

5.5	V	RUAPYM J501 Psychopathology I	RUAPYMN 501 Positive Psychology	RUAPY DSE501 Organizational Psychology	---	RUAPY VSC501 Test Development and Standard ization	---	---
		RUAPYM J502 Cognitive Psychology I	---	---	---	---	---	---
		RUAPYM J503 Practicals in Cognitive Processes and Testing I	---	---	---	---	---	---
		RUAPYM J504 Introduction to Indian Psychology	---	---	---	---	---	---
5.5	VI	RUAPYM J601 Psychopathology II	RUAPYMN 601 Consumer Behaviour	RUAPY DSE601 Counselling Psychology	---	RUAPY VSC601 Psychological Therapies	---	---
		RUAPYM J602 Cognitive Psychology II						
		RUAPYM J603 Practicals in Cognitive Processes	---	---	---	---	---	---

		and Testing II						
		RUAPYM J604 Work Behaviour and Leadership	---	---	---	---	---	---

Programme Outcomes (POs) for BA

Sr. No.	On completing B.A., the students will be able to:
PO1	Manifest comprehensive understanding of concepts of the major and elective papers in Bachelor of Arts.
PO2	Defend scientific temperament when faced with varied worldviews.
PO3	Develop professional skills and solve presented problems during real life situations
PO4	Demonstrate integrity, tolerance, and sensitivity in social interactions in a multicultural, digital world.

Programme Specific Outcomes (PSOs) for B.A. in Psychology

Type of Learning Outcomes	Sr. No.	On completing B.A. Psychology, the students will be able to:
Academic Competence	PSLO1	Identify the influence of psychological theories and concepts in personal, social, economic, and political attitudes, values, beliefs, and actions.
	PSLO2	Critique and defend psychological theories.

Personal & Behavioural Competence	PSLO3	Summarise exhaustive–complex information in a clear and precise manner.
	PSLO4	Exercise responsibly and demonstrate accountability in applying knowledge and or skills in learning context.
Social Competence	PSLO5	Recognize and respect cultural and religious diversity in individuals, world views by fostering humility and healthy curiosity.
	PSLO6	Demonstrate an attitude to work in collaboration with others in different contexts.
Research Competence	PSLO7	Define problems, formulate research questions, and interpret data using statistical tests.
	PSLO8	Acknowledge and list all references and adopt APA style for academic writing.
Professional and Ethical Competence	PSLO9	Distinguish ethical and unethical behaviours, select, support those that align with humanistic values /global citizenship.
ICT Competence	PSLO10	Use relevant, recent and appropriate ICT in varied learning situations. (MS PowerPoint/Canva/Gama/Chat GPT, MS Excel, IBM SPSS etc.)
	PSLO11	Access, retrieve and use relevant online journals, books etc. (e.g., PubMed, PubMed Central, Google Scholar, Google Books etc.)

Environmental and Social Concerns	PSLO12	Demonstrate the ability to participate in community-engaged services/activities for promoting the well-being of society.
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Major Course MJ 1: Semester V: Psychopathology I

Course/ Paper Title	Psychopathology I
Course offered as	Major I
Course Code	RUAPYMJ501
Semester	V
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students understand the basic concepts in abnormal psychology, psychological disorders - symptoms, causes and treatment.
CLO2	To acquaint students with the traditional and contemporary theories, classic studies and ethical and psychosocial issues in abnormal psychology
CLO3	To help students develop critical thinking in the understanding of the concepts, theories and psychological disorders, and issues.
CLO4	To help students recognize threats and opportunities in promoting mental health behaviour in society.

Course Learning Outcome(s):

	On completing the course, the student will be able to:
CO1	Outline the basic concepts and criteria of abnormality.
CO2	Summarise the clinical picture of psychological disorders (anxiety disorders, obsessive compulsive disorders, conversion and dissociative identity disorders related disorders).
CO3	Critically evaluate the theoretical concepts, clinical picture of disorders and research in abnormal psychology.
CO4	Demonstrate the application of the theories and concepts learnt in promoting mental health in the Indian context.

Semester V Detailed Syllabus

Module	Title with content	No. of lectures

I	<p><u>Origins and Integrative framework in Understanding and Defining Psychopathology</u></p> <p>a) Understanding abnormality, disorders versus disease and syndrome; Definition of Mental Disorders.</p> <p>b) Historical origins and emergence Abnormal Behaviour; The Emergence of Contemporary understanding of Abnormal Behaviour.</p> <p>c) Bioneuroscientific understanding of mental disorders. Challenges in Neurosurgery and Pharmacological treatment for Mental disorders</p> <p>d) Psychosocial understanding of mental disorders.</p>	18
II	<p><u>Clinical Assessment & Diagnosis</u></p> <p>a) The Basic elements in Clinical Assessment - Physical Assessment and Psychosocial Assessment, Neuropsychological testing, Neuroimaging, Psychophysiological assessment.</p> <p>b) History of Diagnosis, DSM, Classifying Abnormal Behaviour.</p> <p>c) Diagnosing Psychological Disorders: Classification issues, Diagnostic validity and reliability of DSM today.</p>	14
III	<p><u>Anxiety, Obsessions and Their Related Disorders</u></p> <p>a) Anxiety Disorders: Generalised Anxiety Disorders GAD, Panic and Agoraphobia, Specific Phobia, Social Anxiety Disorder.</p> <p>b) Post Traumatic Stress Disorder (PTSD)</p> <p>c) Obsessive –Compulsive Disorder (OCD)</p> <p>d) Body Dysmorphic Disorder</p> <p>e) Other Obsessive-compulsive and related disorders: Hoarding Disorder, Trichotillomania and Excoriation.</p>	16
IV	<p><u>Somatic Symptom and Dissociative Disorders</u></p> <p>a) Somatic Symptom and Related Disorder: Somatic Symptom Disorder, Illness Anxiety Disorder.</p> <p>b) Conversion Disorder: Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder.</p> <p>c) Dissociative Disorders: Depersonalization-Derealization Disorder, Dissociative Amnesia, Dissociative Identity Disorder</p>	12

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Major Course MJ 1: Semester VI: Psychopathology II

Course/ Paper Title	Psychopathology II
Course offered as	Major I
Course Code	RUAPYMJ601
Semester	VI

No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students understand the basic concepts of psychological disorders - symptoms, causes and treatment.
CLO2	To acquaint students with an understanding to compare the causal and treatment model of psychopathology.
CLO3	To help students develop critical thinking in the understanding of biopsychosocial challenges of psychotics disorders, suicide, mood disorders and personality disorders.
CLO4	To help students recognize the ethical and legal challenges in promoting mental health in society.

Course Learning Outcome(s):

	On completing the course, the student will be able to:
CO1	Outline the basic concepts and criteria of psychological disorders
CO2	Summarise the clinical picture, causes and treatment of psychological disorders (psychotics disorders, suicide, mood disorders and personality disorders).
CO3	Critically evaluate the theoretical concepts, clinical picture of disorders and research in abnormal psychology.
CO4	Demonstrate the application of the ethical and legal challenges in promoting mental health in Indian society.

Semester VI Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Schizophrenia and other Psychotic Disorders</u> a) Origins, Clinical Picture, Subtypes and Phases of Schizophrenia b) Other Psychotic Disorders: Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder and Brief Psychotic Disorder. c) Causal factors and treatment of schizophrenia.	16
II	<u>Mood Disorders and Suicide</u> a) Mood Disorders: Unipolar Depressive Disorders and Bipolar b) Clinical Picture, Prevalence, Causal factors and Treatment. c) Suicide: The Clinical Picture and the Causal Pattern.	14

III	<u>Personality Disorders</u> a) Clinical features of Personality Disorders. b) Cluster A, Cluster B and Cluster C Personality Disorders. c) General Sociocultural Causal Factors, Treatments for Personality Disorders.	14
IV	<u>Sexual Variants, Abuse and Dysfunctions</u> a) Sociocultural Influence on Sexual Practises and Standards. b) The Paraphilias: Causal Factors and Treatment for Paraphilias. c) Gender Dysphoria, Sexual Abuse. d) Sexual Dysfunctions: Forms and Treatment.	16

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

References:

Books for Study

Barlow, D. H., Durand, V.M., Hofman, S. G. (2021). Abnormal Psychology: An Integrative Approach. (8th Ed), CENGAGE Learning India.

Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2018). Abnormal Psychology. (17th ed.). Pearson

Additional Books for Reference

1. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning
2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall
3. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education
5. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage publications pvt ltd
6. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007
7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA

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

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Theory Examination Pattern for **Major Course - I**

Psychopathology I & II

RUAPYMJ501 & RUAPYMJ601

I	Internal Assessment	
a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Experiment, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	05 marks
	Total	40 marks
II	Semester End Examination	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 04	Short Notes	4/4 1 questions from each unit	Unit 1, 2, 3, 4	5 marks each	20

Major Course MJ 2: Semester V: Cognitive Psychology I

Course/ Paper Title	Cognitive Psychology I
Course offered as	Major II

Course Code	RUAPYMJ502
Semester	V
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students build knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes.
CLO2	To create awareness among students about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in sub-fields of Psychology..
CLO3	To have students understand the theoretical orientation and background for the courses on Practicum in Cognitive Processes
CLO4	To create a foundation in students to think critically about the principles, theories and research in cognitive psychology

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Explain the fundamental concepts and basic processes of cognitive Psychology
CO2	Recognise the applications of Cognitive Psychology in everyday life and the various sub-fields of psychology.
CO3	Identify the theoretical orientation and background for the courses on Practicum in Cognitive Processes
CO4	Demonstrate the ability to critically evaluate the principles, theories and research in cognitive psychology

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Perception and Pattern Recognition</u></p> <p>a) Introduction to Cognitive Psychology</p> <p>b) Bottom-up and Top-down Processing; Gestalt Principles of Organization</p> <p>c) Object Recognition (Template & Feature Theories)</p> <p>d) Social Perception and Attribution: Perception in digital environments (e.g., social media biases), Cross-cultural aspects of perception (Indian context)</p>	16

II	<u>Attention and Consciousness</u> a) Selective Attention (Broadbent, Treisman models) b) Divided Attention and Multitasking c) Automatic vs Controlled Processing d) Consciousness: Sleep, Dreams, Altered States e) Attention in the age of smartphones, Mindfulness and cognitive control	16
III	<u>Sensory, Short-Term & Working Memory</u> a) Sensory Memory (Iconic & Echoic) b) Short-Term Memory (Capacity & Chunking) c) Working Memory Model (Baddeley & Hitch)	14
IV	<u>Long-Term Memory</u> a) Structure of LTM b) Explicit vs Implicit Memory c) Amnesia (Retrograde & Anterograde) d) Encoding & Retrieval Processes, e) Eyewitness testimony & legal implications	14

Major Course MJ 2: Semester VI: Cognitive Psychology II

Course/ Paper Title	Cognitive Psychology II
Course offered as	Major II
Course Code	RUAPYMJ602
Semester	VI
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students build knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes.
CLO2	To create awareness among students about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in sub-fields of Psychology..
CLO3	To have students understand the theoretical orientation and background for the courses on Practicum in Cognitive Processes
CLO4	To create a foundation in students to think critically about the principles, theories and research in cognitive psychology

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Explain the fundamental concepts and basic processes of cognitive Psychology
CO2	Recognise the applications of Cognitive Psychology in everyday life and the various sub-fields of psychology.
CO3	Identify the theoretical orientation and background for the courses on Practicum in Cognitive Processes
CO4	Demonstrate the ability to critically evaluate the principles, theories and research in cognitive psychology

Semester VI Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Learning, Forgetting, and Imagery</u> a) Encoding, Storage, Retrieval b) Forgetting (Interference, Decay, Retrieval Failure) c) Everyday Memory (Flashbulb Memory) d) Mental Imagery and Concepts, Memory Errors in Everyday Life	14
II	<u>Problem Solving and Creativity</u> a) Types of Problems b) Gestalt Approach & Insight Learning c) Heuristics and Barriers d) Expertise and Knowledge-based Problem Solving e) Creative Thinking, Design thinking; Problem-solving in Indian societal contexts	16
III	<u>Decision Making and Judgment</u> a) Expected Utility Theory b) Prospect Theory c) Heuristics d) Dual-System Theory e) Naturalistic Decision Making: nudging and behavioral economics	16
IV	<u>Reasoning</u> a) Deductive Reasoning b) Inductive Reasoning c) Hypothesis Testing d) Cognitive Biases in Reasoning, Scientific thinking & misinformation, Reasoning in real-world contexts	14

Book for study

Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education

Additional Books for reference

- 1) Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th ed), Prentice Hall, Pearson education
- 2) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- 3) Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5th ed.). Sage Publications (Indian reprint 2015)
- 4) Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- 5) Matlin, M.W. (2013). *Cognitive Psychology*, 8th ed., international student version, John Wiley & sons
- 6) Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
- 7) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
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- 9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- 10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- 11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Royal College of Arts, Science and Commerce**(Autonomous)**Theory Examination Pattern for **Major Course - II****Cognitive Psychology I & Cognitive Psychology II****RUAPYMJ502 & RUAPYMJ602**

I	Internal Assessment	
a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Experiment, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	05 marks

	Total	40 marks
II	Semester End Examination	60 Marks
	Duration	2 hours

External Evaluation: Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 04	Short Notes	4/4 1 questions from each unit	Unit 1, 2, 3, 4	5 marks each	20

Major Course **MJ 3: Semester V: Practicals in Cognitive Processes and Testing I**

Course/ Paper Title	Practicals in Cognitive Processes and Testing I
Course offered as	Major III
Course Code	RUAPYMJ503
Semester	V
No. of Credits	02
No. of lecture Hours/week	04 per batch (3 batches = 23 students)

Sr No.	Course Learning Objectives
CLO1	Introduce the students to Practicals in Cognitive Processes and Psychological Testing: through practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data, using APA format for report writing.
CLO2	Familiarise the students with Psychological Testing: understanding the concepts of reliability and validity and nuances of procedures and ethical issues.
CLO3	Provide the students with an exposure to and experience of experimental designs, methodology, and conduct of experiments, statistical analysis, interpretation, and discussion of data through experimentation

Course Outcome(s):

	On completing the course, the student will be able to:
CO1	Conduct experiments following standardized procedures.
CO2	Apply statistical tests and analyze the data collected.
CO3	Write reports on research conducted using APA format.

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Introduction to Experimental Psychology and Statistics in Psychological Research</u></p> <p>a) Variables – Types, Operational definition b) Designs – Types (one IV and two DV), Sampling, Randomization and Counterbalancing c) Hypotheses – Types – Null and Alternative d) Statistical Analysis – Inferential statistics - t test, F Test, statistical significance e) Introduction to Scales of Measurement f) Report writing – APA format</p>	20
II	<p><u>Practice Exercises – Two exercises</u></p> <p>Experimental Situation given – Discuss design, hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues. Variables given – Design experiment, frame hypothesis, discuss Statistical Analysis, Ethical Issues.</p>	10
III	<p><u>Practice Experiment – One</u></p> <p>a) Conduct the experiment b) Review Original Article c) Write result and discussion of group data using APA format</p>	10
IV	<p><u>Two Experiments in Cognitive Processes</u></p> <p>a) Conduct the experiments b) Pool group data c) Use appropriate statistics d) Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion</p>	10
V	<p><u>One Psychological Test</u></p> <p>a) Administration, Scoring and Interpretation of the Test b) Writing report on the findings of the test c) Calculate Reliability / Validity of the test</p>	10

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Major Course MJ 3: Semester VI: Practicals in Cognitive Processes and Testing II

Course/ Paper Title	Practicals in Cognitive Processes and Testing II
Course offered as	Major III
Course Code	RUAPYMJ603
Semester	VI
No. of Credits	04
No. of lecture Hours/week	04 x 3 batches (23 students)

Sr No.	Course Learning Objectives
CLO1	Introduce the students to Psychological Testing: administration, scoring and interpretation of the psychological tests
CLO2	Orienting the students to computer-based experiments (Coglab) and sensitizing them to methodological issues, strengths and limitations of use of computers for conducting experiments in psychology.
CLO3	Helping students develop skills for evaluation of a research paper and write a research report.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Conduct experiments following standardized procedures and write reports on research conducted using APA format. Recognise the limitation of Computerised experimentation.
CO2	Apply statistical tests and analyze the data collected using MS Excel
CO3	Make sense of the research papers on any given topic

Semester VI Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Introduction to Experimental Psychology and Statistics in Psychological Research</u> a) Designs - Complex (Mixed) b) Statistical Analysis – Inferential statistics – ANOVA, Chi Square	8

II	Review a research paper	10
III	<u>Two Experiments in Cognitive Processes</u> a) Conduct the experiments b) Pool group data c) Use appropriate statistics d) Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion	12
IV	<u>One Psychological Test</u> a) Conducting and debriefing b) Write report	10
V	<u>One Computer-based Experiment (Coglab)</u>	10
VI	<u>Use of Excel</u> a) Introduction to Excel b) Statistical Analysis of both the experiments	10

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Books for Reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
- 3) 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)
- 4) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6th ed.). Brooks/Cole, Thomson Learning
- 5) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
- 6) Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education
- 7) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.

- 8) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York : McGraw-Hill
- 9) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
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- 11) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 12) McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 13) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 14) Martin, D. W. (2004). *Doing Psychology Experiments*. (6th ed.). Belmont: Thomson Wadsworth
- 15) Matlin, M. W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
- 16) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioral sciences*, John Wiley & sons
- 17) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
- 18) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 19) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- 20) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 21) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 22) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Book for Study

Feldman, R. S. & Babu, N. (2024). Development across the LifeSpan. (10th Ed). India: Pearson India Education services Pvt.Ltd

Additional Books for Reference

1. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd
2. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
3. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
4. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
6. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
7. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-

Hill Higher Education. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

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Theory Examination Pattern for **Major Course - III**

Practicals in Cognitive Processes and Testing I & II

(RUAPYMJ503 and RUAPYMJ603)

I	Journal Writing and Participation	20 marks
a	Journal Writing	15 marks
b	Attendance	05 marks
	Laboratory Work	16 marks
a	Instruction	08 marks
b	Conduction	08 marks
II	Data Results Discussion/ Research Scenario/Viva	14 marks
a	Viva	06 marks
b	Results and Discussion of Individual Data	05 marks
b	Research Scenario	02 marks
	Total	50 marks

	Duration	1 Hour
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Major Course: Semester V

Course/ Paper Title	Introduction to Indian Psychology
Course offered as	Major IV (IKS)
Course Code	RUAPYMJ504
Semester	V
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	Introduce students to the foundations of Indian psychological thought and the understanding of self, mind, consciousness and wellbeing in Indian traditions.

CLO2	Compare Indian Psychological thought with Western psychological perspective. Facilitate an and the application of Indian psychological principles for mental health and wellbeing
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Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Explain the historical development of Indian psychology and the concept of self, mind and consciousness in Indian traditions.
CO2	Compare Indian and Western Psychological perspectives and demonstrate application of Indian psychological concepts for wellbeing and personal growth.

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<p>Foundations of Indian Psychology</p> <p>a) Meaning and Nature of Indian Psychology: Difference between Indian psychology and Western psychology; Contributions of Indian psychologists, Girindrasekhar Bose, Durganand Sinha, K. Ramakrishna Rao, Dalal & Misra – Indigenous Psychology Movement</p> <p>b) Concept of Self (Atman), Nature of Atman, Self-realization; Models of Self: <i>Atman, Puruṣa, Jivātman</i>; Panchakosha model (5 layers of human existence): Annamaya kosha, Pranamaya kosha, Manomaya kosha, Vijnanamaya kosha, Anandamaya kosha</p> <p>c) Structure of Mind: Manas (mind), Buddhi (intellect), Ahamkara (ego), Chitta (consciousness)</p> <p>d) States of Consciousness: Jagrat (waking state), Swapna (dream state), Sushupti (deep sleep), Turiya (higher consciousness); Dosha theory (Vata, Pitta, Kapha – basic framework); Jagrut, Swapna, Sushupta; <i>Turiya</i> – Advaita Vedanta</p> <p>e) Triguna theory (Sattva, Rajas, Tamas)</p>	17
II	<p>Indian Approaches to Emotions, Well-being & Mental Health</p> <p>a) Indian theories of emotion: Nav Rasa theory, Emotional regulation through <i>Rasa, Bhava</i>,</p> <p>b) Indian Well-being Concepts: <i>Sukha, Dukha, Shanti, Dharma, Artha, Kama, Moksha</i> as psychosocial goals</p> <p>c) Mind–body relationship in Ayurveda & Yoga: Meditation & mindfulness, Dharana, Dhyana, Samadhi, Buddhist mindfulness and Vipassana</p>	13

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Book for Study

Dalal, A. K., & Misra, G. – *The Core and Context of Indian Psychology*

Books for Reference

1. Agrawal, J., & Cornelissen, R. M. (2020). Yoga and positive mental health
2. Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.
3. Cornelissen, M., Misra, G., & Varma, S. V. S. S. (2013). Foundations and Applications of Indian Psychology, 2e. Pearson Education India.
4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd Journal articles
5. Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology and developing societies, 22(1), 121155.
6. Rao, K. R. – *Foundations of Yoga Psychology*
7. Sinha, D. – *Psychology in a Third World Country: The Indian Experience* Indian Classical Sources (Academic Translations) *Upanishads* (selected psychological themes)
8. Srivastava. K. (2012) .Concept of personality: Indian perspective. Ind Psychiatry J. 21(2):89-93. doi: 10.4103/09726748.119586. PMID: 24250038; PMCID: PMC3830173

Major Course: Semester VI

Course/ Paper Title	Work Behaviour and Leadership
Course offered as	Major IV
Course Code	RUAPYMJ604
Semester	VI
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To help learners understand and build knowledge about the basic concepts work behaviour and leadership in organizational setting
CLO2	To help learners learn about the role and importance of psychological factors and processes about the work teams, leadership and power dynamics in organizational settings .

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Explain the basic concepts work behaviour and leadership in organizational setting
CO2	Demonstrate the application and importance of psychological factors and processes about the work teams, leadership and power dynamics in organizational settings.

Semester VI Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Introduction to Work Teams and Communication at Workplace</u> a) Work groups and work teams, Types of teams, Qualities of Effective teams b) Important group and team concepts c) Conflict: Process in Conflict, Transformation in conflict thought, Conflict Resolution and Negotiation: Conflict resolution strategies Bargaining strategies; the negotiation process	17
II	<u>Leadership and Power in Organizations</u> a) What is leadership? b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment c) Approaches to the understanding of leadership d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership	13

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Book for Study

Aamodt, M. G. (2024). Industrial Psychology (9th Ed). Cengage Learning

Robbins, S. P. Judge, T. A. & Vohra, N. (2013). Organizational Behavior. (15th ed.), Indian subcontinent adaptation, New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.

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

Additional Books for Reference

1. Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4th ed). Wadsworth/ Thomson Learning
2. Aswathappa, K. (2005). Human Resource and Personnel Management – Text and Cases, 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
3. Dessler, G., & Verkkey, B. (2009). Human Resource Management. 11th ed., Pearson Education, Dorling Kindersley India, New Delhi
4. French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). Organization Development: Behavioural science interventions for organization improvement. 6th ed., Pearson Education, Dorling Kindersley India, New Delhi
5. Greer, C.R. (2001). Strategic Human Resource Management; A general managerial approach. 2nd ed., Pearson Education, 6th Indian reprint 2004
6. Jones, G.R., & Mathew, M. (2009). Organisational theory, design, and change. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
7. 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)

Major

Introduction to Indian Psychology RUAPYMJ504

Work Behaviour and Leadership RUAPYMJ604

I	Internal Assessment	
a	Assignment/ Case Study/ Movie or Book Review/ Essay/ Skit/Visit	05 marks
a	MCQ/explain the term/Short notes/Essay/Quiz	10 marks
d	Attendance	05 marks
	Total	20 marks
II	Semester End Examination	30
	Duration	One Hour

External Evaluation: Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I.	Essay	Any 1/2 (2 questions)	Unit 1	10 marks each	10

		from each unit)			
Q. II	Essay	Any 1/2 (2 questions from each unit)	Unit 2	10 marks each	10
Q.III. 01 to 02	Short Notes	2 1 questions from each unit	Unit 1 & 2	5 marks each	10

Elective Course: Semester V: Organizational Psychology

Course/ Paper Title	Organizational Psychology
Course offered as	Elective
Course Code	RUAPYDSE501
Semester	V
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help learners understand and build knowledge about the basic concepts in the field of Organizational Psychology.
CLO2	To help learners learn about the role and importance of psychological factors and processes in the world of work.
CLO3	To promote analytical skills to compare the various concepts in the field
CLO4	To facilitate analysis of concepts and principles in the field.

Course Outcome(s):

	On completing the course, the student will be able to:
CO1	Explain the basic concepts in the field of Organizational Psychology
CO2	Recognize the importance and application of psychological factors and processes in

	the world of work.
CO3	Analyse the various concepts and principles in the field
CO4	Evaluate the various concepts and principles in the field

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Job Analysis and Performance Appraisal</u></p> <p>A. Job Analysis</p> <p>a) What is job analysis: The job-oriented approach & the person-oriented approach.</p> <p>b) Purposes of job analysis: How job analysis information is collected; approaches to collecting job analysis information</p> <p>B. Performance Appraisal</p> <p>a) Purpose for appraising employees</p> <p>b) Performance criteria</p> <p>c) Methods for assessing job performance, 360 degree feedback</p>	15
II	<p><u>Assessment Methods for Selection</u></p> <p>a) Job-Related characteristics.</p> <p>b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed</p> <p>c) Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality tests, emotional intelligence tests, integrity tests, vocational interest tests</p> <p>d) Biographical information, interviews, work samples, assessment centers & electronic assessment.</p>	15
III	<p><u>Training</u></p> <p>a) Needs assessment</p> <p>b) Objectives</p> <p>c) Training design: trainee characteristics; design factors; work environment</p> <p>d) Training methods: Audiovisual instruction, auto-instruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching</p> <p>e) Brief overview of delivery and evaluation of a training program</p>	12
IV	<p><u>Theories of Organizational Behaviour</u></p>	18

	<p>A. Employee Motivation</p> <p>a) Work motivation theories & need theories</p> <p>b) Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and action theory</p> <p><u>B. Organizational Development and Theories</u></p> <p>a) Organizational Development</p> <p>b) Organizational Theories</p>	
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(Two units for a two-credit course and four units for a four-credit course.)

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Book for study

Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*.

Singapore: Wiley. (Indian reprint 2016)

Additional Books for Reference

- 1) Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8thed.). Boston, MA: Cengage Learning.
- 2) Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). Boston, MA: Cengage Learning.
- 3) Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.). Chennai, India: McGraw Hill Education India.
- 4) Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
- 5) Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
- 6) Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
- 7) Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
- 8) Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
- 9) Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford University Press.
- 10) Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
- 11) Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

12) Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.

13) Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior* (18th ed.). Noida, India: Pearson India Education Services.

Elective Course: Semester VI: Counselling Psychology

Course/ Paper Title	Counselling Psychology
Course offered as	Elective
Course Code	RUAPYDSE601
Semester	VI
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Objectives
CLO1	To help learners understand the basic Counselling concepts.
CLO2	To help learners understand the counsellor's roles and responsibilities in practice environments.
CLO3	To help students understand and analyze the theoretical foundations of various counselling and psychotherapeutic approaches.
CLO4	Create an awareness about the various socio-cultural contexts and diversity in counselling settings.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Discuss the theoretical foundations underlying different counselling and Psychotherapeutic approaches
CO2	Recognise the qualities of counselling versus psychotherapy and important principles and qualities of counselling.
CO3	Analyze and evaluate the strengths, limitations of various psychotherapeutic approaches.
CO4	Ideate human problems using various theories and approaches of counselling.

Semester VI

Module	Title with content	No. of lectures

I	<u>Introduction to Counselling</u> a) Counselling and Psychotherapy defined; Counselling versus Psychotherapy b) Personal Characteristics and values of Effective Counselors c) Therapeutic need for counsellors, Integrational Approach – Models. d) Diversity, multiculturalism, legal and ethical issues in practice in the Indian context	15
II	<u>Psychoanalytic, Adlerian, Humanistic Theories</u> a) Psychoanalytic Therapy b) Adlerian Therapy c) Gestalt Therapy d) Person-Centered Therapy e) Existential Therapy	15
III	<u>Behavioural & Cognitive Theories</u> a) Behavioural therapy b) Rational Emotive Behavioural Therapy, Reality Therapy, c) Cognitive Therapy and Cognitive Drill Therapy	15
IV	<u>Family, Systems and Brief Theories</u> a) Bowen Systems theory b) Structural family counselling c) Strategic Brief Counselling: Solution focused and narrative counselling	15

References:

Books for Study

Gladding, S. T. (2014). *Counselling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India

Corey.G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10th Edition. New Delhi: Cengage Learning India.

Additional Books for Reference

1. Corey ,G (2016) . *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning, India
2. Henderson,D.A . & Thompson C.L . (2015) *Counselling Children*. Cengage Learning
3. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counselling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
4. Ivey,A.E., Ivey M.B.& Zalaquett ,C,P. (2018) .*Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society*. Cengage, Boston M A
5. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual*. 3nd ed., Sage South Asia edition

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Theory Examination Pattern for **Elective Course**

Organizational Psychology (RUAPYDSE501)

Counselling Psychology (RUAPYDSE601)

I	Internal Assessment	
a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Experiment, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	05 marks
	Total	40 marks
II	Semester End Examination (60%)	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 04	Short Notes	4/4 1 questions from each unit	Unit 1, 2, 3, 4	5 marks each	20

Vocational Skills Course: Semester V

Course/ Paper Title	Test Development and Standardization
Course offered as	VSC

Course Code	RUAPYVSC501
Semester	V
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To have students build knowledge and understanding of the nature, technical features, and the process of construction of psychological tests.
CLO2	To create a foundation in students for advanced learning of Psychological Testing

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Describe
CO2	Identify the effective helpers' skills and its use in the real world

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Test Development</u> a) Test conceptualization and Test construction b) Test tryout and Item analysis c) Test revision	14
II	<u>Reliability and Validity</u> a) The concept of Reliability; sources of error variance b) Reliability- Test-Retest, Parallel & Alternate Forms, Split-Half, Scorer Reliability c) Reliability and individual scores: SEM and SE-Difference d) The concept of validity; Face and Content validity, Criterion-related validity and Construct validity e) Relation between reliability and Validity	16

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

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

Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015).
- 3) Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
- 4) Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 5) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
- 6) Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological Testing – Principles, Applications and Issues*. (9th ed.). Wadsworth Thomson Learning, Indian reprint 2019
- 7) McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 8) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
- 9) Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

Vocational Skills Course: Semester VI

Course/ Paper Title	Psychological Therapies
Course offered as	VSC
Course Code	RUAPYVSC601
Semester	VI
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	Provide learners with an understating of different types of therapies with specific groups
CLO2	Equip learners with an understanding to appreciate the application of counselling.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Identify various therapies focused for specific groups and barriers in therapy
CO2	Demonstrate an understanding of application of counselling in various settings.

Semester VI Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Barriers and Bridges in Therapy</u></p> <p>a) Dealing with resistant and reluctant client b) transference and counter-transference c) Pitfalls of beginner counsellors d) Leading, Multifocused Responding, Accurate Empathy, Immediacy, Humor, Hope, Confrontation, Contracting and Rehearsal e) Tele-counselling, AI and therapy opportunities, challenges, ethical concerns</p>	14
II	<p><u>Crisis, Grief and Diverse groups Counselling</u></p> <p>a) Crisis, crisis counselling, approaching crisisCrisis and trauma counselling approaches. b) Working with the bereaved, Immediate and extended post death counselling. c) A brief history of groups, benefits, drawbacks and types of groups. Theoretical approaches in conducting groups d) Abuse & Addiction Counselling</p>	16

(Two units for a two-credit course and four units for a four-credit course.)

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Books for Study

Gladding, S. T. (2014). *Counselling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India

Corey.G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10th Edition. New Delhi: Cengage Learning India.

Additional Books for Reference

1. Egan, G. & Reese, R. J. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. (11th Edition) Cengage Learning.
2. Corey ,G (2016) . *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning, India
3. Henderson,D.A . & Thompson C.L . (2015) *Counselling Children*. Cengage Learning
4. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counselling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
5. Ivey,A.E., Ivey M.B.& Zalaquett ,C,P. (2018) .*Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society*. Cengage, Boston M A

6. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual*. 3rd ed., Sage South Asia edition

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Theory Examination Pattern for **Vocational Skill Course**

Test Development and Standardization RUAPYVSC501
Psychological Therapies RUAPY601

I	Internal Assessment	
a	Assignment/ Case Study/ Movie or Book Review/ Essay/ Skit/Visit	05 marks
a	MCQ/explain the term/Short notes/Essay/Quiz	10 marks
d	Attendance	05 marks
	Total	20 marks
II	Semester End Examination	30
	Duration	One Hour

External Evaluation: Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I.	Essay	Any 1/2 (2 questions from each unit)	Unit 1	10 marks each	10
Q. II	Essay	Any 1/2 (2 questions from each unit)	Unit 2	10 marks each	10
Q.III. 01 to 02	Short Notes	2	Unit 1 & 2	5 marks each	10

		1 questions from each unit			
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Minor Course MN: Semester V: Positive Psychology

Course/ Paper Title	Positive Psychology
Course offered as	Minor I
Course Code	RUAPYMN501
Semester	V
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Learning Objectives
CLO1	To foster in learners a sense of awareness about the self and others, about human strengths, resilience, responses to adverse situations and well-being.
CLO2	To help learners understand strategies and evidence-based interventions based on the principles of Positive Psychology

Course Outcome(s):

	On completing the course, the student will be able to:
CO1	Recognise the strengths in self and others based on positive psychology principles.
CO2	Identify strategies and evidence-based interventions based on the principles of Positive Psychology

Semester V Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Personal Goals, Optimism and Hope</u> a) Goals and Emotions, Personal importance of goals, types of goals, b) Optimism: dispositional optimism, learned optimism c) Hope and Wellbeing d) Culture and Optimism e) Practice optimism and hope, Change Exploratory style, Map out personal Pathways	15
II	<u>Perspective Taking: Gratitude and Forgiveness</u> a) Gratitude: Circumstances That Facilitate or Suppress Gratitude, Gratitude Interventions 291 Why Is It So Hard to Express Gratitude? b) b) Forgiveness: Definition; Forgiveness Interventions	15

	c) Culture and Perspective-Taking d) Practice Gratitude and Forgiveness: Write and Deliver a Gratitude Letter; Create a Gratitude; Remember a Time When You Were Forgiven	
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(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

References:

Book for Study

Cheavens, J. S., & Feldman, D. B. (2022). The Science and Application of Positive Psychology Cambridge University Press

1. Lopez, S. J. (2008). Positive Psychology: Growing in the face of adversity (Vol. 3) . Praeger Publishers/Greenwood Publishing Group .
2. Lopez, S. J. (2008). Positive Psychology: Pursuing human flourishing (Vol. 4). Praeger Publishers/Greenwood Publishing Group.
3. Pedrotti, J. T., Lopez, S. J., McDermott, R. C., & Snyder, C. R. (2024). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. SAGE Publications .
4. Snyder, C.R., & Lopez, S. J. (2001). Handbook of positive psychology. Oxford uni

Minor Course MN: Semester VI

Course/ Paper Title	Consumer Behaviour
Course offered as	Minor
Course Code	RUAPYMN601
Semester	VI
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To help learners understand the role advertising in consumer behaviour, shifting trends in advertising and consumer behaviour with technology
CLO2	To create awareness of the application of technology and advertisement in consumer behaviour.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Discuss the the role of technology in consumer behaviour and consumer decision making
CO2	Identify the application of consumer behaviour and decision making

Semester VI

Module	Title with content	No. of lectures
I	<p><u>Consumer Behavior and Technology</u></p> <p>a) The Marketing Concept: Segmentation, Targeting, and Positioning</p> <p>b) Technology Benefits Consumers and Marketers</p> <p>c) Customer Value, Satisfaction, and Retention</p> <p>d) Social Responsibility and Ethics</p> <p>e) Consumer Decision-Making and Employability</p>	13
II	<p><u>Consumer Decision-Making</u></p> <p>a) Consumer Decision-Making: Input, Process, Need Recognition</p> <p>b) Decision Spectrum</p> <p>c) Pre-Purchase Information Search, Evaluation of Purchase Alternatives</p> <p>d) Decision Rules and Output</p> <p>e) Consumer Gifting Behavior</p>	17

References:**Books for Study**

Schiffman, L. G., & Wisenblit, J. L. (2019). *Consumer behavior* (12th ed.). Pearson

Additional Books for Reference

1. Solomon, R. M. (2017) *Consumer: Buying Having and Being* (12th.edition). Pearson
2. Batra, S. K., & Kazmi, S. *Consumer Behaviour*. Excel Books.
3. Bennett, P. D., & Kassarian, H. H. *Consumer Behavior*. Prentice Hall.
4. Datta, S., & Datta, S. *Consumer Behaviour & Advertising Management*. Vrinda.
5. Hawkins, D. I., Best, R. J., & Coney, K. A. *Consumer Behaviour*. Tata McGraw-Hill.
6. Kardes, F. R. *Consumer Behaviour and Managerial Decision Making*. PHI.
7. Loudon, D. L., & Della Bitta, A. J. *Consumer Behavior*. Tata McGraw-Hill.
7. Schiffman, L. G., Kanuk, L. L., & Kumar, R. *Consumer Behaviour*. Pearson, Prentice Hall.

Royal College of Arts, Science and Commerce

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Theory Examination Pattern for **Minor Course**

Health Psychology (RUAPYMN501)

Consumer Behaviour (RUAPYMN601)

I	Internal Assessment	
a	Assignment/ Case Study/ Movie or Book Review/ Essay/ Skit/Visit	05 marks
a	MCQ/explain the term/Short notes/Essay/Quiz	10 marks
d	Attendance	05 marks
	Total	20 marks
II	Semester End Examination	30
	Duration	One Hour

External Evaluation: Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I.	Essay	Any 1/2 (2 questions from each unit)	Unit 1	10 marks each	10
Q. II	Essay	Any 1/2 (2 questions from each unit)	Unit 2	10 marks each	10
Q.III. 01 to 02	Short Notes	2 1 questions from each unit	Unit 1 & 2	5 marks each	10

On the Job Training: Semester V

Course/ Paper Title	On the Job Training in Psychology I
Course offered as	OJT

Course Code	RUAPYOJT501
Semester	V
No. of Credits	2
No. of lecture Hours/week	60 hrs

Sr No.	Course Objectives
CLO1	To create awareness about the importance of professional communication, conduct, ethics and responsibilities in a real world setting.
CLO2	To provide students with practical experience to explore and apply their classroom learning in real work settings.
CLO3	To provide an opportunity for the students to understand work tasks, time management, time bound target delivery in work settings.
CLO4	To develop professional skills - communication, teamwork, and problem-solving and decision making skills and promote informed career choices in future.

Course Outcome:

	On completing the course, the students will be able to:
CO1	Recognise the importance of professional communication, conduct, ethics and responsibilities in real work settings.
CO2	Apply psychological concepts in real-life workplace situations.
CO3	Exhibit ethical behaviour and professional integrity.
CO4	Demonstrate professional competencies of communication, professional networking, team collaboration, organised time and task management skills, problem solving and decision making abilities.

An indicative list of areas for OJT:

1. Social Sector

1. Non-Governmental Organizations (NGOs)
2. Community Development Organizations
3. Women Welfare Organizations
4. Child Welfare Organizations
5. Health NGOs and Public Health Initiatives
6. Education NGOs and Literacy Programmes
7. Organizations working on Gender Equality and Women Empowerment
8. Organizations working with marginalized communities

2. Corporate Sector

1. Human Resource (HR) Departments
2. Marketing Departments
3. Sales Departments
4. Customer Service Departments

5. Corporate Social Responsibility (CSR) Departments
 6. Training and Development Units
 7. Corporate Communication Departments
3. Retail and Service Sector
- a. Departmental Stores and Retail Chains
 - b. Shopping Malls and Supermarkets
 - c. Hospitality and Tourism Organizations
 - d. Customer Relationship Management Units
 - e. Service Industry Organizations
4. Research and Government Sector
- a) Social Research Institutes
 - b) Survey and Data Collection Agencies
 - c) Municipal Corporations
 - d) Government Welfare Departments
 - e) Social Welfare Offices
 - f) Public Policy and Development Organizations

5. Health Care Sector

- g) Developmental Pediatric department
- h) Psychiatric department
- i) Mental Hospital/ Clinic
- j) Deaddiction Centre
- k) Geriatric or Palliative Care
- l) Hospice care
- m) Health care sector

6. Educational Sector

- n) Special Schools
- o) Inclusive Schools
- p) Community Learning Centre
- q) Street Children Education Program
- r) Aangan Wadi/Balwadi/Municipal/Zillaparishad Schools

External Evaluation

Sr. No.	Evaluation Component	Description	Marks
1	Completion of Hours	Successful completion of required OJT hours as per guidelines	7
2	Quality of Work / Performance	Ability to complete assigned tasks efficiently and responsibly	10
3	Punctuality	Attendance, discipline, and adherence to workplace schedule	8
	Total (External)		25 Marks

Internal Evaluation

Sr. No.	Evaluation Component	Description	Marks
1	Weekly Reporting	Submission of weekly progress reports/logbook and interaction with mentor	5
2	Written Report	Final OJT report including organizational profile, work experience, and sociological reflection	15
3	Viva-Voce / Presentation	Presentation of learning experience and response to questions	5
	Total (Internal)		25 Marks

On the Job Training: Semester VI

Course/ Paper Title	On the Job Training in Psychology II
Course offered as	OJT
Course Code	RUPYOJT601
Semester	VI
No. of Credits	2
No. of lecture Hours/week	60 hrs

Sr No.	Course Objectives
1	To provide students practical exposure to organizational and community work environments
2	To bridge the gap between classroom learning and professional practice
3	To enhance research aptitude and analytical abilities.
4	To develop communication, teamwork, and problem-solving skills.
5	To promote ethical values, professionalism, and social responsibility.

Course Outcome:

	On completing the course, the students will be able to:
CO1	Apply sociological concepts in real-life workplace situations.
CO2	Summarize workplace culture, social interactions, and organizational structure.
CO3	Demonstrate analytical and research skills through field observation.
CO4	Work collaboratively in diverse professional environments.
CO5	Exhibit ethical behaviour and professional integrity.

An indicative list of areas for OJT:

1. Social Sector

9. Non-Governmental Organizations (NGOs)

- 10. Community Development Organizations
 - 11. Women Welfare Organizations
 - 12. Child Welfare Organizations
 - 13. Health NGOs and Public Health Initiatives
 - 14. Education NGOs and Literacy Programmes
 - 15. Organizations working on Gender Equality and Women Empowerment
 - 16. Organizations working with marginalized communities
2. Corporate Sector
- 8. Human Resource (HR) Departments
 - 9. Marketing Departments
 - 10. Sales Departments
 - 11. Customer Service Departments
 - 12. Corporate Social Responsibility (CSR) Departments
 - 13. Training and Development Units
 - 14. Corporate Communication Departments
3. Retail and Service Sector
- f. Departmental Stores and Retail Chains
 - g. Shopping Malls and Supermarkets
 - h. Hospitality and Tourism Organizations
 - i. Customer Relationship Management Units
 - j. Service Industry Organizations
4. Research and Government Sector
- s) Social Research Institutes
 - t) Survey and Data Collection Agencies
 - u) Municipal Corporations
 - v) Government Welfare Departments
 - w) Social Welfare Offices
 - x) Public Policy and Development Organizations
- 5. Health Care Sector**
- y) Developmental Pediatric department
 - z) Psychiatric department
 - aa) Mental Hospital/ Clinic
 - bb) Deaddiction Centre
 - cc) Geriatric or Palliative Care
 - dd) Hospice care
 - ee) Health care sector
- 6. Educational Sector**
- ff) Special Schools
 - gg) Inclusive Schools
 - hh) Community Learning Centre
 - ii) Street Children Education Program
 - jj) Aangan Wadi/Balwadi/Municipal/Zillaparishad Schools

External Evaluation

Sr. No.	Evaluation Component	Description	Marks
1	Completion of Hours	Successful completion of required OJT hours as per guidelines	7
2	Quality of Work / Performance	Ability to complete assigned tasks efficiently and responsibly	10
3	Punctuality	Attendance, discipline, and adherence to workplace schedule	8
	Total (External)		25 Marks

Internal Evaluation

Sr. No.	Evaluation Component	Description	Marks
1	Weekly Reporting	Submission of weekly progress reports/logbook and interaction with mentor	5
2	Written Report	Final OJT report including organizational profile, work experience, and sociological reflection	15
3	Viva-Voce / Presentation	Presentation of learning experience and response to questions	5
	Total (Internal)		25 Marks

Board of studies in Psychology

	Category	Name and Designation	Affiliation
1	One expert, nominated by the Vice-Chancellor from a panel of six recommended by the College Principal.	Dr Arohi Khar Associate Professor, Head Dept of Psychology	University of Mumbai
2	Subject expert from the Parent University nominated by the Academic Council.	Prof (Dr) Kranti Gawali Head, Dept. of Psychology	University of Mumbai

3	Subject expert from outside the Parent University nominated by the Academic Council.	Dr. A Zarina Associate Professor, Head Dept of Psychology (Shift 1)	University of Madras
4	One representative from industry/corporate sector/allied area relating to placement.	Ms. Chitra Kelkar Certified Life Coach & Certified NLP and Mindfulness Practitioner	Manovedh Psychotherapy & Mindfulness Center
5	One postgraduate meritorious alumnus nominated by the Principal. (Please give three to four names of your alumnus)	Shah Aqshahnaz Mohd Shorab (Batch 2018-2019) Educator ISC Psychology Freelance Counsellor	Vibgyor International School
6	One postgraduate meritorious alumnus nominated by the Principal. (Please give three to four names of your alumnus)	Sana Sheikh (Batch 2021 – 2022) Visiting Faculty MA Part II - Semester III (Workplace Counselling)	Eastern Anglican Shipping Company
7	Chairperson (Head of Department)	Ms Rita Duraipandi Asst. Prof.	University of Mumbai
8	Member (Faculty of the Department)	Ms Poonam Tripathi	University of Mumbai