

**Rayat Shikshan Sanstha's,
Sadguru Gadge Mahraj College, Karad.**

(An Autonomous)

New Syllabus For



BA III (PSYCHOLOGY)

UNDER

Faculty of Humanities

B. A. Part - III (Sem. - V and VI)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

**(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25
ONWARDS)**

Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
SYLLABUS-B.A.-III
Department of Psychology

1. TITLE: Subject Psychology

Optional under the Faculty of Humanities

2. YEAR OF IMPLEMENTATION: - New/Revised Syllabus (CBCS) will be implemented from June, 2020 onwards.

3. PREAMBLE:-

The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.

4. GENERAL OBJECTIVES OF THE COURSE/ PAPER/:

(As applicable to the Degree /Subject- Paper concerned)

- 1) To make students familiar with the field of cognitive psychology.
- 2) To make aware students with the field of Cross cultural psychology.
- 3) To make students familiar with the various psychological disorders.
- 4) To acquaint the students with Current Trends in Psychology.
- 5) To make students familiar with experiments and statisti

5. DURATION

- The course shall be a full time course.
- The duration of course shall be of Three years.

6. PATTERN:-

Pattern of Examination will be Semester.

7. FEE STRUCTURE: - (as applicable to regular/self supporting course) As per /Autonomous College/Government / University rules/norms.

8. ELIGIBILITY FOR ADMISSION:-

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

9. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English or Marathi. (As applicable to the Course/programme concerned.)

10. INTERNAL ASSESSMENT

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ pannel discussion / Review of books, movies, websites etc.

11. STRUCTURE OF COURSE:

(Note –The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.)

THIRD YEAR SEMESTER V (NO.OF PAPERS 05)

Sr. No.	Course	Theory Marks	Practical Marks	Internal Marks	Total Marks
01	Cognitive Psychology	40		10	50
02	Cross Cultural Psychology	40		10	50
03	Psychopathology	40		10	50
04	Current Trends in Psychology	40		10	50
05	Practical: Experiments		40	10	50
	Total	160	40	50	250

12. SCHEME OF TEACHING AND EXAMINATION:-

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

THIRD YEAR / SEMESTER – V Scheme of Teaching and Examination

Sr. No.	Course	Teaching Scheme(Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Cognitive Psychology	4			4	40		10	100
2	Cross Cultural Psychology	4			4	40		10	100
3	Psychopathology	4			4	40		10	100
4	Current Trends in Psychology	4			4	40		10	100
5	Practical: Experiments			8	8	---	40	10	100
Total		16			24	160	40	50	250

SCHEME OF EXAMINATION:-

- The examination shall be conducted at the end of each term.
- The Theory/Practical paper shall carry 40 marks.
- The evaluation of the performance of the students in theory papers shall be on the basis of Semester Examination of 40 marks.
- Question Paper of Theory will be set in the view of the /in accordance with the entire Syllabus and preferably covering each unit of syllabi.

STANDARD OF PASSING:-

As Prescribed under rules & regulation for each degree/ programme.

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

(Theory):- Total Marks: 40

Que.1. Objective Questions

a) Multiple Choice Questions 10 marks

Que.2. Short Notes (Any two out of four) 10 marks

Que.3. Write short answer (Two out of Four) 10 marks

Que .4. Answer Following Questions. 10 marks

a) Answer following question in broad

Or

b) Answer following question in short

**REVISED SYLLABUS FOR
B.A. (Part - III) Psychology
Choice Based Credit System
(Introduced from June, 2024 onwards)
SEMESTER-V**

(i) Paper: VII

(ii) Title of Paper: **Introduction to Cognitive Psychology**

(iii) **Learning Objectives:** This paper has four main learning objectives. Upon Successful completion of the course students should:

1. Gain an understanding of key concepts and research techniques in cognitive psychology.
2. Gain an understanding of the basic processes of sensation attention and perception.
3. Gain an understanding of the memory processes.
4. Be able to broadening the horizons of cognitive Psychology

PAPER -VII: INTRODUCTION TO COGNITIVE PSYCHOLOGY

Module-I. Approaches to Human Cognition

- 1.1. Introduction
- 1.2. Cognitive Psychology
- 1.3. Cognitive Neuropsychology
- 1.4. The Cognitive Neuroscience: The Brain in Action
- 1.5. Computational Cognitive Science

Module-II. Visual Perception and Attention

- 2.1. Basic Process in Visual Perception
 - a) Vision and the Brain
 - b) Depth Perception
- 2.2 Object and Face Recognition
 - a) Pattern Recognition
 - b) Perceptual Organization
- 2.3. Attention and Performance
 - a) Focused Auditory Attention
 - b) Focused Visual Attention
 - c) Divided Attention: Dual Task Performance

Module-III. Memory

3.1. Learning Memory

- a) Architecture of Memory
 - b) Working Memory and Capacity
 - i) Working Memory ii) Working Memory Capacity

3.2. Long Term Memory System

- a) Declarative Memory
 - i) Semantic Memory ii) Episodic Memory
- b) Non-declarative Memory
 - i) Priming Memory ii) Procedural Memory

Module-IV. Thinking , Reasoning , Problem Solving & Expertise

4.1. Problem Solving

- a) Introduction
- b) Gestalt Approach: insight and role experience
- c) Problem Solving Strategies
- d) Analogical Problem Solving

4.2. Expertise

- a) Chess- Playing Expertise
- b) Medical Expertise
- c) Brain Plasticity
- d) Deliberate Practice

4.3. Decision Making

- a) Decision Making Under Risk
- b) Decision Making: Emotional & Social Factors
- c) Complex Decision Making

4.4. Reasoning & Hypothesis Testing

- a) Hypothesis Testing
 - b) Deductive Reasoning
 - c) Theories of Deductive Reasoning
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Recommended Reading:

a) Basic Reading:

Eysenck, M., & Keane, M. (2015). Cognitive Psychology A Student's Handbook (7th Ed.). New York: Psychology Press, (Taylor and Francis)

b) References:

Galotti, Kathleen M. (1999). "Cognitive Psychology In and Out of the Laboratory", Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).

Semester - V

i. Paper: VIII

ii. Title of paper: **CROSS-CULTURAL PSYCHOLOGY**

iii. **Specific Objectives:**

1. To acquaint students with emerging field of Cross-Cultural Psychology.
2. To make students aware of global v/s relativistic approaches to study human behavior.
3. To sensitize students recognize cultural aspects of individual development and Socialization.
4. To understand socio-cultural influences in development of abnormality and its Treatment.
5. To introduce the importance of multiculturalism in globalized world.
6. To enhance understanding of indigenous psychologies.

Semester - V

PAPER -VIII: CROSS-CULTURAL PSYCHOLOGY

MODULE 1: Introduction to Cross-cultural Psychology and key concepts

- 1.1. Charles Darwin and the age-old search for cultural universals.
- 1.2. Introducing cross-cultural psychology.
- 1.3. Later trends: Cross-cultural psychology or cultural psychology?
- 1.4. The dynamic process of cultural transmission.
- 1.5. Culture and individual levels of analysis.

MODULE 2: Culture, Cognition and intellect: Thinking through cultures

- 2.1. Does culture change the way we think?
- 2.2. Culture and visual perception.
 - a. Culture, visual illusions and the Torres Straits expeditions.
 - b. Optical illusions and carpentered worlds.
 - c. Pictorial perception and culture.
- 2.3. Culture and intelligence.
 - a. What is measured by intelligence tests?
 - b. Indigenous intelligence.
 - c. Everyday intelligence.
- 2.4. Culture and cognitive style.

MODULE 3: Culture, social cognition and social influence: Social psychology across cultures

- 3.1. Culture and self-construal.
- 3.2. Culture and attribution bias.
 - a. Is self-serving attribution bias culturally universal?
 - b. Limitations of attribution bias research.
- 3.3. Culture, love and intimate relationships.
 - a. Are we all looking for the same thing?

- b. Is beauty more than culture deep?
- c. Is love necessarily romantic the world over?

3.4. Culture: Prejudice and influence.

- a. Culture and prejudice.
- b. Culture and social influence.

MODULE 4: Culture and Abnormality

4.1. a. Culture, abnormality and psychopathology

- b. The debate between Universalists and relativists

4.2. a. Universalism, relativism and Schizophrenia

- b. Universalism, relativism and culture-bound syndromes

4.3. Culture, psychotherapy and healing

- a. Factors influencing the effectiveness of psychotherapy across cultures

1. Conceptual factors: ideas about health and illness
2. Interpersonal factors: at the client–therapist interface
3. Material factors: access to treatment

- a. Indigenous therapies

4.4. Recent developments in culture and psychotherapy: Multiculturalism, globalization and Healing

a) **Basic Reading:**

Stevenson, Andrew (2010): Cultural Issues in Psychology: A Student’s Handbook; Rutledge Publication, Taylor and Francis Group (Psychology Press), USA; First Edition; 2010 (ISBN: 978–0–415–42922–1; ISBN: 978–0–415–42923–8)

b) **References:**

Bruegelmans S. M., Fons A. C., Van De Vijver J. R. (2011). Fundamental Questions in Cross-Cultural Psychology; Cambridge University Press; 2011 (ISBN: 9780521757515, 0521757517)

Shirayev E. and Levy D. (2013). Cross-Cultural Psychology: Critical thinking and contemporary applications; Rutledge Pub., USA; Fifth edition; 2013 (ISBN: 9780205253234)

Semester-V

i) Paper No. : IX

ii) Title of Paper: **INTRODUCTION TO PSYCHOPATHOLOGY**

iii) Specific Objectives:

- 1) To make the students familiar with the field of Psychopathology.
- 2) To acquaint students with various perspectives of Psychopathology.
- 3) To make the students understand Anxiety and Obsessive Compulsive Disorder.
- 4) To acquaint students with Mood Disorders and Suicide.

Module-I. Psychopathology: An Overview

1.1. Indicators of Abnormality

- a) Subjective distress

- b) Maladaptiveness
- c) Statistical deviancy
- d) Violation of the Standards of society
- e) Social Discomfort
- f) Irrationality and Unpredictability
- g) Dangerousness

1.2. Criteria of Abnormality

1.3. Classification and Diagnosis

- a) Advantages and Disadvantages of classification
- b) How can we reduce prejudicial attitudes people who are mentally ill

1.4. How common are Mental Disorders

- a) Prevalence and Incidence
- b) Prevalence estimates for Mental Disorders
- c) The Global burden of disease
- d) Treatment
- e) Mental health Professionals

Module-II. Perspective of Psychopathology

2.1. The biological perspective

- a) Genetic Vulnerabilities
- b) Brain Dysfunction and neural Plasticity
- c) Imbalance of neurotransmitters and hormones
- d) Temperament

2.2. The Freud's Psychoanalytic Perspective

- a) The Structure of Personality
- b) Defence Mechanisms
- c) Psychosexual Stages of Development
- d) The Oedipus complex and The Electra complex

2.3. The Behavioural perspective

- a) Classical Conditioning
- b) Operant Conditioning

c) Generalization and Discrimination

d) Observational learning

Module –III. Anxiety & Personality Disorder

3.1. Anxiety Disorder

a) Specific Phobia

i) Prevalence , Age of Onset and Gender Differences

ii) Causal Factors

iii) Treatment

b) Social Phobia

i) Prevalence , Age of Onset and Gender Differences

ii) Causal Factors

iii) Treatment

c) Agoraphobia (Panic Disorder)

i) Prevalence , Age of Onset and Gender Differences

ii) Causal Factors

iii) Treatment

3.2. Cluster A- personality disorder

a) Paranoid personality disorder

b) Schizoid personality disorder

c) Schizotypal personality disorder

3.3. Cluster B- personality disorder

a) Histrionic personality disorder

b) Narcissistic personality disorder

c) Antisocial personality disorder

d) Borderline personality disorder

3.4. Cluster C – personality disorder

a) Avoidant personality disorder

b) Dependent personality disorder

c) Obsessive –Compulsive disorder

Module IV: Mood Disorder and Suicide

4.1. Unipolar Depressive Disorder

- a) Major Depressive Disorder
- b) Persistent Depressive Disorder
- c) Premenstrual Depressive Disorder
- d) Causal Factor
 - i) Biological Causal Factor
 - ii) Psychological Causal Factor

4.2. Bipolar and Related Disorders

- a) Cyclothymic Disorders
- b) Bipolar Disorders (I & II)
- c) Casual Factors
 - i) Biological Causal Factors
 - ii) Psychological Causal Factors

4.3. Treatments of Mood Disorders

- a) Pharmacotherapy
- b) Alternative Biological Treatments
- c) Psychotherapy

4.4. Suicide

- a) Psychological Disorder
- b) Factors Associated with Suicide
- c) Theoretical Modes of Suicidal Behaviour
- d) Suicide Prevention and Intervention

Recommended Reading:

a) **Book for Study:**

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). *Abnormal Psychology*. 17th edition, Pearson Education Inc.

b) **Books for Reference:**

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). *Abnormal Psychology*. 16th edition, Pearson Education Inc.

Carson, R. C., Butcher, J. N. and Mineka, S. (1996). *Abnormal Psychology and Modern Life*. 10th edition, New York: Harper Collins

Comer, R. J. (2013). *Abnormal Psychology*. 8th edition, New York: Worth Publishers.

Sarason, I. G. And Sarason, B. R. (2009). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 11th edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)

Semester-V

i. Paper: X

ii. Title of paper: **CURRENT TRENDS IN PSYCHOLOGY**

iii. Specific Objectives:

1. To acquaint students with emerging new trends in Psychology.
2. To make students aware of health risk behavior and their causes.
3. To sensitize students recognize developmental factors related to criminal behavior.
4. To understand psychological, family and social influences in development of criminality.
5. To introduce work carried out in the field of cyber psychology.
6. To learn about psychological processes behind digital Usage, cyber bullying, gaming and Gambling.
7. To make students aware of online crimes such as scams, fraud, illegal downloads etc.

PAPER X: CURRENT TRENDS IN PSYCHOLOGY

MODULE 1: Health Psychology: Health-Risk Behavior

- 1.1. What is Health Behavior?
- 1.2. Smoking, Drinking and Illicit Drug Use
- 1.3. Unprotected Sexual Behavior
- 1.4. Obesity

MODULE 2: Criminal Psychology: Origins of Criminal Behavior and Developmental Risk

Factors

- 2.1. Social Risk Factors:
 - a. Peer Rejection and Association with Antisocial Peers
- 2.2. Parental and Family Risk Factors
 - a. Parental Styles and Practices
 - c. Parental Monitoring
 - d. Parental Psychopathology
- 2.3. Psychological Risk Factors
 - a. Lack of Attachment
 - b. Lack of Empathy
 - c. Attention Deficit Hyperactivity Disorder and ADHD - Criminal Behavior link
 - d. Conduct Disorder
 - e. Oppositional Defiant Disorder

MODULE 3: Cyber Psychology – I: Digital Usage, Cyber bullying, Gaming and Gambling

- 3.1. Children's and teens' use of digital technologies
 - a. Internet usage
 - b. Digital technologies: Harmful or empowering for young people?
 - c. Illegal content and illegal activities
- 3.2. a. Cyber bullying and cyber-harassment
 - b. Scams, Children and Teens
- 3.3. a. Activism
 - b. Radicalization
- 3.4. Online Gaming and Gambling
 - a. Internet addiction
 - b. Internet Gaming addiction
 - c. Aggressive video games
 - d. Games for learning

MODULE 4: Cyber Psychology - II: Online Crimes (Scams, Fraud and Illegal Downloads)

- 4.1. a. Phishing and Vishing
 - b. Why are people tricked by phishing?
 - 4.2. Mass-Marketing Fraud
 - a. Cognitive and Motivational Errors
 - b. What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?
 - 4.3. Stages involved in the online dating romance scam
 - 4.4. Illegal downloads
-

Basic Reading:

a) Book of Study

Bartol, Curt R. and Bartol Anne M. (2017): *Criminal Behavior: A Psychological Approach*; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1-292-15771-9, ISBN-10: 1-292-15771-2) (For Module II)

Morrison Val and Bennett Paul (2016): *An Introduction to Health Psychology*; Pearson Education Limited; Fourth edition, 2016 (ISBN: 978-1-292-00313-9; ISBN: 978-1-292-00314-6; ISBN: 978-1-292-12944-0) (For Module I)

Whitty, Monica Therese and Young, Garry (2017). *Cyber Psychology: The Study of Individuals, Society and Digital Technologies*; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) (For Module- III and IV)

b) References:

Connolly Irene, Palmer Marion, Barton Hannah, Kirwanite Grainne (Ed.) (2016). *An Introduction to Cyber Psychology*; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)

Durrant, Russil (2018). *An Introduction to Criminal Psychology*; Routledge Taylor & Francis Pub., London; Second Edition, 2018 (ISBN: 978-1-138-65095-4; ISBN: 978-1-138-65096-1; ISBN: 978-1-315-62504-1)

Ogden J. (2012): *Health Psychology - A Textbook*; McGraw Hill Open University Press; Fifth edition; 2012 (ISBN 13:978 0 335 243839; ISBN 10: 0 335 243835)

SCHEME OF PRACTICAL EXAMINATION:-

The practical examination shall be conducted at the end of each semester/term. The practical shall carry 60 marks. Practical examination should consist of One Practical of three hours duration each.

Practical examination incorporates experiments, and statistical problems. The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 60 marks.

Experiments and statistical problems should be set for semester – V

In the semester practical examination, the candidate has to conduct one experiment allotted to him / her and solve one statistical problem.

The candidate has to bring his / her own subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NATURE OF QUESTION PAPER

Q.1 the candidate will be asked to conduct one experiment allotted to him / her and to Write its full report.

Q.2 The candidate in a practical batch will have to solve one statistical problem. As a different statistical problem has to be set, separate question paper will be set for each batch of each practical.

SCHEME OF MARKING

- | | |
|-------------------------|----------|
| 1. Journal: | 10 Marks |
| 2. Statistical Problem: | 10 Marks |
| 3. Conduct: | 05 Marks |
| 4. Report Writing: | 10 Marks |
| 5. Oral (Experiment): | 05 Marks |

TOTAL: 40 Marks

NOTE:

1. There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students.
 2. Six experiments should be conducted from the list given for Semester V.
 3. The student has to submit a journal duly signed by the course teacher and the head of the department before practical examination.
 3. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.
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Paper: XI

(ii) Title of Paper: **PRACTICAL-EXPERIMENTS**

(iii) Specific Objectives:

- 1) To make the students familiar with Psychological experiments.
- 2) To impart the knowledge and skills for conducting experiments and writing their reports.
- 3) To make the students familiar with some statistical methods.
- 4) To provide Practical experience through IT Soft ware's (e.g. Coglab etc.)

PAPER –XI: PRACTICAL (EXPERIMENTS)

1. Span of Attention
2. Division of Attention
3. Reaction Time
4. Serial Position Effect in Learning
5. Recall and recognition
6. Effect of Meaningfulness on Learning
7. Transfer of Training
8. Habit Interference
9. Massed Vs. Distributed Method of Learning
10. Short Term Memory
- 11 Problem Solving
12. Maze Learning
13. Change Blindness
14. Depth Perception
- **Statistical Problems**
Measures of Central Tendency
A) Mean (Short method)
B) Standard Deviation

a) Basic Reading:

Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition(2003), New Delhi: Prentice-Hall of India Pvt. Ltd.,
Kothurkar, and Vanarase (1986). Experimental Psychology: A Systematic Introduction, New Delhi: Wiley Eastern Ltd.
Mangal, S.K. (2010). Statistics in Psychology and Education, 2nd edition, New Delhi: Prentice-Hall of India Pvt. Ltd.,
Postman, L. and Egan J. P. (1949). Experimental Psychology: An Introduction, New Delhi: Kalyani Publishers.

b) References:

Barve, B.N. (2007). Shaikshanik Manasashastry Sankhyashastra, Nagpur: Vidya Prakashan
Desai, Bharat ani Abhyankar, Shobhana (2001): Manasashastrya Mapana, Pune: Narendra Prakashan.
Narake, H.J. ani Barve, B. (1999). Manomapan va Sankhyashastra, Aurangabad: Prerana Agencies.
Vanarase, S.; Gogate, S. ani Vanarase, Shyamala (1976). Manasashastrya Prayog Pune: Vinus Prakashan.

Bachelor of Arts
(B.A. Part - III)
Dept. of Psychology
Paper- XII to XVI
Sem.VI

1. **TITLE:** Subject Psychology

Optional under the Faculty of Humanities

2. **YEAR OF IMPLEMENTATION:** - New/Revised Syllabus will be implemented from June,

2021 onwards.

3. **PREAMBLE:-**

The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.

4. **GENERAL OBJECTIVES OF THE COURSE/ PAPER/:** (As applicable to the Degree /Subject- Paper concerned)

- 1) To make students familiar with the field of Psychological Testing.
- 2) To make aware students with the field of Counseling Psychology.
- 3) To make students familiar with the various Developmental Psychology.
- 4) To acquaint the students with Psychology of Organizational Behavior.
- 5) To make students familiar with Psychological tests and statistical methods.

5. **DURATION**

- The course shall be a full time course.
- The duration of course shall be of Three years.

6. **PATTERN:-**

Pattern of Examination will be Semester.

7. **FEE STRUCTURE:** - (as applicable to regular/self-supporting course) As per Autonomous/Government / University rules/norms.

8. **ELIGIBILITY FOR ADMISSION:-**

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

9. **MEDIUM OF INSTRUCTION:**

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned.)

10. **INTERNAL ASSESSMENT**

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ panel discussion / Review of books, movies, websites etc.

11. **STRUCTURE OF COURSE-**

(Note – The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.

Sr. No.	Course	Theory Marks	Practical Marks	Internal Marks	Total Marks
01	Psychological Testing	40		10	50
02	Counselling Psychology	40		10	50
03	Development Psychology	40		10	50
04	Psychology of Organizational Behaviour	40		10	50
05	Practical (Psychological Testing)		40	10	50
	Total	160	40	50	250

SCHEME OF TEACHING AND EXAMINATION:-

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

THIRD YEAR / SEMESTER – VI Scheme of Teaching and Examination

Sr. No.	Course	Teaching Scheme(Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Psychological Testing	4			4	40		10	50
2	Counselling Psychology	4			4	40		10	50
3	Development Psychology	4			4	40		10	50
4	Psychology of Organizational Behaviour	4			4	40		10	50
5	Practical (Psychological Testing)			8	8	---	40	10	50
Total		16			24	160	40	50	250

Semester -VI

Paper: XII

ii) Title of the paper: **PSYCHOLOGICAL TESTING**

iii) Specific Objectives:

- 1) To make the students familiar with the field of psychological testing in general.
- 2) To acquaint the students with the nature, types, applications, reliability and
- 3) To make the students to understand the nature and other description of personality tests.

PAPER- XII: Psychological Testing

Module 1: The nature and uses of psychological testing

- 1.1 Definition of a test
- 1.2 Types of tests
- 1.3 Uses of testing
- 1.4 Influence of the Examiner

Module 2: Reliability and Validity: Basic concepts

- 2.1 Reliability
 - a) Meaning of Reliability
 - b) Types of Reliability
 - i. Test -Retest Reliability
 - ii. Alternate- Form Reliability
 - iii. Split-Half Reliability
 - iv. Scorer Reliability
- 2.2 Reliability of speeded test
- 2.3 Validity
 - a) Meaning of validity
 - b) Content-description Procedures
 - c) Criterion- Prediction Procedures
 - d) Construct- Identification Procedures

Module 3: Individual tests of Intelligence and Achievement

- 3.1 The Wechsler scales of Intelligence
- 3.2 The Wechsler subtests: Description and analysis
- 3.3 Stanford-Binet intelligence scales (SBIT): Fifth edition
- 3.4 Individual tests of Achievement

Module 4: Psychological Assessment and Personality tests

- 4.1 A) Personality tests-Expression Techniques
 - i) The draw- A - person test
 - ii) The house- tree - person test (H-T-P)
- B) Projective Techniques
 - i) Rorschach Ink Blot Test
 - ii) Thematic Apperception Test
- 4.2 Assessment of normality
 - A) Sixteen Personality Factor Questionnaire (16 PF)

B) NEO personality inventory - revised (NEO-PI-R)

4.3 Measures of emotional Intelligence

a) Book for Study:

Aiken, Lewis, R. (2009). Psychological Tests and Assessment. 12th Ed. Pearson Education.

Anastasi, Anne & Urbina, Susana (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice- Hall of India Pvt. Ltd., (2003)

b) Books for Reference:

Gregory, Robert, J. (2014). Psychological Testing: History, Principals and Applications. Sixth Ed., Pearson Education.

Kaplan, Robert, M. & Saccuzzo, Dennis, P. (2005). Psychological Testing: Principles, Applications and Issues. 6th Ed., Canada: Wordsworth Cengage Learning.

Ronald, J. & Swerdik, Mark, E. (2010). Psychological Assessment: An Introduction to Tests and Measurement. 7th Ed., Special Indian Edition, New Delhi: McGraw Hill Education Pvt. Ltd.

Barve, B.N. & Narake, H.J. (2008). Manomapan, Nagpur: Vidya Prakashana.

Desai, B. & Abhyankar, Shobhana (2007). Manasashatriya Mapan, Pune: Narendra Prakashana.

Semester -VI

Paper: XIII

(ii) Title of the paper: **Counseling Psychology**

(iii) Specific Objectives:

1. To make the students familiar with the field of Counseling Psychology.
2. To acquaint students with the applications of Counseling Psychology in the fields of Career, School, College Counseling and student-life services.

PAPER- XIII: COUNSELLING PSYCHOLOGY

MODULE 1. Introduction and Professional Aspects of Counseling

1.1 Introduction

A. Definition of Counseling

B. Guidance

C. Psychotherapy

1.2 Current Trends in 21st Century

A. Dealing with Violence, Trauma and Crises

B. The Challenge of Managed Care

C. Promoting Wellness

D. Concern for Social Justice and Advocacy

E. Greater Emphasis on Technology

1.3 Professional Aspects of Counseling

A. Inspection

B. Registration

C. Certification

D. Licensing

MODULE 2. Career Counseling

2.1 The Importance and Scope of Career Counseling

- A. Important Aspects of Career Counseling
- B. The Scope of Career Counseling and Careers

2.2 Career Development Theories and Counseling

- A. Trait-and –Factor Theory
- B. Developmental Theories
- C. Social-Cognitive Career Theory

2.3 Career Counseling with Diverse Populations

- A. Career Counseling with Children
- B. Career Counseling with Adolescents
- C. Career Counseling with College Students

MODULE 3. Professional School Counseling

3.1 The ASCA Model

- A. The ASCA Model Areas
- B. School Counselors at Various Levels

3.2 Elementary School Counseling

- A. Emphases and Roles
- B. Activities
- C. Prevention

3.3 Middle School Counseling

- A. Emphases and Roles
- B. Activities
- C. Prevention

3.4 Secondary School Counseling

- A. Emphases and Roles
- B. Activities
- C. Prevention

MODULE: 4 College Counseling and Student-Life Services

4.1 The Beginning of Student-Life-Services and College Counseling

4.2 The Theoretical Bases and Professional Preparation for Working with College Students

- A. Theoretical Bases
- B. Professional Preparation

4.3 College Counseling

- A. Emphases and Roles
- B. Activities

4.4 Counseling and Student-Life Services with First-Year, Graduate Students And Nontraditional Students

- A. First-Year Students
- B. Graduate Students
- C. Older Students
- D. First-Generation Students
- E. Student Athletes

Book for Study:

Gladding, S.T.,and Batra Promila (2018). *Counselling : A Comprehensive Profession*. Eighth Edition. Third Impression, Pearson Education Inc.

Books for Reference:

David A. (2009). *Guidance and Counselling*. New Delhi: Commonwealth Publishers,
Gladding, S.T.(2014). *Counseling : A Comprehensive Profession*. Seventh Edition. First Impression, Pearson Education Inc.

Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.

Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited,.

Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.

Semester -VI

Paper: XIV

ii. Title of paper: **DEVELOPMENTAL PSYCHOLOGY**

iii. Specific objectives:

1. To acquaint the students with processes of change and stability through about the life span development.
2. To introduce students the process of birth.
3. To acquaint the students with emotions, self - development of Infancy and intellectual development of childhood.
4. To recognize students with Identity, relationship and problems of Adolescents.
5. To introduce students with career, health and personality development of Adulthood.

PAPER- XIV: DEVELOPMENTAL PSYCHOLOGY

Module 1: An Introduction to Lifespan Development

1.1 An orientation of life span development

A. Defining Lifespan Development

B. The scope of the field of lifespan development

1.2 Research Methods

A. Experiments: Determining Cause and Effect

B. Measuring Developmental Change

1.3 Earliest Development

A. Genes and Chromosomes: The Code of Life

B. Multiple Births: Two- or More- for the Genetic Price of life

C. Boy or Girl? Establishing the sex of the Child

1.4 Prenatal Growth and Change

A. Fertilization: The moment of Conception

B. The Stages of the Prenatal Period: The Onset of Development

C. Pregnancy Problems

Module 2: Infancy and Childhood

2.1 Developing the Roots of Sociability

A. Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?

B. Stranger Anxiety and Separation Anxiety: It's Only Natural

C. Social Referencing: Feeling What Others Feel

2.2 Intellectual Development

A. Piagetian Approaches to Cognitive Development

B. Information Processing in Middle Childhood

C. Vygotsky's Approach to Cognitive Development

2.3 The Developing Self

A. Psychosocial Development in Middle Development

B. Self-esteem: Developing a Positive – or Negative – View of the Self

Module 3: Adolescence

3.1 Identity: Asking “Who Am I?”

- A. Self –Concept and Self- Esteem
- B. Identity Formation: Changes or Crisis?
- C. Depression and Suicide: Psychological Difficulties in Adolescence

3.2 Relationships: Family and Friends

- A. Family Ties: Changing Relations with Relations
- B. Relationship with Peers: The Importance of Belonging

3.3 Dating and Sexual Behavior

- A. Dating and sexual relationships in the twenty- first century.
- B. Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

Module 4: Adulthood

4.1 Choosing a Career

- A. Career Choices, Skill Development and Government Policies in India
- B. Gender and Career Choices
- C. Why Do People Work? More Than Earning a Living

4.2 Health

- A. Wellness and Illness: The Ups and Downs of Middle Adulthood
- B. Individual Variations in Health: Socioeconomic Status and Gender Difference

4.3 Personality Development

- A. Two Perspectives on Adult Personality Development: Normative Crisis versus Life events
- B. Erikson’s Stage of Generatively versus Stagnation

Book for Study:

Feldman Robert S. & Babu Nandita (2018). Development Across the Lifespan (8th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93-528-6576-5

Books for Reference:

Hurlock E. B. (2001). Developmental Psychology: A Life Span Approach, New Delhi: TMH Publishing Company Ltd.

Papalia, Diane E., and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Santrock, J. W. (2011). Life Span Development, Thirteenth edition, New Delhi: McGraw – Hill Education (India) Pvt. Ltd.

Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusariaavrutti, Pune: Vidyarthi GruhaPrakashan.

Semester -VI

Paper: XV

(ii) Title of Paper: **Organizational Behavior**

(iii) Learning Objectives: This paper has four main learning objectives. Upon successful completion of the course students should:

1. Gain an understanding of key concepts in organizational behavior.
2. Gain an understanding of the idea of personality, job satisfaction and leadership.
3. Gain an understanding of the group processes.
4. Be able to understand the fundamental change processes of organization.

PAPER-XV: ORGANIZATIONAL BEHAVIOR

Module 1: Organizational Behavior (OB)

- 1.1. Importance of Interpersonal Skills
- 1.2. What managers do?
 - A) Management functions and roles
 - B) Management skills
 - C) Effective versus successful managerial activities
- 1.3. Challenges and opportunities for OB
 - A) Responding to Globalization
 - B) Improving people skills
 - C) Stimulating innovation and change
 - D) Helping employees balance work-life conflicts
 - E) Creating a positive work environment

Module 2: The Individual

- 2.1. Personality
 - A) What is personality?
 - B) The Myer-Briggs Type indicator
 - C) The Big Five Personality Model
- 2.2. Attitudes and Job Satisfaction
 - A) What are the major Components of Attitudes?
 - B) What are the major job attitudes?
 - C) Measuring Job Satisfaction, How Satisfied are people in their Jobs?
What Causes Job Satisfaction?
 - D) The Impact of Satisfied and Dissatisfied Employees on the Workplace?
- 2.3. Leadership
 - A) What is Leadership: Trait Theories?
 - B) Behavioral Theories
 - C) Contingency Theories.
 - D) Charismatic Leadership and Transformational Leadership

Module 3: Foundations of Group Behavior

- 3.1. Defining and classifying groups
- 3.2. Stages of Group Development: Five-Stage model
- 3.3. Group properties
 - A) Roles and Norms
 - B) Cohesiveness and Diversity
- 3.4. Group Decision Making
 - A) Group versus Individual
 - B) Group Decision Making Techniques

Module 4: Organizational Change

- 4.1. Forces for Change and planned change
- 4.2. Resistance to change
- 4.3. Approaches to manage organizational change
 - A) Lewin's three-step model
 - B) Kotter's Eight-step plan for implementing change
- 4.4. Creating a culture for change
 - A) Stimulating a culture of innovation
 - B) Creating a learning organization

Book for Study:

- 1) Robbins, S., Timothy A., Vohra, N. (2013). Organizational Behavior (15th

Semester -VI

SCHEME OF PRACTICAL EXAMINATION:-

The practical examination shall be conducted at the end of each semester/term.

The practical shall carry 40 marks.

Practical examination should consist of One Practical of three hours duration each.

Practical examination incorporates psychological tests, and statistical problems.

The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 40 marks.

Psychological tests and statistical problems should be set for semester -VI

In the semester practical examination, the candidate has to administer one psychological test allotted to him / her and solve one statistical problem for Semester-VI

The candidate has to bring his / her own testee/subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NATURE OF QUESTION PAPER

Q.1 The candidate will be asked to administer one psychological test allotted to him / her and to write its full report.

Q.2 The candidate in a practical batch will have to solve one statistical problem. As a different statistical problem has to be set, separate question paper will be set for each batch of each practical.

SCHEME OF MARKING

- | | |
|-------------------------|----------|
| 1. Journal: | 10 Marks |
| 2. Statistical Problem: | 10 Marks |
| 3. Conduct: | 05 Marks |
| 4. Report Writing: | 10 Marks |
| 5. Oral (Tests) : | 05 Marks |

TOTAL: 40 Marks

NOTE:

1. There shall be One Practical of 4 Periods each per week, per batch consisting of 10 students.
2. Six psychological tests should be conducted from the list given for Semester –VI.
3. The student has to submit a journal duly signed by the course teacher and the head of the department before practical examination.
4. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.

PRACTICAL: PSYCHOLOGICAL TESTS

(i) Paper: XVI

(ii) Title of Paper: **PRACTICAL- PSYCHOLOGICAL TESTS**

(iii) Specific Objectives:

1. To make the students familiar with Psychological tests.
2. To impart the knowledge and skills for administering psychological tests and writing their reports.
3. To make the students familiar with some statistical methods.
4. To provide Psychological experience Testing through IT Software (e.g.Coglab etc.)

PAPER – XVI: PRACTICAL (PSYCHOLOGICAL TESTS)

1. Interest Inventory
2. Attitude Scale
3. Anxiety Scale
4. Personality Inventory
5. Adjustment Inventory
6. Self-concept Test
7. Test of Intelligence
8. Achievement Test
9. Leadership Scale
10. Secularism Scale
11. Locus of Control Scale
12. Stress Scale
13. Aggression Scale
14. Superstition Scale
15. Women Freedom Scale
16. Attitude toward Sex
17. Social Change Scale
18. Stress Management Scale

• Statistical Problems

A) Pearson's product moment correlation (Calculations from actual scores)

B) Independent 't' test

(Write the calculated values are significant at the 0.01 / 0.05 level or not)

Book for Study:

- 1) Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice-Hall of India Pvt. Ltd.
- 2) Garrette, H. E and Woodworth, R. S., (1981). Statistics in Psychology and Education, Tenth Edition Reprint, Bombay: Vakils and Siman Ltd.,

b) References:

- 1) Barlinge ani Latkar (2000). Upayojit Manasashatra, Nagpur: Shri Sainath Prakashan,
- 2) Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: Vidya Prakashan
- 3) Desai, B. and Abhyankar, S.C. (2001). Prarayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.
- 4) Desai, Bharat ani Abhyankar, Shobhana (2001). Manasashastriya Mapana, Pune: Narendra Prakashan.
- 5) Narake, Himmat ani Barve, Bapurao (1999). Manomapan va Sankhyashastra, Aurangabad: Prerana Agencies.