

**Bachelor of Arts (B.A. Regular) Psychology  
(2018-19 Onwards)  
Department of Psychology  
University of Lucknow**

**Program Outcome**

The program of BA in Psychology will help students of Psychology to learn basic concepts of Psychology in different areas like learning, memory, intelligence, child development, social psychology, assessment, abnormality, personality etc. It will enable them learn the theories and mechanism for explaining human thought and behavior and enhance their knowledge on practical aspects as well. They will be able to learn the applications of different methods, theories and concepts studied in Psychology.

**Program Specific Outcome**

The course offers good progression where individuals are seeking to attain their higher studies in Psychology. This will enable the learner to become familiar with the major theories of basic psychological process, personality, sign and symptoms of abnormality, assessment of behavior and thoughts of the individual with the help of various tests and experiments. This course will also help them to learn the phenomena of social aspects about a community or society. It will enrich their knowledge about how the development of each individual takes place in different spheres of his/her life.

<b>Class</b>	<b>Semester</b>	<b>Paper No.</b>	<b>Paper Code</b>	<b>Paper Title</b>
BA I	Sem I	1	PSY 101	Basic Psychological Processes
		2	PSY 102	Statistics and Psychophysics
	Sem II	1	PSY201	Psychology of Individual Differences
		2	PSY202	Practical
B.A. II	Sem III	1	PSY301	Life Span development
		2	PSY302	Social Psychology
	Sem IV	1	PSY401	Effective Communication
		2	PSY402	Practical
B.A. III	Sem V	1	PSY501	Psychological Testing and Assessment
		2	PSY502	Psychology of Personality
		3	PSY503	Abnormal Psychology
	Sem VI	1	PSY601	Assessment of personality mental ability
		2	PSY602	Approaches to Personality
		3	PSY603	Practical

**BA-I: Semester-I**  
**Paper-I (PSY-101): Basic Psychological Processes**

**Course Objective**

The objective of this course is to develop interest in the science of behavior and its applications in various areas of life. Studying various laws and theories would facilitate understanding of learning behaviors, motivations, thinking, emotions and individual differences. Moreover, practical based on psychophysics would help students to relate physical and psychological world for understanding human behavior.

**Course Outcome**

The course aims to enable students to acquire the knowledge about the basics of psychological concepts. Students will be able to apply these concepts in their daily life. It will also give them theoretical knowledge about how their learning, cognitive processes and motivation w be modified in a positive about the history and methods used in basic research of Psychology.

**UNIT I: Introduction**

- Psychology as a Science: Nature, Goals and Scope. (2)
- Development of Psychology as a Discipline. (2)
- Methods: Experimental, Observation, Questionnaire. (4)
- Perspectives-Psychoanalytic, Behavioristic. (2)

**UNIT II: Cognitive Processes**

- Sensory Processes: Receptors, the concept of Transduction. (2)
- Attention Processes: Selective and Sustained Attention. (2)
- Perception: Meaning, Gestalt Principles of Perception (Perceptual Organization),  
Perceptual Constancies: Size, Shape. (3)
- Memory: Memory Processes, Encoding, Storage and Retrieval Processes, Structural  
Model (Atkinson and Schifrin). (3)

**UNIT III: Learning and Thinking**

- Learning: Principles, Basic processes of Classical Conditioning (extinction, generalization, spontaneous recovery), Operant Conditioning (reinforcement). (3)
- Verbal Learning: Concept and Methods of Verbal Learning (Free Recall, Serial Learning and Paired Associate Learning). (3)
- Thinking: Process, Elements, Cognitive Map and Concepts. (2)
- Types of Thinking: Inductive and Deductive Reasoning. (2)

**UNIT IV: Motivation and Emotion**

- Motivation: Need, Drive, and Incentive, Motivational Cycle. (1)
- Classification of Motives: Biological- Hunger, Thirst, Sex, Sleep  
Social- Approval, Affiliation, Achievement and Power. (3)
- Emotion: Physiological changes and process. (2)
- Theories of Emotion: Classical (James Lange and Cannon Bard), Modern  
(Schechter and Singer). (4)

## **Books Recommended**

1. Baron, R.A. (1995). Psychology: The essential science. New York: Allyn & Bacon.
2. Bernestein, D. A., Roy, E. J., Snull, T. K., Wicknes, D. C. (1991). Psychology. Houghton Mifflin Co.
3. Hilgard, E. R. and Atkinson, R. (1976). Introduction to Psychology. Harcourt Bracor and World Inc.
4. Lefton, L.A. (1985). Psychology. Boston: Allyn & Bacon.
5. Morgan, C.T. (1961). An Introduction to Psychology. New Delhi: Tata McGraw and Hill.
6. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology, Tata McGraw and Hill.
7. McGeehan. (1990), Experimental Psychology (Indian edition). Prentice Hall of India Pvt. Ltd.
8. Singh, A.K. (2000). Uchhtar Samanya Manovigyan New Delhi: Motilal Banaras
9. Snodgrass, J. A., Berger, G. L. and Maydon, M. (1985) Human Experimental Psychology, Oxford University Press.
10. Spear, P.D, Peniod, S.O. & Bakes.T.B.(1998).Psychology Perspective son Behavior. John Wiley and Sons.
11. Zimbardo, P. G. & Weber, A.L. (1997). Psychology. New York: Harper Collins College Publisher

**BA I Semester I**  
**Paper-II (PSY-102): Statistics and Psychophysics**

**Course objective**

It will help the students to learn quantitative aspects of psychological data. It also enables them to understand how to use the statistical concepts in minor researches. It also enhances their knowledge about how by applying the psychophysical experiments we can learn about the relationship between stimuli and response.

**Course outcome**

The objective of this course is to enable students to understand the uniqueness of individuals, and respect human diversity. Understanding the neurological basis of behaviour would infuse curiosity in them to achieve in depth knowledge about science of behaviour, Practical's in laboratory would inculcate a scientific temperament among students.

**UNIT I: Statistics and Measurement**

- Introduction to Statistics and Measurement: Descriptive and Inferential Statistics, and Levels of Measurement (Nominal, Ordinal, Interval and Ratio). (2)
- Frequency Distribution: Graphical Representation of Data (Histogram, Bar -Diagram, Frequency Polygon). (2)
- Measures of Central Tendency: Mean, Median and Mode. (3)
- Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation. (3)

**UNIT II: Correlation and Significance testing**

- Normal Distribution and Concept of Probability, Skewness and Kurtosis. (2)
- Correlation: Concept, Linear Correlation, Pearson's Product Moment Correlation (3)
- Inference and Prediction: Standard Error of Mean and Median. (2)
- Significance of Difference between Means in Independent and Correlated Samples: Type I and Type II error (3)

**UNIT III: Psychophysics: Concept and Methods**

- Concept and Problem of Psychophysics, Physical vs Psychological continuum. (3)
- Threshold: AL, DL, TL. (2)
- Method of Average Error. (2)
- Method of Limits. (3)

**UNIT IV: Methods and Application of Psychophysics**

- Method of Constant Stimuli. (3)
- Rank Order Method (2)
- Pair Comparisons. (3)
- Application of different methods of Psychophysics. (2)

### **Books Recommended**

- Garrett, H. C. (1981). *Statistics in Psychology and Education*. New York: Longmans, Green & Co.
- Garrett, H. C. (2003). *Manovigyan aur Shiksha mein Sankhyaki*. New Delhi: Motilal Banarasi Das.
- Guilford, J.P. (1984) *Psychometric Methods*, Tata McGraw Hill.
- Snodgrass, J. G. (1985) *Human Experimental Psychology*. Oxford University Press.
- Woodworth, R.S. and Scholesberg, H. (1971). *Experimental Psychology*. USA: Holt, Rinehart and Winston Inc.
- Upadhyay, S. and Bhargava, U. (2010). *Manobhautikiya Vidhiya*. Varanasi: US Publishers

## **BA-I: Semester-II**

### **Paper-I (PSY-201): Psychology of Individual Differences**

#### **Course objective**

To enrich the students with various issues related to the role of heredity and environment in understanding human behaviour, the neurological basis of behaviour, nature-nurture controversy and understanding of personality from different perspectives.

#### **Course outcome**

Practical and experiential understanding would train student to prove their subject specific cognitive excellence at different academic and professional platforms. Exclusive and detailed theoretical information in the area of human development would also promote students to better adjust and undergo advance studies in the area of child development in future.

#### **Unit I: Hereditary and Environment**

- Principles of Hereditary Transmission: Chromosomes, Genes, Meiosis and Zygote Formation. (3)
- Methods of Studying Hereditary Influences: Selective Breeding, Family Studies (3)
- Estimation of contribution of Gene and Environment. (2)
- Chromosomal and Genetic Abnormalities: Causes, Sex linked Abnormalities, Autosomal Abnormalities. (2)

#### **Unit II: Nervous system**

- Neurons and Nerves: Structure of Neuron, nerve impulse, Synapse. (2)
- Neurotransmitters and their functions. (2)
- Central Nervous System: The Brain, Spinal Cord. (3)
- Peripheral Nervous System: Somatic and Autonomic. (3)

#### **Unit III: Intelligence**

- Intelligence: Concept, Intelligent Quotient (IQ). (1)
- Individual Differences in Intelligence: Developmental Delay, Giftedness. (2)
- Nature and Nurture Controversy. (3)
- Theories of Intelligence: Spearman, Thurstone, Gardner. (4)

#### **Unit IV Personality**

- Concept and Nature of Personality. (1)
- Determinants of Personality: Biological and Family Determinants. (3)
- Typology of Personality: Sheldon and Kretschmer. (2)
- Perspectives of Personality: Psychodynamic and Phenomenological. (4)

**Books Recommended:****BA-I: Semester-II**

- Baron, R.A. (1995). Psychology: the Essential Science. New York: Allyn and Bacon.
- Hilgard, E.R and Atkinson, R. (1976). Introduction to Psychology, Harcourt Brace and World Inc.
- Levinthal, C.F. (1996). Physiological Psychology (3rd ed). Prentice Hall of India PvtLtd.
- Morgan, C.T. (1961). An Introduction to Psychology, Tata McGraw and Hill.
- Hurlock, B. (1976). Personality Development. New Delhi: Tata McGrawHill.
- Singh, A.K. (2000). Uchchar Samanya Manovigyan. New Delhi: Motilal Banarsidas.
- Shaffer, D. R. (2001). Developmental Psychology Childhood and Adolescence. Wadsworth Thomson Learning.

**BA I Semester II**  
**Paper II PSY 202: Practical**  
**(Any ten practical)**

**Course objective:** To apply the general concepts of Psychology with the help of observations, experiments and testing. It will give practical knowledge to students and inculcate interest in the discipline of Psychology.

**Course outcome:** Students develop thorough understanding of learning, motivation, forgetting and different applications of psychophysical methods and understand their applications in daily living.

1. Maze Learning
2. Motivation
3. Retroactive Inhibition
4. Reaction time
5. Pair Comparison
6. Muller Lyer Illusion
7. Two- Point Threshold
8. Weight Discrimination
9. Maudsley Personality Inventory
10. Paired Associates- Verbal Learning
11. Alexander Pass along Test
12. General Mental Ability Test



**BA-II: Semester-III**  
**Paper-I (PSY-301): Life Span Development**

**Course objective**

To enrich the students with various issues related to human development from womb till tomb, the factual knowledge on the determinants of Biological, Physical, Motor, Cognitive, Language, Social, Emotional and Moral Development; different issues during adolescent and geriatric phase of human development; the role of individual differences and the knowledge about nervous system, affecting the behavior and thought processes of individuals.

**Course outcome**

Practical and experiential understanding would train student to prove their subject specific cognitive excellence at different academic and professional platforms. Exclusive and detailed theoretical information in the area of human development would also promote students to better adjust and undergo advance studies in the area of child development in future.

**UNIT I: Theoretical Perspective**

- Introduction: Concept, Principles, Stages of development, difference between growth and development. (2)
- Determinants: Biological and Social. (2)
- Developmental Perspective: Freud and Erikson. (3)
- Method: Longitudinal, Cross Sectional, Observational Method. (3)

**UNIT II: Biological, Physical, Motor and Cognitive Development**

- Biological Development: Zygote, embryo, fetus. (2)
- Physical Development: concept of maturation and growth, Development in Brain in childhood, Adolescence, Puberty, Physical and Psychological impact of Puberty. (3)
- Motor Development: Loco motor Development, Milestones. (2)
- Cognitive Development: Concept and Approaches: Piaget and Vygotsky. (3)

**UNIT III: Language, Social, Emotional and Moral Development**

- Language Development: Stages and Determinant. (2)
- Emotional Development: Primary Emotion, Development from Infancy to Adulthood: Emotional Intelligence. (2)
- Social Development: Stages; Factors Affecting Social Development, Social Intelligence. (3)
- Moral Development: Concept of Morality Kohlberg's Theory, Spiritual Intelligence. (3)

**UNIT IV: Adolescent and Geriatric Issues**

- Adolescent and Youth Problem. (2)
- Developmental Concerns during Adulthood: Marriage, Family and Work, Mid Life Crisis. (2)
- Aging Problems: Physical, Cognitive and Emotional, Alzheimer, Dementia. (3)
- Initiatives to deal with Adolescent and Geriatric Issues in India: National Youth Policy (2014), Nehru Yuve Kendra, Pradhan Mantri Vaya Vandana Yojana (2018). (3)

## **Books Recommended**

- Berk, L.E. (2003). Child Development. Boston: Allyn and Bacon.
- Hurlock, E.B. (1978). Child Development. Mcgraw Hill Company, New Delhi.
- Hurlock, E.B. (1981). Developmental Psychology. Mcgraw Hill, Eighth Eds.
- Mishra, P.C. (2006). Aaj Ka Vikasatmak Manovigyaan. Sahitya Prakashan, Agra.
- Shaffer, D.R. (1985). Developmental Psychology. Fourth Ed. Brooks and Cole Publications.
- Shamrock, J.W. (1999). Lives Span Development. Mcgraw Hill. New York
- Singh, R.N. (2000). Adhunik Vikasatmak Manovigyaan. Motilal Banarsidas Publication, Varanasi.
- Tilker, H.A. (1975). Developmental Psychology Today. Random House International, New York.
- Feldman, R.S. & Babu, N. (2011). Discovering the Lifespan. Pearson
- Saraswathi, T.S. (2003). Cross-Cultural Perspectives in Human Development: Theory, Research and Applications.

**BA- II: Semester-III**  
**Paper-II (PSY-302): Social Psychology**

### **Course Objective**

To facilitate students in developing an understanding of historical background, methods and status of social psychology in India. To enable them to relate with different phenomena of personal and social perception, interpersonal interaction, attribution, pro-social behavior and various aspects of interpersonal communication in their daily living.

### **Course outcome**

At the end student would learn about the factors influencing social perception, social thinking and interpersonal influences; ways to be more effective in social situations and identify and reduce prejudices to make society a better place to live in.

#### **UNIT I: Introduction and Development of Social Psychology**

- Introduction: Nature and Scope of Social Psychology Relation with other Social Sciences (2)
- Methods: Experimental and Sociometry. (3)
- Approaches: Correlational and Cross-Cultural. (3)
- Social Psychology in India. (2)

#### **UNIT II: Social Perception**

- Person Perception: Forming Impressions: Central Traits and Nonverbal cues. (2)
- Social Cognition and Social Perception: Concept, Linguistics and Cultural Context.(2)
- Attribution: Concept and Theories (Jones, Davis and Kelly). (3)
- Interpersonal Attraction: Nature and Theories (Equity, Similarity, and Proximity) and Determinants. (3)

#### **UNIT III: Social Thinking and Social Influence**

- Attitudes: Concept and Measurement of Attitudes. (2)
- Attitude Behavior Link: Attitude Formation and Change of Attitude. (3)
- Prosocial Behavior: Helping, Altruism, Social Facilitation. (3)
- Aggression: Determinants: Personal and Social Perspectives. (2)

#### **UNIT IV: Interpersonal Communication**

- Group Dynamics: Structure & Functions, Cooperation & Conflict, Group Decision Making. (3)
- Social Influence: Conformity, Obedience and Compliance. (2)
- Social Biases: Understanding and dealing with Stereotypes and Prejudices. (2)
- Leadership: Concept, Functions & Types. (3)

## BA- II: Semester-IV

### Books Recommended

- Alcock, J.E., Carment, D.W., Sadana, S.W., Collins, J.E. and Green, J.W. (1997). A Textbook of Social Psychology. Scarborough, Ontario: Prentice Hall/Allyn and Bacon
- Baron, R.A. and Byron, D (1998). Social Psychology. New Delhi: Prentice Hall
- Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw Hill
- Krech, D., Crutchfield, R.S. and Ballachy, E. L. (1983). Individual in Society. McGraw Hill, International book Company.
- Myers, D. G. (1994). Exploring Social Psychology. New York: McGraw Hill
- Secord, P.F. and Backman, C.W. (1974). Social Psychology. McGraw Hill Ltd.
- Singh, R.N. (2001). Samajik Manovgyaan. Motilal Banarsi das, Varanasi.
- Misra, G. (2009). Psychology in India, Vol.4: Theoretical and methodological Developments (*ICSSR Survey of Advances in Research*). New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D. O. (2006). Social Psychology (12th edition). New Delhi: Pearson.

**BA-II: Semester-IV**  
**Paper-I (PSY-401): Effective Communication**

**Course Objectives**

To help students to understand the value of communication in life, the two important aspects of communication, i.e. verbal and non verbal, the barriers in communication and skill of effective communication.

**Course outcome**

The study of this course would help students to identify the communication problems in their interpersonal relationships and applying the skills learned during classes. This will help them to develop good relationships with family members, peers, teachers and others

**UNIT-I: Process of Communication**

- Meaning, Components of Human Communication. (2)
- Models of Communication: Linear and Interactive. (2)
- Types of Communication: Verbal and Non-Verbal. (4)
- Importance and Misconceptions of Communication. (2)

**UNIT II: Interpersonal Communication Skills**

- Stages of Interpersonal Communication. (2)
- Impression Formation, Attribution and barriers of accurate Perception. (3)
- Barriers to Effective Listening. (2)
- Improving Listening and Responding Skills. (3)

**UNIT III: Verbal and Non Verbal Communication**

- Words and their functions. (2)
- Word Barriers and using words to establish supportive relationships. (3)
- Functions and types of nonverbal Communication. (2)
- Interpreting and improving Nonverbal Communication. (3)

**UNIT IV: Improving Interpersonal Relationship**

- Relationship Needs, Development of Relationship and Quality of Relationship. (3)
- Conflict Management Styles and Skills. (2)
- Family Communication System and Skills. (2)
- Making Friends, Skills of Maintaining and Repair of Friendships. (3)

**Books Recommended:**

1. Adler, R.B. and Rodman, G. (1997). Understanding Human Communication. 6th edition, Harcourt Brace College Publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication. Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow.
4. Mandal, S.K. (2008). Effective Communication and Public Speaking. Jaico Book.
5. Scott, B. (2008). The Skills of Communicating. Jaico Publishing House.

**BA-II: Semester-IV**  
**Paper- II (PSY-402) Practical**  
**(Any 10 Practical)**

**Course objective:**

To familiarize students about how to conduct different tests and experiments related with social psychology, human development and communication.

**Course outcome:**

Conducting experiments and administration of tests would enable students about practical knowledge of manipulation and measurement of variables and probable errors during administration of psychological tests and experiments and how to control them.

1. Social Perception
2. Social Facilitation
3. Senguin Form Board/ Prayag Mehta
4. Emotional Expressiveness
5. Sociometry
6. Youth Problem
7. Mohsin Significant other Attitude Scale
8. Locus of Control(Rotter)
9. Moral Judgment
10. Emotional Intelligence Scale (A.K. Sinha& Ajay Jain)
11. Observation Method
12. Gender Stereotypes (Bem Sex Role Inventory/ Adjective Checklist)

**BA-III: Semester-V**  
**Paper-I (PSY-501): Psychological Testing and Assessment**

**COURSE OBJECTIVE**

This course aims to familiarize the students with concept and need of psychological testing and assessment, distinction between assessment and testing, measurement errors, types of assessment, different types of psychological tests , and their applications as per the requirement.

**COURSE OUTCOME**

On completion of the course the students will be able to critically evaluate assessment measures, to know the basics of test construction ,i.e. item writing and item analysis , test administration and standardization. They will be able to appreciate the ethical and legal issues involved in the assessment process.

**UNIT I: Introduction to Assessment**

- Assessment: Concept and Need. (2)
- Distinction between Assessment and Measurement. (2)
- Errors in Measurement: Examiner Variables, Testee Variables, Situational Variables. (4)
- Types of Assessment. (2)

**UNIT II: Psychological Test**

- Definition and uses of Psychological Test. (2)
- Brief History of Psychological Testing. (2)
- Type of Tests: (Administration) Individual vs. Group, Speedvs. Power. (3)
- Type of Tests: (Content) Verbal vs. Performance, Culture Fair, Objective vs. Projective. (3)

**UNIT III: Characteristics of Psychological Test**

- Reliability: Concept and Internal Consistency. (2)
- Methods of determining Reliability: Test-Retest, Cronbach Alpha& Split Half. (3)
- Validity: Concept and Types. (3)
- Factors influencing Reliability and Validity. (2)

**UNIT IV: Test Construction**

- Item Writing and Pretesting. (2)
- Item Analysis and Test Administration. (3)
- Standardization: Meaning, Norms Development & Types of Norms. (2)
- Self-Administering Scales: Rating Scales and Types. (3)

### **BA-III: Semester-V**

#### **Books Recommended:**

- ✓ Anastasi, A. & Urbina, S. (1999). Psychological testing (7th International ed.), Macmillon Co.
- ✓ Anastasi, A. (1997). Psychological Testing. New York, Macmillon Co.
- ✓ Singh, A.K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D)
- ✓ Srivastava, D. N. (2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.
- ✓ Kaplan, R. N. & Saccuzzo, D. P. (2001). Psychological Testing. Principles, Applications and Issues (5thed.) USA: Wadsworth Thomson Learning
- ✓ Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication Co Pvt.
- ✓ Garret, H. C. (1981). Statistics in Psychology and Education. Longmans, Green & Co., NewYork.



**BA-III: Semester-V**  
**Paper-II (PSY-502): Psychology of Personality**

**COURSE OBJECTIVE**

This course aims to familiarize the students with definition, approaches, determinants of Personality and Self Concept.

**COURSE OUTCOME**

Students in this course upon completion will be able to know various ways in which personality has been understood including trait and type approaches, genetic and constitutional determinants of personality. The course will also provide a basic understanding of Self Concept – its nature and components and types as well as Indian Perspectives on Self.

**UNIT I: Concept and Historical Perspective**

- Concept, Popular and Scientific Views. (2)
- Historical Perspective: Traits vs Types. (2)
- Type-Shelden, Kretchmer. (3)
- Traits: Cattell, Allport. (3)

**UNIT II: Determinants**

- Genetic and Constitutional. (2)
- Physical Environment. (2)
- Family Determinants and Molding Techniques. (2)
- Socio Cultural Factors, School and Media. (4)

**UNIT III: Self Concept**

- Nature and Components. (2)
- Kinds of Self Concept. (2)
- Development of Self Concept: Patterns. (4)
- Self-Schema and stability of Self, B-I Disparity. (2)

**UNIT IV: Indian Perspectives on Self**

- Satva, Rajas, Tamas (SRT) Theory. (4)
- Panchokosh as: From gross to subtle. (2)
- Self in Bhagwad Gita: Stithpragya. (2)
- Awakened and Enlightened man-Buddha. (2)

**Books Recommended**

- ✓ Hall, C.S. and Lindzey, C.T. (1985). Theories of Personality. 3rd Edition. Wile EasternLtd.
- ✓ Hjella, L.A. and Ziegler, D.J. (1976). Personality Theories. McGrawHill
- ✓ Hurlock, E.S. (1976). Personality Development. Tata McGrawHill
- ✓ Mischel, W. (1976). Introduction to Personality. Holt Rinehart andWinston.
- ✓ Pervin, L.A.(1984). Personality- Theory and Research. 4th Edition. John Willey andSons.
- ✓ Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran and Grandsons.

**BA- III: Semester V**  
**Paper-III (PSY-503) Abnormal Psychology**

**COURSE OBJECTIVE**

This course aims to familiarize the students with basics of Abnormal Psychology , classification of mental disorders, causes of abnormal behavior , stress, mental retardation and other personality disorders.

**COURSE OUTCOME**

Upon completion of the course students will be able to enhance personal and social interactions by using the knowledge of the major theories of abnormal behavior and will better understand one's own and others' behavior, have a more effective understanding of stress and anxiety experienced by them in various situations. Course will be able to provide a comprehensive understanding of abnormal behaviours.

**Unit- I: Classification & model.**

- Concept and criteria of abnormal Behavior. (2)
- Classification- ICD-10, DSM5. (2)
- Biological and Sociological models. (2)
- Psychodynamic, Behavioral & Humanistic models. (4)

**Unit -II: Causes of Abnormal Behavior.**

- Biological causes. (3)
- Psychological causes. (2)
- Social causes. (2)
- Stress- Sources and Coping. (3)

**Unit-III: Stress and Anxiety Disorder**

- Stress Disorders: PTSD and Psycho-physiological Disorder (any two). (3)
- Anxiety Disorder: Phobia, obsessive and Compulsive Disorder. (3)
- Somatoform Disorder: Conversion Disorder. (2)
- Dissociative Disorder: Amnesia and Dissociated Identity Disorder. (2)

**Unit-IV: Psychotic and development disorder**

- Psychotic syndrome: Schizophrenia and Paranoia. (2)
- Mood disorder: Major Depressive Disorder, Bipolar Disorder. (3)
- Mental Retardation: Autism. (2)
- Personality Disorder (any two). (3)

**Books Recommended**

- ✓ Bhatnagar, P. (1990). Abnormal Psychology: The Inside Story. A self-Assessment Quiz. Bharat Publications, Lucknow.
- ✓ Buss, A.H. (1999). Psychopathology. New York: John Wiley.
- ✓ Carson, R.C., Butcher, J.N. & Mineka, S. (2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
- ✓ Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.
- ✓ Sarason, G.I. and Sarason, R.V. (2007). Abnormal psychology. The Problem of maladaptive behavior, 11th edition. Prentice Hall Publishing Inc.

**BA-III: Semester-VI**  
**Paper I (PSY-601): Assessment of Personality and**  
**Mental Ability**

**COURSE OBJECTIVE**

This course aims to familiarize the students with basics of assessment of personality and mental ability, history of personality assessment, ethical Issues in Personality Assessment as well as learn about psychometric, projective, intelligence, aptitude and achievement tests

**COURSE OUTCOME**

On completion of the course the students know the procedure of administration and scoring of various psychological tests including psychometric and projective tests. Students are familiarized with Indian perspective of personality assessment and various methods of assessment of Interest and Values , behavioural assessment as well as assessment of mental ability .In addition ,this course will enable the students to understand the basics of Research in Psychology, its nature ,process and goals to further the knowledge of personality.

**UNIT I: Personality Assessment**

- History of Personality Assessment. (2)
- Ethical Issues in Personality Assessment. (2)
- Psychometric Tests: MMPI, EPPS. (3)
- Psychometric Tests: MPI, NEO. (3)

**UNIT II: Indian Perspective of Personality Assessment**

- Projective tests: TAT, Rorschach Inkblot Test. (4)
- Sentence Completion and Word Association Test. (2)
- Assessment of Interest and Values: Strong Vocational Interest Blank, Allport Vernon Study of Values. (2)
- Behavioural Assessment: Uses and Types. (2)

**UNIT III: Assessment of Mental Ability**

- Stanford Binet V-edition, Wechsler Scales-Verbal and Performance. (3)
- Bhatia Battery and Standard Progressive Matrices. (2)
- Assessment of Special Ability: DAT, Minnesota test of Clerical Aptitude, Career Maturity Scale. (3)
- Achievement tests: Standardized and Teacher made Achievement tests. (2)

**UNIT IV: Quantitative and Qualitative Research**

- Basics of Research in Psychology: Nature and Goals of Psychological Research. (2)
- Principles of good research. (3)
- Steps/process of research. (3)
- Difference between Qualitative and Quantitative Research. (2)

**Books Recommended**

- Anastasi, A. & Urbina, S. (1999). Psychological testing (7th International ed.).Macmillon Co.
- Anastasi, A. (1997). Psychological Testing. New York, Macmillon Co.,
- Singh, A. K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D),
- Srivastava, D. N. (2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.

### **BA-III: Semester-VI**

- Kaplan, R. N. & Saccuzzo D.P. (2001). Psychological Testing. Principles, Applications and Issues (5thed.) USA: Wadsworth Thomson Learning
- Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication CoPv.
- Frager, R. and Fadiman, J. (2007). Personality and Personal Growth. Pearson.
- Pandey, J. (1988). Psychology in India The State of The Art, Vol 2, Basic and Applied Social Psychology. Edited by Janak Pandey. Sage, India.
- Pandey, J. (1988). Psychology in India The State of The Art, Vol1, Personality and Mental Processes. Edited by Janak Pandey. Sage, India.

**BA-III: Semester-VI**  
**Paper-II (PSY-602): Approaches to Personality**

**COURSE OBJECTIVE**

This course aims to familiarize the students with various theoretical approaches to Personality like trait and type, psychoanalytic, cognitive, behavioural, social learning and humanistic theories.

**COURSE OUTCOME**

On completion of the course the students will be familiar with various theories of personality, scientific methods used in the study of personality. Students will be able to distinguish among the major theoretical approaches of understanding personality with a focus on the strengths and weaknesses of each theory.

**Unit I: Trait and Type Theories**

- Big Five Factor Theory of Personality. (2)
- Need Theory of Murray. (3)
- Jung's Theory. (3)
- Eysenck's Theory. (2)

**Unit II: Psychoanalytic Theories**

- Classical Freudian Perspective. (3)
- Neo-Psycho Analytical Approach-Horney, Adler, Sullivan. (3)
- Psychoanalytic Object Relation-Fairburn, Klein, Kohut. (2)
- Attachment Perspective- Winnicott. (2)

**Unit III: Cognitive, Behavioural and Social Learning Theories**

- Kelly Personal Construct Theory. (2)
- Skinner Theory of Operant Conditioning. (3)
- Bandura Observational Learning and Social Cognitive Theory. (3)
- Mischel Social Cognitive Theory. (2)

**Unit IV: Humanistic Theories**

- Maslow Hierarchy of Need. (2)
- Rogers Theory of Self. (3)
- Ryan and Deci Self Determination Theory. (3)
- Goldstein Self Actualization Theory. (2)

**Books Recommended**

- Hall, C.S. and Lindzey, C.T. (1985). Theories of Personality, 3rd Edition. Wile Eastern Ltd.
- Hjella, L.A. and Ziegler, D.J. (1976). Personality Theories. McGrawHill
- Hurlock, E.S. (1976). Personality Development. Tata McGrawHill
- Mischel, W. (1976). Introduction to Personality. Holt Rinehart andWinston.
- Pervin,L.A.(1984).Personality-TheoryandResearch,4thEdition.JohnWileyandSons.
- Tripathi, R.B. and Singh, R.N. (1999). Vyaktitva ka Manovigyan. Varanasi: Ganga Saran and Grandsons.
- Schultz and Schultz (2005). Theories of Personality, Wads worth, CengageLearning.

## **BA-III: Semester-VI**

### **Paper- III (PSY603) Practical (Any 10 Practical)**

#### **COURSE OBJECTIVE**

This course aims to familiarize the students with practical aspects of measurement and assessment in Psychology.

#### **COURSE OUTCOME**

On completion of this course the students will be familiar with practical aspects of measurement of anxiety, adjustment Level and personality of Individual as well as learn skills of scale construction.

1. Sinha Anxiety Scale
2. Adjustment
3. Sack Sentence Completion Test
4. Self-Concept
5. Reliability
6. NEO-Five
7. Word Association Test
8. CMI
9. Item Writing
10. 16 P.F./H.S.P.Q.
11. Standard Progressive Matrices
12. Stress Log For One Week and Coping