

**S.P.Mandali's**  
**RamnarainRuia Autonomous College**



**Program: ARTS**

**PSYCHOLOGY**

**AC/II(18-19).2.RUA10**

(Credit Based Semester and Grading System with effect  
from the academic year 2019–2020)

## Syllabus for F.Y.B.A.

### Course: PSYCHOLOGY (RUAPSY101,201)

#### FUNDAMENTALS OF PSYCHOLOGY

##### SEMESTER I

##### Paper I

Course Code	UNIT	TOPICS	Credits	Lectures
RUAPSY101	I	The science of Psychology	4	15
	II	The Biological perspective		15
	III	Learning		15
	IV	Memory		15

##### SEMESTER II

##### Paper I

Course Code	UNIT	TOPICS	Credits	Lectures
RUAPSY201	I	Cognition: Thinking, Intelligence	4	15
	II	Motivation and emotion		15
	III	An overview of theories of personality		15
	IV	Statistics in Psychology		15

**RUAPSY101, 201**  
**FUNDAMENTALS OF PSYCHOLOGY**  
**Academic year 2019-20**

**Learning objectives –**

- Students develop an understanding of Psychology as a field of study and the different sub-fields of psychology.
- Students develop the knowledge of the basic concepts and modern trends in Psychology
- Students develop interest in the subject of Psychology
- Students develop an awareness of the applications of psychological concepts in various fields so to develop an understanding of its relevance to different areas of life.

**Learning outcomes –**

- Students will be equipped with knowledge of the field of Psychology.
- Students will be able to understand the applications of the basic concepts in Psychology in their practical life.
- Students will have good foundation for further studies in Psychology.

Ramnarain Ruia Autonomous College

**Fundamentals of Psychology: (Credits = 4)**

**4 lectures per week; 60 lectures per term, 15 lectures per unit**

Learning Objectives:

1. Students develop the knowledge of the basic concepts and modern trends in Psychology
2. Students develop an interest in the subject of Psychology and to create a foundation for further studies in Psychology
3. Students develop an understanding of basic concepts of Psychology like Learning, memory, cognition, intelligence, thinking, personality etc.
4. Students develop the knowledge and understanding of the basic concepts and use of statistics in Psychology.

Learning outcomes –

1. Students are able to explain the nature of Psychology, its different branches and basic concepts involved in it.
2. Students are able to evaluate the different theories of learning, theories of personality and different perspectives about it.
3. Students are able to explain the basic structure and functioning of memory,
4. Students are able to analyse the relationship between thinking, intelligence and language.
5. Students are able to explain the basic concepts in statistics.

**FUNDAMENTALS OF PSYCHOLOGY: (Credits = 4)**

**4 lectures per week; 60 lectures per term, 15 lectures per unit**

**Semester I**

**Unit 1. The Science of Psychology (15 lectures)**

- 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

**Unit 2. The Biological Perspective (15 Lectures)**

- 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

**Unit 3. Learning (15 lectures)**

- a) Definition of Learning,
- b) Classical Conditioning,
- c) Operant Conditioning
- d) Cognitive Learning Theory
- e) Observational Learning
- f) Applying Psychology – Behaviour modification of a developmentally challenged child

**Unit 4. Memory (15 lectures)**

- 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

**Semester II**

**Fundamentals of Psychology: Part II (Credits = 4)**

**4 lectures per week; 60 lectures per term, 15 lectures per unit**

**Unit 1. Cognition: Thinking, Intelligence and Language (15 lectures)**

- a) How people think
- b) Intelligence
- c) Language
- d) Applying Psychology – Mental exercises for better cognitive health

**Unit 2. Motivation and Emotion (15 lectures)**

- a) Approaches to understanding Motivation
- b) Hunger
- c) Emotion
- d) Applying Psychology – The how□to of happiness

**Unit 3. An overview of Theories of Personality (15 lectures)**

- 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

**Unit 4. Statistics in Psychology (15 lectures)**

- 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

**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

**S.P.Mandali's  
RamnarainRuia Autonomous College**



**Syllabus for S.Y.B.A.**

**Program: ARTS**

**Course: PSYCHOLOGY (RUAPSY301,401)**

(Credit Based Semester and Grading System with effect  
from the academic year 2019-20)



**RUAPSY301, 401**

**SOCIAL PSYCHOLOGY**

**SEMESTER III**

**Paper I**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY301</b>	<b>I</b>	<b>The field of social Psychology</b>	<b>3</b>	<b>15</b>
	<b>II</b>	<b>Social cognition</b>		<b>15</b>
	<b>III</b>	<b>Social perception</b>		<b>15</b>
	<b>IV</b>	<b>Attitudes</b>		<b>15</b>

**SEMESTER IV**

**Paper I**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY401</b>	<b>I</b>	<b>Stereotyping, Prejudice and Discrimination</b>	<b>3</b>	<b>15</b>
	<b>II</b>	<b>Social influence</b>		<b>15</b>
	<b>III</b>	<b>Aggression</b>		<b>15</b>
	<b>IV</b>	<b>Groups and individuals</b>		<b>15</b>

**Learning Objectives: -**

1. Students develop knowledge of the basic concepts and modern trends in Social Psychology
2. Students develop an interest in Social Psychology as a field of study and research
3. Students develop an aware of the applications of the various concepts in Social Psychology in the Indian context

**Learning outcomes –**

1. Students are able to explain the basic concepts in the field of Social Psychology and how are these concepts are applied in various fields..
2. Students are able to explain the concepts of social cognition, social perception and Attitudes and analyse it uses in different areas of human life.
3. Students are able to analyse the nature of concepts like social pressures, stereotypes and the role played by these phenomena on an individual's social life.

Ramnarain Ruia Autonomous College

### Semester III

Social Psychology: Part I (Credits = 3)  
3 lectures per week; 45 lectures per term

#### **Unit 1: The Field of Social Psychology (10 Lectures)**

- 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

#### **Unit 2: Social Cognition (10 lectures)**

- 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 feelings

#### **Unit 3: Social Perception (12 lectures)**

- a) Nonverbal Communication: The unspoken Language of Expressions,
- b) Gazes and Gestures
- c) Attribution: Understanding the Causes of Others' Behaviour
- d) Impression Formation and Impression Management

#### **Unit 4: Attitudes (13 lectures)**

- a) Attitude Formation: How Attitudes Develop
- b) When and why do Attitudes Influence Behaviour?
- c) How do attitudes guide behaviour?
- d) The Fine Art of Persuasion: how Attitudes are changed
- e) Resisting Persuasion attempts
- f) Cognitive Dissonance: What it is and how we manage it?

### Semester IV

Social Psychology: Part II (Credits = 3)  
3 lectures per week; 45 lectures per Semester

#### **Unit 1: Stereotyping, Prejudice and Discrimination (10 lectures)**

- 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
- e) Why Prejudice Is *Not* Inevitable: Techniques for Countering Its Effects

#### **Unit 2: Social Influence (10 lectures)**

- a) Conformity: Group Influence in Action
- b) Compliance: To Ask – Sometimes - Is to Receive
- c) Symbolic social influence: how we are influenced by others even when they are not there
- d) Obedience to Authority

#### **Unit 3: Aggression (12 lectures)**

- a) Perspectives on Aggression: In Search of the Roots of Violence
- b) Causes of Human Aggression: Social, Cultural, Personal, and Situational
- c) Aggression in Long-term Relationships: Bullying and Aggression at Work
- d) The Prevention and Control of Violence: Some Useful Techniques

**Unit 4: Groups and Individuals**

**(13 lectures)**

- a) Groups: When we join and when we leave
- b) The benefits of joining: what groups do for us
- c) Effects of the presence of others: from task performance to behaviour in crowds
- d) Social Loafing: letting others do the work
- e) Coordination in Groups: Cooperation or Conflict?
- f) Perceived Fairness in Groups: Its nature and effects
- g) Decision Making by Groups: How it occurs and the pitfalls it faces

**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 ed.), 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 ed.), 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 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

**S.P.Mandali's**  
**RamnarainRuia Autonomous College**



**Syllabus for S.Y.B.A.**

**Program: ARTS**

**Course: PSYCHOLOGY (RUAPSY302,402)**

(Credit Based Semester and Grading System with effect  
from the academic year 2019–2020)

**DEVELOPMENTAL PSYCHOLOGY**

**SEMESTER III**

**Paper II**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY302</b>	<b>I</b>	<b>Introduction - Beginnings</b>	<b>3</b>	<b>15</b>
	<b>II</b>	<b>The Start of Life; Birth and the Newborn Infant</b>		<b>15</b>
	<b>III</b>	<b>Physical Development in Infancy</b>		<b>15</b>
	<b>IV</b>	<b>Cognitive Development in Infancy</b>		<b>15</b>

**SEMESTER IV**

**Paper III**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY402</b>	<b>I</b>	<b>Physical, Social and Personality Development in the Preschool Years</b>	<b>3</b>	<b>15</b>
	<b>II</b>	<b>Cognitive Development in Pre-school years</b>		<b>15</b>
	<b>III</b>	<b>Physical, Social and Personality Development in Middle Childhood</b>		<b>15</b>
	<b>IV</b>	<b>Cognitive Development in Middle Childhood</b>		<b>15</b>

**Semester III**  
**Developmental Psychology: Part I (Credits = 3)**  
**3 lectures per week; 45 lectures per Semester**

Learning Objectives: -

1. Students develop the knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. Students develop an interest in Developmental Psychology as a field of study and research
3. Students develop an awareness of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Learning outcomes –

4. Students are able to explain the nature of the field of developmental Psychology and different theoretical approaches to understand this field.
5. Students are able to explain the dynamic nature of the concept of development and the three main domains of development viz. Physical, cognitive and social and personality.
6. Students are able to analyse the concept of development across life span and the different determinants of development.
7. Students are able to explain the developmental changes in different stages of the life spans like infancy, early childhood, middle childhood and adolescence.

Ramnarain Ruia Autonomous College

**SEMESTER III Semester IV**  
**Developmental Psychology: Part II (Credits = 3)**  
3 lectures per week; 45 lectures per Semester

**Unit 1. Introduction – Beginnings** (10 lectures)

- a) New Conceptions; An Orientation to Lifespan Development,
- b) Key Issues and Questions: Determining the Nature and Nurture of Lifespan Development
- c) Theoretical Perspectives on Lifespan Development
- d) Research Methods

**Unit 2. The Start of Life; Birth and the Newborn Infant** (10 lectures)

- a) The Future Is Now; Earliest Development
- b) The Interaction of Heredity and Environment
- c) Prenatal Growth and Change
- d) A 22-Ounce Miracle; Birth and Birth Complications; Pre-term infants and the Competent newborn

**Unit 3. Physical Development in Infancy** (12 lectures)

- a) First Steps; Growth and Stability
- b) Brain development
- c) Motor Development
- d) The Development of the Senses

**Unit 4. Cognitive Development in Infancy** (13 lectures)

- a) Piaget's Approach to Cognitive Development
- b) Information Processing Approaches to Cognitive Development
- c) The Roots of Language

**Semester IV**  
**Developmental Psychology: Part II (Credits = 3)**  
3 lectures per week; 45 lectures per Semester

**Unit 1. Physical, Social and Personality Development in the Preschool Years** (10 lectures)

- a) Physical Development - the Growing Body; the Growing Brain; Motor Development
- b) Social and Personality Development - Feeling His Mother's Pain; Forming a Sense of Self; Friends and Family: Preschoolers' Social Lives; Moral Development and Aggression

**Unit 2. Cognitive Development in Pre-school years** (10 lectures)

- a) Piaget's Approach
- b) Information Processing and Vygotsky's Approach to Cognitive Development
- c) The Growth of Language and Learning

**Unit 3. Physical, Social and Personality Development in Middle Childhood** (12 lectures)



- a) Physical Development - the Growing Body; Motor Development and Safety; Children with Special Needs
- b) Play Time; The Developing Self
- c) Relationships: Building Friendship in Middle Childhood
- d) Family Life in Middle Childhood

**Unit 4. Cognitive Development in Middle Childhood**

**(13 lectures)**

- a) Cognitive Development - Intellectual and Language Development
- b) Schooling: The Three Rs (and More) of Middle Childhood
- c) Intelligence: Determining Individual Strengths

**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*. (9th Ed). New York: McGraw Hill co. Inc.
  5. Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5th 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.

**S.P.Mandali's**  
**RamnarainRuia Autonomous College**



**Syllabus for T.Y.B.A.**

**Program:ARTS**

**Course: PSYCHOLOGY (RUAPSY501 to 506,  
RUAPSY601 TO 606)**

(Credit Based Semester and Grading System with effect  
from the academic year 2019–2020)

**PSYCHOLOGICAL TESTING AND STATISTICS**

**Part I and Part II (Paper I)**

**Psychological Testing and Statistics (Paper I)RUAPSY501, RUAPSY601**

**SEMESTER V**

**Paper I**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDIT</b>	<b>Lectures</b>
<b>RUAPSY501</b>	<b>I</b>	Psychological Testing and Assessment	4	10
	<b>II</b>	Tests, Testing and Norms		10
	<b>III</b>	Reliability		10
	<b>IV</b>	Validity		10
	<b>V</b>	Types of scores, Types of scales, Measures of variability		10
	<b>VI</b>	Measures of central tendency		10

**SEMESTER VI**

**Paper I**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>CREDIT</b>	<b>Lectures</b>
<b>RUAPSY601</b>	<b>I</b>	Test Development	4	10
	<b>II</b>	Measurement of Intelligence and Intelligence Scales		10
	<b>III</b>	Assessment of Personality		10
	<b>IV</b>	Probability, Normal Probability Curve and Standard scores		10
	<b>V</b>	Testing hypothesis about the difference between two means		10
	<b>VI</b>	Correlation		10

**Course Code:**RUAPSY501, RUAPSY601

**Course Title:** PSYCHOLOGICAL TESTING AND STATISTICS

**Academic year 2019-20**

Learning Objectives

- 1) Students develops knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) Students develop awareness about measurement of intelligence and assessment of personality
- 3) Students develop knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation
- 4) Students develop a foundation for advanced learning of Psychological Testing, Assessment, and Statistics

Learning Outcomes

- (1) Students are able to explain the different steps in the construction of psychological tests.
- (2) Students are able to explain the concepts of reliability, validity, norms
- (3) Students are able to understand the issues related to the assessment of abilities and personality
- (4) Students develop the skills to use statistical concepts in the context of psychological variables.

Semester I

**PSYCHOLOGICAL TESTING AND STATISTICS: Part II (Credits = 4)**

4 lectures per week; 60 lectures per term, 10 lectures per unit

**Unit 1. Psychological Testing and Assessment (10 lectures)**

- a) Definition of testing and assessment; the process and tools of assessment
- b) Psychological issues in ability testing
- c) Various assumptions about Psychological Testing and Assessment

**Unit 2. Tests, Testing and Norms**

**(10 lectures)**

- a) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference
- b) Concerns of the profession - Test user qualifications, testing people with disabilities, CAPA;
- c) The four rights of test-takers

**Unit 3. Reliability**

**(10 lectures)**

- a) The concept of Reliability; sources of error variance
- b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it

**Unit 4. Validity**

**(10 lectures)**

- a) The concept of validity; Face validity
- b) Types of validity- Content validity Criterion-related validity and Construct validity
- c) Validity, bias, and fairness

**Unit 5. Types of scores, Types of scales, Measures of variability (10 lectures)**

- a) Continuous and discrete scores – meaning and difference;
- b) Nominal, ordinal, interval and ratio scales of measurement
- c) Measures of variability- Range, SD, Quartile deviation

**Unit 6. Measures of central tendency**

**(10 lectures)**

- a) Calculation of mean, median and mode of a frequency distribution; the assumed mean method for calculating the mean
- b) Comparison of measures of central tendency
- c) Merits, limitations, and uses of mean, median and mode

Semester II

**PSYCHOLOGICAL TESTING AND STATISTICS: Part II (Credits = 4)**

4 lectures per week; 60 lectures per term, 10 lectures per unit

**Unit 1. Test Development**

**(10 lectures)**

- a) Test conceptualization and Test construction
- b) Test tryout and Item analysis
- c) Test revision

**Unit 2. Measurement of Intelligence and Intelligence Scales**

**(10 lectures)**

- a) What is Intelligence? - Definitions and theories; measuring Intelligence
- b) The Stanford-Binet Intelligence Scales
- c) The Wechsler Tests: WAIS, WISC, WPPSI

**Unit 3. Assessment of Personality**

**(10 lectures)**

- a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture
- b) Objective methods of personality assessment
- c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective

**Unit 4. Probability, Normal Probability Curve and Standard scores**

**(10 lectures)**

- a) The concept of Probability; theorems of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- b) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation
- c) Standard scores – z, T, Stanine;

## Unit 5. Testing hypothesis about the difference between two means (10 lectures)

- a) Testing hypothesis about the difference between two independent means.
- b) Testing hypothesis about the difference between two dependent means.
- c) Calculation of independent and dependent t

## Unit 6. Correlation

(10 lectures)

- a) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots, Uses and limitations of correlation coefficient. Simple Regression and Multiple Regression.
- b) The steps involved in the calculation of Spearman rho
- c) Calculation of Pearson r

### Book for study

**Cohen, J. R., Swerdlik, M. E., &Sturman, E. D. (2013).*Psychological Testing andAssessment: An introduction to Tests and Measurement. (8<sup>th</sup>ed.)*. New York. McGraw-HillInternational edition. (Indian reprint 2015)**

### 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., &Kumthekar, M. M. (2014). *Psychological Testing andAssessment: An introduction to Tests and Measurement. (7<sup>th</sup>ed.)*. New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
5. 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
6. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
7. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction. (3<sup>rd</sup>ed.)*. John Wiley & Sons, New Jersey
8. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises inPsychological Testing. (2<sup>nd</sup>ed.)*. Boston: Pearson Education
9. Kaplan, R. M., &Saccuzzo, D. P. (2005). *Psychological Testing–Principles,Applications and Issues. (6<sup>th</sup>ed.)*. Wadsworth Thomson Learning, Indian reprint 2007
10. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design andevaluation*. New Delhi: Vistaar (Sage) publications
11. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
12. McBurney, D.H. (2001). *Research Methods. (5<sup>th</sup>ed.)*. Bangalore: Thomson Learning India
13. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of PsychologicalTesting: A practical approach. (4<sup>th</sup>ed.)*. Sage publications

14. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley  
 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	One Presentation or assignment (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	One class Test	15
3	Attendance	05

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

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

Questions	Options	Marks	Questions on
Q.1)	Essay type	15	Unit I
Q2)	Essay type	15	
Q.3)	Explain the terms Any 5 out of 8	15	Unit II
Q.4 A)	Calculation of statistics	12	
Q4B)	Explain the term	03	Unit III



**Overall Examination and Marks Distribution Pattern**

**Semester I and II**

Course	501			601			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Ramnarain Ruia Autonomous College

**ABNORMAL PSYCHOLOGY**

**Part I and Part II (Paper II) RUAPSY502, RUAPSY602**

**SEMESTER V**

**Paper II**

<b>COURSE CODE</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY502</b>	<b>I</b>	Understanding Abnormal behavior, Diagnosis, Treatment and Assessment	4	15
	<b>II</b>	Theoretical Perspectives		15
	<b>III</b>	Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders		15
	<b>IV</b>	Dissociative and Somatic Symptom Disorders		15

**SEMESTER VI**

**Paper II**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY602</b>	<b>I</b>	Schizophrenia Spectrum and other Psychotic Disorders	4	15
	<b>II</b>	Depressive and Bipolar Disorders		15
	<b>III</b>	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria		15
	<b>IV</b>	Personality Disorders		15

## **ABNORMAL PSYCHOLOGY**

### **Part I and Part II (Paper II) RUAPSY502, RUAPSY602**

#### Learning Objectives

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and a professional career in Clinical Psychology

#### Learning Outcome

- 1) Students are able to define 'Abnormality' and critically evaluate the different theories of Abnormality
- 2) Students are able to explain the nature, symptoms, causes and treatment of important psychological disorders
- 3) Students are able to evaluate the problems of mental health in the society
- 4) Students are able to appreciate the professional career of Clinical Psychology

Semester I

**ABNORMAL PSYCHOLOGY: Part I (Credits = 4)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

**Unit 1: Understanding Abnormal behavior, Diagnosis, Treatment and Assessment**

**(15 lectures)**

- 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) 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
- c) Characteristics of psychological assessment; Clinical Interview and Mental Status Examination; Behavioral, Multicultural, Neuropsychological Assessment; Neuroimaging

**Unit 2: Theoretical Perspectives**

**(15 lectures)**

- a) Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic,
- b) Behavioral perspectives, Cognitive perspectives
- c) Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach

**Unit 3: Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders**

**(15 lectures)**

- a) Anxiety disorders
- b) Obsessive-compulsive and related disorders
- c) Trauma- and Stressor-related Disorders; the biopsychosocial perspective

**Unit 4: Dissociative and Somatic Symptom Disorders**

**(15 lectures)**

- a) Dissociative disorders – major forms, theories and treatment

- b) Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment
- c) Psychological factors affecting medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective

Semester II

**ABNORMAL PSYCHOLOGY: Part II (Credits = 4)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

**Unit 1: Schizophrenia Spectrum and other Psychotic Disorders (15 lectures)**

- a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders
- b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives;
- c) Schizophrenia: the biopsychosocial perspective

**Unit 2: Depressive and Bipolar Disorders (15 lectures)**

- a) Depressive disorders; disorders involving alterations in mood
- b) Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
- c) Suicide; depressive and bipolar disorders: the biopsychosocial perspective

**Unit 3: Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria(15 lectures)**

- a) What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders and Sexual Dysfunctions
- b) Gender Dysphoria
- c) The biopsychosocial perspective

**Unit 4. Personality Disorders (15 lectures)**

- a) The nature of personality disorders
- b) Cluster A and Cluster B personality disorders
- c) Cluster C personality disorders; the biopsychosocial perspective

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. Research methods in Abnormal Psychology

- ii. Steps in the diagnostic process
- iii. Planning the treatment; Course and outcome of treatment

**Book for study**

**Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (6<sup>th</sup> and 7<sup>th</sup> ed.). McGraw-Hill (Indian reprint 2015)**

**Books for Reference**

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2014). *Kalpan & Sadock's Synopsis of Psychiatry*. (11<sup>th</sup> ed.). Walter's Kluwer
2. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> ed.). New Delhi: Wadsworth Cengage Learning
3. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
4. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
5. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson education
6. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
7. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
8. 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
9. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
10. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
11. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

## ABNORMAL PSYCHOLOGY (RUAPSY502, 602)

### MODALITY OF ASSESSMENT

#### Theory Examination Pattern:

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

Sr No	Evaluation type	Marks
1	Presentation(Content 3 marks, Explanation 3 marks, Question Answer 2 marks, Overall Impression 2 marks)	10
2	One class Test	15
3	Assignment	10
4	Attendance	05

#### B) External examination - 60 %

#### Semester End Theory Assessment - 60 marks

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

iv. Paper Pattern:

There shall be **4** questions each of **15** marks. On each unit there will be one question. All questions shall be compulsory with internal choice within the questions for only Q 3 and Q4.

Questions	Options	Marks	Questions on
Q.1 A	Essay Type Question	12	One from each unit from Unit 1 to 3
Q.1 B	Application or Analyzing based Question	03	
Q.2 A	Essay Type Question	12	
Q.2 B	Application or	03	

	Analyzing based Question		
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 I and II**

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

Ramnarain Ruia Autonomous College



**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY****Part I and Part II (Paper III) RUAPSY503, RUAPSY603****SEMESTER V****Paper III**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY503</b>	<b>I</b>	Job Analysis	3.5	10
	<b>II</b>	Performance Appraisal		10
	<b>III</b>	Assessment Methods for Selection and Placement, and Selecting Employees		10
	<b>IV</b>	Training and Research Methods in Industrial/Organizational Psychology		15

**SEMESTER VI****Paper III**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY603</b>	<b>I</b>	Theories of Employee Motivation	3.5	10
	<b>II</b>	Feelings about Work: Job Attitudes and Emotions; Counterproductive Work Behaviour		10
	<b>III</b>	Leadership and Power in Organizations		10
	<b>IV</b>	Understanding Work Teams		15

## **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

### **Part I and Part II (Paper III) RUAPSY503, RUAPSY603**

Learning Objectives: -

1. Students develop the knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology
2. Students become aware about the role and importance of Psychological factors and processes in the world of work
3. Students develop a foundation for higher education and a professional career in Industrial Psychology and Organizational Behavior
4. Students develop an understanding of research methods used in Industrial and Organizational Psychology

Learning Outcomes:

- 1) Students are able to explain the different basic concepts related to Industrial and Organizational Psychology
- 2) Students are able to analyse the important of different psychological factors in the world of work.
- 3) Students are able to evaluate the role of Industrial and Organizational Psychology.
- 4) Students are able to analyse the different research methods used in Industrial and Organizational Psychology.

Semester I

**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY: Part II (Credits = 3.5)**

3 lectures per week; 45 lectures per term, 10 lectures per unit for Unit 1 to 3 and 15 lectures for unit 4

**Unit 1. Job Analysis**

**(10 lectures)**

- a. What is job analysis? Purposes of job analysis; How job analysis information is collected
- b. Methods of job analysis
- c. Reliability and validity of job analysis information; Job evaluation

**Unit 2. Performance Appraisal**

**(10 lectures)**

- a. Why do we appraise employees? Performance criteria
- b. Objective and subjective methods for assessing job performance;
- c. The impact of technology on performance appraisal; legal issues in performance appraisal

**Unit 3. Assessment Methods for Selection and Placement, and Selecting Employees**

**(10 lectures)**

- a. Job-Related characteristics
- b. Characteristics of psychological tests; various types of tests;
- c. Biographical information, interviews, work samples, assessment centres; electronic assessment

**Unit 4. Training and Research Methods in Industrial/ Organizational Psychology**

**(15 lectures)**

- a. Needs assessment, objectives, Training design, Delivery and evaluation of a training program
- b. Important Research design concepts, Research Designs, Measurement, Statistics
- c. Ethics of Research

Semester II

**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY: Part II** (Credits = 3.5)  
3 lectures per week; 45 lectures per term, 10 lectures per unit for Unit 1 to 3 and 15 lectures for unit 4

**Unit 1. Theories of Employee Motivation (10 lectures)**

- 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

**Unit 2. Feelings about Work: Job Attitudes and Emotions; Counterproductive Work Behaviour (10 lectures)**

- a. The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction
- b. Potential effects of job satisfaction; organizational commitment and emotions at work
- c. Counterproductive work behaviour: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labour unrest and strikes

**Unit 3. Leadership and Power in Organizations, and Theories of Organizational Development (10 lectures)**

- a. What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- b. Approaches to the understanding of leadership, Women in leadership positions
- c. Theories of Organizational Development

**Unit 4. Understanding Work Teams and Consumer Psychology (15 lectures)**

- a. Difference between groups and teams and Types of teams
- b. Creating effective teams
- c. Consumer Psychology: Methods

**Book for study**

**Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)**

### Books for reference

1. Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4<sup>th</sup>ed). Wadsworth/ Thomson Learning
2. Aswathappa, K. (2005). *Human Resource and Personnel Management–Text and Cases*, 4<sup>th</sup>ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
3. Dessler, G., & Verkey, B. (2009). *Human Resource Management*. 11<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
4. 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
5. 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
6. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10<sup>th</sup> ed.). South Western/ Thomson Learning
7. 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
8. Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
9. Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
10. 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)
11. Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup>ed.). McGraw Hill.
12. Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press
13. 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
14. Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
15. Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
16. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup>ed.). Tata McGraw- Hill
17. Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
18. Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi
19. Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
20. Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2<sup>nd</sup>ed., Response books, Sage publications
21. 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

22. Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*\_( 2<sup>nd</sup> ed.). New Delhi: Tata McGraw- Hill
23. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*.(8<sup>th</sup> ed.). McGraw Hill
24. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*.( 10<sup>th</sup> ed.). Pearson Prentice Hall
25. Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*\_ New Delhi: Dorling Kindersley (India) Pvt. Ltd.
26. Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3<sup>rd</sup> ed., New Delhi, Sage publications
27. Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### **C) 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	15
3	Attendance	05

#### **B) External examination - 60 %**

##### **Semester End Theory Assessment - 60 marks**

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

vi. Paper Pattern:

2. There shall be **4** questions each of **15** marks. On each unit there will be one question All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1	Long answer	15	From any one of the first 3 Units
Q.2	Long answer		
Q.3	Short notes (Any 3		

	out of 5)		
Q.4	Explain the terms (Any 5 out of 8)	15	Unit 4

**Overall Examination and Marks Distribution Pattern  
Semester I and II**

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

Ramnarain Ruia Autonomous College

**COGNITIVE PSYCHOLOGY**

**Part I and Part II (Paper III) RUAPSY504, RUAPSY604**

**SEMESTER V**

**Paper IV**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY504</b>	<b>I</b>	Perception: Recognizing Patterns and Objects	4	15
	<b>II</b>	Attention: Deploying Cognitive Resources		15
	<b>III</b>	Visual Imagery and Spatial Cognition		15
	<b>IV</b>	Retrieving Memories from Long-Term Storage		15

**SEMESTER VI**

**Paper IV**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY604</b>	<b>I</b>	Knowledge Representation: Storing and Organizing Information in Long-Term Memory	4	15
	<b>II</b>	Short Term Working Memory		15
	<b>III</b>	Thinking and Problem Solving		15
	<b>IV</b>	Reasoning and Decision Making		15



### Learning Objectives

- 1 Students develop knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
- 2 Students develop an awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology
- 3 Students develop the theoretical orientation and background for the courses on Practicum in Cognitive Processes
- 4 Students develop a foundation for higher education and a career in the field of Cognitive Psychology

### Learning Outcomes

- 1) Students are able to explain the fundamental concepts of Cognitive psychology and the basic cognitive processes.
- 2) Students are able to apply the understanding of cognitive processes to different fields of psychology
- 3) Students are able to analyse the different theories of cognitive processes.
- 4) Students are able to explain the issues related to the career of Cognitive psychology

Semester I

**COGNITIVE PSYCHOLOGY: Part II (Credits = 3.5)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

**Unit I. Perception: Recognizing Patterns and Objects (15 lectures)**

- a) Gestalt approaches to perception
- b) Bottom-up processes and Top-down processes
- c) Direct perception; Disruptions of perception: visual agnosias

**Unit II. Attention: Deploying Cognitive Resources (15 lectures)**

- a) Selective Attention; Looking to the brain
- b) Automaticity and the effects of practice
- c) Divided Attention

**Unit III. Visual Imagery and Spatial Cognition (15 lectures)**

- a) Codes in Long-Term Memory
- b) Empirical investigations of imagery; the nature of mental imagery
- c) Neuropsychological findings; Spatial cognition

**Unit IV. Retrieving Memories from Long-Term Storage (15 lectures)**

- a) Aspects and Subdivisions of Long-Term Memory
- b) The Levels-of-Processing view
- c) The reconstructive nature of memory; Amnesia

Semester II

**COGNITIVE PSYCHOLOGY: Part II (Credits = 4)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

**Unit I. Knowledge Representation: Storing and Organizing Information in Long-Term Memory (15 lectures)**

- a) Organizing Knowledge
- b) Forming concepts
- c) Categorizing new instances

## Unit II. Short Term Working Memory

(15 lectures)

- a) Short Term Memory
- b) Working Memory- The Components
- c) Assessing Working Memory

## Unit III. Thinking and Problem Solving

(15 lectures)

- a) Classic problems and general methods of solution; Blocks to problem solving
- b) The Problem Space hypothesis
- c) Expert systems; Finding creative solutions; Critical thinking

## Unit IV. Reasoning and Decision Making

(15 lectures)

- a) Formal Logic And Reasoning
- b) Decision Making; Cognitive illusions in decision making;
- c) Neuropsychological evidence on reasoning and decision making

### Book for study

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

### Books for reference

1. Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup>ed), Prentice Hall, Pearson education
2. Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
3. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. Wadsworth New Delhi: Cengage Learning
4. Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
5. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
6. Matlin, M.W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
7. Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
8. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
9. 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.
10. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications

11. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
12. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
13. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### D) 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	15
3	Attendance	05

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

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

viii. Paper Pattern:

3. There shall be **4** questions each of **15** marks. On each unit there will be one question All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1)	---	15	Unit I
Q.2)	----	15	
Q.3)	Short notes (Any 3 out of 5)	15	Unit II
Q.4)	Explain the terms (Any 5 out of 8)	15	

Overall Examination and Marks Distribution Pattern

Semester I and II

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

Ramnarain Ruia Autonomous College

**PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING**

**Part I and Part II (Paper V) RUAPSY505, RUAPSY605**

**SEMESTER V**

**Paper V**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY505</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	4	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>	Two Experiments in Cognitive Processes to be conducted and writing of reports for the same  a. Designing an experiment upto the proposal level  b. Report writing: APA style for research reports		30

**SEMESTER VI**

**Paper V**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY605</b>	<b>I</b>	Applying experimental methods to different areas in Psychology	4	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

#### Learning Objectives

1. Students are able to understand basic concepts of Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
2. Students are able to understand the basic concepts of Psychological Testing: administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
3. Students develop familiarity with computer-based experiments (Coglab) and sensitize them to aspects of control, precision of exposure and measurement
4. Students develop interest in the process of scientific inquiry with an analytical attitude and To create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques

#### Learning Outcomes

- 1 Students are able to explain the basic concepts of experiments like experimental design, statistical methods.
- 2 Students are able to conduct experiments related to cognitive processes
- 3 Students are able to administer psychological tests
  - 5 Students are able to conduct and write reports for computer-based experiments.
  - 6 Students are able to independently design, conduct and evaluate an experiment

#### Books for reference

1. Bordens K. S. & Abbott B. B. (2005). *Research and design methods- A process approach*. (6<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. Matlin, M. W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
5. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

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

Sr No	Evaluation type	Marks
1	Writing a Research Proposal	20
2	One class test based on Conduct of an Experiment	20

**B) External examination - 60 %**

**Semester End Theory Assessment - 60 marks**

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

Students will have to conduct an experiment and write a report

Semester V

Instruction and Conduct	Report	Viva	Total	
20	25	15	60	

Semester VI

Instruction and Conduct	Report	Viva	Total	
20	25	15	60	



**COUNSELING PSYCHOLOGY**

**Part I and Part II (Paper VI) RUAPSY506, RUAPSY606**

**SEMESTER V**

**Paper VI**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY5.6</b>	<b>I</b>	Counseling in Multicultural Society and with Diverse Populations	3.5	10
	<b>II</b>	Building a Counseling Relationship		10
	<b>III</b>	Working in a Counseling Relationship		10
	<b>IV</b>	Psychoanalytic, Adlerian and Humanistic theories of Counseling		15

**SEMESTER VI**

**Paper VI**

<b>Course Code</b>	<b>UNIT</b>	<b>TOPICS</b>	<b>Credits</b>	<b>Lectures</b>
<b>RUAPSY606</b>	<b>I</b>	Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships	3.5	10
	<b>II</b>	Behavioral, Cognitive, Systems, Brief and Crisis Theories of Counseling		10
	<b>III</b>	Groups in Counseling and Current trends in Counseling		10
	<b>IV</b>	Abuse, Addiction, Disability and Counseling		15

### Learning Objectives

1. Students develop the knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
2. Students develop an interest in the various applications and fields of counseling
3. Students develop an understanding of higher education in Counseling and a career as a professional counsellor

### Learning Outcome

- 1 Students are able to explain the nature, process , goals, techniques and ethical issues in Counseling
- 2 Students are able to critically evaluate the different theories in Counseling Psychology
- 3 Students are able to analyse the applications of counselling in various areas of life
- 4 Students are able to analyse the different issues faced by a counselor

### Semester V

#### **COUNSELING PSYCHOLOGY: Part II (Credits = 3.5)**

3 lectures per week; 45 lectures per term, 10 lectures per unit for Unit 1 to 3 and 15 lectures for unit 4

#### **Unit 1. Counseling in Multicultural Society and with Diverse Populations (10 lectures)**

- 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

#### **Unit 2. Building a Counseling Relationship (10 lectures)**

- a) The six factors that influence the counseling process
- b) Types of initial interviews; conducting the initial interview
- c) Exploration and the identification of goals

#### **Unit 3. Working in a Counseling Relationship (10 lectures)**

- a) Various counselor skills in the understanding and action phases
- b) Transference and counter-transference
- c) The Real relationship

#### **Unit 4. Psychoanalytic, Adlerian and Humanistic theories of Counseling (15 lectures)**

- a) Theory; importance of theory; theory into practice
- b) Psychoanalytic theories; Adlerian theory;

- c) Humanistic theories

Semester VI

**COUNSELING PSYCHOLOGY: Part II (Credits = 3.5)**

3 lectures per week; 45 lectures per term, 10 lectures per unit for Unit 1 to 3 and 15 lectures for unit 4

### **Unit 1. Closing Counseling Relationships; Ethical and Aspects of Counseling**

**(10 lectures)**

- 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 may act unethically, Legal issues involved when counselling Minors; Client rights and records

### **Unit 2. Behavioral, Cognitive, Systems, Brief and Crisis Theories of Counseling**

**(10 lectures)**

- a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling
- b) Systems theories; Brief counseling approaches
- c) Crisis and trauma counseling approaches

### **Unit 3. Groups in Counseling and Current trends in Counseling**

**(10 lectures)**

- a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups
- b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders
- c) The future of group work

### **Unit 4. Abuse, Addiction, Disability and Counseling**

**(15 lectures)**

- a) The cycle of abuse; Interpersonal abuse; Intrapersonal abuse and addiction; Process addictions; treating women and minority cultural groups in abuse and addiction
- b) Counseling and disability
- c) Work as a rehabilitation counselor

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. Ethical and Legal Aspects of Counseling

**Book for study**

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

**Books for 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. (2005). *Theory and Practice of Counseling and Psychotherapy* (7<sup>th</sup>ed.). Stamford, CT: Brooks/Cole

**MODALITY OF ASSESSMENT**

**Theory Examination Pattern:**

**F) 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	15
3	Attendance	05

**B) External examination - 60 %**

**Semester End Theory Assessment - 60 marks**

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

