; Process addictions; treating women and minority cultural groups in abuse and addiction</p> <p>b) Counseling and disability</p> <p>c) Work as a rehabilitation counsellor</p>	10
<b>IV</b>	<p>Behavioral, Cognitive, Systems, Brief and Crisis Theories of Counseling</p> <p>a) Behavioralcounseling; Cognitive and Cognitive-Behavioralcounseling</p> <p>b) Systems theories; Narrative Therapy; Brief counseling approaches</p> <p>c) Crisis and trauma counseling approaches</p>	15

Note – As an Orientation to this course, the following sub-topics should be taught in brief; (questions will not be set on these sub-topics in the class test or semester-end examination)

- i. Personal and Professional Aspects of Counseling
- ii. Current trends in Counseling

**Book for study:**

Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*.(8<sup>th</sup> Ed.).Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

**Books for reference:**

1. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling—a handbook*. New Delhi: Tata McGraw-Hill
2. 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.
3. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5<sup>th</sup>ed.). New Jersey: Pearson Education
4. Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy* (10<sup>th</sup>ed.). Stamford, CT: Brooks/Cole
5. Finlay, L. (2019). *Practical Ethics in Counselling and Psychotherapy: A Relational Approach*. Sage Publication
6. Kealy, D & Ogrodniczuk, J. S. (2019). *Contemporary Psychodynamic Psychotherapy: Evolving Clinical Practice*. Academic Press
7. Spalek B. & Spalek M. (2019). *Integrative Counselling and Psychotherapy: A textbook*. NewYork: Routledge

**MODALITY OF ASSESSMENT****Theory Examination Pattern:****B) Internal Assessment - 40%: 40 marks.**

Sr. No.	Evaluation type	Marks
1	Presentation(Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	One class Test	20

	<p>(Either paper pencil test or Online MCQ test)</p> <p><b>OPTION A</b> Paper pencil Test</p> <p>a) Explain the Terms (any 5 out of 8)</p> <p>b) Short Notes )any 1 out of 2)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>OPTION B</b> Online MCQ type test</p> <p>True or false</p> <p>Fill in the blanks with options</p> <p>Match the pairs</p> <p>Answer in one word</p>	
--	---	--

**B) External examination - 60 %: 60 marks (Semester End Theory Assessment)**

- ❖ Duration - These examinations shall be of **2 hours** duration.
- ❖ Paper Pattern: There shall be **4** questions each of **15** marks. On each unit there will be one question. All questions shall be compulsory.

Questions	Options	Marks	Questions no.
Q.1	Essay Type (No Internal Choice)	15	From UNIT 1, 2, 3
Q.2	Essay Type (No Internal Choice)	15	
Q.3	Short notes (Any 3 out of 5)	15	
Q.4	Explain the terms (Any 5 out of 8)	15	UNIT 4



## Overall Examination and Marks Distribution Pattern

### Semester V and VI

Course	506			606			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

## CREDIT COURSE

Course Title: CHILD PSYCHOLOGY (3 Credits)

2021-22

(45 lectures, 10 lectures for Unit I, II and IV and 15 lectures for Unit III)

(2020-21)

### COURSE OUTCOMES:

COURSE OUTCOME	CO DESCRIPTION
CO 1	Develop deeper understanding of the different aspect of developmental changes during childhood stage
CO 2	Facilitate the ability to analyse different methods used to understand psychosocial experiences of children.
CO 3	Facilitate an understanding of the nature of problems seen in the childhood stage, analyse the factors underlying it and critically evaluate the measures to deal with the problems
CO 4	Develop the skills to critically evaluate the different positive parenting approaches

### DETAILED SYLLABUS

Course Code	UNIT	TOPICS	Credits/ Lectures
			3 Credits
	I	<b>Developmental changes during childhood</b>  (a) Prenatal Period (b) Infancy Period  (c) Childhood (Early & Late)	10

	<b>II</b>	<b>Methods of Studying Behaviour of Children &amp; Positive Parenting Programs</b> (a) Interview, Observation, Home-visit (b) Play way method, Taking Case History  (c) Positive Parenting Programs	10
	<b>III</b>	<b>Childhood Problems and Measures</b> (a) Behavioural Problems (b) Childhood Disorders (Developmental Disorders) (c) Childhood Disorders (Other than developmental disorders)	15
	<b>IV</b>	<b>Handling Children with Special Needs</b> (a) Physical disabilities (b) Psychological disabilities (c) Sensory disabilities	10

**Books for Study—**

Balter L. (2016) Child Psychology: A Handbook of Contemporary Issues, Psychology Press.

Roberts MC (2005) Handbook of Pediatric Psychology, Guilford Press

**MODALITY OF ASSESSMENT**

**Theory Examination Pattern:**

**Internal Assessment - 40% :40 marks.**

Sr No	Evaluation type	Marks
1	One assignment (Case Evaluation)	20
2	Report of Field Visit to any Child Care Organisation	20

**B) External examination - 60 %**

**Semester End Theory Assessment - 60 marks**

Duration - These examinations shall be of **2 hours** duration.

Paper Pattern:

1. There shall be **3** questions each of **20** marks.

<b>Questions</b>	<b>Options</b>	<b>Marks</b>
Q.1)	Short Notes (Any 4)	20
Q2)	Analysis of Case Study	20
Q.3)	Analysis of Case Study	20

**Overall Examination and Marks Distribution Pattern**

<b>Course</b>	<b>CHILD PSYCHOLOGY</b>		
	<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>	<b>40</b>	<b>60</b>	<b>100</b>

**CREDIT COURSE II**

**SWAYAM COURSES**

<p><b>CONSUMER BEHAVIOUR (2 CREDIT)</b></p> <p>Developed by IIT kharagpur</p> <p>COURSE LAYOUT</p> <p><b>Week 1:</b> Introduction to Consumer Behaviour, The Changing Patterns of Consumer Behaviour, Use of Market ,</p>
---

Segmentation in Consumer Behaviour, Dimensions of Consumerism, Process of Motivation

**Week 2:** Theories of Motivation-1, Theories of Motivation-2, Consumer Involvement, Case study on Motivation and Involvement, Consumer perception and imagery

**Week 3:** Case Study on Consumer Perception formation, Theories of Personality, Self-Concept, Learning theories, Case Study on Consumer Learning Process

**Week 4:** Attitude Formation-1, Attitude Formation-2, Changing Attitude, Attitude Formation, Case Study on Consumer, Consumers' Value

**Week 5:** AIO classification of Lifestyle, VALSTM Typology, Application of Lifestyle in Marketing, Culture

and subculture, Group as a determinant of buyer behaviour

**Week 6:** Celebrities as Reference group, Concept of family and family life-cycle, Family Buying Decisions,

Case Study on Family Buying Decisions, Diffusion of Innovation

**Week 7:** Opinion Leadership Types of Consumer Buying Behaviour, Black-Box Model, Modelling Buyer Behaviour-1, Modelling Buyer Behaviour-2

**Week 8:** Modelling Buyer Behaviour-3, Modelling Industrial buyer Behaviour-1, Modelling Industrial buyer Behaviour-2, Dimensions of Consumer Research, Course Wrap up.

## CREDIT COURSE III

### **QUALITATIVE RESEARCH METHODS AND RESEARCH WRITING.**

**(3 CREDIT)**

Developed By IIT Kharagpur

#### COURSE LAYOUT

**Week 1:** Introduction to qualitative research, Introduction, The Qualitative Researcher, Quantitative vs. qualitative research, History of qualitative research, The process of qualitative research

**Week 2:** Major paradigms & perspectives, Dominant paradigms of qualitative research, Interpretivist thinking, Verstehen, Constructivism, Properties of constructions, Constructivism: Sub paradigms, Criticisms of interpretivism & constructivism

**Week 3:** Major paradigms & perspectives (Contd.), Critical theory, Characteristics of critical theory, Critiques of critical theory

**Week 4:** Strategies of inquiry, Introduction to qualitative inquiry, Qualitative research design, Ethnography, Autoethnography, Case studies, Analyzing interpretive practice

**Week 5:** Strategies of inquiry (Contd.), Grounded Theory, Participatory Action Research

**Week 6:** Methods of collecting & analysing empirical materials, Observations, Interviewing, Interpretation of documents & material

	<p>Culture ,Images &amp; visual methods Auto ethnography, personal narrative &amp; reflexivity</p> <p><b>Week 7:</b> Methods of collecting &amp; analysing empirical materials (Contd.),Analysing talk &amp; text, Data management &amp; analysis methods, software &amp; qualitative research</p> <p><b>Week8:</b>Interpretation, evaluation &amp; presentation ,The problem of criteria,Interpretation,Writing,Evaluation and social programs, Qualitative research and social policy Conclusion</p> <p><b>Week 9:</b> What, why and how of technical and research writing.</p> <p><b>Week 10:</b> Literature review.</p> <p><b>Week 11:</b> Writing about methods, results, and discussion of results.</p> <p><b>Week 12:</b> Referencing, academic integrity, and writing for different types of readers (Research proposals, Dissertations, Journal articles, Magazine articles)</p> <p><b>Final Examination Pattern: Multiple Choice Questions</b></p>
	<p>Kindly visit the site for more details. <a href="http://Swayam.gov.in">Swayam.gov.in</a></p>

**SYLLABUS FOR CREDIT COURSE IN  
GEROPSYCHOLOGY**

**45 lectures (3 Credits)**

**Objectives -**

On Completion of the course the learner should be able to

- (1) Demonstrate the knowledge of changes that take place during Middle and Late Adulthood
- (2) Reflect and critically evaluate the Psychosocial theories of aging
- (3) Apply the knowledge of the Challenges and Elderly Care Management in showing sensitivity towards Adults and Adult Care.

**UNIT 1 ) Developmental Changes in Middle and Late Adulthood (10 lectures)**

- (a) Physical Changes
- (b) Cognitive Changes
- (c) Emotional and Social Changes

**UNIT 2) Theories of Aging - (10 lectures)**

- (a) Erickson's Theory
- (b) Disengagement Theory, Socioemotional Selectivity Theory
- (c) Continuity Theory, Activity Theory

**UNIT 3) Challenges during Middle and Late Adulthood (13 lectures)**

- (a) Physical (Sensory, Locomotor, Cardiovascular, Respiratory)
- (b) Psychological ( Dementia, Delirium, Anxiety, Depression, Lonliness, Widowhood, Retirement, Death and Dying)
- (c) Social (Violence, Elder Abuse, Dependency, Insecurity)

**UNIT 3) Elderly Care Management (12 lectures)**

- (a) Multidimensional Assessment (Physical, Functional, Psychological, Sociocultural, Environmental)
- (b) Intervention (Primary, Secondary, Tertiary)
- (c) Successful Aging

**REFERENCES-**

Santrock JW (1999) Life span Development, New York, The McGraw Hill Companies.

Johnson ML (2005) The Cambridge Handbook of Age and Aging, New York, Cambridge University Press

Caroolyn M A and Gilmer A.M (2012), Health, Illness and Optimal Aging: Biological and Psychosocial Perspectives, Sage Publication.

**ASSESSMENT-**

Internal (40 marks)

Semester- End exam (60 marks)

**Internal**

-Evaluation of any organization working towards the Psychological well-being of Older Adults



(Description- 6 marks, Evaluation – 8 marks, Suggestions for Improvement – 6 marks)  
-Critical Evaluation of any one Theory of Aging  
(Explanation – 10 marks , Evaluation- 10 marks)

**Semester End Exam (60 Marks)**

<b>Q. No</b>	<b>TYPE OF QUESTION</b>	<b>UNIT</b>	<b>MARKS</b>
1	Write Short Notes On (Any 4 Out of 6)	Based on All 4 Units	20
2	Case-based questions	Unit I and II	20
3	Case-based question	Unit III and IV	20