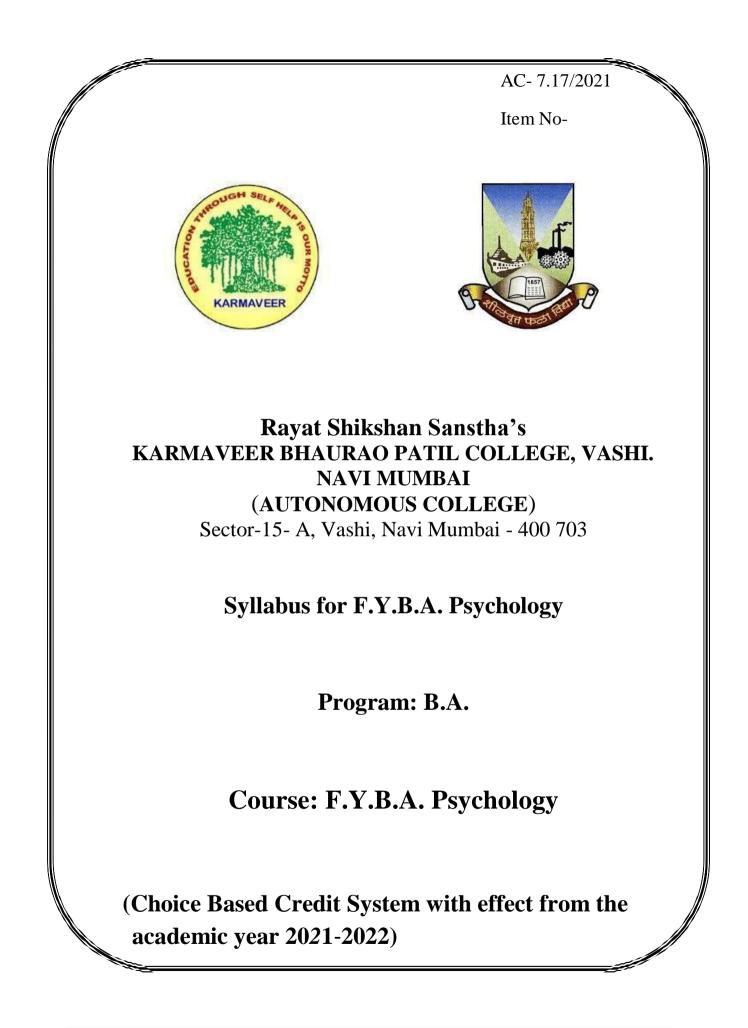Rayat Shikshan Sanstha's

Karmaveer Bhaurao Patil College Vashi, Navi Mumbai

Autonomous College

[University of Mumbai]

Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of Course	F.Y.B.A. (Psychology)
2	Eligibility for Admission	12th Arts, Commerce & Science and equivalent [of recognized Boards]
3	Passing Marks	40
4	Ordinances/Regulations (if any)	
5	No. of Years/Semesters	One year/Two semester
6	Credits	3 per semester/per paper
7	Level	U.G.
8	Pattern	Semester
9	Status	Revised
10	To be implemented from Academic year	2021-2022

Rayat Shikshan Sanstha's
KARMAVEER BHAURAO PATIL COLLEGE, VASHI.
NAVI MUMBAI
(AUTONOMOUS COLLEGE)
Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for F.Y.B.A. Psychology

Program: B.A.

Course: F.Y.B.A. Psychology

(Choice Based Credit System with effect from the academic year 2021-2022)

Preamble of the Syllabus:

Bachelor of Arts (B.A.) in Psychology is a under graduation programme of Department of Psychology, Karmaveer Bhaurao Patil College Vashi, Navi Mumbai [Autonomous College].

The Choice Based Credit and Grading System to be implemented through this curriculum will help students develop interest in the field of Psychology. The students pursuing this course would have to develop understanding of nature, Scope and subject matter of Psychology, connections between biological aspects and behaviour, basic concepts related to sensation, perceptions, sleep and dream, principles and theories of learning, memories. emotions and personality. They will also have to develop understanding of research methods used in Psychology and statistical methods and their applications in research.

F.Y.B.A. PSYCHOLOGY

For the subject of Psychology there shall be two papers for 60 lectures each comprising of four units of 15 lectures each.

Paper No.	Semester	Part	Unit No.	Title
I	I	I	I	The Science of Psychology
			II	The Biological Perspective
			III	Sensation, Perception and Consciousness
			IV	Learning and Memory
	II	II	I	Cognition: Thinking, Intelligence, and Language
			II	Motivation and Emotion
			III	Theories of Personality
			IV	Statistics in Psychology

Note –

1. Yellow highlighted topic/ course is related to professional ethics, gender, human value, environment and sustainability.

2. Blue font highlighted topic/ course has focus on employability, skills development and entrepreneurship.

3. Green font highlighted topic/ course is related to local, regional, national and global development needs.

Choice Based Credit System with effect from the academic year 2021-22

F.Y.B.A. PSYCHOLOGY

Paper No.	Code	Sem.	Course Title	Credits	Marks
I	UGPSY101	I	Fundamentals of Psychology: Part I	3	100 (60 + 40)
	UGPSY201	II	Fundamentals of Psychology: Part II	3	100 (60 + 40)

Semester I

Paper 1: Fundamentals of Psychology: Part II   Paper Code: UGPSY101

Credits: 3   Lectures per week: 4

Course Objectives:

1. to prepare learners to explain the history and fields of Psychology

2. to prepare learners to recognize the areas of specialization and professionals related to psychology

3. to prepare learners to describe the scientific research methods and ethics in psychological research

4. to prepare learners to draw the neuron and describe structure and functions of neuron

5. to prepare learners to discuss the effects of different types of neurotransmitters and endocrine glands

6. to prepare learners to describe the structure of the nervous system

7. to prepare learners to discuss the invasive and non-invasive techniques of studying human brain

8. to prepare learners to describe the concepts related to sensation such as Transduction, Sensory Thresholds, Habituation and Sensory Adaptation

9. to prepare learners to explain Gestalt principles of perceptual organization

10. to prepare learners to discuss the depth perception and perceptual illusions

11. to prepare learners to discuss the stages and importance of sleep and sleep disorders

12. to prepare learners to discuss the dreams, its characteristics and theories

13. to prepare learners to evaluate classical conditioning theory of learning and its applications

14. to prepare learners to evaluate operant conditioning theory of learning and its applications

15. to prepare learners to discuss types of reinforcement and its applications

16. to prepare learners to evaluate cognitive theories of learning and its applications

17. to prepare learners to discuss the processes of memory and information processing model of memory

Course Outcomes:

At the end of this course, students will be able:

1. to explain the history and fields of Psychology

2. to recognize the areas of specialization and professionals related to psychology

3. to describe the scientific research methods and ethics in psychological research

4. to draw the neuron and describe structure and functions of neuron

5. to discuss the effects of different types of neurotransmitters and endocrine glands

6. to describe the structure of the nervous system

7. to discuss the invasive and non-invasive techniques of studying human brain

8. to describe the concepts related to sensation such as Transduction, Sensory Thresholds, Habituation and Sensory Adaptation

9. to explain Gestalt principles of perceptual organization

10. to discuss the depth perception and perceptual illusions

11. to discuss the stages and importance of sleep and sleep disorders

12. to discuss the dreams, its characteristics and theories

13. to evaluate classical conditioning theory of learning and its applications

14. to evaluate operant conditioning theory of learning and its applications

15. to discuss types of reinforcement and its applications

16. to evaluate cognitive theories of learning and its applications

17. to discuss the processes of memory and information processing model of memory

		Teaching hours	Notion Hours
Unit 1:	**The Science of Psychology**	**15**	**8**
1.1	The history of Psychology (Wundt, Titchener, and James, Gestalt, Psychoanalysis, & Behaviorism)		
1.2	The Fields of Psychology Today (Modern Perspectives - Psychodynamic, Behavioral, Humanistic, Cognitive, Socio-cultural, Bio-psychological, Evolutionary)		
(pg.	Psychological Professionals and Areas of Specialization		

No. 685 -691)

Scientific Research (The Scientific Approach, Descriptive Methods, Correlations: Finding Relationships, The Experiment, Experimental Hazards and Controlling for Effects)

1.5 Ethics of Psychological Research (The Guidelines for Doing Research with People, Animal Research)

Application: Thinking Critically about Critical Thinking

Unit 2: The Biological Perspective	**15**	**8**

2.1 Neurons and Nerves: Building the Network (Structure & Function of Neuron, Nerve impulses, Neurotransmitter)

2.2 An overview of the Nervous System (CNS, PNS [ANS & SNS])

2.3 Distant connections: The Endocrine Glands

2.4 Looking inside the Living Brain (Lesioning Studies, Brain Stimulation, Invasive Techniques & Noninvasive Techniques; Neuro-imaging Techniques: [a] Mapping structure –CT, MRI, [b] Mapping Function: EEG, MEG, PET, *f*MRI)

Unit 3: Sensation, Perception and Consciousness	**15**	**8**

The ABCs of Sensation: Transduction, Sensory Thresholds, Habituation and Sensory Adaptation

The ABCs of Perception: How We Organize Our Perceptions

Depth Perception and Perceptual Illusions

What is Consciousness?

Sleep and Dream

Application: Extra Sensory Perception

Unit 4: Learning and Memory	**15**	**8**

4.1 Definition of Learning

Classical conditioning (Pavlov and The Salivating Dogs, Elements, Stimulus Generalization And Discrimination, Extinction And Spontaneous Recovery, Higher-Order Conditioning,

4.2 Why Does Classical Conditioning Work), and Operant conditioning (The Contributions of Thorndike and Skinner, Reinforcement, Reinforcement Schedules, Punishment, Applications – Shaping & Behavioural Modification)

Cognitive learning Theory (Latent Learning, Insight Learning,

Learned Helplessness) and Observational Learning (Bandura

And The Bobo Doll, Four Elements)

What is memory? (Definition, Processes, Models)

The Information Processing Model: Three Memory Systems

4.6   Application: Memory Improvement Techniques

F.Y.B.A. PSYCHOLOGY

Semester II

Paper 1: Fundamentals of Psychology: Part II   Paper Code: UGPSY201

Credits: 3   Lectures per week: 4

Course Objectives:

1. to prepare learners to explain how people are able to think by using mental imagery, concepts and prototypes

2. to prepare learners to discuss the different problem-solving and decision-making strategies

3. to prepare learners to evaluate the theories of intelligence

4. to prepare learners to assess different methods of measuring intelligence

5. to prepare learners to discuss the individual differences in intelligence

6. to prepare learners to explain the language development and its relationship with thought

7. to prepare learners to evaluate different approaches to study motivations

8. to prepare learners to explain the hunger motivation

9. to prepare learners to discuss the theories of emotions

10. to prepare learners to discuss the theories of personality

11. to prepare learners to discuss different methods of personality assessment

12. to prepare learners to calculate measures of central tendencies such as mean, mode and median

13. to prepare learners to calculate measures of variability such as average deviation and standard deviation

14. to prepare learners to calculate the Pearson's product moment correlation

15. to prepare learners to explain the use of inferential statistics such as 't' test and F test.

Course Outcomes:

At the end of this course, students will be able:

16. to explain how people are able to think by using mental imagery, concepts and prototypes
17. to discuss the different problem-solving and decision-making strategies
18. to evaluate the theories of intelligence
19. to assess different methods of measuring intelligence
20. to discuss the individual differences in intelligence
21. to explain the language development and its relationship with thought
22. to evaluate different approaches to study motivations
23. to explain the hunger motivation
24. to discuss the theories of emotions
25. to discuss the theories of personality
26. to discuss different methods of personality assessment
27. to calculate measures of central tendencies such as mean, mode and median
28. to calculate measures of variability such as average deviation and standard deviation
29. to calculate the Pearson's product moment correlation
30. to explain the use of inferential statistics such as 't' test and F test.

	No. of Lectures	Notion Hours
Unit 1: Cognition: Thinking, Intelligence, and Language	15	8

1.1 How People think (Mental Imagery, Concepts and Prototypes, Problem-Solving and Decision-Making Strategies, Creativity)

1.2 Intelligence (Theories [Spearman, Gardner, Sternberg, Cattell-Horn-Carroll, Neuroscience Theories] & Measurements [Binet, Standford-Binet, Wechsler] Test Construction, Individual Difference)

1.3 Language (The Levels of Language Analysis – Grammar, Phonemes, Morphemes, Syntax, Semantics, Pragmatics; Development of Language, The Relationship Between Language and Thought, Animal Studies in Language)

1.4 Application: Mental and Physical Exercises for Better

Cognitive Health

| **Unit 2: Motivation and Emotion** | **15** | **8** |

2.1 Approaches to understanding Motivation (Defining Motivation; intrinsic and extrinsic; Instincts and the Evolutionary Approach, Drive-Reduction Theory),

2.2 What, Hungry again? Why People Eat (Physiological and Social Components of Hunger, Obesity)

2.3 Emotion (Elements, Theories - James-Lange, Cannon-Bard, Cognitive Theories - Schechter and Singer, Lazarus's)

2.4 Culture and Emotions

2.5 Application: Improving Emotional Intelligence

| **Unit 3: Theories of Personality** | **15** | **8** |

Definition and Nature of Personality

Psychodynamic Perspective, The Behavioural and Social Cognitive View of Personality (Learning Theories Bandura & Rotter), The Third Force: Humanism and Personality

3.3 Modern Trait Theories: The Big Five and current thoughts on the trait Perspective

3.4 Personality : Genetics and Culture and Assessment of Personality (Interviews, Behavioral Assessments, and Personality Inventories)

3.5 Application: SWOC Analysis

| **Unit 4: Statistics in Psychology** | **15** | **8** |

4.1 What are Statistics?

4.2 Descriptive Statistics (Frequency Distributions, The Normal Curve)

4.3 Measures of Central Tendency

4.4 Measures of Variability

4.5 Inferential Statistics (Statistical Significance, The Correlation Coefficient)

Book for Study

1) Ciccarelli,S. K.,White, J.N.,& Mishra,G.(2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

Additional Books for Reference

1) Baron, R.A. and Mishra, G. (2015). Psychology. 5th Edition; Indian Subcontinent Edition. Pearson India Education Services Pvt.ltd.

2) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon

3) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt. ltd.

4) Ciccarelli, S. K., & White, J. N. (2017). Psychology.4thedi. New Jersey: Pearson education

5) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications

6) Feldman, R.S. (2013). Psychology and your life.2ndedi. New York: McGraw Hill publications

7) Feldman, R.S. (2013). Understanding Psychology.11thedi. New York: McGraw Hill publications

8) King, L.A. (2013). Experience Psychology.2ndedi. New York: McGraw Hill publication.

9) Lahey, B. B. (2012). Psychology: An Introduction. 11th Edi. New York: McGraw-Hill Publications.

10) Myers, D. G. (2013).Psychology.10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013.

11) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.

12) Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi.

Question Paper Pattern for F.Y.B.A (Choice Based Credit System)

Semester End Examination from 2021-22 onwards

(A) Semester End Exam   **Marks: 60**   **Time: 2 Hours**

Paper No	Name of the Paper	Question No.	Type of Question	Based on any of the 1 Unit	Options Given	Required to be attempted	Marks
UGPSY101	Fundamentals of Psychology Part I	1	Essay types	2/3/4 unit	4	2	20
		2	Short Notes	2/3/4 unit	7	4	20
		3	Short Notes	2/3/4 unit	7	4	20
UGPSY201	Fundamentals of Psychology Part II	1	Essay types	2/3/4 unit	4	2	20
		2	Short Notes	2/3/4 unit	7	4	20
		3	Short Notes	2/3/4 unit	7	4	20

(B) Continuous Internal Evaluation (CIE)   **Marks: 40**

a) Online Test based on Unit I (MCQ).   Marks 20

b) Other methods of continuous evaluation:

Paper No	Name of the Paper	2019-20	2021-22 onwards
UGPSY101	Fundamentals of Psychology Part I	Poster Presentation (10) Report Based on Field Visit (10)	Poster Presentation (20)
UGPSY201	Fundamentals of Psychology Part II	Classroom Presentation - Group (10) Participation in Dept. extension / ISR activities (10)	Home Assignment (20)

Note: Numbers in the bracket indicates marks.

Rayat Shikshan Sanstha's

Karmaveer Bhaurao Patil College Vashi, Navi Mumbai

Autonomous College

[University of Mumbai]

Approved Syllabus

Sr. No.	Heading	Particulars
1	Title of Course	S.Y.B.A. (Psychology)
2	Eligibility for Admission	F.Y.B.A. (Psychology)
3	Passing Marks	40
4	Ordinances/Regulations (if any)	
5	No. of Years/Semesters	One year/Two semester
6	Credits	3 per semester/per paper
7	Level	U.G.
8	Pattern	Semester
9	Status	Revised
10	To be implemented from Academic year	2019-20

AC- 2.43/2018

Item No

Rayat Shikshan Sanstha's
KARMAVEER BHAURAO PATIL COLLEGE, VASHI.
NAVI MUMBAI
(AUTONOMOUS COLLEGE)
Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for S.Y.B.A. Psychology

Program: B.A.

Course: S.Y.B.A. Psychology

**(Choice Based Credit, Grading and Semester System
with effect from the academic year 2019-20)**

Preamble of the Syllabus:

Bachelor of Arts (B.A.) in Psychology is a under graduation programme of

Department of Psychology, Karmaveer Bhaurao Patil College Vashi, Navi Mumbai [Autonomous College].

The Choice Based Credit and Grading System to be implemented through this curriculum will help learner develop interest in the field of Psychology. Learner will have to learn two papers i) Social Psychology and ii) Developmental Psychology. The learner pursuing this course would have to develop understanding of nature and scope of Social Psychology, modern trends in Social Psychology, research methods in Social Psychology, concepts related to social cognition like heuristics, schemas and automatic verses controlled processing, process of non-verbal communication, attribution, impression formation and impression management, attitude, persuasion, stereotypes, prejudice, obedience, conformity, compliance and aggression.

They will also have to develop understanding of lifespan development, key issues in lifespan development, research methods in developmental psychology, prenatal development, physical and cognitive development in infancy, physical, cognitive, social and personality development in preschool and middle childhood.

Choice Based Credit, Grading and Semester System with effect from the

S.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY301	III	Social Psychology: Part I	3	100 (60 + 40)
UGPSY401	IV	Social Psychology: Part II	3	100 (60 + 40)

Semester III

Paper 2: Social Psychology: Part I Paper Code: UGPSY301 Credits: 3 Lectures per week: 3 Course Objectives:

1. to help learner summarize the subject matter of social psychology and explain advances in social psychology

2. to help learner explain and use research methods in social psychology

3. to help learner exemplify the role of theories in social psychology

4. to help learner discuss and evaluate the use of different heuristics in reducing the efforts in understanding social world

5. to help learner discuss and evaluate use of schemas in organizing social information 6. to help learner discuss automatic and controlled processing: in social thoughts 7. to help learner analyze potential sources of error in social cognition 8. to help learner evaluate the relationship of affect and cognition in social context 9. to help learner describe and evaluate different modes of non-verbal communication 10. to help learner evaluate the theories of attribution and discuss basic sources of attribution errors

11. to help learner explain and evaluate different strategies for impression formation and impression management

12. to prepare learner to discuss and evaluate internal and external sources of attraction)

13. to prepare learner to explain the role of social interaction in attraction 14. to prepare learner to describe the role of close relationship as a foundation of social life

Course Outcomes:

After completion of this course, the learner will able:

1. to summarize the subject matter of social psychology and explain advances in social

psychology

2. to explain and use research methods in social psychology

3. to exemplify the role of theories in social psychology

4. to discuss and evaluate the use of different heuristics in reducing the efforts in understanding social world

5. to discuss and evaluate use of schemas in organizing social information

6. to discuss automatic and controlled processing: in social thoughts

7. to analyze potential sources of error in social cognition

8. to evaluate the relationship of affect and cognition in social context

9. to describe and evaluate different modes of non-verbal communication) 10. to evaluate the theories of attribution and discuss basic sources of attribution errors 11. to explain and evaluate different strategies for impression formation and impression management

12. to discuss and evaluate internal and external sources of attraction

13. to explain the role of social interaction in attraction

14. to describe the role of close relationship as a foundation of social life

	No. of Lectures	Notion Hours

Unit 1: Social Psychology - The Science of the Social Side of Life **12 6** 1.1 Social Psychology: An Overview

1.2 Social Psychology: Advances at the Boundaries

1.3 Research as the Route to Increased Knowledge

1.4 The Role of Theory in Social Psychology

Unit 2: Social Cognition – How we think about the social world **12 6** 2.1 Heuristics: How We Reduce Our Effort in Social Cognition

2.2 Schemas: Mental Frameworks for Organizing Social Information

2.3 Automatic and controlled processing: two basic modes of social thought

2.4 Potential Sources of Error in Social Cognition

2.5 Affect and Cognition: How Feelings Shape Thought and Thought Shapes Feelings

Unit 3: <mark>Social Perception – Perceiving and Understanding Others</mark> 12 6 3.1 Nonverbal Communication

Attribution: Understanding the Causes of Others' Behavior

3.2
a) Theories of Attribution

b) Attribution: Some Basic Sources of Error

3.3 Impression Formation

3.4 Impression Management

Unit 4: <mark>Interpersonal Attraction, Close Relationships, and Love</mark> 12 6 4.1 Internal Sources of Attraction

4.2 External Sources of Attraction

4.3 Factors Based on Social Interaction

4.4 Close Relationships: Foundations of Social Life

Semester IV

Paper 2: Social Psychology: Part II Paper Code: UGPSY401 Credits: 3

Lectures per week: 3 Course Objectives:

1. to prepare learners to explain the theories of attitude formation

2. to prepare learners to discuss when and how attitude influence behavior 3. to prepare learners to describe the strategies of changing attitude of others 4. to prepare learners to discuss factors that increase resistance to attempt to persuade

5. to prepare learners to summarize how the cognitive dissonance and how the cognitive dissonance could be reduced.

6. to prepare learners to evaluate the theories and causes of aggressive behavior 7. to

prepare learners to discuss the techniques of preventing and controlling aggression

8. to prepare learners to discuss the motives behind helping others

9. to prepare learners to analyze how people respond to emergency in presence of others

10. to prepare learners to summarize importance of perceived motive behind being helped

11. to prepare learners to analyze when to join or leave the group

12. to prepare learners to discuss cooperation and conflicts in the group 13. to prepare learners to assess the group decision making process

14. to prepare learners to evaluate the how the factors such as conformity, compliance and obedience influence individual's actions

Course Outcomes:

After completion of this course, the learner will be able:

1. to explain the theories of attitude formation

2. to discuss when and how attitude influence behavior

3. to describe the strategies of changing attitude of others

4. to discuss factors that increase resistance to attempt to persuade

5. to summarize how the cognitive dissonance and how the cognitive dissonance could be reduced.

6. to evaluate the theories and causes of aggressive behavior

7. to discuss the techniques of preventing and controlling aggression

8. to discuss the motives behind helping others

9. to analyze how people respond to emergency in presence of others

10. to summarize importance of perceived motive behind being helped

11. to analyze when to join or leave the group

12. to discuss cooperation and conflicts in the group

13. to assess the group decision making process

14. to evaluate the how the factors such as conformity, compliance and obedience influence individual's actions

No. of Lectures	Notion Hours

Unit 1: Attitude 12 6 1.1 Attitude Formation

1.2 When and Why Do Attitudes Influence Behavior

1.3 The Fine Art of Persuasion

1.4 Resisting Persuasion Attempts

1.5 Cognitive Dissonance

Unit 2: Aggression 12 6 2.1 Perspectives on Aggression

2.2 Causes of Human Aggression

2.3 Bullying: Singling Out Others for Repeated Abuse

2.4 The Prevention and Control of Aggression: Some Useful Techniques **Unit 3: Prosocial**

Behavior: Helping Others 12 6 3.1 Why People Help: Motives for Prosocial Behavior

3.2 Responding to an Emergency: Will Bystanders Help?

3.3 Factors That Increase or Decrease the Tendency to Help

3.4 The Effects of Being Helped: Why Perceived Motives Really Matter **Unit 4: Groups and**

Social Influence 12 6 4.1 Groups: When We Join and When We Leave

4.2 Coordination in Groups: Cooperation or Conflict

4.3 Decision Making by Groups

4.4 Conformity: Group Influence in Action

4.5 Compliance: To Ask—Sometimes—Is to Receive

4.6 Obedience to Authority

Note: Learner need to be provided with knowledge of how the Stereotyping, Prejudice, and Discrimination are developed, how they affects the individual and how their effect could be cured through bridge course at the beginning of the semester and including the group discussion.

Book for Study:

Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014

Books for Reference

1) Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New

Jersey: Pearson Education Prentice Hall

2) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009 3) Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA

4) Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA

5) Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co. 6) Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4th edi.). Pearson Education Allyn and Bacon, Boston

7) Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd.

8) Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th edi.). New Delhi: Pearson Education

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

S.Y.B.A. PSYCHOLOGY

Paper No.	Code	Sem.	Course Title	Credits	Marks
3	UGPSY302	3	Developmental Psychology: Part I	3	100 (60 + 40)
	UGPSY402	4	Developmental Psychology: Part II	3	100 (60 + 40)

Semester III

Paper 3: Developmental Psychology: Part I Paper Code: UGPSY302
Credits: 3 Lectures per week: 3 Course Objectives:

1. to help learner explain importance, characteristics and concern in lifespan development

2. to help learner summarize biological, cognitive, and socioemotional processes 3. to help learner explain the periods of development, the significance of age, and discuss developmental issues

4. to prepare learner explain and compare Psychoanalytic, Cognitive, Behavioral and Social Cognitive, Ethological, Ecological and Eclectic theories of development 5. to prepare learner to exemplify methods of data collection and research designs used in Life-span development research

6. to help learner explain genetic foundation of development

7. to prepare learner analysis genetic principles and differentiate chromosomal and gene linked abnormalities

8. to prepare learner to describe and discuss the role of heredity and environment in development

9. to prepare learner critically evaluate hazards to the prenatal development and discuss the reproductive challenges and choices

10. to help learner explain the course of prenatal development and methods of assessing newborns

11. to help learner explain and discuss Physical, Motor, Sensory and Perceptual Development in infancy

12. to prepare learner to explain and discuss Cognitive and Language Development in infancy

13. to prepare learner to explain and discuss Physical and Cognitive changes and emotional and moral development in early childhood

Course Outcomes:

After completion of this course, the learner will be able to:

1. to explain importance, characteristics and concern in lifespan development

2. to summarize biological, cognitive, and socioemotional processes

3. to explain the periods of development, the significance of age, and discuss developmental issues

4. to explain and compare Psychoanalytic, Cognitive, Behavioral and Social Cognitive, Ethological, Ecological and Eclectic theories of development 5. to exemplify methods of data collection and research designs used in Life-span development research

6. to explain genetic foundation of development

7. to analysis genetic principles and differentiate chromosomal and gene linked abnormalities

8. to describe and discuss the role of heredity and environment in development 9. to critically evaluate hazards to the prenatal development and discuss the reproductive challenges and choices

10. to explain the course of prenatal development and methods of assessing newborns

11. to explain and discuss Physical, Motor, Sensory and Perceptual Development in infancy

12. to explain and discuss Cognitive and Language Development in infancy 13. to explain and discuss Physical and Cognitive changes and emotional and moral development in early childhood

	No. of Lectures	Notion Hours

Unit 1: <mark>Introduction to Lifespan Development</mark> 12 6 1.1 The Life-Span Perspective: The Importance of Studying Life Span Development, Characteristics of the Life-Span Perspective, Some Contemporary Concerns

1.2 The Nature of Development: Biological, Cognitive, and Socioemotional Processes, Periods of Development, The

Significance of Age, Developmental Issues

1.3 Theories of Development: Psychoanalytic Theories, Cognitive Theories, Behavioral and Social Cognitive Theories, Ethological Theory, Ecological Theory, Eclectic Theoretical Orientation

1.4 Research in Life-Span Development: Methods for Collecting Data, Research Designs, Time Span of Research

Unit 2: <mark>Biological Beginnings & Prenatal Development</mark> 12 6 2.1 Genetic foundation of

Development: The Collaborative Genes, Genes and Chromosomes, Genetic Principles,

Chromosomal

and Gene linked Abnormalities

2.2 Heredity and Environment interaction : The nature × Nurture

Debate

2.3 a) The Teratology and Hazards to prenatal Development

b) Reproductive Challenges and Choices

2.4 The Course of Prenatal Development and Birth Process

2.5 Assessing the Newborn

Unit 3: <mark>Infancy</mark> 12 6 3.1 Physical growth and development in infancy

3.2 Motor, Sensory and Perceptual Development

Cognitive Development

3.3   Remembering, and

a) Piaget's Theory of Infant Conceptualizing

Development b) Learning,

3.4 Language Development

Unit 4: <mark>Early Childhood</mark> 12 6 4.1 Physical Changes

Cognitive Changes

4.2   stages b)

a) Piaget's   Vygotsky's Theory

preoperational

4.3 The Self, Emotional and Moral Development

4.4 Families, Peer relations and Play

Semester IV

Paper 3: Developmental Psychology: Part II Paper Code: UGPSY402

Credits: 3 Lectures per week: 3 Course Objectives:

1. to prepare learner to explain physical development and cognitive changes during

Adolescence

2. to prepare learner to summarize the development of self-identity and
   religiosity/spirituality during Adolescence

3. to prepare learner to describe the interpersonal relationship with family members and
   peers during Adolescence

4. to prepare learner to analysis physical development and changes in sexuality during
   early adulthood

5. to prepare learner to describe the importance of and changes in career and work
   during early adulthood

6. to prepare learner to describe the attraction, love, and close relationships during early
   adulthood

7. to prepare learner to explain the role of marriage and family during early adulthood 8.
to prepare learner to summarize physical development during middle adulthood 9. to
prepare learner to analyze changes in Careers, Work, and Leisure activities during
middle adulthood

10. to prepare learner to analyze the importance of close relationship and changes in
    religiosity and meaning in life during middle adulthood

11. to prepare learner to describe and evaluate biological theories of aging 12. to
prepare learner to summarize the course of physical development during late
adulthood

13. to prepare learner to discuss the physical and mental health issues during late
    adulthood

Course Outcomes:

After completion of this course, the learner will be able:

1. to explain physical development and cognitive changes during Adolescence 2. to
summarize the development of self-identity and religiosity/spirituality during
Adolescence

3. to describe the interpersonal relationship with family members and peers during
   Adolescence

4. to analysis physical development and changes in sexuality during early adulthood 5.
to describe the importance of and changes in career and work during early adulthood 6.
to describe the attraction, love, and close relationships during early adulthood 7. to

explain the role of marriage and family during early adulthood 8. to summarize physical development during middle adulthood

9. to analyze changes in Careers, Work, and Leisure activities during middle adulthood 10. to analyze the importance of close relationship and changes in religiosity and meaning in life during middle adulthood

11. to describe and evaluate biological theories of aging

12. to summarize the course of physical development during late adulthood

13. to discuss the physical and mental health issues during late adulthood

	No. of Lectures	Notion Hours

Unit 1: Adolescence 12 6 1.1 Physical development

    a) Physical Changes b) Issues in Adolescent Health

 1.2 Adolescent Cognition

 1.3 The Self, Identity, and Religious/Spiritual Development

 1.4 Families and Peers

Unit 2: Early Adulthood 12 6 2.1 Physical Development

 2.2 Sexuality

 2.3 Career and Work

 2.4 Attraction, Love, and Close Relationships

 2.5 Marriage and the Family

Unit 3: Middle Adulthood 12 6 3.1 Physical Development

 3.2 Careers, Work, and Leisure

 3.3 Religion and Meaning in Life

 3.4 Close Relationships

Unit 4: Late Adulthood 12 6 4.1 Biological Theories of Aging

 4.2 The Course of Physical Development in Late Adulthood

 4.3 Health

 4.4 Mental Health

Important Note - In view of today's increased multiculturalism, socio-cultural dimensions of all units should be taught and discussed with respect to relevance/ applications/ implications in the Indian context

Book for study

1) Santrock, J.W. (2011). Life-Span Development (13th Edition). NY: McGraw Hill. 2) Feldman, R. S. (2018). Development Across the Life Span. (8th Ed). London: Pearson Education Ltd.

Books for reference

1) Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.

2) Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.

3) Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

4) Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.

5) Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5th Ed). McGraw Hill co.

6) Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

7) Kail, R. V. (2007). Children and their Development. (4th Ed). New Jersey: Pearson Education Inc.

8) McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3rd Ed). New Jersey: Pearson Education Inc.

9) Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition

10) Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7th Ed). Thomson Learning, Indian reprint 2007

Question Paper Pattern for S.Y.B.A (Choice Based Credit, Grading and Semester System)

Semester End Examination from 2019-20 onwards

(A) Semester End Exam Marks: 60 Time: 2 Hours

Paper No **Name of the**

Question No.	T Q			
		2	Short Notes	2/3/4 uni
		3	Short Notes	2/3/4 uni
		1	Essay types	2/3/4 uni
1	Ess	2	Short Notes	2/3/4 uni
		3	Short Notes	2/3/4 uni
		1	Essay types	

			1	Essay types	2/3/4 uni
2	Sho		**2**	Short Notes	2/3/4 uni
3	Sho				

Paper **Marks**

UGPSY301 UGPSY302	Social Psychology Part II	20
		20
		20
	Developmental Psychology Part I	20
UGPSY401 UGPSY402	Developmental Psychology Part II	20
		20
	20	20
	20	20
Social Psychology Part I	20	20

3 Short Notes 2/3/4 unit 7 **4** 20

(B) Continuous Internal Evaluation (CIE) Marks: 40 a) Online Test based on Unit

I (MCQ). Marks 20

b) Other methods of continuous evaluation:

Paper No	Name of the Paper	2018-19	2020-21 onwards
UGPSY301	Social Psychology Part I	Survey (20)	Report of ISR Activity (20)
UGPSY302	Social Psychology Part II	Group Discussion (10) ISR Activity (10)	Group Discussion (10)
UGPSY401	Developmental Psychology Part I	Poster Presentation (10) Home Assignment (10)	Poster Presentation (10) Home Assignment (10)
UGPSY402	Developmental Psychology Part II	Home Assignment (10) Home Assignment (10)	Class Test (20)

Note: Numbers in the bracket indicates marks.

Karmaveer Bhaurao Patil College (Autonomous),

Vashi, Navi Mumbai

[University of Mumbai]

Approved Syllabus

Sr. No.	Heading	Particular
1	Class	TYBA
2	Eligibility for Admission	S.Y.B.A.
3	Name of the Course	B.A. (Psychology)
4	Passing Marks	40 marks
5	Syllabus and Evaluation	Semester End Examination 60 Marks, Continuous Internal Evaluation 40 Marks
6	Number of Semesters	02
7	Credits	24 per semester
8	Level	UG
9	Pattern	Semester
10	Status	New
11	To be Implemented from the academic year	From 2019-20

AC- 2.44/2019

Item No-19

Rayat Shikshan Sanstha's

KARMAVEER BHAURAO PATIL COLLEGE (**AUTONOMOUS**)**,**

Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for T.Y.B.A. Psychology

Program: B.A.

Course: T.Y.B.A. Psychology

(Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20)

Preamble of the Syllabus:

Bachelor of Arts (B.A.) in Psychology is a under graduation programme of Department of Psychology, Karmaveer Bhaurao Patil College [Autonomous], Vashi, Navi Mumbai.

The Choice Based Credit and Grading System to be implemented through this curriculum will help students develop interest in the field of Psychology. Students will have to learn six papers in each semester i) Psychological Testing, Research methods and Statistics, ii) Abnormal Psychology, iii) Industrial-Organizational Psychology, iv) Cognitive Psychology, v) Psychological Practicals – Testing and experiments, and vi) Counseling Psychology.

The students pursuing this course would have to develop understanding of characteristics of good psychological tests such as reliability, validity and norms, stages of test development and understanding of various tests to measure intelligence, aptitude and personality of an individual, research methods, methods of sampling and data collections, research design used in psychological research and use of statistics in analysis of data. Further, they also have to develop understanding of abnormal behaviour, its diagnosis, treatment and assessment, theoretical perspectives related to abnormal behaviour. They have to learn to recognize the symptoms of anxiety disorders, obsessive-compulsive, and trauma- and stressor-related disorders, dissociative and somatic symptom disorders, schizophrenia spectrum and other psychotic disorders, depressive and bipolar disorders, Paraphilic disorders, sexual dysfunctions, and gender Dysphoria and personality disorders.

They will have to understand the understanding of job analysis, performance appraisal, assessment methods for selection and placement, and selecting employees and training, theories of employee motivation, job attitudes, leadership and power in organizations, and organizational development. They also have to acquire knowledge of motions, perception, attention, working memory, retrieving from memories, visual imagery and spatial cognition, thinking and problem solving, reasoning and decision making.

They will have to understand the research methods used in psychology – variables, sampling, research design, execution of experiments and administration of psychological tests. They will have to gain understanding of personal, professional and ethical aspects of counseling, building a counseling relationship, working in a counseling relationship, testing, assessment, diagnosis in counseling, theories and current trends in counseling. They will be

able to learn the applications of counseling for career guidance, couple and marital relationship issues, problems in school children and addicts.

Choice Based Credit, Grading and Semester System with effect from the academic year 2019--20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits
UGPSY501	V	Psychological Testing, Research methods and Statistics: Part I	4
UGPSY502	V	Abnormal Psychology: Part I	4
UGPSY503	V	Industrial-Organizational Psychology: Part I	4
UGPSY504	V	Cognitive Psychology: Part I	4
UGPSY505	V	Psychological Practicals – Testing: Part I	4
UGPSY506	V	Counseling Psychology: Part I	4
UGPSY601	VI	Psychological Testing, Research methods and Statistics: Part II	4
UGPSY602	VI	Abnormal Psychology: Part II	4
UGPSY603	VI	Industrial-Organizational Psychology: Part II	4
UGPSY604	VI	Cognitive Psychology: Part II	4
UGPSY605	VI	Psychological Practicals – Experiments: Part II	4
UGPSY606	VI	Counseling Psychology: Part II	4

Green - Global Development/Employability

Blue - Skill Development

Yellow - Human Values/Gender/Cross-cutting issues

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY501	5	Psychological Testing, Research methods and Statistics: Part I	4	100 (60 + 40)
UGPSY601	6	Psychological Testing, Research methods and Statistics Part II	4	100 (60 + 40)

Semester V

Paper 4: Psychological Testing, Research methods and Statistics: Part I

Paper Code: UGPSY501   **Credits: 4**   **Lectures per week: 4**

Course Objectives:

1. to prepare learner to summarize the characteristics of psychological tests
2. to prepare learner to explain different types of psychological tests and exemplify uses
3. to prepare learner to describe different types of reliabilities and validities
4. to prepare learner to describe different types of norms
5. to prepare learner to discuss social and ethical issues in psychological testing
6. to prepare learner to use the knowledge of test conceptualization and test construction to develop psychological test
7. to prepare learner to carry out test try out and explain item analysis
8. to prepare learner to explain the need for test revision
9. to prepare learner to evaluate the theories and measures of intelligence
10. to prepare learner to evaluate the measures of aptitude
11. to prepare learner to evaluate the objective methods of personality assessment
12. to prepare learner to evaluate the use of projective stimuli for personality assessment

Course Outcomes:

After completion of this course the students will be able:

1. to summarize the characteristics of psychological tests
2. to explain different types of psychological tests and exemplify uses
3. to describe different types of reliabilities and validities
4. to describe different types of norms
5. to discuss social and ethical issues in psychological testing

6. to use the knowledge of test conceptualization and test construction to develop psychological test
7. to carry out test try out and explain item analysis
8. to explain the need for test revision
9. to evaluate the theories and measures of intelligence
10. to evaluate the measures of aptitude
11. to evaluate the objective methods of personality assessment
12. to evaluate the use of projective stimuli for personality assessment

		No. of Lectures	Notion Hours
Unit 1: Introduction to Psychological Testing		**15**	**10**
1.1	Definition, Types, Characteristics and Uses of Psychological Tests		
1.2	Reliability: Definition and types		
1.3	Validity: Definition and types		
1.4	Norms: Definition and types		
1.5	Social and ethical issues in psychological testing		
Unit 2: Test Development		**15**	**6**
2.1	Test conceptualization and Test construction		
2.2	Test tryout and Item analysis		
2.3	Test revision		
Unit 3: Measurement of Intelligence and Aptitude		**15**	**6**
3.1	What is Intelligence? - Definitions and theories; measuring Intelligence		
3.2	The Stanford-Binet Intelligence Scales and the Wechsler Tests: WAIS, WISC, WPPSI		
3.3	Aptitude, type of Aptitude tests		
Unit 4: Assessment of Personality		**15**	**6**
4.1	Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture		
4.2	Objective methods of personality assessment		
4.3	Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective		

stimuli – Thematic Apperception Test; Projective methods in Perspective

Semester VI

Paper 4: Psychological Testing, Research methods and Statistics: Part II

Paper Code: UGPSY601   Credits: 4   Lectures per week: 4

Course Objectives:

1. to prepare learner to explain characteristics of scientific methods and goals of research
2. to prepare learner to describe different types of scientific research
3. to prepare learner to summarize different methods of data collection
4. to prepare learner to compare different types of variables
5. to prepare learner to compare (a) construct and concept and (b) Operational and constitutive definition of variables
6. to prepare learner to summarize the sources, criteria and types of research problems
7. to prepare learner to describe the types of hypothesis
8. to prepare learner to discuss the purpose and criteria of research design
9. to prepare learner to compare different types of research designs
10. to prepare learner to assess the internal and external threat to the validity of research
11. to prepare learner to discuss the measures of central tendency (Mean, Mode & Median) and variability (Range, Average deviation, quartile deviation and standard deviation)
12. to prepare learner to calculate the measures of central tendency and variability
13. to prepare learner to analyze relationship between the variables using Pearson's Product-moment correlation coefficient & Spearman's rank-difference method
14. to prepare learner to compare the group differences using independent and paired 't' test
15. to prepare learner to calculate percentile ranks and percentile scores

Course Outcomes:

After completion of this course the students will be able:

1. to explain characteristics of scientific methods and goals of research

2. to describe different types of scientific research

3. to summarize different methods of data collection

4. to compare different types of variables

5. to compare (a) construct and concept and (b) Operational and constitutive definition of variables

6. to summarize the sources, criteria and types of research problems

7. to describe the types of hypothesis

8. to discuss the purpose and criteria of research design

9. to compare different types of research designs

10. to assess the internal and external threat to the validity of research

11. to discuss the measures of central tendency (Mean, Mode & Median) and variability (Range, Average deviation, quartile deviation and standard deviation)

12. to calculate the measures of central tendency and variability

13. to analyze relationship between the variables using Pearson's Product-moment correlation coefficient & Spearman's rank-difference method

14. to compare the group differences using independent and paired 't' test

15. to calculate percentile ranks and percentile scores

	No. of Lectures	Notion Hours
Unit 1: Scientific Research and Methods of Data Collection	**15**	**10**
1.1 Characteristics of the scientific method, Goals of research		
1.2 Types of scientific research: Pure vs. applied., descriptive vs. analytical, quantitative vs. qualitative, conceptual vs. empirical		
1.3 Methods of Data Collection: I.: (1) Observation: Natural, Systematic, Controlled;(2) Laboratory experiments, (3) field experiments and (4) field studies		
1.4 Methods of Data Collection: II: (1) Questionnaire (2) interview, (3) Survey and (4) Case study		
Unit 2: Variables, Constructs, Research Problem and Hypothesis	**15**	**10**
2.1 Variables: Meaning, types		
2.2 Construct vs. concept		
2.3 Operational and constitutive definition of variables		
2.4 Research Problem: Sources, types, and criteria of a good problem		
2.5 Hypothesis: Meaning, types, and criteria		

Unit 3: Research Designs   15   10

3.1   Meaning, purpose and Criteria of Research design

3.2   Types of Research design: Between group, within group, Quasi experimental designs, Ex-Post Facto designs

3.3   Basic principles of experimental design

3.4   Validity in research & controlling threats to reliability & validity in research

Unit 4: Statistics in Psychology   15   10

4.1   Measures of Central Tendency: Merits, limitations, and uses of mean, median and mode

4.2   Measures of Variability: Range, Average Deviation, Quartile Deviation and Standard Deviation

4.3   Measures of Relationship: Correlation – Types & graphical representation (Scatter Plot), Pearson's Product-moment correlation coefficient & Spearman's rank-difference method

4.4   Comparison of Group Differences – Independent and paired 't' test

4.5   Calculation of Percentile ranks and Percentile Scores– nature, merits, limitations, and uses

Book for study

1)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)

2) Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.

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)   Anastasi, A. & Urbina, S. (1997). *Psychological Testing.* (7th ed.). Pearson Education, Indian reprint 2002.

3)   Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology.* (4th ed.). Pearson Education, Indian reprint 2007.

4)   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.

5)   Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.

6)   Hoffman, E. (2002). *Psychological Testing at Work.* New Delhi: Tata McGraw-Hill.

7)   Hogan, T. P. (2015). *Psychological Testing: A Practical introduction.* (3rd ed.). John Wiley & Sons, New Jersey.

8)   Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing.* (2nd ed.). Boston: Pearson Education.

9)   Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues.* (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007.

10)   Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation.* New Delhi: Vistaar (Sage) publications.

11)   Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.

12)   Mc Burney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India.

13)   Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach.* (4th ed.). Sage publications.

14)   Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley.

15)   Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey.

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY502	5	Abnormal Psychology: Part I	4	100 (60 + 40)
UGPSY602	6	Abnormal Psychology: Part II	4	100 (60 + 40)

Semester V

Paper 5: Abnormal Psychology: Part I

Paper Code: UGPSY502   Credits: 4   Lectures per week: 4

Course Objectives:

1. to prepare learner to define abnormal behaviour

2. to prepare learner to explain Biological, Trait, Psychodynamic, Behavioral, Cognitive, Humanistic, Sociocultural, Biopsychosocial perspectives of abnormal behavior

3. to prepare learner to describe spiritual, humanitarian and scientific approaches to abnormal behavior

4. to prepare learner to explain experiences of client and clinician, and the diagnostic process

5. to prepare learner to exemplify culture bound syndromes

6. to prepare learner to summarize methods of psychological assessments such as clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

7. to prepare learner to compare different diagnostic systems with reference to their recent editions namely DSM and ICD

8. to prepare learner to evaluate biological, trait, psychodynamic, and behavioral theories of abnormal behaviour

9. to prepare learner to evaluate cognitive, humanistic, and sociocultural theories of abnormal behaviour

10. to prepare learner to identify the signs and symptoms of anxiety, Obsessive-compulsive, trauma and stress related disorders

11. to prepare learner to summarize causes of anxiety, Obsessive-compulsive, trauma and stress related disorders

12. to prepare learner to discuss available treatments for anxiety, Obsessive-compulsive, trauma and stress related disorders

13. to prepare learner to identify the signs and symptoms of Dissociative and Somatic Symptom Disorders

14. to prepare learner to summarize causes of Dissociative and Somatic Symptom Disorders

15. to prepare learner to discuss available treatments for Dissociative and Somatic Symptom Disorders

Course Outcomes:

After completion of this course the students will be able:

1. to define abnormal behaviour

2. to explain Biological, Trait, Psychodynamic, Behavioral, Cognitive, Humanistic, Sociocultural, Biopsychosocial perspectives of abnormal behavior

3. to describe spiritual, humanitarian and scientific approaches to abnormal behavior

4. to explain experiences of client and clinician, and the diagnostic process

5. to exemplify culture bound syndromes

6. to summarize methods of psychological assessments such as clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

7. to compare different diagnostic systems with reference to their recent editions namely DSM and ICD

8. to evaluate biological, trait, psychodynamic, and behavioral theories of abnormal behaviour

9. to evaluate cognitive, humanistic, and sociocultural theories of abnormal behaviour

10. to identify the signs and symptoms of anxiety, Obsessive-compulsive, trauma and stress related disorders

11. to summarize causes of anxiety, Obsessive-compulsive, trauma and stress related disorders

12. to discuss available treatments for anxiety, Obsessive-compulsive, trauma and stress related disorders

13. to identify the signs and symptoms of Dissociative and Somatic Symptom Disorders

14. to summarize causes of Dissociative and Somatic Symptom Disorders

15. to discuss available treatments for Dissociative and Somatic Symptom Disorders

		No. of Lectures	Notion Hours
Unit 1: Understanding Abnormal behavior, Diagnosis, Treatment and Assessment		15	8
1.1	What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behaviour, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches; what's new in the DSM-5 – definition of a mental disorder		
1.2	Psychological disorder : experiences of client and clinician; the diagnostic process, DSM-5,additional information, culture-bound syndromes		
1.3	Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging		
Unit 2: Theoretical Perspectives		15	8
2.1	Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives		
2.2	Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach		
Unit 3: Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders		15	8
3.1	Anxiety disorders		
3.2	Obsessive-compulsive and related disorders		
3.3	Trauma- and Stressor-related Disorders; the biopsychosocial perspective		
Unit 4: Dissociative and Somatic Symptom Disorders		15	8
4.1	Dissociative disorders – major forms, theories and treatment		
4.2	Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions		

related to Somatic Symptom Disorders, theories and treatment

4.3   Psychological factors affecting medical condition; Dissociative
       and Somatic Symptom Disorders: the biopsychosocial
       perspective

Semester VI

Paper 5: Abnormal Psychology: Part II

Paper Code: UGPSY602   Credits: 4   Lectures per week: 4

Course Objectives:

1. to prepare learner to identify the signs and symptoms of Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

2. to prepare learner to summarize causes of Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

3. to prepare learner to discuss available treatments for Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

4. to prepare learner to identify the signs and symptoms of depression and bipolar disorders

5. to prepare learner to summarize causes of depression and bipolar disorders

6. to prepare learner to discuss available treatments for depression and bipolar disorders

7. to prepare learner to discuss types, theories and treatment of paraphilic disorders

8. to prepare learner to discuss types, theories and treatment of sexual dysfunctions

9. to prepare learner to discuss types, theories and treatment of gender dysphoria

10. to prepare learner to describe the characteristics, diagnostic criteria, theories and treatment of cluster A personality disorders

11. to prepare learner to describe the characteristics, diagnostic criteria, theories and treatment of cluster B personality disorders

12. to prepare learner to describe the characteristics, diagnostic criteria, theories and treatment of cluster C personality disorders

Course Outcomes:

After completion of this course the students will be able:

1. to identify the signs and symptoms of Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

2. to summarize causes of Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

3. to discuss available treatments for Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, and delusional disorders

4. to identify the signs and symptoms of depression and bipolar disorders

5. to summarize causes of depression and bipolar disorders

6. to discuss available treatments for depression and bipolar disorders

7. to discuss types, theories and treatment of paraphilic disorders

8. to discuss types, theories and treatment of sexual dysfunctions

9. to discuss types, theories and treatment of gender dysphoria

10. to describe the characteristics, diagnostic criteria, theories and treatment of cluster A personality disorders

11. to describe the characteristics, diagnostic criteria, theories and treatment of cluster B personality disorders

12. to describe the characteristics, diagnostic criteria, theories and treatment of cluster C personality disorders

	No. of Lectures	Notion Hours
Unit 1: Schizophrenia Spectrum and other Psychotic Disorders	15	8
1.1 Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders		
1.2 Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective		
Unit 2: Depressive and Bipolar Disorders	15	8
2.1 Depressive disorders; disorders involving alterations in mood		
2.2 Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives		
2.3 Suicide; depressive and bipolar disorders: the Biopsychosocial perspective		
Unit 3: Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria	15	8
3.1 What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders; Theories and treatment		
3.2 Sexual Dysfunctions; Theories and treatment		
3.3 Gender Dysphoria; Theories and treatment; The biopsychosocial perspective		
Unit 4: Personality Disorders	15	8

4.1   The nature of personality disorders

4.2   Cluster A and Cluster B personality disorders

4.3   Cluster C personality disorders and The biopsychosocial perspective

Book for study

Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders.* **(7th ed.). McGraw-Hill (Indian reprint 2015)**

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.).
5.   Pearson education. 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.

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY 503	5	Industrial-Organizational Psychology: Part I	4	100 (60 + 40)
UGPSY**60**3	6	Industrial-Organizational Psychology: Part II	4	100 (60 + 40)

Semester V

Paper 5: Industrial and Organizational Psychology: Part I

Paper Code: UGPSY603   **Credits: 4**   **Lectures per week: 4**

Course Objectives:

1. to prepare learners to describe the job analysis and explain the purpose and process of job analysis
2. to prepare learners to summarize different methods of job analysis
3. to prepare learners to evaluate the job and reliability and validity of job analysis
4. to prepare learners to explain the need of performance appraisal
5. to prepare learners to summarize performance criteria
6. to prepare learners to evaluate objective and subjective methods for assessing job performance
7. to prepare learners to discuss the impact of technology on performance appraisal
8. to prepare learners to discuss the legal issues in performance appraisal
9. to prepare learners to discuss different assessment methods for selection and placement of employees
10. to prepare learners to describe need assessment
11. to prepare learners to explain the process/steps of designing training programme
12. to prepare learners to discuss the delivery of training programme
13. to prepare learners to evaluate the training programme

Course Outcomes:

After completion of this course the students will be able to:

1. to describe the job analysis and explain the purpose and process of job analysis
2. to summarize different methods of job analysis
3. to evaluate the job and reliability and validity of job analysis
4. to explain the need of performance appraisal
5. to summarize performance criteria

6. to evaluate objective and subjective methods for assessing job performance

7. to discuss the impact of technology on performance appraisal

8. to discuss the legal issues in performance appraisal

9. to discuss different assessment methods for selection and placement of employees

10. to describe need assessment

11. to explain the process/steps of designing training programme

12. to discuss the delivery of training programme

13. to evaluate the training programme

	No. of Lectures	Notion Hours
Unit 1: Job Analysis	15	6

1.1 What is job analysis? Purposes of job analysis; How job analysis information is collected

1.2 Methods of job analysis; Reliability and validity of job analysis information; Job evaluation

	No. of Lectures	Notion Hours
Unit 2: Performance Appraisal	15	6

2.1 Why do we appraise employees? Performance criteria
    Objective and subjective methods for assessing job performance;

2.2 the impact of technology on performance appraisal; legal issues in performance appraisal

	No. of Lectures	Notion Hours
Unit 3: Assessment Methods for Selection and Placement, and Selecting Employees	15	6

3.1 Job-Related characteristics; Characteristics of psychological tests; various types of tests; Biographical information, interviews, work samples, assessment centre's; electronic assessment

3.2 Selecting employees – The planning of human resource needs, recruiting applicants; how do organizations select employees? Conducting a validation study; validity generalization; how predictor information is used for selection; getting applicants to accept and keep job offered; the utility of scientific selection; how valid selection devices work; computing the utility of scientific selection; international differences in selection practices; legal issues

	No. of Lectures	Notion Hours
Unit 4: Training	15	6

4.1 Needs assessment, objectives, training design

4.2 Delivery and evaluation of a training program

Semester VI

Paper VI: Industrial and Organizational Psychology: Part II

Paper Code: UGPSY603 **Credits: 4** **Lectures per week: 4**

Course Objectives:

1. to prepare learners to describe work motivation and need theories
2. to prepare learners to explain Reinforcement theory, expectancy theory and self-efficacy theory of employee motivation
3. to prepare learners to explain justice theories, goal-setting theory, control theory and action theory of employee motivation
4. to prepare learners to summarize the attitude to employees towards their job and their satisfaction with the job
5. to prepare learners to discuss the methods for assessment of job satisfaction
6. to prepare learners to evaluate the antecedents of job satisfaction
7. to prepare learners to evaluate the potential effects of job satisfaction
8. to prepare learners to discuss the factors that affects productive work behavior
9. to prepare learners to discuss the sources of influence and power
10. to prepare learners to discuss the sexual and ethnic harassment at work place
11. to prepare learners to discuss cross-cultural issues in leadership
12. to prepare learners to explain the difference in work group and work team
13. to prepare learners to discuss the group and team performance

Course Outcomes:

After completion of this course the students will be able:

1. to describe work motivation and need theories
2. to explain Reinforcement theory, expectancy theory and self-efficacy theory of employee motivation
3. to explain justice theories, goal-setting theory, control theory and action theory of employee motivation
4. to summarize the attitude to employees towards their job and their satisfaction with the job
5. to discuss the methods for assessment of job satisfaction
6. to evaluate the antecedents of job satisfaction

7. to evaluate the potential effects of job satisfaction

8. to discuss the factors that affects productive work behavior

9. to discuss the sources of influence and power

10. to discuss the sexual and ethnic harassment at work place

11. to discuss cross-cultural issues in leadership

12. to explain the difference in work group and work team

13. to discuss the group and team performance

	No. of Lectures	Notion Hours
Unit 1. Theories of Employee Motivation	15	6

1.1   What is motivation? Work motivation theories, need theories

1.2   Other Theories - Reinforcement theory, expectancy theory and self-efficacy theory; Justice theories, goal-setting theory, control theory and action theory

Unit 2. Feelings about Work: Job Attitudes and Emotions; Productive and Counterproductive Work Behaviour	15	8

2.1   The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction

2.2   Potential effects of job satisfaction; organizational commitment and emotions at work

2.3   Productive work behaviour: ability, motivation, personal characteristics and task performance; environmental conditions and task performance; organizational constraints; organizational citizenship behaviour (OCB)

2.4   Counterproductive work behaviour: withdrawal – absence, lateness, turnover; aggression, sabotage, and theft; labour unrest and strikes

Unit 3. Leadership and Power in Organizations	15	6

3.1   What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment

3.2   Approaches to the understanding of leadership; women in leadership positions; cross-cultural issues in leadership

Unit 4. Work Groups and work teams	15	8

4.1   Work Groups v/s Work teams

4.2   Important group and team concepts

4.3   Group and Team performance

4.4   Group diversity

4.5   Interventions with work groups in organization

Book for study

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

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) Hellriegel,D., & Slocum, J.W. (2004). *Organizational Behavior.*(10th ed.). South Western/ Thomson Learning
7) Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour.* 8th ed., Pearson, Dorling Kindersley India, New Delhi. 3rd Indian reprint 2009
8) Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour.* Biztantra, New Delhi
9) Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change.* 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
10) 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)
11) Luthans, F. (2005). *Organizational Behavior.* (10th ed.). McGraw Hill.
12) Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace.* Oxford university press
13) McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook.* 4th ed., Psychology Press, 1st Indian reprint 2009
14) Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses.* New York: Oxford university press
15) Muchinsky, P.M. (2003). *Psychology Applied to Work.*(7th ed.). Wadsworth/ Thomson Learning
16) Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill

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18) Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments.* Oxford and IBH Publishing Co., New Delhi

19) Pareek, U. (2008). *Understanding Organizational Behaviour.* Oxford University Press, New Delhi

20) Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers.* 2nd ed., Response books, Sage publications

21) Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today.* (8th ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi

22) Sekaran, U., (2004). *Organizational Behaviour: Text And Cases.*(2nd ed.). New Delhi: Tata McGraw- Hill

23) Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach.* (8th ed.). McGraw Hill

24) Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today.*(10th ed.). Pearson Prentice Hall

25) Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach.* New Delhi: Dorling Kindersley (India) Pvt. Ltd.

26) Singh, D. (2006). *Emotional intelligence at work: A professional guide.* 3rd ed., New Delhi, Sage publications

27) Sinha, J. B. P. (2008). *Culture and Organizational Behaviour.* New Delhi, Sage publications.

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY504	5	Cognitive Psychology: Part I	4	100 (60 + 40)
UGPSY604	6	Cognitive Psychology: Part II	4	100 (60 + 40)

Semester V

Paper 7: Cognitive Psychology: Part I

Paper Code: UGPSY504   Credits: 4   Lectures per week: 4

Course Objectives:

1. to prepare learner to describe Gestalt approach to perception
2. to prepare learner to describe Bottom-up processes and Top-down processes involved in perception
3. to prepare learner to discuss disruptions of perception
4. to prepare learner to discuss selective and divided attention
5. to prepare learner to explain biological bases of attention
6. to prepare learner to discuss the effect automaticity and practice on tasks
7. to prepare learner to describe the traditional approaches to study memory
8. to prepare learner to summarize the executive functioning
9. to prepare learner to discuss neurological studies of memory processes
10. to prepare learner to discuss the nature and subtypes of long term memory
11. to prepare learner to evaluate the level of processing view of memory
12. to prepare learner to discuss reconstructive nature of memory
13. to prepare learner to discuss disorders of memory

Course Outcomes:

After completion of this course the students will be able:

1. to describe Gestalt approach to perception
2. to describe Bottom-up processes and Top-down processes involved in perception
3. to discuss disruptions of perception
4. to discuss selective and divided attention

5. to explain biological bases of attention

6. to discuss the effect automaticity and practice on tasks

7. to describe the traditional approaches to study memory

8. to summarize the executive functioning

9. to discuss neurological studies of memory processes

10. to discuss the nature and subtypes of long term memory

11. to evaluate the level of processing view of memory

12. to discuss reconstructive nature of memory

13. to discuss disorders of memory

	No. of Lectures	Notion Hours
Unit 1: Perception: Recognizing Patterns and Objects	**15**	**6**
1.1 Gestalt approaches to perception		
1.2 Bottom-up processes and Top-down processes		
1.3 Direct perception; Disruptions of perception: visual agnosia		
Unit 2: Attention: Deploying Cognitive Resources	**15**	**6**
2.1 Selective Attention; Neural Underpinnings of Attention		
2.2 Automaticity and the effects of practice		
2.3 Divided Attention		
Unit 3: Working Memory: Forming and Using New Memory Traces	**15**	**6**
3.1 Traditional Approaches to the study of memory; Working Memory		
3.2 Executive Functioning		
3.3 Neurological studies of memory processes		
Unit 4: Retrieving Memories from Long-Term Storage	**15**	**6**
4.1 Aspects and Subdivisions of Long-Term Memory		
4.2 The Levels-of-Processing view		
4.3 The reconstructive nature of memory; Amnesia		

Semester VI

Paper 7: Cognitive Psychology: Part II

Paper Code: UGPSY604   **Credits: 4**   **Lectures per week: 3**

Course Objectives:

1. to prepare learner to explain how the knowledge is organized in the memory
2. to prepare learner to describe how the concepts are formed
3. to prepare learner to describe concepts in psychophysics such as Sensitivity, Threshold, Point of Subjective
4. to prepare learner to evaluate the use of method of limits, constant stimuli and average error in computation of RL and DL
5. to prepare learner to discuss the modern psychophysics and applications of Signal detection theory
6. to prepare learner to describe classic problems and general methods of solution
7. to prepare learner to discuss blocks in problem solving
8. to prepare learner to explain problem space hypothesis
9. to prepare learner to discuss different types of reasoning
10. to prepare learner to describe utility and descriptive models of decision making
11. to prepare learner to discuss different neuropsychological evidences for reasoning and decision making

Course Outcomes:

After completion of this course the students will be able:

1. to explain how the knowledge is organized in the memory
2. to describe how the concepts are formed
3. to describe concepts in psychophysics such as Sensitivity, Threshold, Point of Subjective
4. to evaluate the use of method of limits, constant stimuli and average error in computation of RL and DL
5. to discuss the modern psychophysics and applications of Signal detection theory
6. to describe classic problems and general methods of solution
7. to discuss blocks in problem solving

8. to explain problem space hypothesis

9. to discuss different types of reasoning

10. to describe utility and descriptive models of decision making

11. to discuss different neuropsychological evidences for reasoning and decision making

	No. of Lectures	Notion Hours
Unit 1: Knowledge Representation: Storing and Organizing Information in Long-Term Memory	15	6
1.1 Organizing Knowledge		
1.2 Forming concepts and categorizing new instances		
Unit 2. Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective	15	8
2.1 Equality, Constant and Variable Errors		
2.2 Method of Limits: Computation of RL and DL		
2.3 Method of Constant Stimuli: Computation of RL and DL		
2.4 Method of Average Error: Computation of PSE & CE		
2.5 Modern Psychophysics: Signal Detection Theory Cognition		
Unit 3. Thinking and Problem Solving	15	6
3.1 Classic problems and general methods of solution; Blocks to problem solving		
3.2 The Problem Space hypothesis		
3.3 Expert systems; Finding creative solutions; Critical thinking		
Unit 4. Reasoning and Decision Making	15	6
4.1 Reasoning; Types of Reasoning		
4.2 Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making		
4.3 Neuropsychological evidence on reasoning and decision making		

Note: As an Orientation to this course, the following sub-topics should be taught in brief in 2 or 3 lectures (questions will not be set on these sub-topics in the class test or semester-end examination)

• Cognitive psychology: History, methods, and paradigms

• The brain: An overview of structure and function

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Sem.	Course Title	Credits	Marks
UGPSY505	5	Psychological Practicals – Testing: Part I	4	100 (60 + 40)
UGPSY605	6	Psychological Practicals – Experiments: Part II	4	100 (60 + 40)

Semester V

Paper 8: Psychological Practicals – Testing: Part I

Paper Code: UGPSY505   Credits: 4

Lectures per week: 6 (per batch of 8 students)

Course Objectives:

1. to prepare learner to summarize steps in test constructions and development such as item analysis, reliability, validity and norms

2. to prepare learner to help students practice various ethical issues in testing and assessments

3. to prepare learner to help students administer standardized test for assessment of intelligence and write a report based on findings

4. to prepare learner to help students administer standardized test for assessment of Aptitude and write a report based on findings

5. to prepare learner to help students administer standardized test for assessment of Attitude and write a report based on findings

6. to prepare learner to help students administer standardized test for assessment of Personality and write a report based on findings

7. to prepare learner to help students administer standardized test for assessment of Values and write a report based on findings

8. to prepare learner to help students administer standardized test for assessment of Adjustment and write a report based on findings

9. to prepare learner to use the knowledge of research methodology to plan research

10. to prepare learner to write research proposals as per APA style

Course Outcomes:

After completion of this course the students will be able:

1. to summarize steps in test constructions and development such as item analysis, reliability, validity and norms
2. to practice various ethical issues in testing and assessments
3. to administer standardized test for assessment of intelligence and write a report based on findings
4. to administer standardized test for assessment of Aptitude and write a report based on findings
5. to administer standardized test for assessment of Attitude and write a report based on findings
6. to administer standardized test for assessment of Personality and write a report based on findings
7. to administer standardized test for assessment of Values and write a report based on findings
8. to administer standardized test for assessment of Adjustment and write a report based on findings
9. to use the knowledge of research methodology to plan research
10. to write research proposals as per APA style

Psychological Tests : (Each One)
1. Ability testing
2. Aptitude Testing
3. Attitude Testing
4. Personality Testing
5. Value Testing
6. Adjustment Testing

Paper Code: UGPSY605   **Credits: 4**

Lectures per week: 6 (per batch of 8 students)

Course Objectives:

1) to learner to explain the steps in conducting psychological experiments
2) to learner to use ethical standards while conducting the experiments on human subjects
3) to learner to conduct the experiment on Stroop Effect under supervision
4) to learner to conduct the experiment on Reaction Time under supervision
5) to learner to conduct the experiment on Problem Solving under supervision
6) to learner to conduct the experiment on Level of Processing under supervision
7) to learner to conduct the experiment on Effect of Knowledge of results under supervision
8) to learner to conduct the experiment on application of average error method to assess constant error under supervision
9) to learner to use software to conduct the experiments to study human cognitions
10) to learner to discuss the results of psychological experiment in the light of theories
11) to learner to do simple statistical operations such as t test, ANOVA, Correlation, etc. using SPSS
12) to learner to complete the research report as per APA style

Course Outcomes:

After completion of this course the students will be able:

1) to explain the steps in conducting psychological experiments
2) to use ethical standards while conducting the experiments on human subjects
3) to conduct the experiment on Stroop Effect under supervision
4) to conduct the experiment on Reaction Time under supervision
5) to conduct the experiment on Problem Solving under supervision
6) to conduct the experiment on Level of Processing under supervision
7) to conduct the experiment on Effect of Knowledge of results under supervision
8) to conduct the experiment on application of average error method to assess constant error under supervision
9) to use software to conduct the experiments to study human cognitions
10) to discuss the results of psychological experiment in the light of theories

11) to do simple statistical operations such as *t* test, ANOVA, Correlation, etc. using SPSS

12) to complete the research report as per APA style

Experiments on Psychological Process

1. Stroop Effect
2. Reaction Time
3. Problem Solving
4. Levels of Processing
5. Effect of knowledge on Results
6. To measure content error with average error
7. One Computer-based Experiment (Cog lab)

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) Carver, R. H., & Nash, J. G. (2009). *Data Analysis with SPSS version 16.* Brooks/Cole, Cengage Learning, first Indian reprint 2009
4) Cohen, B. H. (2013). *Explaining Psychological Statistics* (4th ed.). New Jersey. John Wiley & sons
5) 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)
6) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology.* (6th ed.). Brooks/Cole, Thomson Learning
7) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD.* Wadsworth Cengage Learning, International student edition
8) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
9) Guilford, J. P. (1954). *Psychometric* Methods (2nd ed.). New York: McGraw-Hill
10) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education.* (5th ed.) New York : McGraw-Hill
11) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience.* Wadsworth/ Thomson Learning
12) Gaur, A. J., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS.* 2nd ed., Response books, Sage Publications

13) Harris, P. (2008). *Designing and Reporting Experiments in Psychology.* 3rd ed., Open University Press, McGraw-Hill Education

14) Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research.* Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi

15) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing.* (2nd ed.). Boston: Pearson Education

16) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues.* (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007

17) McBurney, D. H. (2001). *Research Methods.* (5th ed.). Bangalore: Thomson Learning India

18) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.

19) Martin, D. W. (2004). *Doing Psychology Experiments.* (6th ed.). Belmont: Thomson Wadsworth

20) Matlin, M. W. (1995). *Cognition.* 3rd ed., Bangalore: Prism Books pvt. ltd.

21) King, B. M., Rosopa, P. J., &. Minium, E. W., (2011). *Statistical Reasoning in the Behavoiral sciences,* John Wiley & sons

22) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education.* Singapore: John-Wiley

23) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai

24) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology.* New York: Oxford University Press.

25) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach.* 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003

26) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.

27) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader.* Thomson Wadsworth

Choice Based Credit, Grading and Semester System with effect from the academic year 2019-20

T.Y.B.A. PSYCHOLOGY

Code	Semester	Course Title	Credits	Marks
UGPSY506	5	Counseling Psychology: Part I	4	100 (60 + 40)
UGPSY606	6	Counseling Psychology: Part II	4	100 (60 + 40)

Semester V

Paper 9: Counseling Psychology: Part I

Paper Code: UGPSY506   Credits: 4   Lectures per week: 4

Course Objectives:

1. to prepare learner to explain meaning of and differences in concepts such as 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'

2. to prepare learner to describe personal qualities and background of the counselor

3. to prepare learner to describe three levels of helping relationships

4. to prepare learner to discuss professional codes of ethics and standards in counseling

5. to prepare learner to explain the role of RCI in promoting the mental health in India

6. to prepare learner to discuss six factors that influence the counseling process

7. to prepare learner to discuss types of initial interviews and how initial interviews are conducted

8. to prepare learner to discuss functions and issues in closing counseling relationships

9. to prepare learner to evaluate the applications of Psychoanalytic theories in counseling

10. to prepare learner to evaluate the applications of Adlerian theory in counseling

11. to prepare learner to evaluate the applications of Humanistic theories in counseling

12. to prepare learner to evaluate the applications of Behavioural and Cognitive Behavioural theories in counseling

Course Outcomes:

After completion of this course the students will be able:

1. to explain meaning of and differences in concepts such as 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'

2. to describe personal qualities and background of the counselor

3. to describe three levels of helping relationships

4. to discuss professional codes of ethics and standards in counseling

5. to explain the role of RCI in promoting the mental health in India

6. to discuss six factors that influence the counseling process

7. to discuss types of initial interviews and how initial interviews are conducted

8. to discuss functions and issues in closing counseling relationships

9. to evaluate the applications of Psychoanalytic theories in counseling

10. to evaluate the applications of Adlerian theory in counseling

11. to evaluate the applications of Humanistic theories in counseling

12. to evaluate the applications of Behavioural and Cognitive Behavioural theories in counseling

	No. of Lectures	Notion Hours
Unit 1: Personal, Professional and Ethical Aspects of Counseling	15	10

1.1 Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness;

1.2 The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy and social justice, portfolios

1.3 Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically

1.4 Orientation to RCI

Unit 2: Counseling Processes	15	10

2.1 Building a Counseling Relationship The six factors that influence the counseling process Types of initial interviews; conducting the initial interview Exploration and the identification of Working in a Counseling Relationship Various

counselor skills in the understanding and action phases Transference and counter-transference; the real relationship goals

2.2 Closing Counseling Relationships Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing

Unit 3: Psychoanalytic, Adlerian, and Humanistic Theories of Counseling   15   8

3.1 Theory; importance of theory; theory into practice

3.2 Psychoanalytic theories, Adlerian theory, Humanistic theories

Unit 4: Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling   15   8

4.1 Behavioral counseling; Cognitive and Cognitive-Behavioral counseling

4.2 Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches

Semester VI

Paper Code: UGPSY606   **Credits: 4**   **Lectures per week: 4**

Course Objectives:

After completion of this course the students will be able to:

1. to prepare learner to explain the importance and scope of career counseling
2. to prepare learner to summarize career counseling associations and credentials
3. to prepare learner to discuss different theories of career development
4. to prepare learner to discuss issues in career counseling with diverse population
5. to prepare learner to describe cycle of abuse
6. to prepare learner to discuss interpersonal and intrapersonal abuse
7. to prepare learner to discuss issues in counseling to people with disabilities
8. to prepare learner to discuss need and importance of counseling in elementary and middle school
9. to prepare learner to discuss need and importance of counseling in secondary school
10. to prepare learner to explain marriage and couple counseling
11. to prepare learner to explain family counseling

Course Outcomes:

After completion of this course the students will be able to:

1. to explain the importance and scope of career counseling
2. to summarize career counseling associations and credentials
3. to discuss different theories of career development
4. to discuss issues in career counseling with diverse population
5. to describe cycle of abuse
6. to discuss interpersonal and intrapersonal abuse
7. to discuss issues in counseling to people with disabilities
8. to discuss need and importance of counseling in elementary and middle school
9. to discuss need and importance of counseling in secondary school
10. to explain marriage and couple counseling
11. to explain family counseling

	No. of Lectures	Notion Hours
Unit 1: Career Counseling Over the Life Span	**15**	**10**
1.1　Importance of career counseling		
1.2　Career counseling associations and credentials		
1.3　The scope of career Counseling		
1.4　Career Development theories and Counseling		
1.5　Career Counseling with Diverse Population		
Unit 2: Abuse, Addiction, Disability and Counseling	**15**	**10**
2.1　The Cycle of abuse		
2.2　Interpersonal Abuse		
2.3　Intrapersonal abuse and addiction		
2.4　Process Addictions		
2.5　Counseling and disability		
Unit 3: Professional School Counseling	**15**	**8**
3.1　The ASCA national Model		
3.2　Elementary School counseling		
3.3　Middle school Counseling		
3.4　Secondary School Counseling		
3.5　21st century school counseling		
Unit 4: Marriage, Couple and Family Counseling	**15**	**8**

4.1 The changing forms of family life, the beginnings of Marriage, couple and family counseling

4.2 Associations , Education and Research

4.3 Family life and the Family life cycle , couple counseling v/s Individual, group counseling

4.4 overview and process of marriage, couple, and family counseling

Book for study
1) Gladding, S. T & Kishore, R. (2017). *Counseling: A Comprehensive Profession.* (7th Ed.). Pearson India Education Services Pvt Ltd.
2) Gladding, S. T. (2014). *Counseling: A Comprehensive Profession.* (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

Books for reference
1. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook.* New Delhi: Tata McGraw-Hill
2. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions. (*4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
3. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession.* (5th ed.). New Jersey: Pearson Education
4. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
5. Corey, G. (2008). *Group Counseling.* Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions.* Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action.* 2nd ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and intervention.* First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance.* 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research.* Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
11. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications.* Sage publications, New Delhi
12. Kinara, A. K. (2008). *Guidance and Counseling.* Pearson, New Delhi: Dorling Kindersley India pvt ltd.
13. McLeod, J. (2009). *An Introduction to Counseling.* (4th ed.). Open University Press/ McGraw-Hill Higher Education
14. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual.* 2nd ed., Sage South Asia edition

15. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications

16. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education

17. Rao, N. S. (1991). *Counseling and Guidance.* (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)

18. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners.* London: Sage publications

19. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach.* (6th ed.). Thomson Brooks/ Cole.

Question Paper Pattern for S.Y.B.A.
(Choice Based Credit, Grading and Semester System)
Semester End Examination from 2019-20 onwards

A) SEMESTER END EXAMINATION: **MARKS = 60**

    a) Timing for Theory Paper = 2 Hours

    Format of Question Paper is as below:

Sr. No	Type of Question	Based on any of the 1 Unit	Options Given	Questions to be attempted	Marks
1	Essay Type	Unit 2/3/4	4	2	20
2	Short Note	Unit 2/3/4	7	4	20
3	Short Note	Unit 2/3/4	7	4	20

    b) Timing for Practical exam = 3 Hours

B) CONTINUOUS INTERNAL EVALUATION   **MARKS = 40**

Paper No.	Code	Sem.	Proposed Courses	Credits	Methods of CIE w.e.f. 2020-21	
4	UGPSY501	V	Psychological Testing, Research methods and Statistics: Part I	4	Online Test MCQ (20)	Home Assignments(20)
5	UGPSY502	V	Abnormal Psychology: Part I	4	Online Test MCQ (20)	Movie Review (20)
6	UGPSY503	V	Industrial-Organizational Psychology: Part I	4	Online Test MCQ (20)	Group Presentation (20)
7	UGPSY504	V	Cognitive Psychology: Part I	4	Online Test MCQ (20)	Open Book Test (20)
8	UGPSY505	V	Psychological Practicals – Testing: Part I	4	Online Test MCQ (20)	Survey Research (20)
9	UGPSY506	V	Counseling Psychology: Part I	4	Online Test MCQ (20)	Report Based on Field Visit (20)
4	UGPSY601	VI	Psychological Testing, Research methods and Statistics: Part II	4	Online Test MCQ (20)	Review of Psychometric Test (20)
5	UGPSY602	VI	Abnormal Psychology: Part II	4	Online Test MCQ (20)	Open Book Test (20)
6	UGPSY603	VI	Industrial-Organizational	4	Online Test MCQ (20)	Group Presentations (20)

			Psychology: Part II			
7	UGPSY604	VI	Cognitive Psychology: Part II	4	Online Test MCQ (20)	Model Making / Participation in Seminar/ conference/ workshops (20)
8	UGPSY605	VI	Psychological Practicals – Experiments: Part II		Online Test MCQ (20)	Class Test (20)
9	UGPSY606	VI	Counseling Psychology: Part II		Online Test MCQ (20)	Observership/ Internship (20)

NOTE: Number in parentheses indicates weighatge of marks.