

**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 2025-
26 ONWARDS)**

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

1. TITLE: Psychology

Optional under the Faculty of Humanities

2. YEAR OF IMPLEMENTATION: - New/Revised Syllabus will be implemented from June, 2025 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.)

NEP 2020 (2025-26) Evaluation Pattern for Theory and Practical
Sadguru Gadge Maharaj College, Karad (An Empowered Autonomous
College)

Course Structure, Pattern 2023, As per NEP 2.0
Department of Psychology

B.A. III for the Academic year-2025-26

SEMESTER- V

Subject Code	Title of Theory Paper	Credits	TH/ PR	SEE		CCE		Total Theory /Practical marks
				Max	Min	Max	Min	
NMJ-PSYS7	Cognitive Psychology	4	TH	80	32	20	08	100
NMJ-PSYS8	Current Trends in Psychology	4	TH	80	32	20	08	100
NMJ-PSYS9	Psychopathology	4	TH	80	32	20	08	100
NMJ-PSYP10	Practical	4	PR	80	32	20	08	100
NMN- PSY-5	Child Psychology	4	TH	80	32	20	08	100
NPSY-FP	Field Project	2		-	-	50	20	50

SEMESTER- VI

Subject Code	Title of Theory Paper	Credits	TH/ PR	SEE		CCE		Total Theory /Practical marks
				Max	Min	Max	Min	
NMJ-PSYS11	Psychological Testing	4	TH	80	32	20	08	100
NMJ-PSYS12	Counseling Psychology	4	TH	80	32	20	08	100
NMJ-PSYS13	Developmental Psychology	4	TH	80	32	20	08	100
NMJ-PSYP14	Practical	4	PR	80	32	20	08	100
NMN-PSY-6	Health Psychology	4	TH	80	32	20	08	100
NPSY-OJT	On Job Training	2		-	-	50	20	50
Total		22						550

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

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

Question paper Pattern for a course for 4 Credits UG Level 4.5/PG Level 6.0 (SEE)

Note: All questions carry equal marks. Marks: 80

- | | |
|---|----|
| Q.1 A. Answer the following questions choosing correct alternatives given below | 10 |
| B. Answer the following questions in one word/one phrase/one sentence. | 10 |
| Q. 2. Answer the following questions in about 150 to 200 words each. (4 out of 6) | 20 |
| Q. 3. Answer the following questions in about 300 to 350 words each. (2 out of 3) | 20 |
| Q. 4. Write short notes of the following. (4 out of 6) | 20 |

-Question paper Pattern for a course of 2 Credits UG Level 4.5/PG Level 6.0 (SEE)

Note: All questions carry equal marks. Marks: 40

- | | |
|---|----|
| Q.1. Answer the following questions choosing correct alternatives given below. | 10 |
| Q. 2. Answer the following questions in about 150 to 200 words each: (2 out of 3) | 10 |
| Q. 3. Answer the following questions in about 250 to 300 words each. (1 out of 2) | 10 |
| Q. 4. Write short notes on the following. (2 out of 4) | 1 |

REVISED SYLLABUS FOR
B.A. (Part - III) Psychology
Choice Based Credit System
(Introduced from June, 2025 onwards)
SEMESTER-V

(i) Paper: VII- NMJ-PSYS7

(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

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- NMJ-PSYS8

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, Kirwan 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)

Semester-V

i) Paper No. : **IX- NMJ-PSYS9**

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)

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:	20 Marks
2. Statistical Problem:	20 Marks
3. Conduct:	10 Marks
4. Report Writing:	20 Marks
5. Oral (Experiment):	10 Marks

TOTAL: 80 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: X- **NMJ-PSYP10**

(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 –X: 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 Manasashastriy Sankhyashastra, Nagpur:Vidya Prakashan
Desai, Bharat ani Abhyankar, Shobhana (2001): Manasashastriya 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). Manasashastriya Prayog Pune: Vinus Prakashan.

Semester-V

i) Paper No. : V Minor - **NMN-PSY5**

ii) Title of Paper: **CHILD PSYCHOLOGY**

iii) Specific Objectives:

- 1) To make the students familiar with the field of Child Psychology.
- 2) To comprehend the foundational principles of genetic and prenatal development.
- 3) To analyse the stages of physical, cognitive, and emotional development from infancy through late childhood.
- 4) To apply developmental theories (e.g., Piaget) to real-life scenarios involving children.
- 5) To evaluate the impact of environment, nutrition, relationships, and health on childhood development.

Module 1 : BEGINNINGS

1.1 Genetic foundation of Genes

- A) The Collaborative Genes
- B) Genes and Chromosomes
- C) Genetic Principles

- D) Chromosomal and Gene linked Abnormalities
- 1.2 Prenatal Development
 - A) The Course of Prenatal Development
 - B) The Teratology and Hazards to prenatal Development

Module 2 : INFANCY

- 2.1 Physical growth and development in infancy
 - A) Pattern Of Growth
 - B) The Brain
 - C) The Sleep
 - D) The Nutrition
- 2.2 Motor Development
 - A) Reflexes
 - B) Gross Motor Skills
 - C) Fine Motor Skills
- 2.3 cognitive Development Piaget's theory Infant Development
 - A) Cognitive Process
 - B) The Sensory Motor Stage

Module 3 : EARLY CHILDHOOD

- 3.1 Physical Changes
 - A) Body growth and change
 - B) Motor Development Gross motor skills Fine motor skills
 - C) Nutrition and Exercise
- 3.2 Cognitive Changes
 - A) Piaget's preoperational Stages
- 3.3 Emotional and Personality Development
 - A) The Self
 - B) Emotional Development

Module 4 : MIDDLE AND LATE CHILDHOOD

- 4.1 Physical Changes and Health
 - A) Body Growth and changes
 - B) Motor Development
 - C) Health, Illness and Disease
- 4.2 Cognitive Changes
 - A) Piaget's Cognitive Developmental Theory
- 4.3 Socio-emotional development
 - A) Emotional Development
 - B) Developmental Changes in parent-Child Relationships
 - C) Peers : Development Changes and Peer Status

Books for Reading:

1. Santrock, J.W. (2011). Life- Span Development, Thirteenth Edition, New Delhi : Tata Mcgraw Hill Education Private Limited.

Book for Reference :

1. Borude, R.R. Kumathekar, Medha & Golvilkar, Shila (2023). Vaikasik Manasashatra , Dusari Aavruti, Pune: Pune Vidhyarth Gruh Praksashan. 4
 2. Papalia, Diane E. and Olds Sally Wendkos (2004). Human Development, 9th ed., New Delhi : Tata McGraw – Hill Publishing company Ltd,
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FIELD PROJECT

CREDIT-2

NPSY-FP

Objectives:

1. To apply theoretical knowledge gained in the classroom to real-world scenarios.
2. To develop skills in gathering primary data through field surveys, interviews, testing, experiments and direct observations.
3. To gain practical experience in using psychological instruments and tools for data collection.
4. To prepare students for future careers in psychology or related fields by exposing them to realworld applications of their knowledge.
5. To develop practical skills and experiences that can be valuable in various professions.
6. To encourage students to engage with local residents, authorities, and organizations to understand community dynamics.

Course Outcomes: After studying the course the student will be able to ...

CO-1: Carry out field project on their own;

CO-2: Formulate project design and methodologies;

CO-3: Organize and carry out field visits, collect field data and/or conduct review of literature

CO-4: Effective writing and dissemination of project output having scientific and/or social relevance.

Course Description:

Topic: Project topic should be related to finding, reporting and/or disseminating psychological knowledge having scientific and/or social relevance. Field project integrates theory and practice by providing students with an opportunity to work on real-world challenges. The field project is designed to provide students with practical experience in the field of psychology. The field project is for 100 marks for the students for the second semester. For this, it is mandatory for every student to choose a field, study it, and submit it to the department.

FORMAT OF THE FIELD PROJECT/ DISSERTATION STUDENT FINAL WRITTEN REPORT

Student's Name: -----

Name of the College: -----

Class: -----

-Semester: -----

Paper Name: -----

Seat Number: -----

Year -----

Topic of Field project: -----

Supervisor's Name: -----

SCHEME OF MARKING FOR OJT EXAMINATION END SEMESTER
EXAMINATION:
CONTINUOUS COMPREHENSIVE EVALUATION (50 MARK)

Sem.VI

Paper: XI- NMJ-PSYS11

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

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- XI: 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, Principles 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: XII

(ii) Title of the paper: **Counseling Psychology (MM) NMJ-PSYS12**

(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- XII: 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: XIII

ii. Title of paper: **DEVELOPMENTAL PSYCHOLOGY- NMJ-PSY13**

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- XIII: 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

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: | 20 Marks |
| 2. Statistical Problem: | 20 Marks |
| 3. Conduct: | 10 Marks |
| 4. Report Writing: | 20 Marks |
| 5. Oral (Tests) : | 10 Marks |

TOTAL: 80 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 (MM)

(i) Paper: XIV-NMJ-PSY14

(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 – XIV: 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) Barling and Latkar (2000). Upayojit Manasashastra, 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.

Semester -VI

Paper: -NMN-PSY6

Course Category: Minor VI

Course Name: Health Psychology Course Number:

Course Code:

Course Credits: 04

Marks: (For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

- Students will understand the concept and state of health.
- Student would be able to regulate physical and mental process.
- Student will understand the need and challenges before health psychology.
- Course would be helpful in developing health habits and promote health behavior among students.
- To identify the concept of stress, sources of stress and stressful events.

Module 1 Introduction to Health Psychology (Hours 15, Credit - 01)

1.1 What is Health Psychology?

- a) Definition of Health Psychology
- b) Mind-Body Relationship

1.2 The Need for Health Psychology

- a) Changing Patterns of Illness
- b) Advances in Technology and Research
- c) Expanded Health Care Services
- d) Increased Medical acceptance

1.3 Health Psychology- Challenges for the Future

- a) Health Promotion
- b) Trends in Health and Health Psychology
- c) Becoming a Health Psychologist

Module: 2. Health Behaviour (Hours 15, Credit - 01)

2.1 Health Promotion: An Overview

- a) Health Behaviours and Health Habits
- b) Practicing and Changing Health Behaviours

- c) Barriers to Modifying
- 2.2 Changing Health Habits
 - a) Attitude change and Health Behaviour
 - b) Various Models of Health Belief
- 2.3 Cognitive-behavioural approaches to Health Behaviour Change

Module: 3 Health Promotion Behaviours (Hours 15 , Credit - 01)

- 3.1 Exercise
 - a) Benefits of Exercise
 - b) Effects of Exercise
 - c) Determinants of Exercise
 - d) Characteristics of Exercise
 - e) Exercise Interventions
- 3.2 Developing Healthy Diet
 - a) Changing Diet
 - b) Resistance to Modifying Diet
 - c) Stress and Diet
 - d) Who Controls their Diet?
 - e) Interventions to Modify Diet.
- 3.3 Sleep
 - a) What is Sleep?
 - b) Sleep and Health
 - c) Rest, Renewal, Savoring

Module 4. Stress (Hours 15, Credit - 01)

- 4.1 What is Stress?
 - a) What is Stressor?
 - b) Appraisal of Stressors
- 4.2 Origins of the Study of Stress
 - Fight or Flight
 - Selye's General Adaptation Syndrome
 - Criticisms of the General Adaption Syndrome
 - Tend-and-Befriend
 - How does Stress Contributes to Illness?
- 4.3 What Makes Events Stressful?
 - 1) Dimensions of Stressful Events
 - 2) Must Stress be Perceived as such as be Stressful?
 - 3) Can People Adapt to Stress?
 - 4) Must a Stressor be Ongoing to be Stressful?
- 4.4 Sources of Chronic Stress
 - 1) Effects of Early Stressful Life Experiences
 - 2) Chronic Stressful Conditions
 - 3) Stress in the Workplace
 - 4) Some Solutions to Workplace Stressors
 - 5) Combining Work and Family Roles

LIST FOR READING:

Taylor S. E. (2018). Health Psychology, 10 (Indian Ed.) McGraw Hill Education

(India) Pvt. Ltd.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Prevention and treatment of illness
 - Health Policy
 - Disability
 - Importance of Exercise, Diet and Sleep
 - Need of Health Habits
 - Any other exercise/activity approved by concerned teacher.
-

Sem. VI

OJT- On Job Training

NPSY-OJT

2 Credits

Objectives:

1. To apply theoretical knowledge to real-world psychological practices, enhancing understanding through hands-on experience.
2. To develop clinical competencies in assessment, diagnosis, and intervention across diverse psychological settings to students.
3. To cultivate cultural sensitivity and competence in working with individuals from varied backgrounds and communities in students.
4. To integrate ethical and legal standards into professional practice, ensuring responsible and effective service delivery in the students.
5. To enhance professional identity and communication skills, preparing for independent practice and interdisciplinary collaboration to students.

Course Outcomes: After studying the course the student will be able to ...

1. CO-1: Demonstrate the ability to translate theoretical knowledge into effective psychological practices through direct client interactions and case management.
- CO-2: Exhibit proficiency in conducting comprehensive assessments, formulating accurate diagnoses, and implementing appropriate interventions across a variety of psychological settings.
3. CO-3: Develop a deep understanding of cultural diversity and ethical principles, applying this awareness to deliver respectful and effective psychological services to diverse populations.
4. CO-4: Cultivate a strong professional identity, demonstrating adherence to ethical standards, effective communication, and a commitment to continuous professional growth.
5. CO-5: Enhance their ability to work collaboratively within multidisciplinary teams, contributing

to comprehensive care and demonstrating effective interpersonal communication skills.

Course Description:

The On-Job Training (OJT) or internship in psychology is an integral part of the academic curriculum, designed to bridge the gap between theoretical knowledge and real-world application. The "Psychology on Job Training or Internship" program is a mandatory course designed for third-year Bachelor of Arts students in Psychology. Under the supervision of experienced professionals, students apply their academic learning to practical situations, enhancing their understanding of human behavior and mental health. The internship aims to develop essential competencies in assessment, diagnosis, intervention, cultural sensitivity, ethical standards, and professional communication. By participating in this program, students are better prepared for independent practice and interdisciplinary collaboration in the field of psychology. This course carries two academic credits and requires students to complete a total of 60 clock hours of practical training. To fulfill the requirements, students must complete their internship at an institute related to the field of psychology. Throughout the program, students are expected to carry out their assigned tasks and responsibilities under the guidance and supervision of a designated supervisor.

Instructions for teachers and students while doing On-the-Job Training:

Selection of Institute/Organization/Consultant/Professional/ Hospital/Health Care Center etc. should be based on the areas in the mandatory or elective courses in the concerned subject.

- The Institute/Organization/Consultant/Professional/ Hospital/Health Care Center etc., under whom the Training/Internship/ Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
- Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
- TWO COPIES of On-the-Job-Training Report in Spiral FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.
- Students need to submit report of their work in prescribed format.
- **Introduction:** This section should provide an overview of the internship experience, including the organization where the internship took place, the duties and responsibilities of the internship, and the student's goals and objectives.
- **Description of the organization:** This section should provide a brief overview of the organization where the internship took place, including its mission, goals, and services.
- **Duties and responsibilities:** This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

- **Learning and accomplishments:** This section should highlight the key learning and accomplishments the student achieved during the internship, including any skills or knowledge they gained, and any notable achievements or contributions they made to the organization.
- **Challenges and areas for improvement:** This section should address any challenges or areas for improvement the student Encountered during the internship, and should reflect on how they overcame these challenges or developed strategies for improvement.
- **Reflection:** This section should provide a more in-depth reflection on the student's overall learning and growth during the internship, and should consider how the experience has impacted their future goals and aspirations.
- **Conclusion:** This section should summarize the key takeaways from the internship experience, and should discuss any future plans or goals that have been influenced by the internship.
- **Appendices:** This section should include any supporting materials, such as reports, presentations, or Documents that were produced during the internship.

**SCHEME OF MARKING FOR OJT
EXAMINATION**

CONTINUOUS COMPREHENSIVE EVALUATION –

CCE

(50 MARKS)