



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. (Honors) Psychology
Semester IV (Batch 2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA403	CC	Fundamentals of Psychopathology	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs)

- CEO 1: Learn the history and models of abnormality.
- CEO 2: Understand the sexual dysfunctions and gender dysphoria.
- CEO3: Differentiate disorders and discuss possible causes and risk factors of neurotic disorders.
- CEO 4: Enhanced awareness on the current knowledge of treatments and outcomes of the mood and psychotic disorders.
- CEO 5: Classify the three personality clusters.

Course Outcomes (COs) The student will be able to:

- CO1: Critically evaluate assumptions underlying definitions of abnormality/disorder.
- CO2: Categorize various sexual dysfunctions and issues relating to gender dysphoria.
- CO 3: Compare various neurotic disorders.
- CO 4: Differentiate various mood and psychotic disorders.
- CO 5: Summarize the three clusters of personality.

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BA403	CC	Fundamentals of Psychopathology	60	20	20	30	20	2	0	2	3

BA403
Fundamentals
of
Psychopathology

Contents

Unit I

Introduction to Psychopathology: Concept of Abnormality, Historical Background, Brief Introduction to Classification systems (DSM-5, ICD-11), and Models of Abnormality.

Unit II

Gender Dysphoria and Sexual Dysfunctions.

Unit III

Anxiety Disorders and Obsessive Compulsive and Related Disorders.

Unit IV

Depressive Disorder, Bipolar Disorder and Schizophrenia.

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Unit V

Personality Disorders and Dissociative Disorders.

List of Practical (Any Five)

- Anxiety, depression, stress scale
- Sexual Attitude Scale
- Mental Depression Scale
- Big Five Personality Inventory
- Defence Mechanism Inventory
- Case Study

Recommended Readings:

- Beidel, D., Bulik, C., & Stanley, M. (2014). **Abnormal psychology**, 3rd edition. Upper Saddle River, NJ: Pearson
- Kilgus, M., & Rea, W. (Eds.) (2014). **Essential psychopathology casebook**. New York: W.W. Norton & Company
- Durand, V. M., & Barlow, D. H. (2013). **Essentials of Abnormal Psychology** (7 th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
- American Psychological Association. (2019). **Publication manual of the American Psychological Association** (7th ed.) Washington, DC: Author. ISBN-13: 978-1433832178
- American Psychiatric Association. (2013). **Diagnostic and statistical manual of mental disorders** (5th ed.). Washington, DC: Author

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BAHNPSY401-E1	DSE	Introduction to Counselling Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEO):

CEO1: To know the concepts of Counselling Psychology and its historical background.

CEO2: To define the importance of Counselling for all.

CEO3: To understand the difference between Guidance and Counselling.

CEO4: To aware regarding the need and application of Counselling.

CEO5: To understand recent trends and movements in Counselling Psychology

Course Outcome (Cos): Students will be able to:

CO1: Validate the importance and purpose Counselling Psychology.

CO2: Practice the skills and principles of counselling with ethics.

CO3: Describe applications of counselling psychology in various spheres of life.

CO4: Guide about the need for counselling and apply psychological counseling skills with all.

CO5: Demonstrate knowledge of counselling and utilize it in professional as well as personal aspects.

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BAHNPSY401-E1	DSE	Introduction to Counselling Psychology	60	20	20	0	0	3	0	0	3

BAHNPSY401-E1
Introduction
To
Counselling Psychology

Contents

UNIT I

Introduction to Counselling Psychology: Meaning, and Nature of Counselling Psychology, History and Importance of Counselling Psychology, Process of Counselling. Education and training of professional counsellors.

UNIT II

Approaches to Counselling Psychology: Psychoanalytic, Behavioral, Cognitive techniques. Types of Counselling: Directive, Non-Directive and Eclectic, Individual and Group Counselling.

UNIT III

Applications in Counselling Psychology: Counselling in Special areas (Rehabilitation of victims of Abuse and Violence, Suicide and Legal offenders), One Stop Center and Juvenile Justice Board.

UNIT IV

Techniques in Counselling Psychology: Indian techniques (Yoga and Meditation), Counselling and Technology and Expressive techniques: Art, Music, Play and Dance.

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BAHNPSY4 O1-E1	DSE	Introduction to Counselling Psychology	60	20	20	0	0	3	0	0	3

UNIT V

Trends of Counselling Psychology: Recent Trends of counselling, The role of Government of India and Universities for counselling, Present Status and Movements of Counseling. Application of Counselling Psychology.

Recommended Readings:

- Gelso, C. J. and Pretz, B.R. (1995). **Counselling Psychology**. Bangalore: Prism Books Pvt.Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). **Introduction to Counseling and Guidance**. (6th Ed.). Pearson Education.
- Patri, V.R. (2008). **Counselling Psychology**. New Delhi: Authors Press.
- Rao, S. N. (1991). **Counselling and Guidance**. (28th ed.). New Delhi: Tata McGraw Hill.
- Rai, A & Asthana, M. (2003). **Guidance and Counseling (Concepts, Areas and Approaches)**. New Delhi: Moti Lal Banarsi Das.
- Woolfe, R., Dryden, W. and Strawbridge, S. (2003). **Handbook of Counselling Psychology** (2nd Ed.). London: Sage Publication Ltd.

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BAHNPSY 401-E2	DSE	Fundamentals of Forensic Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

1. To know the basic concept and ethical issues of forensic psychology.
2. To familiar with different psychological disorders associated to criminal behavior
3. To acknowledge the role of psychology in courtroom.
4. To learn about scene creation and investigation in various circumstances.
5. To know about different psychological techniques, use in crime detection.

Course Outcomes (COs): The students will be able to-

1. Conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
2. Developing an understanding how various theories and principles of psychology are applied to identify criminal behaviors and related disorders.
3. Understanding the roles of forensic psychologists in court and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
4. Developing a working knowledge of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.
5. Assess the forensic interviewing with the help of advanced psychological tools used in crime investigation.

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BAHNPSY 401-E2	DSE	Fundamentals of Forensic Psychology	60	20	20	0	0	3	0	0	3	

BAHNPSY401-E2
Fundamentals
Of
Forensic Psychology

Contents

Unit I

Introduction and overview of Forensic Psychology, Nature, Definition, Scope, and Brief History of Forensic Psychology. Professional training and Education in Forensic Psychology, Ethical & Legal issues in Forensic Practice.

Unit II

The victim, Victimization, Impact of crimes on victims, Factors affecting victimization coping with victimization.
Effective Intervention: Relationship between mental disorders and crime, Psychological disorders and associated criminal behavior.

Unit III

Psychology and Courtroom: Types of Court and role of psychologists – Criminal, Juvenile, Civil & family court, Understanding court process and punishment, Effect of attorney, Judges, Jurors & Defenders. The Psychologists as an expert witness.

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BAHNPSY 401-E2	DSE	Fundamentals of Forensic Psychology	60	20	20	0	0	3	0	0	3	

Unit IV

Crime Scene and Investigation, Investigative interviewing: Interviewing vulnerable witnesses, Interviewing suspects, Facet – Meta theory. Behavioural Profiling: Introduction, Application of profiling, Crime scene analysis.

Unit V

Assessment & Evaluation in Forensic Psychology: Forensic methods in detection of crime – forensic methods of distortion in eye & ear witnesses. Competence to stand trial and use of psychological tests, Polygraph: Testing, Forensic assessment & treatment of sexual offenders & their victims.

Recommended Readings:

- Gregory, R.J. (2005). **Psychological Testing** (4th ed.). Delhi: Pearson education Pte.Ltd.
- Suryanarayana, N.V.S, Himabindu Goteti, Neelima V. (2011). **Cyber Psychology**. New Delhi: Sonali Publications
- Thou, Teisi (2011). **Forensic Psychology**. Jaipur: ABD Publishers
- Veereshwar, P. (2002). **Indian Systems of Psychotherapy**. Delhi: Kalpaz publications.
- Bartol, C.R. & A. Bartol, A.M. (2015). **Introduction to Forensic Psychology: Research and Application** (4th ed). New York: SAGE Publications.
- Brown, J., Shell, Y., & Cole, T. (2015). **Forensic Psychology**. New Delhi: SAGE Publications India Pvt. Ltd.
- Davies, G.M., & Beech, A. R. (2018). **Forensic Psychology: Crime, Justice, Law, Intervention**. (3rd ed.). USA: John Wiley & Sons Ltd.
- Dennis, H. (2018). **Introduction to Forensic and Criminal Psychology** (6th ed.) UK: Pearson Education.

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BAHNPSY 401-E3	DSE	Personality Psychology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

- CEO 1: Understand the term personality is complex and includes thoughts, behaviors, and emotions.
- CEO 2: Understand the difference between psychoanalytic and neo psychoanalytic theories of personality.
- CEO 3: Relate to each theory's advantages and disadvantages and understand that more than one theory is needed to fully understand a behavior.
- CEO 4: Understand the individual differences through trait approaches of personality.
- CEO 5: Understand approaches to psychological assessment that relate to the personality theories.

Course Outcomes (COs): Students will be able to:

- CO 1: Define personality and demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
- CO 2: Explain behavior from the viewpoint of different theories.
- CO 3: Locate relevant research, theory, and use information about personality to predict behavior in the future
- CO 4: Critically examine the major Trait theories and findings of the field of personality psychology.
- CO 5: Relate with different personality assessment methods.

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BAHNPSY 4O1-E3	DSE	Personality Psychology	60	20	20	0	0	3	0	0	3	

BAHNPSY4O1-E3
Personality Psychology

Contents

Unit I

Introduction to Personality- Definitions and Nature of Personality, Approaches: Person-Situation Interaction, and Idiographic-Nomothetic.

Unit II

Psychoanalytic and Neo-Psychoanalytic Theories of Personality- Classical Psychoanalysis: Sigmund Freud, Carl Jung: Analytical Psychology, Adler: Individual Psychology, Horney: Further Developments in Psychoanalytic Theory.

Unit III

Learning Perspectives: Skinner and Bandura, **Humanistic Perspectives:** Abraham Maslow, **The Person-Centered Approach:** Carl Rogers, **Existential Position:** Viktor Frankl

Unit IV

Trait Theories and Cross-Cultural Issues- G. Allport, Raymond Cattell, Hans. J. Eysenck, Five Factor Model: Costa & McCrae.

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BAHNPSY 401-E3	DSE	Personality Psychology	60	20	20	30	20	3	0	0	3

Unit V

Introduction to Personality Assessment Methods: Objective, Projective, and Behavioral, Brief Introduction of Personality Inventory.

Recommended Readings:

- Buck, R. (1976). **Human Motivation and Emotion**, New York: Wiley.
- Frager, R. & Fadiman, J. (2007). (6th Edn). **Personality and personal Growth**. Pearson Prentice Hall, India.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). **Theories of Personality**. Wiley: India.
- Kaplan, H.B. (1996). **Psychological Stress from the Perspective of Self Theory**. N.Y. Academic Press.
- Schultz, D.P & Schultz, E.S. (2005). **Theories of Personality**. Delhi: Thomson Wadsworth.

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BAHN404	CV	Comprehensive Viva	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAHN404
Comprehensive Viva

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate program. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

Course Educational Objectives (CEOs):

1. Provide an opportunity for students to apply theoretical concepts in real life situations.
2. Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

Course Outcomes: (Cos): The student should be able to:

1. Display the speaking skills and capabilities to demonstrate the subject knowledge.
2. Exhibit the strength and grip on the fundamentals of the subjects studied during the semester
3. Comprehend for all the courses studied in the entire program.

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BAHN405	PW/I	Field Study/Case Study/Seminar	0	0	0	50	0	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

BAHN405
Field Study/Case Study/Seminar

Course Educational Objectives (CEOs):

1. To provide an opportunity for students to apply theoretical concepts in real lifesituations.
2. To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.
3. To expose the students on various field study concepts.

Course Outcomes (COs) - The student will be able to:

1. Acquire research skills and capabilities to take up the project work.

The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student based on work assigned and regular submissions. The students need to complete the work in the stipulated time.

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