

**Department of Psychology**  
**B.A. Hons./Subsidiary**

**Semester Based Scheme**  
**Session: 2012-15**

**SEMESTER I**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
1.	BSY 1	Basic Psychological Processes I	100	4	Main/Subsidiary
2.	BSY 2	Physiological Psychology	100	4	Main
3.	BSY 3	Practicum: Experiments I	50	2	Main
		<b>Total</b>	<b>250</b>	<b>10</b>	

**SEMESTER II**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
4.	BSY 4	Basic Psychological Processes II	100	4	Main/Subsidiary
5.	BSY 5	Life Span Development	100	4	Main
6.	BSY 6	Practicum: Experiments II	50	2	Main
		<b>Total</b>	<b>250</b>	<b>10</b>	

**SEMESTER III**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
7.	BSY 7	Social Psychology	100	4	Main/Subsidiary
8.	BSY 8	Abnormal Psychology	100	4	Main/ Subsidiary
9.	BSY 9	Practicum: Testing I	50	2	Main
		<b>Total</b>	<b>250</b>	<b>10</b>	

**SEMESTER IV**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
10.	BSY 10	Understanding Personality	100	4	Main/Subsidiary
11.	BSY 11	Organizational Psychology	100	4	Main/ Subsidiary
12.	BSY 12	Practicum: Testing II	50	2	Main
		<b>Total</b>	<b>250</b>	<b>10</b>	

**SEMESTER V**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
13.	BSY 13	Systems of Psychology	100	4	Main
14.	BSY 14	Research Methods	100	4	Main
15.	BSY 15	Personnel Psychology	100	4	Main
16.	BSY 16	Measurement & Tests	100	4	Main
17.	BSY 17	Practicum: Test Construction	100	4	Main
		<b>Total</b>	<b>500</b>	<b>20</b>	

**SEMESTER VI**

S.No.	Paper No.	Title of Paper	Marks	Credits	Remarks
18.	BSY 18	Guidance & Counseling	100	4	Main
19.	BSY 19	Health & Wellbeing	100	4	Main
20.	BSY 20	Statistics in Psychology	100	4	Main
21.	BSY 21	Disability & Rehabilitation	100	4	Main
22.	BSY 22	Field Training (viva-voce)	100	4	Main
		<b>Total</b>	<b>500</b>	<b>20</b>	

**End Term Examination: 75 Marks** (There will be four questions in all, three questions of 20 marks from each unit with internal choice. Question no. four will be short note type answer with choice consisting of 15 marks).

**Pass Percentage: 40%**

**Internal Assessment: 25 Marks** (There would be two class tests of 10 marks each and assignment of 5 marks). To be eligible for end term examination in each theory paper, qualifying marks are mandatory in internal assessment.

**Practical: Internal Evaluation: 50%**

**Viva-voce exam: 50%**

**Total Marks = 2000**

**Total Credits (Main) = 80**

**Total Credits (Subsidiary) = 24**

## **SEMESTER I**

### **BSY 1: BASIC PSYCHOLOGICAL PROCESSES I**

M. Marks: 100

**Course Objectives:** *To acquaint and enrich students' understanding of major concepts, theoretical perspectives, and research findings in psychology. The course also enables students to develop an insight into their own and others' behaviour and underlying mental processes.*

#### **UNIT-I:     Introduction**

- i) What is Psychology? Is Psychology a science?
- ii) Perspectives: Psychodynamic, behaviorist, humanistic and cognitive.
- iii) Methods: Observation, case study, survey, interview and experimental method.

#### **UNIT-II:     Sensation, Attention and Perception**

- i) Nature of sensation; absolute and differential thresholds.
- ii) Nature and span of attention; selected and divided attention.
- iii) Nature of perception-perceptual organization; depth perception and illusion

#### **UNIT-III:    Learning**

- i) Nature of learning; classical conditioning theory of learning.
- ii) Operant conditioning theory of learning.
- iii) Social and cognitive learning theory.

#### **Recommended Readings:**

1. Morgan, C.T., King, R.A., Weiss, J.R, and Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill.
2. Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
3. Eysenck, M.W., (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press.
4. Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.

## **BSY 2: PHYSIOLOGICAL PSYCHOLOGY**

M. Marks: 100

***Course Objectives:** This paper introduces the main aspects of physiological psychology that underlie behavior and also helps students in understanding functional basis of behavioral relationships in understanding human behavior.*

### **UNIT- I: Introduction to Physiological Psychology**

- i) Origin and nature of Physiological psychology; Evolution and natural selection.
- ii) Structure of cell, neuron & supporting cells
- iii) Neuronal communication, action potential and synaptic transmission.

### **UNIT- II: Nervous System**

- i) Basic features.
- ii) Central nervous system: Structure and functions.
- iii) Peripheral nervous system: Structure and functions.

### **UNIT -III: Visual and Auditory System**

- i) Anatomy of the visual system: Coding and analysis of visual information.
- ii) Anatomy of the ear : Coding and analysis of auditory information.
- iii) Somatosenses and olfaction.

### **Recommended Readings:**

1. Carlson, N.R. (2012). *Foundations of physiological psychology*, Sixth edition. New Delhi: Pearson Education.
2. Olton, D.S., Becker, J. T. & Handelmann, G. E. (1979). Hippocampus, space, and memory. *Brain and Behavioral Science* 2: 313–365.
3. Pinel, J. P. J. (2004). *Biopsychology*. Allyn and Bacon.
4. Wagner, H. L., & Silber, K. (2004). *Physiological Psychology*. New York: Garland Science.

**BSY 3: PRACTICUM: EXPERIMENT I**

M. Marks: 50

**Course Objectives:** *To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct any four experiments based on the following.*

- i) Maze learning
- ii) Recall and recognition
- iii) Transfer of training (Negative & Bilateral)
- iv) Knowledge of results on performance
- v) Span of attention
- vi) Role of set in problem solving.

**Recommended Readings:**

1. Mohsin, S.M. (1982). *Experiments in psychology*. Delhi: Motilal Banarsidas.
2. Postman, L. & Eagan, J.P. (1985). *Experimental psychology*. New Delhi: Kalyani.
3. Robert, L.S. (2003). *Experimental psychology: A case approach*. New Delhi: Pearson Education.
4. Woodworth, R.S. & Schlosberg, H. (1971). *Experimental psychology*. Oxford & IBH.

## **SEMESTER II**

### **BSY 4: BASIC PSYCHOLOGICAL PROCESSES II**

M. Marks: 100

**Course Objectives:** *To acquaint and enrich students' understanding of major concepts, theoretical perspectives, and research findings in psychology. The course also enables students to develop an insight into their own and others' behavior and underlying mental processes.*

#### **UNIT-I: Memory and Forgetting**

- i) Nature and process of memory: Encoding, storage and retrieval.
- ii) Information processing model: Sensory, STM, LTM.
- iii) Nature of Forgetting; Theories of forgetting: Decay and Interference.

#### **UNIT II: Intelligence**

- i) Concept, nature and historical perspective of Intelligence.
- ii) Nature-nurture controversy.
- iii) Gardner's theory and Sternberg's Triarchic theory of intelligence.

#### **UNIT-III: Emotion and Motivation**

- i) Nature, expression and functions of emotions.
- ii) Nature and types of motives. Drive-reduction and Maslow's theory of motivation.
- iii) Theories of emotion: James-Lange, Cannon-Bard and Schachter-Singer.

#### **Recommended Readings:**

1. Morgan, C.T., King, R.A., Weiss, J.R; and Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill.
2. Ciccarelli, S.K.; & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
3. Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.

## **BSY 5: LIFE SPAN DEVELOPMENT**

M. Marks 100

**Course Objectives:** *This course is an introduction to the basic concepts and issues of biological and psychological growth and development from conception through old age. Emphasis is placed on biophysical, cognitive, and psychosocial development throughout the lifetime.*

### **UNIT- I:    Introduction**

- i) Nature and scope of developmental psychology. Principles of developmental changes.
- ii) Methods of studying child behavior: Longitudinal, observation and cross-sectional.
- iii) Theories of development: Psychodynamic (Freud & Erikson); Cognitive (Piaget & Vygotsky).

### **UNIT-II:    Infancy and Childhood**

- i) Characteristics of infancy and childhood.
- ii) Physical, social and emotional development.
- iii) Cognitive development.

### **UNIT- III:   Adolescence and Adulthood**

- i) Characteristics of adolescence and early adulthood.
- ii) Social and emotional changes during adolescence.
- iii) Personality changes during adolescence.

### **Recommended Readings:**

1. Ciccarelli, S.K & Meyer, G.E. (2008). *Psychology: South Asian Edition*. New Delhi: Pearson India.
2. Dinkmeyer, D.C. (1967). *Child Development*. New Delhi: Prentice Hall.
3. Hurlock, E.B. (1981). *Developmental Psychology*. (5<sup>th</sup> Ed.) Bombay: Tata McGraw Hill.
4. Hurlock, E.B. (2007). *Growth and Development*. (3rd Ed.) Kessinger Publishing, LLC.
5. Stanrock, J.W. (2008). (11<sup>th</sup> Ed.) *Child Development*. Tata McGraw- Hill.
6. Srivastava, A.K. (1998). *Child Development: An Indian perspective*. N.C.E.R.T, New Delhi.

**BSY 6: PRACTICUM: EXPERIMENT II**

M. Marks: 50

**Course Objectives:** *To enable the students to understand the processes and steps involved in conducting the advanced psychological experiments in laboratory setup. Students are supposed to conduct any four experiments based on the following.*

- i) Phenomenon of retroactive and proactive inhibition.
- ii) Measurement of two point threshold.
- iii) Division of attention
- iv) Complex reaction time
- v) Perception of filled and unfilled time
- vi) Depth perception

**Recommended Readings:**

1. Mohsin, S.M. (1982). *Experiments in psychology*. Delhi: Motilal Banarsidas.
2. Postman, L. & Eagan, J.P. (1985). *Experimental psychology*. New Delhi: Kalyani.
3. Robert, L.S. (2003). *Experimental psychology: A case approach*. New Delhi: Pearson Education.
4. Woodworth, R.S. & Schlosberg, H. (1971). *Experimental psychology*. Oxford & IBH.



### **SEMESTER III**

### **BSY 7: SOCIAL PSYCHOLOGY**

M. Marks: 100

**Course Objectives:** *The aim of this course is to describe the social psychological approach to human behavior and to understand the basic theoretical and methodological approaches and fundamental domains used by social psychologists. Furthermore, it helps in understand the way in which social psychology diverges or converges with our own common sense understanding of the world.*

#### **UNIT- I:    Introduction**

- i) Nature, scope and methods of social psychology
- ii) Concept of social perception, Impression formation
- iii) Friendship, attraction and Intimacy.

#### **UNIT- II:    Behavior in Groups**

- i) Nature, classification and functions of group
- ii) Social facilitation, social loafing
- iii) Decision making; Cooperation vs competition

#### **UNIT- III:   Attitudes and Prejudice**

- i) Concept, nature and formation of attitudes.
- ii) Theories of attitude change: Festinger, Osgood & Tannenbaum, Heider
- iii) Nature, sources & techniques of reducing prejudice.

#### **Recommended Readings :**

1. Baron, R. A. & Byrne, D. (2002). *Social Psychology*. (10<sup>th</sup>ed.) Pearson Education: New Delhi.
2. Lindgren, H. C. (1998). *Social Psychology*. Wiley Eastern Publications: New Delhi.
3. Misra, G. (1990). *Applied Social Psychology in India*: Sage Publications: New Delhi.
4. Myers, D. G. (2010). *Exploring Social Psychology*. New York: McGraw Hill.
5. Taylor, S.E; Peplau, L.A. & Sears, O. (2006). *Social Psychology*. (12<sup>th</sup> ed). Prentice Hall.

## **BSY 8: ABNORMAL PSYCHOLOGY**

M. Marks: 100

**Course Objectives:** *At the end of this course, the student shall be able to understand the concept of normality in its various dimensions and the classification, etiology, symptoms & treatment options for various disorders.*

### **UNIT- I:    Introduction**

- i) Historical background, concept & criteria of abnormal behavior.
- ii) Causes of abnormal behavior: biological, psychological, socio-cultural
- iii) Axis based classification of mental disorders

### **UNIT- II:    Anxiety based Disorders**

- i) Generalized anxiety disorder: Symptoms, causes & treatment
- ii) Obsessive-compulsive disorder: Symptoms, causes & treatment
- iii) Phobia: Symptoms, causes & treatment

### **UNIT- III:   Dissociative & Personality Disorders**

- i) Types of dissociative disorders; Fugue, Amnesia and Identity disorders.
- ii) Categories of personality disorders: Cluster A, B & C.
- iii) Treatment of personality disorders

### **Recommended Readings:**

1. Alloy, L.B., Riskino, J.H. & Manos, M.I. (2006). Abnormal Psychology: Current Perspective. New Delhi: Tata McGraw Hill.
2. Carson, R. C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology (13<sup>th</sup> ed). New York: Harper Collins.
3. Kring, A. M., Johnson. S. I., Darrison, G. C., & Neale, J. M. (2010) Abnormal Psychology (11<sup>th</sup> ed.) Toronto: Wiley.
4. Lamm, A. (1997). Introduction to Psychopathology, Delhi, Sage.

### **BSY 9: PRACTICUM: TESTING I**

M. Marks: 50

**Course Objectives:** *To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup. Students are supposed to administer at least five tests based on the following.*

- i) Bhatia's Battery Test
- ii) Mohsin's Test of General Intelligence
- iii) SPM/APM
- iv) Aptitude assessment
- v) Interest assessment
- vi) Creativity test

#### **Recommended Readings:**

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Freeman, F. S. (1962). *Theory and practice of psychological testing*. New York: Kinchart & Winston.
3. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
4. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6<sup>th</sup> edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
5. Kline T.J.B (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publication Inc.

## **SEMESTER IV**

### **BSY 10: UNDERSTANDING PERSONALITY**

M. Marks: 100

***Course Objectives:** The main objective of this course is to produce knowledge about personality functioning. After reading this paper, students will be more conversant about the development of personality and its various domains.*

#### **UNIT - I: Introduction to Personality**

- i) Nature, meaning and characteristic features of personality
- ii) Determinants of personality development (genetic, environmental and situation).
- iii) Trait, types, habits, self and personality

#### **UNIT- II: Psychodynamic and Humanistic Theories of Personality**

- i) Psychodynamic theories of personality (Freud and Erikson)
- ii) Social Psychological theories of personality (Adler and Sullivan).
- iii) Humanistic theories of personality (Maslow and Rogers).

#### **UNIT - III: Other Theories of Personality**

- i) Allport's trait theory of personality
- ii) Type theories of personality (Carl Jung and the Myers – Briggs)
- iii) Bandura's social cognitive theory of personality.

#### **Recommended Readings:**

1. Ben, P. A. (2006). Personality Theories: Development, Growth and Diversity. New Delhi: Pearson Education.
2. Friedman, H.S., & Schustack, M.W. (2003). Personality: Classic theories and modern approach. Delhi: Pearson.
3. Mathew, O., Thergenhan, B. R. (2010). Introduction to Theories of Personality (8<sup>th</sup> edition). Pearson Education.
4. Mischel, W., Shoda, Y., & Ayduk, O. (2008). Introduction to Personality. (8<sup>th</sup> ed.). John Wiley & Sons, Inc.
5. Susan, C. C. (2007). Theories of Personality: Understanding Persons. Pearson Education.

## **BSY 11: ORGANIZATIONAL PSYCHOLOGY**

M. Marks: 100

***Course Objectives:** This course is an introduction to the basic concepts and issues of organizational psychology. It will help the student to understand the technical skills necessary in this competitive and demanding work place.*

### **UNIT- I:    Introduction**

- i) Nature, scope and history (classical and neo- classical era)
- ii) System and recent trends
- iii) Challenges and approaches for organizational psychology.

### **UNIT- II:    Motivation and Job Satisfaction**

- i) Nature, early theories of work motivation (Maslow & Herzberg)
- ii) Contemporary theories (ERG & Mc Clelland)
- iii) Nature and functions of job satisfaction

### **UNIT- III:   Organizational Structure and Leadership**

- i) Nature and types of organizations (Traditional and modern)
- ii) Meaning and importance of leadership
- iii) Transformational, Charismatic and Visionary leadership.

### **Recommended Readings:**

1. Blum, M.L. & Naylor (1984). Industrial Psychology. Delhi: CBS Publishers.
2. Hersey, Blanchard & Johnson (2001). (8<sup>th</sup> Ed.) Management of Organizational Behaviour. New Delhi: Pearson Education.
3. Jex, S.M. (2010). Organizational Psychology. New Delhi: Wiley India.
4. Luthans, F. (2011). Organizational Behaviour. New Delhi: Tata McGraw Hill.
5. Mc Cormick, J.E. (1984). Industrial Psychology. New Delhi: Prentice Hall Ltd.
6. Robbins, S.P. (2011). (12<sup>th</sup> Ed.) Organizational Behaviour. Prentice Hall, New Jersey: Pearson Education.
7. Schultz, S.E. (2011). Psychology and Work Today. New Delhi: Pearson Education.

## **BSY 12: PRACTICUM: TESTING II**

M. Marks: 50

**Course Objectives:** *This practicum introduces the conceptual and theoretical basis to personality testing, and assessment of various psychological and behavioural attributes in organizational setting, and also familiarizes the students with the rating and evaluation of various psychopathologies as depression and anxiety through standardized assessment tools.*

- i) Objective tests in personality testing: 16 PF, EPQ
- ii) Projective tests: TAT, CAT, Draw-a-person test (DAPT)
- iii) Depression and Anxiety: BDI, BAI
- iv) Work motivation, job satisfaction, personnel selection.

### **Recommended Readings:**

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Freeman, F. S. (1962). *Theory and practice of psychological testing*. New York: Kinchart & Winston.
3. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
4. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6<sup>th</sup> edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
5. Kline T.J.B (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publication Inc.

## **SEMESTER V**

### **BSY 13: SYSTEMS OF PSYCHOLOGY**

M. Marks: 100

**Course Objectives:** *The Paper aims to teach students the basic statistical techniques so that they get the familiarity and understanding of the quantitative approach in Psychology.*

#### **UNIT – I: Introduction**

- i) Contribution of Weber & Fechner in scientific Psychology.
- ii) Contribution in memory and mental testing: Ebbinghaus and Cattell.
- iii) Structural and content approach of Wundt and foundation of structuralism as a system of psychology.

#### **UNIT – II: Functionalism & Behaviorism**

- i) Foundation of modern psychology as a natural science.
- ii) Development of Functionalism: Contributions of William James, Dewey, Angell & Carr.
- iii) Behaviorism: Watson as a founder of behaviorism

#### **UNIT – III: Other Schools of Psychology**

- i) Gestalt psychology: Contributions of Wertheimer in founding Gestalt psychology.
- ii) Psychoanalysis: Freud as a founder of psychoanalysis.
- iii) Third Force in Psychology: Existentialism & Humanistic Psychology.

#### **Recommended Readings:**

1. Boring, E.G. (1969). *A History of Experimental Psychology*. New Delhi: Times of India Press.
- Murphy, G. & Kovach, J.K. (1972). *Historical Introduction to Modern Psychology*. London: Routledge and Kegan Paul.
2. Marx, M.H. and Hilix, W.A.C. (1987). *Systems and Theories in Psychology*. New York: McGraw Hill.
3. Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman Book Co.
4. Woodworth, R.S. & Sheehan, M.R. (1970). *Contemporary Schools of Psychology*. London: Methuen & Co.

## **BSY 14: RESEARCH METHODS**

M. Marks: 100

**Course Objectives:** *The paper intends to teach the students how to carry out research. Starting from selection of problems, hypothesis, and selection of tools for data collection, sampling techniques and executing of the research plan.*

### **UNIT – I: Introduction**

- i) Meaning and nature of research - basic and applied research.
- ii) Meaning, nature and types of variables.
- iii) Meaning, characteristics and sources of research questions and formulation of hypothesis.

### **UNIT – II: Research Design and Sampling**

- i) Meaning and functions of research design.
- ii) Types of research design: Single group or within subject design, between group and factorial.
- iii) Meaning, types and techniques of sampling

### **UNIT – III: Research Strategies and tools of Data collection**

- i) Lab and field experiments.
- ii) Field study and Ex-post facto research.
- iii) Psychological tests, Interview, Questionnaires as tools of data collection

### **Recommended Readings:**

1. Kerlinger, F.N. (1973). Foundations of Behavioral Research. New York: Rinehart. New Delhi: Tata McGraw-Hill.
2. McGuigan, F.J. (1968). Experiments in Psychology. Wiley.
3. Mohsin, S.M. (1984). Research Methods in Behavioral Science. Orient Longman.
4. Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Bharati Bhawan.



## **BSY 15: PERSONNEL PSYCHOLOGY**

M. Marks: 100

**Course Objectives:** *This course is designed to provide with comprehensive background in the application of psychology at work place. It focuses on increasing workplace productivity and related issues such as the physical and mental well being of employees.*

### **UNIT – I: Job Analysis, Recruitment and Employees Selection**

- i) Nature, objectives and method of job analysis.
- ii) Recruitment process (internal, external) and strategic issues.
- iii) Tools and methods for employee selection; Application Blank, Psychological testing, Interview, Letter of recommendation.

### **UNIT – II: Training and Development**

- i) Meaning, importance of training and Identification of development needs.
- ii) Different methods of employees and supervisory training and its evaluation.
- iii) Career Planning and development.

### **UNIT – III: Performance Appraisal**

- i) Objectives and need of performance appraisal.
- ii) Methods of performance appraisal.
- iii) Performance assessment and management process.

### **Recommended Readings:**

1. Blum, M.L. & Naylor (1984). *Industrial Psychology*. Delhi: CBS Publishers.
2. Monappa, A. & Saiyadain, M. (1996). *Personnel Management*. Tata McGraw-Hill: New Delhi.
3. Mc Cormick, J.E. (1984). *Industrial Psychology*. New Delhi: Prentice Hall Ltd.
4. Chadha, N. K. (2004.) *Recruitment and Selection*. Galgotia Publishing House: New Delhi.
5. Fisher, C.D., Schoenfeldt, L.F. & Shaw, J.B. (2006). *Managing Human Resource*. Cengage Learning: New Delhi.

## **BSY 16: MEASUREMENT & TESTS**

M. Marks: 100

**Course Objectives:** *At the end of this course, the student shall be able to understand the concept of normality in its various dimensions and the classification, etiology, symptoms & treatment options for various disorders.*

### **UNIT- I: Introduction**

- i) Levels, problems of measurement and evaluation
- ii) Nature and uses of psychological tests.
- iii) Characteristics of a good test, historical perspectives of testing (Galton, Cattell and Binet).

### **UNIT- II: Reliability, Validity and Standardization**

- i) Reliability: Meaning, types and factors influencing reliability of test scores.
- ii) Validity: Meaning, types and methods of calculating validity.
- iii) Norms: Meaning and types (percentile & standard scores).

### **UNIT- III: Measurement of Personality and Intelligence**

- i) Introduction to measurement of intelligence and personality; Projective techniques
- ii) Personality testing: MPI, CPI, 16PF
- iii) Measurement of intelligence: Stanford- Binet test, WAPIS, WISC

#### **Recommended Readings:**

1. Anastasi, A. (1968) & Urbana, S. (1997). Psychological Testing. Pearson Education Asia: Pearson Publication.
2. Singh A.K. (1997). Tests, Measurement and Research Methods in Behavioral Sciences. New Delhi: Bharat Bhawan.
3. Cronbach, L. J. (1970). Essential of Psychological Testing. New York: Harper & Row.
4. Murphy. K.R. & Davidshafer, C.D. ( 1994). Psychological Testing: Principles and Applications (3<sup>rd</sup> ed.) New Jersey: Prentice Hall, Englewood Cliffs.

## **BSY 17: PRACTICUM: TEST CONSTRUCTION**

M. Marks: 100

**Course Objectives:** *The paper intends to develop students in the arts and science of test construction and standardization so that the students after completing the course are in a position to devise and standardize psychological tests independently. They may take up short projects on significant issues in the society & also get training in scientific writing. The list of topics will be notified by the concerned faculty.*

## **SEMESTER VI**

### **BSY 18: GUIDANCE & COUNSELING**

M. Marks: 100

**Course Objectives:** *To acquaint students with the process, skills, techniques involved in guidance and counseling. Moreover, the course examines several perspectives to counseling that shed light on the therapeutic nature of client-counselor relationship.*

#### **UNIT- I: Understanding Guidance**

- i) Concept and Need for guidance
- ii) Meaning and functions of Educational Guidance.
- iii) Meaning and functions of Vocational Guidance.

#### **UNIT- II: The Counseling Process**

- i) Meaning and areas of counseling.
- ii) Stages of counseling; counseling skills.
- iii) Conditions of empathy, positive regard, genuineness and concreteness.

#### **UNIT- III: Selected Approaches**

- i) Person-centered: view of human nature, counseling process
- ii) Behavioral: view of human nature, counseling process.
- iii) Cognitive – behavioral: view of human nature, counseling process.

#### **Recommended Readings:**

1. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy. Theories and Interventions* (4th Edition). Delhi: Pearson Education, Inc.
2. Corey, G. (2009). *Counseling and Psychotherapy. Theory and Practice*. Delhi: Cengage Learning India Private Limited.
3. Gibson, R.L., & Mitchell, M.H. (2006). *Introduction to Counseling and Guidance* (6<sup>th</sup> Edition). Delhi: Pearson Education Inc.
4. Kinra, A.K. (2008). *Guidance and Counseling*. Delhi: Pearson Education.
5. Kottler, J.A., & Shepard, D.S. (2008). *Counseling. Theories and Practices*. New Delhi: Brooks/Cole Cengage Learning.
6. Patterson, L.E., & Welfel, E.R. (2000). *The Counseling Process* (5th Edition). Bangalore: Eastern Press Ltd.

## **BSY 19: HEALTH & WELLBEING**

M. Marks: 100

***Course Objectives:** To familiarize the students with the relationship of psychological factors in health and well being. The paper aims to make students aware and understand the link between behavior and health/illness so that they would also learn health enhancement, disease prevention, safety and rehabilitation issues.*

### **UNIT – I: Introduction**

- i) What is health, the mind-body relationship, the changing field of health
- ii) Evolution of health psychology; Culture and health
- iii) Risk factors in cardiovascular disease: Inherent risk factors, physiological Conditions, Behavioral and psychosocial risk factors

### **UNIT – II: Pain and its Management**

- i) Nature, significance and theories of pain
- ii) Behavioral techniques for managing pain: Bio-feedback, relaxation, hypnosis
- iii) Coping techniques, guided imagery and emotional disclosure

### **UNIT – IV: Health Enhancing Behaviors**

- i) Exercise: Benefits, types of exercising; hazards of physical activity.
- ii) Effects of physical activity on cardiovascular health, cancer and diabetes
- iii) Psychological benefits of physical activity.

### **Recommended Readings:**

1. Allen, F. (1998). Health Psychology: Theory and Practice. St. Leonards, NSW: Allen & Unwin Pvt Ltd.
2. Brannon, L. & Feist, J. (2010). Introduction to Health Psychology. Belmont: Wadsworth Cengage Learning
3. Gurung, A.R. (2010). Health Psychology: A Cultural Approach. Belmont: Wadsworth Cengage Learning
4. Taylor, S.E. (2006). Health Psychology. New York: Tata Mc Graw Hill

## **BSY 20: STATISTICS IN PSYCHOLOGY**

M. Marks: 100

***Course Objectives:** The Paper aims to teach students the basic statistical techniques so that they get the familiarity and understanding of the quantitative approach in Psychology.*

### **UNIT – I: Introduction to Statistics**

- i) Descriptive and Inferential statistics
- ii) Frequency distribution and Graphic presentation (Histogram and Polygon)
- iii) Measures of central tendency (Mean, Median and Mode) and variability (AD, SD & QD).

### **UNIT – II: Correlation and Chi square**

- i) Concept, types and computation of correlation
- ii) Product moment Correlation and Rank difference method
- iii) Chi square (equal chance hypothesis and independent hypothesis).

### **UNIT – III: Inferential Statistics**

- i) Parametric and Non Parametric Statistics; Type I & Type II error
- ii) Normal distribution and normal distribution curve
- iii) Calculation of t-test and one way ANOVA

### **Recommended Readings:**

1. Aron, E.N. & Coups, E.J. (2007). Statistics for Psychology. New Delhi: Pearson Education.
2. Downe, N.M. & Heath, R.W. (1980). Basic Statistical method. New York: Harper & Row.
3. Garrett, H.E. (2000). Statistics in Psychology and Education. Bombay.
4. Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Wiley and Sons, Inc.
5. Mohsin, S.M. Fundamental Statistics for the Behavioral Sciences. Delhi: Motilal Banarsidas. Delhi.
6. Siegel (1965). Non-Parametric Statistics. New York: McGraw Hill.

## **BSY 21: DISABILITY & REHABILITATION**

M. Marks: 100

*Course Objectives: To strengthen the knowledge of psychology students in the field of disability and rehabilitation and to acquaint them with the various aspects of disability.*

### **UNIT – I: Introduction to Disability**

- i) Concept, nature and types of disability.
- ii) Causes of disability
- iii) Early identification of disability, handicaps and impairments.

### **Unit-II: Visual, hearing and Orthopedic disability**

- i) Nature, types and causes of visual and hearing disability
- ii) Nature, types and causes of orthopedic disability
- iii) Nature, types and causes of mentally challenged

### **Unit-III: Introduction to Rehabilitation**

- i) Rehabilitation Psychology: Definition, scope and methods.
- ii) Models of rehabilitation: Biological, Psychological, Socio-cultural and Institutional.
- iii) Programs and Policies of rehabilitation in India.

### **Recommended Readings:**

1. Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs Responses. Concerned Action Now: New Delhi.
2. Golden C.J. (1984). Current Topics in Rehabilitation Psychology: Grune & Straton: London.
3. Kundu, C.L. (2003). Status of Disability in India. Rehabilitation Council of India: New Delhi.
4. National Institute for the Mentally Handicapped. (1990). Vocational Training and Employment for persons with mental retardation, Secunderabad: NIMH Publication.

**BSY 22: FIELD WORK/TRAINING**

M. Marks: 100

**Course Objectives:** *The purpose of the field training shall be to provide firsthand experience of various psychological phenomena to the students while they are placed in any field such as School, NGOs, Special Schools, Industry, Mental health clinics and Counseling centres. The course intends to develop sensitivity among the students to identify the problem/issues, develop suitable methodology to understand/explore the problem/issue, exploring their probable causes and devise intervention strategy to handle/manage the problem/issue in the field where they are placed.*

*The students shall be placed in the field for a period of 60 days under a field supervisor as well as a faculty supervisor. Students shall be visiting their field/agency twice in a week, most preferably on Fridays and Saturdays. Every Monday they shall be meeting their respective faculty supervisor for Individual session for the updates as well as getting guidance from them.*