

AC/II (21-22).2.RUA10

**S. P. Mandali's
Ramnarain 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
2022–2023)

PROGRAM OUTCOMES

PO	PO Description
	A student completing Bachelor's Degree in Arts program will be able to:
PO 1	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
PO 2	Analyse and evaluate theories of individual and social behaviour in the familiar contexts and extrapolate to unfamiliar contexts in order to resolve contemporary issues.
PO 3	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
PO 4	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.
PO 5	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.
PO 6	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.

PO 7	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.
PO 8	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.
PO 9	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

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

PROGRAM OUTLINE

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

Course Code: RUAPSY101

Course Title: FUNDAMENTALS OF PSYCHOLOGY

Academic year 2021-22

COURSE OUTCOMES:

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

DETAILED SYLLABUS

COURSE CODE/UNIT	Unit	TOPICS	Credits/ Lectures
RUAPSY101			3 Credits
	I	The science of Psychology 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	15
	II	The Biological perspective	15

		<p>a) Neurons and nerves: Building the Network</p> <p>b) The Central Nervous System, the Peripheral Nervous System</p> <p>c) Inside the brain and structures of the brain</p> <p>d)The chemical connection: the Endocrine glands, Applying Psychology – Differences between male and female brains</p>	
	III	<p>Learning</p> <p>a) Definition of Learning,</p> <p>b) Classical Conditioning,</p> <p>c) Operant Conditioning</p> <p>d) Cognitive Learning Theory</p> <p>e) Observational Learning</p> <p>f) Applying Psychology – Behaviour modification of a developmentally challenged child</p>	15
	IV	<p>Memory</p> <p>a) Memory: Encoding, Storage, Retrieval, Models of memory – LOP and PDP, the information-processing model – sensory, short-term and long-term memory</p> <p>b) Retrieval of Long-Term Memories, The reconstructive nature of Long-Term Memory Retrieval</p> <p>c) Forgetting</p> <p>d) Memory and the brain – the physical aspects of memory, applying Psychology – Current research in Alzheimer’s disease</p>	15

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.

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

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
	TOTAL	60	

Overall Examination and Marks Distribution Pattern

Semester I and II

Course	102			202			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY201

Course Title: FUNDAMENTALS OF PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY201			3 Credits
	I	Cognition: Thinking, Intelligence a) How people think b) Intelligence c) Language d) Applying Psychology – Mental exercises for better cognitive health	15
	II	Motivation and emotion	15

		<p>a) Approaches to understanding Motivation</p> <p>b) Hunger</p> <p>c) Emotion</p> <p>d) Applying Psychology – The how-to of happiness</p>	
	III	<p>An overview of theories of personality</p> <p>a) Sigmund Freud and Psychoanalysis, The Behaviorist view of Personality</p> <p>b) The Social Cognitive view of Personality, Humanism and Personality, trait Theories</p> <p>c) The biology of Personality: Behavioral Genetics, Assessment of Personality</p> <p>d) Applying Psychology – Personality testing on the internet</p>	15
	IV	<p>Statistics in Psychology</p> <p>a) Why do psychologists use statistics? Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions</p> <p>b) Measures of central tendency – mean, median, mode,</p> <p>c) Measures of variability – range and SD; z scores</p> <p>d) Inferential Statistics – statistical significance, the correlation coefficient</p>	15

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:

B) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	Assignment (Content 10 marks, Explanation 10 marks)	20
2	One class Test (Paper pencil test) a) MCQ (10 marks)	20

	b) Define the terms (10 marks)	
	TOTAL	40

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
	TOTAL	60	

Overall Examination and Marks Distribution Pattern

Semester I and II

Course	102			202			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY301

Course Title: SOCIAL PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY301			3 CREDITS
RUAPSY302	I	Unit 1: The Field of Social Psychology 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	10

	d) The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate Balance	
II	<p>Unit 2: Social Cognition</p> <p>a) Schemas: Mental Frameworks for Organising and Using Social Information</p> <p>b) Heuristics: How We Reduce Our Effort in Social Cognition</p> <p>c) Automatic and controlled processing: two basic modes of social thought, Potential Sources of Error in Social Cognition</p> <p>d) Affect and Cognition: how feelings shape thought and thought shapes feelings</p>	10
III	<p>Unit 3: Social Perception</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>Unit 4: Attitudes</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
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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:

Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	One Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p>One class Test (Either paper pencil test or Online MCQ test)</p> <p>OPTION A 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>OPTION 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> <p style="padding-left: 40px;">Answer in one word</p>	20
	TOTAL	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	15	Unit I

	(with Internal choice)		
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: RUAPSY302

Course Title: DEVELOPMENTAL PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY302			3 Credits
	I	Introduction – Beginnings 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	10

	<p>c) Theoretical Perspectives on Lifespan Development</p> <p>d) Research Methods - Longitudinal studies, Cross- Sectional studies, Sequential studies , Ethics and Research</p>	
II	<p>The Start of Life; Birth and the Newborn Infant</p> <p>a) The Future Is Now; Earliest Development</p> <p>Genes and chromosomes, basics of genetics, Inherited and genetic disorders, Genetic counselling, Prenatal testing</p> <p>b) The Interaction of Heredity and Environment</p> <p>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</p> <p>Fertilization, stages of Prenatal Period , Pregnancy Problems, threats to development</p> <p>d) A 22-Ounce Miracle:</p> <p>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>	10
III	<p>Physical Development in Infancy</p> <p>a) First Steps; Growth and Stability</p> <p>Physical Growth - Four Principles of Growth</p> <p>b) Brain development</p> <p>c) Nervous system and the Brain</p> <p>Synaptic Pruning, Environmental influences on Brain development</p>	12

	<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>	
IV	<p>Cognitive Development in Infancy</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>	13

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.

MODALITY OF ASSESSMENT

Theory Examination Pattern:

A) Internal Assessment - 40% : 40 marks.

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

2	<p>One class Test (Either paper pencil test or Online MCQ test)</p> <p>OPTION A 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>OPTION 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
	TOTAL	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	15	Unit III

	(with Internal Choice)		
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	302			402			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY401

Course Title: SOCIAL PSYCHOLOGY

Academic year 2021-22

COURSE OUTCOMES:

COURSE OUTCOME	CO DESCRIPTION
CO 1	Develop an understanding of the social behaviours (Prejudices, Discrimination, Group Behaviour)
CO 2	Facilitate a scientific view towards the different social behaviour through theoretical perspectives explaining the social behaviour.

CO 3	Develop an awareness of different major problems and issues in society like aggression, prejudices, discrimination
CO 4	Foster development of social skills so as to enable effective adjustment to social groups.
CO5	Develop research skills to analyse and interpret social situations effectively.

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY302			3 Credits
	I	<p>Unit 1: Stereotyping, Prejudice and Discrimination</p> <p>a) How members of different groups perceive inequality</p> <p>b) The Nature and Origins of Stereotyping</p> <p>c) Prejudice and Discrimination: feelings and actions toward Social groups</p> <p>c) Why Prejudice Is <i>Not</i> Inevitable: Techniques for Countering Its Effects</p>	10
	II	<p>Unit 2: Social Influence</p> <p>a) Conformity: Group Influence in Action</p> <p>b) Compliance: To Ask – Sometimes - Is to Receive</p> <p>c) Symbolic social influence: how we are influenced by others even when they are not there</p>	10

		d) Obedience to Authority	
	III	<p>Unit 3: Aggression</p> <p>a) Perspectives on Aggression: In Search of the Roots of Violence</p> <p>b) Causes of Human Aggression: Social, Cultural, Personal, and Situational</p> <p>c) Aggression in Long-term Relationships: Bullying and Aggression at Work</p> <p>d) The Prevention and Control of Violence: Some Useful Techniques</p>	12
	IV	<p>Unit 4: Groups and Individuals</p> <p>a) Groups: When we join and when we leave</p> <p>b) The benefits of joining: what groups do for us</p> <p>c) Effects of the presence of others: from task performance to behaviour in crowds</p> <p>d) Social Loafing: letting others do the work</p> <p>e) Coordination in Groups: Cooperation or Conflict?</p> <p>f) Perceived Fairness in Groups: Its nature and effects</p> <p>g) Decision Making by Groups: How it occurs and the pitfalls it faces</p>	13

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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:

Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	One Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	One class Test (Either paper pencil test or Online MCQ test) OPTION A 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;">OR</p> <p>OPTION 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>	
	TOTAL	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	<p>Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5</p> <p style="text-align: center;">(with Internal choice)</p>	15	Unit I
Q.2	<p>Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5</p> <p style="text-align: center;">(with Internal Choice)</p>	15	Unit II
Q.3	<p>Essay type/Short notes 2 out of 3/Explain the terms any 3 out of 5</p> <p style="text-align: center;">(with Internal Choice)</p>	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	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY402

Course Title: DEVELOPMENTAL PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY402			3 Credits
	I	Physical and cognitive development in the Preschool Years a) Physical Development – The Growing Body, changes in Body shape and structure, nutrition, health and Illness The Growing Brain, Brain Lateralization Motor Development b) Cognitive Development in Pre-school years i. Piaget's Approach , Preoperational thinking, advances and limitations, Evaluating Piaget's approach	10

	<p>ii. Information Processing Approaches</p> <p>iii. Vygotsky's Approach to Cognitive Development</p> <p>c) The Growth of Language and Learning</p> <p>Language development, Private and social speech, Poverty and language development</p>	
II	<p>Social and Personality Development in preschool years</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>d) Aggression</p> <p>Roots of Aggression, Social Learning approaches to aggression, Cognitive approaches to aggression</p>	10
III		12

	<p>Physical and cognitive development in middle childhood</p> <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</p> <p>Measuring IQ: Present Approaches to Intelligence</p>	
<p>IV</p>	<p>Social and Personality development in Middle Childhood</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>13</p>

		<p>b) Relationships: Building Friendship in Middle Childhood</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>	
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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.

MODALITY OF ASSESSMENT

Theory Examination Pattern:

B) Internal Assessment - 40% : 40 marks.

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

Course	302			402			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY501

Course Title: PSYCHOLOGICAL TESTING AND STATISTICS

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topic	Credits/ Lectures
RUAPSY501			4 Credits
	I	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.	15

	c) Norms, Various assumptions in Psychological Testing	
II	<p>Reliability</p> <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>	15
III	<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
IV	<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*. (9th 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*. (12thed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7thed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed.). 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*. (8thed.). 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*. (6thed.).
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*. (3rded.). John Wiley & Sons, New Jersey
10. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nded.). Boston: Pearson Education

11. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing—Principles, Applications and Issues*. (6thed.). 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*. (5thed.). Bangalore: Thomson Learning India
15. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). *Foundations of Psychological Testing: A practical approach*. (4thed.). 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*. (2nded.). John Wiley & Sons

MODALITY OF ASSESSMENT

Theory Examination Pattern:

A) Internal Assessment - 40% : 40 marks.

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

Theory	40	60	100	40	60	100	200
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Course Code: RUAPSY502

Course Title: ABNORMAL PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY502			4 Credits

	I	<p>Understanding Abnormal behavior, Diagnosis, Treatment and Assessment</p> <p>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</p> <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>	15
	II	<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
	III	<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

	IV	<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 medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective</p>	15
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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*. (9th ed.). McGraw-Hill

Books for Reference:

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021). *Kalpan & Sadock's Synopsis of Psychiatry*. (11th 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* (17th Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th 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*. (16thed.). 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*. (12thed.). International student version, John Wiley & Sons, Singapore
11. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6thed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th 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.

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 (Either paper pencil test or Online MCQ test) OPTION A Paper pencil Test a) Explain the Terms (any 5 out of 8)	20

	<p>b) Short Notes)any 1 out of 2)</p> <p style="text-align: center;">OR</p> <p>OPTION 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	Assignment	10
	TOTAL	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

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

Course Code: RUAPSY503

**Course Title: INDUSTRIAL AND ORGANIZATIONAL
PSYCHOLOGY**

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY503			3.5 Credits
	I	<p>Job Analysis</p> <p>a. What is job analysis? Purposes of job analysis; How job analysis information is collected</p> <p>b. Methods of job analysis</p> <p>c. Job evaluation</p>	10
	II	<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
	III	<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
	IV	<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>	15

		b. Important Research design concepts, Research Designs, Measurement, Statistics, Methods to study Consumer Behavior. c. Ethics of Research	
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*** 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*. (4thed). Wadsworth/ Thomson Learning
4. Aswathappa, K. (2005). *Human Resource and Personnel Management–Text and Cases*, 4thed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
5. Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11th 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*. 6thed., Pearson Education, Dorling Kindersley India, New Delhi

7. Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2nded., Pearson Education, 6thIndian reprint 2004
8. Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10th ed.). South Western/ Thomson Learning
9. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8thed., Pearson, Dorling Kindersley India, New Delhi. 3rdIndian 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*. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
12. Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology*, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
13. Luthans, F. (2005). *Organizational Behavior*. (10thed.). 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*. 4thed., Psychology Press, 1stIndian 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*.(7th ed.). Wadsworth/ Thomson Learning
18. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). 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*. 2nded., Response books, Sage publications
23. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8thed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
24. Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*_(2nd ed.). New Delhi: Tata McGraw- Hill

25. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach.*(8th ed.). McGraw Hill
26. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today.*(10th 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.* 3rd 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	Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	One class Test (Either paper pencil test or Online MCQ test) OPTION A Paper pencil Test a) Explain the Terms (any 5 out of 8)	20

	<p>b) Short Notes)any 1 out of 2)</p> <p style="text-align: center;">OR</p> <p>OPTION 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>	
	TOTAL	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
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	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY504

Course Title: COGNITIVE PSYCHOLOGY

Academic year 2022-23

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
RUAPSY504	I	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
	II	Attention: Deploying Cognitive Resources a) Selective Attention and Neural Underpinnings of Attention b) Automaticity and the effects of practice c) Divided Attention	15
	III	Visual Imagery and Spatial Cognition a) Codes in Long Term Memory b) Empirical Investigations and Nature of Mental Imagery c) Neuropsychological Findings and spatial Cognition	15
	IV	Working Memory: Forming and using New Memory Traces a) Traditional approaches to study of Memory, Short Term Memory b) Working Memory- The Components c) Neuropsychological studies of Memory processes	15

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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. (5thed.). 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.* (5thed), 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, andEveryday Experience.* Wadsworth/ Thomson Learning
7. Matlin, M.W. (1995). *Cognition.* 3rd ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology,* 8th ed., international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications.* (6th ed.), Wadsworth/ Thomson Learning
10. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology–Applying the science of the Mind.* (2nded.). Pearson Education. New Delhi: Indian editionby 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	Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p>One class Test (Either paper pencil test or Online MCQ test)</p> <p>OPTION A 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>OPTION 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> <p style="padding-left: 40px;">Answer in one word</p>	20

TOTAL	40
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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: RUAPSY505

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

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY505			4 Credits
	I	Research methodology in Psychology Basics of Experimentation – Introduction to Human Experimental Psychology, Types of Experiment, Sampling methods, Types of samples, Experimental Designs	10
	II	Describing data and drawing conclusions from data	10

III	Introduction to administration and interpretation of psychological tests- Self Efficacy Scale and DBDA	10
IV	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

MODALITY OF ASSESSMENT

Theory Examination Pattern:

A) Internal Assessment - 40% : 40 marks.

Semester V

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

Semester V

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

	Presentation=5	
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

Instruction and Conduct	Report	Viva	Total
20	25	15	60

Overall Examination and Marks Distribution Pattern

SEMESTER V & VI

Course	505			605			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY506

Course Title: COUNSELING PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY506			3.5 Credits

	I	<p>Counseling in Multicultural Society and with Diverse Populations</p> <p>a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling;</p> <p>b) Counseling aged populations; gender-based counseling; counseling and sexual orientation;</p> <p>c) counseling and spirituality</p>	10
	II	<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
	III	<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
	IV	<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.*(8th 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*. (4thed.). 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*. (5thed.). New Jersey: Pearson Education
4. Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy* (10thed.). 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	One class Test (Either paper pencil test or Online MCQ test) OPTION A Paper pencil Test a) Explain the Terms (any 5 out of 8) b) Short Notes)any 1 out of 2)	20

Theory	40	60	100	40	60	100	200
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Course Code: RUAPSY601

Course Title: PSYCHOLOGICAL TESTING AND STATISTICS

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits
			Lectures
RUAPSY601			4 Credits
	I	Test Development a) Test conceptualization and Test construction b) Test tryout and Item analysis c) Test revision	15
	II	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

	III	<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
	IV	<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*. (9th 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*. (12thed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi

2. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7thed.). Pearson Education, Indian reprint 2002
3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4thed.). 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*. (8thed.). 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*. (6thed.). 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*. (3rded.). John Wiley & Sons, New Jersey
9. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nded.). Boston: Pearson Education
10. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing—Principles, Applications and Issues*. (6thed.). 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*. (5thed.). Bangalore: Thomson Learning India
14. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2019). *Foundations of Psychological Testing: A practical approach*. (4thed.). 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*. (2nded.). John Wiley & Sons

MODALITY OF ASSESSMENT

Theory Examination Pattern:

B) Internal Assessment - 40% : 40 marks.

Sr. No.	Evaluation type	Marks
1	One Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p>One class Test (Either paper pencil test or Online MCQ test)</p> <p>OPTION A 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>OPTION 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
	TOTAL	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	
Theory	40	60	100	40	60	100	200

Course Code: RUAPSY602

Course Title: ABNORMAL PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY602			4 Credits
RUAPSY602	I	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
	II	Depressive and Bipolar Disorders	15

	<p>a) Depressive disorders; disorders involving alterations in mood</p> <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>	
III	<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
IV	<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*. (9thed.). McGraw-Hill

Books for Reference:

1. Sadock, B. J., Sadock V. A. & Ruiz P. (2021). *Kalpan & Sadock's Synopsis of Psychiatry*. (11th 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* (17th Edition) Pearson India
4. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th 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*. (16thed.). 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*. (12thed.). International student version, John Wiley & Sons, Singapore
11. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6thed.). New York: McGraw-Hill.
12. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th 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.

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 (Either paper pencil test or Online MCQ test) OPTION A 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;">OR</p> <p>OPTION 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	Assignment	10
	TOTAL	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
	TOTAL	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 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits Lectures
RUAPSY603			3.5 Credits
RUAPSY603	I	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

	II	<p>Feelings about Work: Job Attitudes and Emotions; 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>	10
	III	<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
	IV	<p>Understanding Work Teams</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*. (4thed). Wadsworth/ Thomson Learning
4. Aswathappa, K. (2005). *Human Resource and Personnel Management–Text and Cases*, 4thed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
5. Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11th 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*. 6thed., Pearson Education, Dorling Kindersley India, New Delhi
7. Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2nded., Pearson Education, 6thIndian reprint 2004
8. Hellriegel,D., & Slocum, J.W. (2004). *Organizational Behavior*.(10th ed.). South Western/ Thomson Learning
9. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8thed., Pearson, Dorling Kindersley India, New Delhi. 3rdIndian 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*. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
12. Landy, F. J., & Conte, J. M. (2013). *Work In The 21stCentury: An Introduction to Industrial and Organizational Psychology*, 4thEdition, John Wiley & sons, USA (Indian reprint 2015)
13. Luthans, F. (2005). *Organizational Behavior*. (10thed.). 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 and Organisational Behaviour: A student's handbook*. 4thed., Psychology Press, 1st 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*. (7th ed.). Wadsworth/ Thomson Learning
18. Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). 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*. 2nded., Response books, Sage publications
23. Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8thed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
24. Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*, (2nd ed.). New Delhi: Tata McGraw- Hill
25. Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8th ed.). McGraw Hill
26. Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10th 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*. 3rd 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	Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	<p>One class Test (Either paper pencil test or Online MCQ test)</p> <p>OPTION A 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>OPTION 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
	TOTAL	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.
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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 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits
			Lectures
RUAPSY604			4 Credits
RUAPSY604	I	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
	II	Knowledge Representation: Storing and Organizing Information in Long-Term Memory a) Organizing Knowledge	15

	b) Forming concepts c) Categorizing new instances	
III	Thinking and Problem Solving 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	15
IV	Reasoning and Decision Making a) Reasoning : Meaning and Types of Reasoning b) Decision Making :Cycle and Models; Cognitive illusions in decision making; c) Neuropsychological evidence on reasoning and decision making	15

Book for study

Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5thed.). 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*. (5thed), 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*. 3rd ed., Bangalore: Prism Books pvt. ltd.
8. Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., international student version, John Wiley & sons
9. Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
10. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology—Applying the science of the Mind*. (2nded.). 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	Presentation (Content 5 marks, Explanation 5 marks, Question Answer 5 marks, Overall Impression 5 marks)	20
2	One class Test (Either paper pencil test or Online MCQ test) OPTION A Paper pencil Test a) Explain the Terms (any 5 out of 8)	20

	b) Short Notes)any 1 out of 2) <p style="text-align: center;">OR</p> OPTION B Online MCQ type test True or false Fill in the blanks with options Match the pairs Answer in one word	
	TOTAL	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 2022-23

COURSE OUTCOMES:

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

Course Code	Unit	Topics	Credits/ Lectures
RUAPSY605			4 Credits
	I	Applying experimental methods to different areas in Psychology	10
	II	Two Computer based Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	20
	III	Introduction to administration and interpretation of psychological tests-16 PF and MISIC	10
	IV	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*. (8thed.). 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*. (8thed.). 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*. (4th ed.).
5. Matlin, M. W. (1995). *Cognition*. 3rd 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*. (2nd ed.). Sage Publication

MODALITY OF ASSESSMENT

Theory Examination Pattern:

A) Internal Assessment - 40% : 40 marks.

Semester V

Sr. No.	Evaluation type	Marks
1	Writing a Research Proposal (Literature Review= 8, Objectives = 2, Methodology =7,	20

	Significance=3)	
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

Instruction and Conduct	Report	Viva	Total
10	35	15	60

Overall Examination and Marks Distribution Pattern

SEMESTER V & VI

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

Course Code: RUAPSY606

Course Title: COUNSELING PSYCHOLOGY

Academic year 2022-23

COURSE OUTCOMES:

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

DETAILED SYLLABUS

Course Code	Unit	Topics	Credits Lectures
RUAPSY606			3.5 Credits
	I	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	10

	Codes; Working with Counselors who may act unethically, Legal issues involved when counselling Minors; Client rights and records	
II	<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
III	<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
IV	<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*. (8th 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*. (4thed.). 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*. (5thed.). New Jersey: Pearson Education
4. Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy* (10thed.). 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>OPTION A 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>OPTION 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>	
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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

