

UNIVERSITY OF MUMBAI
No. UG/115 of 2016-17

CIRCULAR:-

A reference is invited to the Syllabi relating to the B. A. degree course vide this office Circular No.UG/184 of 2011 dated 21st June, 2011 and the Principals of affiliated Colleges in Arts Colleges and are hereby informed that the recommendation made by Board of Studies in Psychology at its meeting held on 31st May, 2016 has been accepted by the Academic Council at its meeting held on 24th June, 2016 vide item No. 4.87 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for the F.Y.B.A. Psychology (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI – 400 032
October, 2016


(Dr.M.A.Khan)
REGISTRAR

To,

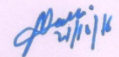
The Principals of affiliated Colleges in Arts.

A.C/4.87/24/06/2016

No. UG/115 -A of 2016-17 MUMBAI-400 032 25th October, 2016

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairman, Board of Studies in Psychology,
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations,
- 5) The Co-Ordinator, University Computerization Centre.
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL)


(Dr.M.A.Khan)
REGISTRAR

PTO...

AC 24-06-2016

Item No. 4.87

UNIVERSITY OF MUMBAI



Syllabus for F. Y. B. A. Psychology

AS PER CHOICE BASED CREDIT SYSTEM (CBCS)

TO BE REVISE WITH EFFECT FROM THE ACADEMIC YEAR 2016 – 2017

Revised Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.
Brought into force with effect from the academic year 2016-2017

Code	Semester	Course Title	Credits	Marks
UAPSY101	1	Fundamentals of Psychology: Part I	3	100
UAPSY201	2	Fundamentals of Psychology: Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology
3. To make the students aware of the applications of Psychological concepts in various fields so that they understand the relevance of Psychology in different areas of life.

Semester 1. Fundamentals of Psychology: Part I (Credits = 3)

4 lectures per week

Unit 1. The story of Psychology and thinking critically with psychological science

- a) What is psychology? Psychology's roots; psychological science is born; psychological science develops; Contemporary Psychology: Psychology's biggest question, three main levels of analysis, and subfields; Close-up: Improve your retention and grades
- b) The need for psychological science - Did we know all along? Hindsight bias; Overconfidence; perceiving order in random events; the scientific attitude: curious, sceptical and humble; Critical thinking
- c) How do psychologists ask and answer questions? The scientific method; description; correlation; experimentation; statistical reasoning in everyday life: describing data; significant differences
- d) Frequently asked questions about Psychology

Unit 2: The Biology of Mind

- a) Biology, Behaviour and Mind
- b) Neural Communication – neurons, how neurons communicate, how neurotransmitters influence us
- c) The Nervous System - the peripheral and central nervous systems
- d) The Endocrine System
- e) The Brain - The tools of discovery: having our head examined; older brain structures; the cerebral cortex; our divided brain; right-left differences in the intact brain; Close-Up: Handedness

Unit 3: Learning

- a) How do we learn?
- b) Classical Conditioning - Pavlov's experiments; Pavlov's legacy; Operant Conditioning - Skinner's experiments; Skinner's legacy; Contrasting classical and operant conditioning; Close-up: training our partners
- c) Biology, Cognition, and Learning - Biological constraints on conditioning; cognition's influence on conditioning
- d) Learning by Observation- Mirrors and imitation in the brain; applications of observational learning; Thinking critically about: Does viewing media violence trigger violent behaviour?

Unit 4: Memory

- a) Studying Memory; Memory Models
- b) Building Memories - encoding and automatic processing; encoding and effortful processing
- c) Memory Storage - Retaining Information in the brain; the Amygdala, emotions, and memory; Synaptic Changes

- d) Retrieval: getting information out - measures of retention; retrieval cues
- e) Forgetting - Forgetting and the two-track mind; encoding failure; storage decay; retrieval failure; close-up: retrieving passwords
- f) Memory construction errors - misinformation and imagination effects; source amnesia; discerning true and false memories; children's eyewitness recall; repressed or constructed memories of abuse?
- g) Improving memory

Semester 2. Fundamentals of Psychology: Part II (Credits = 3)

4 lectures per week

Unit 1. Thinking, Language and Intelligence

- a) Thinking – Concepts; Problem solving strategies and obstacles; Forming good and bad decisions and judgments; Thinking critically about: the fear factor- Why we fear the wrong things. Do other species share our cognitive skills?
- b) Language: Language structure; language development; close-up: living in a silent world; the brain and language; do other species have language?
- c) Thinking and Language: Language influences thinking; thinking in images
- d) What is Intelligence? Is intelligence one general ability or several specific abilities? Intelligence and creativity; emotional intelligence; is intelligence neurologically measurable?
- e) Assessing Intelligence - the origins of intelligence testing; modern tests of mental abilities; principles of test construction

Unit 2. Motivation and Emotion

- a) Motivational Concepts - Instincts and evolutionary psychology; drives and incentives; optimum arousal; a hierarchy of motives
- b) Hunger - The physiology and psychology of hunger; obesity and weight control; Close-up: Waist management
- c) The Need to Belong - Aiding survival; wanting to belong; sustaining relationships; the pain of ostracism; social networking
- d) Cognition and Emotion - Historical emotion theories; cognition can define emotion: Schachter and Singer; Cognition may not precede emotion: Zajonc, LeDoux, and Lazarus
- e) Embodied Emotion - Emotions and the autonomic nervous system; the physiology of emotions; Expressed emotion - Detecting emotions in others; thinking critically about: lie detection; gender, emotion and nonverbal behaviour; culture and emotional expression; the effects of facial expression; Experienced Emotion – Anger; Happiness; Close-up: Want to be happier?

Unit 3: Personality

- a) Psychodynamic Theories: Freud's psychoanalytic perspective - exploring the unconscious; the neo-Freudian and psychodynamic theorists; assessing unconscious processes; evaluating Freud's psychoanalytic perspective and modern views of the unconscious
- b) Humanistic theories - Abraham Maslow's self-actualizing person; Carl Rogers' person-centred perspective; assessing the self; evaluating humanistic theories
- c) Trait Theories - Exploring and assessing traits; thinking critically about: how to be a "successful" astrologer or palm reader; The Big Five factors; evaluating trait theories
- d) Social cognitive theories - reciprocal influences; personal control; Close-up: toward a more positive psychology; assessing behaviour in situations; evaluating social-cognitive theories
- e) Exploring the self - the benefits of self esteem; self-serving bias

Unit 4: Statistics in Psychology: Understanding Data

- a) The tables are turned: a psychologist becomes a research subject
- b) Descriptive statistics: frequency distribution
- c) Measures of central tendency
- d) Measures of variability
- e) Z-scores and the normal curve

- f) Correlation
- g) Inferential statistics

Book for Study

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

Book for Study for Unit 4. Statistics in Psychology

Hockenbury, D.H., & Hockenbury, S.E. (2013). Discovering Psychology. 6th edition. New York: Worth publishers

Additional Books for Reference

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd ed. New Jersey: Pearson education
- 4) Feist, G.J., & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
- 5) Feldman, R.S. (2013). Psychology and your life. 2nd ed. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Understanding Psychology. 11th ed. New York: McGraw Hill publications
- 7) King, L.A. (2013). Experience Psychology. 2nd ed. New York: McGraw Hill publications
- 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th ed. New York: McGraw-Hill Publications
- 9) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
- 10) Wade, C. & Tavis, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

Modified Pattern of Question Paper for Semester End Assessment implemented from 2016-2017 For Psychology courses at F.Y.B.A.

Duration of examination = **3 hours** Marks = **100 (per semester)**

All 5 questions carry **20** marks and are compulsory. There will be internal choice in each Question.

Q. 1 will have 2 essay-type questions A and B of **20** marks on any 2 different units out of the 4 units covered in the semester, in any combination like 1 and 2, 1 and 4, 2 and 4, and so on.

Q. 2 will have 2 essay-type questions A and B on the other 2 units out of the 4 units which are not covered in Q. no. 1.

Students can answer either A or B of question no. 1 and 2.

Q. no. 3 will be - Write any **4** short notes out of **8**, based on any 2 different units out of the 4 units covered in the semester, **with 4** notes from each of the 2 units.

Q. no. 4 will be - Write any **4** short notes out of **8**, based on any 2 different units out of the 4 units covered with 4 notes from each of the 2 units. which are not covered in question number 3

Q. no. 5 will be Short answers .Any two out of four ; 1 question from each of the 4 units .Each question carrying 10 marks.

2 Examples for semester 1

Example 1			Example 2		
Q. 1	On units 1 and 3	Attempt either A or B. A. Essay-type on Unit 1. B. Essay-type on Unit 3.	Q. 1	On units 1 and 4	Attempt either A or B. A. Essay-type on Unit 1. B. Essay-type on Unit 4.
Q. 2	On units 2 and 4	Attempt either A or B. A. Essay-type on Unit 2. B. Essay-type on Unit 4.	Q. 2	On units 2 and 3	Attempt either A or B. A. Essay-type on Unit 2. B. Essay-type on Unit 3.
Q. 3	On units 3 and 4	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 3; e, f, g, h from Unit 4.	Q. 3	On units 3 and 1	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 3; e, f, g, h from Unit 1
Q. 4	On units 1 and 2	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 1 e, f, g, h from Unit 2	Q. 4	On units 4 and 2	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 4; e, f, g, h from Unit 2.
Q. 5	On units 1, 2, 3 and 4	Short Answers (Any 2 out of 4) 1 Question from each unit.	Q. 5	On units 1, 2, 3 and 4.	Short Answers (Any 2 out of 4) 1 Question from each unit.

Revised Pattern of Question Paper for Semester 2 where Unit 4 is on Statistics

Question no. 1 and 2 will be similar to the pattern in semester 1, with 1 difference - Instead of full Essay-type question on unit 4 Statistics, the question will be -1) 5 marks theory question on statistics. 2) Calculate Mean, Median, Mode, Range and SD of given raw scores and the Z score of one specified score out of the given raw scores. (Mean 3 marks; Median 2; Mode 1; Range 1, SD 6 marks; and Z score 2 marks); The number of scores can be between 9

and 12. Scores should be 2-digit. Use of calculators is allowed. Each step in the calculations should be written, as marks will be assigned for each step, and not just for the final answer.

Q. no. 3 will be - Write any 4 short notes out of 8 based on any 2 different units out of the 4 units covered with 4 notes from each of the 2 units.

Q. no. 4 will of Write any 4 short notes out of 8, based on the other 2 units which are not covered in Q. no. 3 –

Q. no. 5 will be Short answers .Any two out of four ; 1 question from each of the 4 units .

2 Examples for semester 2

Example 1			Example 2		
Q.1	On units 1 and 3	Attempt either A or B. A. Essay-type on Unit 1. B. Essay-type on Unit 3.	Q. 1	On units 1 and 4	Attempt either A or B. A. Essay-type question on Unit 1. . B .1) 5 marks theory question on stats. 2) Calculate Mean, Median, Mode, Range, SD and Z score. For 15 marks
2	On units 2 and 4	Attempt either A or B. A. Essay-type question on Unit 2. B.1) 5 marks theory question on stats. 2) Calculate Mean, Median, Mode, Range, SD and Z score. For 15 marks	2	On units 2 and 3	Attempt either A or B. A. Essay-type question on Unit 2. B. Essay-type on Unit 3.
3	On units 2 , 3	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 2; e, f, g,h from Unit 3.	3	On units 1 and 2	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 1 e, f, g,h from Unit 2.
4	On units 1 and 4	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 1; e, f, g,h from Unit 4.	3	On units 3 and 4	Write short notes (any 4 out of 8). Notes a, b, c, d from unit 3 e, f, g,h from Unit 4.
5	On all 4 units	Short Answers (Any 2 out of 4) 1 Question from each unit.	5	On all 4 Units	Short Answers (Any 2 out of 4) 1 Question from each unit.

Enclosure to Item No. 4.35

A.C. 25/05/2011

UNIVERSITY OF MUMBAI



Syllabus for the F.Y.B.A.

Program : B.A.

Course : Psychology

(Credit Based Semester and Grading System with effect from the academic year 2011-2012)

Programme – Bachelor of Arts (B. A.)

Credit Based Semester and Grading System with effect from the academic year 2011-2012

Course code	Semester	Course Title	No. of lectures per week	No. of lectures per term	No. of Credits	Marks
UAPS101	I	Fundamentals of Psychology: Part I	4	15 lectures x 4 units = 60	3	100 (60 Marks Semester End Assessment, 40 Marks Internal Assessment)
UAPS102	II	Fundamentals of Psychology: Part II	4	15 lectures x 4 units = 60	3	100 (60 Marks Semester End Assessment, 40 Marks Internal Assessment)

Internal Assessment per semester	Marks
Two Class Tests of 10 marks each	20
One assignment	10
Active participation in class instructional deliveries	05
Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
Total marks	40

Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.

To be brought into force with effect from the academic year 2011-2012

(Semesters I and II)

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology
3. To make the students aware of the applications of Psychological concepts in various fields so that they understand the relevance of Psychology in different areas of life.

Semester I. Fundamentals of Psychology: Part I (Credits = 3)

4 lectures per week; 60 lectures per term, 15 lectures per unit

Unit 1. The Science of Psychology

- a) What is Psychology?
- b) Psychology then: History of Psychology
- c) Psychology now: Modern Perspectives

- d) Types of Psychological professionals
- e) Psychology: The Science
- f) Ethics of Psychological Research
- g) Critical thinking
- h) Applying Psychology to everyday life - using Critical thinking

Unit 2. The Biological Perspective

- a) Neurons and nerves: Building the Network
- b) The Central Nervous System
- c) The Peripheral Nervous System
- d) Inside the brain and structures of the brain
- e) The chemical connection: the Endocrine glands
- f) Applying Psychology – Differences between male and female brains

Unit 3. Learning

- a) Definition of Learning
- b) Classical Conditioning
- c) Operant Conditioning
- d) Cognitive Learning Theory
- e) Observational Learning
- f) Applying Psychology – Behaviour modification of a developmentally challenged child

Unit 4. Memory

- a) Memory: Encoding, Storage, Retrieval
- b) Models of memory – LOP and PDP
- c) The information-processing model – sensory, short-term and long-term memory
- d) Retrieval of Long-Term Memories
- e) The reconstructive nature of Long-Term Memory Retrieval

- f) Forgetting
- g) Memory and the brain – the physical aspects of memory
- h) Applying Psychology – Current research in Alzheimer’s disease

Syllabus for Psychology Core Course at the F.Y.B.A.

Semester II. Fundamentals of Psychology: Part II (Credits = 3)

4 lectures per week; 60 lectures per term, 15 lectures per unit

Unit 1. Cognition: Thinking, Intelligence and Language

a) How people think

- b) Intelligence
- c) Language
- d) Applying Psychology – Mental exercises for better cognitive health

Unit 2. Motivation and Emotion

- a) Approaches to understanding Motivation
- b) Hunger
- c) Emotion
- d) Applying Psychology – The how-to of happiness

Unit 3. An overview of Theories of Personality

- a) Sigmund Freud and Psychoanalysis
- b) The Behaviorist view of Personality
- c) The Social Cognitive view of Personality
- d) Humanism and Personality
- e) Trait Theories

- f) The biology of Personality: Behavioral Genetics
- g) Assessment of Personality
- h) Applying Psychology – Personality testing on the internet

Unit 4. Statistics in Psychology

- a) Why do psychologists use statistics?
- b) Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions
- c) Measures of central tendency – mean, median, mode
- d) Measures of variability – range and SD; z scores
- e) Inferential Statistics – statistical significance
- f) The correlation coefficient

Book for Study

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

Books for Reference

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
3. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 2007
4. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York

5. Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth- Thomson Learning Publications, Belmont, USA.
6. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
7. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. (3rd ed.) McGraw- Hill Publications, International edition, New York
8. Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi
9. Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6th ed.). Pearson Education inc., Allyn and Bacon
10. Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon

Additional References

1. Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4th ed). Wadsworth/ Thomson Learning
2. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
3. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning. First Indian reprint 2007
4. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
5. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications
6. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
7. Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw-Hill Publishing Company, Mumbai
8. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
9. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Note -

In order to enrich learning, the contents of the CD 'Live!Psych' that accompanies the Book for Study (interactive media simulations, animations and experiments) should be integrated with teaching through computer-assisted demonstrations and discussions.

While teaching Unit 4 'Statistics in Psychology' in Semester II, raw scores can be generated by administering some simple Psychological scales/ Personality questionnaires available online on the websites mentioned in the Book for Study or included in some books like 'Comprehensive Stress Management' by Greenberg (2008, 10th edition), 'Psychology Applied to Modern Life: Adjustment in the 21st century' (Weiten, & Lloyd, 2006, 8th edition), 'Applied Industrial/ Organizational Psychology' (Aamodt, 2004), 'Training Instruments in HRD and OD' (Pareek, 2003). Or, the scores obtained by students on the Quiz given in each chapter can be used for data analysis.

Psychology Core Course at the F.Y.B.A.

Pattern of Question Paper for Semester End Assessment

To be brought into force with effect from the academic year 2011-2012

Duration of examination = 2 hours Marks = 60 (per semester)

All 4 questions carry 15 marks and are compulsory.

Q. No. 1, 2, 3 and 4 will be on the 4 units taught in the semester and each will have 2 parts, A and B.

The A part carrying 5 marks, will be any of the following types –

- i. Write a short note. (Any 1 out of 2)
- ii. Explain the contributions made by or the theory given by the following. (Any 1 out of 2 names)
- iii. Discuss/Explain the following statements. (Any 1 out of 2 given statements which will be in quotation marks “----- ”)
- iv. Differentiate between and (Any 1 out of 2)
- v. Describe any one research study that investigated the following principle/ concept/ phenomenon. (Any 1 out of 2)
- vi. Explain the following with the help of a diagram/graph/flowchart. (Any 1 out of 2; 2 marks for diagram/graph/flowchart and 3 marks for the explanation)

The B part, carrying 10 marks, will be any of the following types –

- i. Explain the terms in brief. (Any 5 out of 6, each having 2 marks)
- ii. Give reasons for the following. (Any 5 out of 6, each having 2 marks)
- iii. State whether the following statements are True or False and give the reason why True or False. (Any 5 out of 6, each having 2 marks)

		Example 1	Marks	Example 2	Marks
Q. 1	On Unit 1	A. Explain contributions of / theory. (Any 1 out of 2)	5	A. Explain with diagram/ graph/flowchart (any 1 out of 2)	5
		B. Give reasons (Any 5 out of 6, each having 2 marks)	10	B. True or False with reason (Any 5 out of 6, each having 2 marks)	10
Q. 2	On Unit 2	A. Write a short note. (Any 1 out of 2)	5	A. Discuss/Explain the statement. (Any 1 out of 2)	5
		B. True or False with reasons (Any 5 out of 6, each having 2 marks)	10	B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10
Q. 3	On Unit 3	A. Differentiate between. (Any 1 out of 2)	5	A. Describe research study. (Any 1 out of 2)	5
		B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10	B. Give reasons (Any 5 out of 6, each having 2 marks)	10
Q. 4	On Unit 4	A. Describe research study. (Any 1 out of 2)	5	A. Differentiate between. (Any 1 out of 2)	5
		B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10	B. True or False with reason (Any 5 out of 6, each having 2 marks)	10

For the Question on Unit 4: Statistics in Psychology in Semester II –

Part A will be Write a short note. (Any 1 out of 2)

Part B will be Calculation of Mean, Median, Mode, and Range of given raw scores. The number of scores will be between 9 and 12. Scores can be 2-digit or 3-digit. Use of simple calculators is allowed. The marks for each are as follows – Mean – 5 marks; Median – 3; Mode – 1; Range -1.

Each step in the calculations should be written, as marks will be assigned for each step, and not just for the final answer.

2 Class Tests in each semester (10 marks per test)

There will be 2 class tests per semester, on any 2 units out of the 4 units for that semester, as decided and announced by the professor. Example –

Semester I - Class Tests on unit 1 and 3, or 1 and 4, or any other combination of 2 units out of 4.

Semester II - Class Tests on unit 2 and 3, or 1 and 4 or any other combination of 2 units out of 4.

The tests can be conducted in the class or if the technical facilities are available, they can be conducted online.

Pattern of Question Paper for Class Tests –

Duration of examination = 45 minutes; Marks = 10 per test

The questions can be any of the following types, according to suitability to the particular unit and the need to vary the combination of unit and question each year.

- i. Write short notes. (Any 2 out of 3, each having 5 marks)
- ii. Explain the terms in brief. (Any 5 out of 7, each having 2 marks)
- iii. Fill in the blanks (Any 10 out of 14, each having 1 mark)
- iv. Multiple choice question, each item with 4 options (Any 10 out of 14, each having 1 mark)

Example 1	Example 2	Example 3	Example 4
Class test on Unit 1 (10 marks)	Class test on Unit 2 (10 marks)	Class test on Unit 3 (10 marks)	Class test on Unit 2 (10 marks)
Write short notes. (Any 2 out of 3, each having 5 marks)	Explain the terms in brief. (Any 5 out of 7, each having 2 marks)	Fill in the blanks (Any 10 out of 14, each having 1 mark)	Multiple choice question (Any 10 out of 14, each having 1 mark)

Important note – The specific questions asked in Class Tests should not be repeated in the Semester end examination.

One assignment of 10 marks in each Semester

The professor should give an orientation about the topics of assignments and the nature of assignments. A handout may be given to the students about the requirements/format of the written assignment. The assignment should be based on any one of the sub-topics from the 3 topics suggested. The assignment in each semester should be on a different sub-topic. Assignments can be any of the following types –

- 1) Small survey using a questionnaire
- 2) Field visit/s to an Institute/NGO and report of the visit/s
- 3) Review of Literature
- 4) Book review
- 5) Case study
- 6) Preparation of charts/posters (educational aids), and class presentation/exhibition
- 7) Conduct a workshop for a small group
- 8) Conduct any 2 experiments using the CD 'Live!Psych' that accompanies the Book for Study and write a report.
- 9) Interview an expert/professional in the field

Suggested Topics/sub-topics for the assignments -

1. Psychology in India

- a) The history of Psychology in India
- b) Current trends in the field
- c) Applications of Psychology
- d) Indian Psychologists and their contributions
- e) Indian institutions and NGOs related to Psychology
- f) Misconceptions about Psychology and Psychologists
- g) Educational and career options for graduates and post-graduates in Psychology

2. Consciousness: Sleep, Dreams, Hypnosis, and Drugs

- a) What is Consciousness? Definition, altered states
- b) Sleep – the necessity of sleep, the price of not sleeping, the stages of sleep, REM sleep, REM madness, murderous dreams, sleep disorders, causes of sleep deprivation
- c) Dreams – Freud’s interpretation, activation-synthesis hypothesis, what do people dream about?
- d) Hypnosis – steps in Hypnotic induction, facts and myths – what can Hypnosis really do, theories of Hypnosis
- e) Psychoactive Drugs – physical dependence, Psychological dependence, stimulants, depressants, alcohol, narcotics, hallucinogens, marijuana

3. Stress and Health

- a) Stress – Definition, Stressors, cognitive factors in Stress, sources of Stress, Stress and suicide
- b) Factors in the Stress Reaction – General Adaptation Syndrome, immune system and stress, personality and Stress, social factors in Stress
- c) Coping with stress – problem-focused coping, emotion-focused coping, Psychological defence mechanisms, meditation as a coping mechanism, how culture affects coping, how religion affects coping
- d) Focus on wellness

The written assignment to be submitted may be either typed or hand-written on A-4 Size of paper. The Word limit is 750 to 1000 words and Page limit is 3 to 5 pages (excluding the preliminary section of the assignment which may contain the Title page, Index, Declaration, Acknowledgements, List of Tables and Figures if applicable, and the last section which contains Bibliography and Appendix). Assignments of a very high quality may be given a maximum of 9 marks out of 10.

10 marks per semester –

5 Marks for Active participation in class instructional deliveries and 5 Marks for Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities

Some pointers for these 2 aspects are -

1. Punctuality and Regularity
2. Seriousness and sincerity of purpose
3. Submission of report of assignment on time
4. Initiatives taken for online or library reference beyond the Book for study
5. Volunteering for activities/programmes related to psychology

Example

- i. Average/below average attendance and no classroom participation = 1 mark
- ii. High attendance but no classroom participation = 2 marks
- iii. High Attendance with occasional classroom participation (asking questions and/or giving answers) = 3 marks
- iv. High Attendance with regular classroom participation = 4 marks
- v. High Attendance with effective classroom participation (interesting questions and good answers, good contributions) or making a PowerPoint or oral presentation on a sub-topic = 5 marks

Leadership qualities in organizing programmes/activities like –

1. Field trips
2. Film screening and discussion
3. Talk by guest speakers
4. Exhibition
5. Quiz or other competitions
6. Group guidance/awareness programmes
7. Skits or role plays on psychology-related topics
8. Peer counselling or helping academically weaker students

Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)
 S.Y.B.A. **Social Psychology** Syllabi to be implemented from the Academic year
 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPS301	3	Social Psychology: Part I	3	100
UAPS401	4	Social Psychology: Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

Semester III Social Psychology: Part I

3 lectures per week

Unit 1: Social Psychology - The Science of the Social Side of Life

- a) Social psychology: an overview; advances at the boundaries
- b) How social psychologists answer the questions they ask: research as the route to increased knowledge; the role of theory in social psychology
- c) The quest for knowledge and rights of individuals: in search of an appropriate balance

Unit 2: Social Cognition – How we think about the social world

- a) Heuristics: how we reduce our effort in social cognition
- b) Schemas: mental frameworks for organizing social information
- c) Automatic and controlled processing: two basic modes of social thought
- d) Potential sources of error in social cognition
- e) Affect and cognition

Unit 3: Social Perception – Perceiving and Understanding Others

- a) Nonverbal communication: the unspoken language of expressions, gazes gestures and scents
- b) Attribution: understanding the causes of others' behaviour
- c) Impression formation and impression management: combining information about others

Unit 4: Attitudes - Evaluating and Responding to the Social World

- a) Attitude formation: how attitudes develop
- b) When and why do attitudes influence behaviour? How do attitudes guide behaviour?
- d) The fine art of persuasion: how attitudes are changed; Resisting persuasion attempts
- f) Cognitive dissonance: what it is and how do we manage it?

Semester IV Social Psychology: Part II

3 lectures per week

Unit 1: The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination

- a) How members of different groups perceive inequality
- b) The nature and origins of stereotyping
- c) Prejudice: feelings toward social groups; Discrimination: prejudice in action

e) Why prejudice is not inevitable: techniques for countering its effects

Unit 2: Social Influence - Changing Others' Behaviour

- a) Conformity: Group Influence in Action
- b) Compliance: To Ask – Sometimes - Is to Receive
- c) Symbolic social influence
- d) Obedience to Authority

Unit 3: Aggression - Its Nature, Causes, and Control

- a) Perspectives on aggression: in search of the roots of violence
- b) Causes of human aggression: social, cultural, personal, and situational
- c) Bullying: singling out others for repeated abuse
- d) The prevention and control of violence: some useful techniques

Unit 4: Groups and Individuals - The Consequences of Belonging

- a) Groups: when we join and when we leave
- b) Effects of the presence of others: from task performance to behaviour in crowds
- c) Coordination in groups: cooperation or conflict?
- d) Perceived fairness in groups: its nature and effects
- e) Decision making by groups: how it occurs, the pitfalls it faces, the downside of group decision making
- f) The role of leadership in group settings

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

Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)

S.Y.B.A. **Developmental Psychology** Syllabi

To be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPS302	3	Developmental Psychology: Part I	3	100
UAPS402	4	Developmental Psychology:Part II	3	100

Objectives: -

1. To impart knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research
3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Semester III Developmental Psychology: Part I

3 lectures per week

Unit 1. An Introduction to Lifespan Development

- a) An orientation to lifespan development
- b) Key issues and questions: determining the nature and nurture of lifespan development
- c) Theoretical perspectives on lifespan development
- d) Research methods

Unit 2. The Start of Life: Prenatal Development, Birth and the Newborn Infant

- a) Earliest development, the interaction of heredity and environment, prenatal growth and change
- b) Birth, birth complications, the competent newborn

Unit 3. Physical Development in Infancy

- a) Growth and stability
- b) Motor development
- c) The development of the senses

Unit 4. Cognitive Development in Infancy

- a) Piaget's Approach to Cognitive Development
- b) Information Processing Approaches to Cognitive Development
- c) The Roots of Language

Semester IV Developmental Psychology: Part II

3 lectures per week

Unit 1. Physical and Cognitive Development in the Preschool Years

- a) Physical growth - the growing body, the growing brain, motor development
- b) Intellectual development
- c) The growth of language and learning

Unit 2. Social and Personality Development in Pre-school years

- a) Forming a sense of self
- b) Friends and family: preschoolers' social lives
- c) Moral development and aggression

Unit 3. Physical and Cognitive Development in Middle Childhood

- a) Physical Development
- b) Intellectual development
- c) Schooling: The Three Rs (and More) of Middle Childhood

Unit 4. Social and Personality Development in Middle Childhood

- a) The developing self
- b) Relationships: Building friendship in middle childhood
- c) Family and school: shaping children's behaviour in middle childhood

Book for study

Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education

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

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.

Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)
 General Applied Component at S.Y.B.A. Option A - **Health Psychology**
 Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAHP3A1	3	Health Psychology: Part I	2	100
UAHP4A1	4	Health Psychology: Part II	2	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Health Psychology
2. To foster interest in Health Psychology as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context

Semester III - Health Psychology Part I

4 lectures per week

Unit 1. What Is Health Psychology and its Challenges for the Future

- a) Definition of health psychology, the mind-body relationship, the biopsychosocial model in health psychology, the need for health psychology, what is health psychology training for?
- b) Health Promotion, Stress and its management, health services, Management of serious illness, Trends in health and health psychology, becoming a health psychologist

Unit 2. Health Behaviours

- a) Health promotion - an overview, an introduction to health behaviours, changing health habits, cognitive-behavioural approaches to health behaviour change, the transtheoretical model of behaviour change
- b) Changing health behaviors through social engineering, venues for health-habit modification

Unit 3. Stress

- a) What is stress, theoretical contributions to the study of stress
- b) What makes events stressful, how stress has been studied, sources of chronic stress

Unit 4. The Management of Pain and Discomfort

- a) The significance of pain, elusive nature of pain, clinical issues in pain management, pain control techniques
- b) Management of chronic pain – pain management programs, placebo as healer

Semester IV - Health Psychology Part II

4 lectures per week

Unit 1. Management of Chronic Illness

- a) Quality of life, emotional responses to chronic illness, personal issues in chronic disease,
- b) Coping with chronic illness, co-management of chronic illness, Psychological interventions and chronic illness

Unit 2. Psychological Issues in Advancing and Terminal Illness

- a) Death across the life span, psychological issues in advancing illness; are there stages in adjustment to dying?
- b) Psychological management of the terminally ill, alternatives to hospital care for the terminally ill, problems of survivors

Unit 3. Heart Disease, Hypertension, Stroke and Type II Diabetes

- a) Coronary heart disease, Hypertension
- b) Stroke, Type II Diabetes

Unit 4. Psychoneuroimmunology, AIDS, Cancer and Arthritis

- a) Psychoneuroimmunology, HIV infection and AIDS
b) Cancer, Arthritis, Type I Diabetes.

Book for Study -

Taylor, Shelley E. (2012). Health Psychology (8th Ed). McGraw Hill Higher Education. International Edition

Books for reference

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning. First Indian reprint 2007
- 4) Dimatteo, M. R. & Martin, L. R. (2002). Health Psychology. Pearson Education; Indian reprint 2007
- 5) Greenberg, J. S. (2013). Comprehensive Stress Management. (13th ed). New York: McGraw Hill publications
- 6) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 7) Khatoon, N. (2012). Health Psychology. New Delhi: Dorling Kindersley India pvt ltd
- 8) Marks, D. F., Murray M., Evans, B., Willig C., Woodall, C., & Sykes, C. M. (2005). Health Psychology: Theory, Research and Practice. (2nd ed.), New Delhi, Sage Publications India Pvt. Ltd, Sage South Asia edition 2008
- 9) Ogden, J. (2007). Health Psychology: A Textbook. (4th ed.), Open University Press, McGraw Hill
- 10) Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)
General Applied Component at S.Y.B.A. Option B – **Psychology of Adjustment**
Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPA3A1	3	Psychology of Adjustment: Part I	2	100
UAPA4A1	4	Psychology of Adjustment: Part II	2	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology of Adjustment
2. To foster interest in Psychology of Adjustment as a field of study and research

3. To make the students aware of the practical applications of the various concepts in Psychology of Adjustment in the Indian context

Semester III - Psychology of Adjustment: Part I

4 lectures per week

Unit 1. Self-direction in a changing world and seeking selfhood

- a) Social change, the challenge of self-direction, themes of personal growth
- b) What is self-concept; the components of self-concept, core characteristics of self-concept, the Self-concept and personal growth

Unit 2. Towards better health

- a) Body image; Health and the mind–body relationship
- b) Coping with illness; Promoting wellness

Unit 3. Taking charge and Managing motives and emotions

- a) Personal control, decision making, decisions and personal growth
- b) Understanding motivation; Understanding emotions

Unit 4. Sexuality, Love and commitment

- a) Sexuality and shared partnerships, sexual responsiveness, sexual orientation, practical issues
- b) Love is a many splendored (and defined) thing, finding love, marriage and other committed relationships, adjusting to intimate relationships, divorce and its consequences

Semester IV - Psychology of Adjustment: Part II

4 lectures per week

Unit 1. Stress

- a) Understanding stress; reactions to stress
- b) Managing stress

Unit 2. Understanding mental disorders

- a) Psychological disorders; Anxiety disorders
- b) Mood disorders; Other disorders

Unit 3. Therapy and Treatment

- a) Psychotherapy: what it is and who uses it
- b) Insight therapies; Cognitive and behavioural therapies
- c) Other approaches to treatment; How well does therapy work

Unit 4. : Death, Dying, and Grief

- a) Death and Dying
- b) Life and Death in Perspective
- c) Bereavement and Grief

Book for Study

Kirsh, S.J., Duffy, K.G., & Atwater, E. (2014). Psychology for Living – Adjustment, Growth, and Behaviour Today. (11th ed.). New Jersey: Pearson

Books for reference

1. Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
2. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
3. Baumgardner, S. & Crothers, M. (2009). *Positive Psychology*. Pearson Education
4. Brannon, L. & Feist J. (2007). *Introduction to Health Psychology*. Thomson Wadworth. New Delhi: Indian edition
5. Duffy, K.G., & Atwater, E. (2005). Psychology for Living – Adjustment, Growth, and Behaviour Today. (8th ed.). New Delhi: Pearson, Indian reprint 2008
6. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). McGraw Hill publications
7. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
8. Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
9. Snyder, C.R., & Lopez, S.J. (2007). Positive Psychology – The scientific and practical explorations of human strengths. New Delhi: Sage publications India pvt ltd, South Asia edition
10. Taylor S. E. (2003). Health Psychology (5th ed). McGraw Hill Higher Education. International Edition.
11. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
12. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)

S.Y.B.A. General Applied Component Option C - **Stress Management**

Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UASM3A1	3	Stress Management: Part I	2	100
UASM4A1	4	Stress Management: Part II	2	100

Objectives: -

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research

3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context

Semester III Stress Management Part I

4 lectures per week

Unit 1. Stress and Stress Psychophysiology

- a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals
- B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

Unit 2. Stress and Illness/Disease, and Intervention

- a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions
- b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment

Unit 3. Intrapersonal and Interpersonal Life-Situation Interventions

- a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis
- b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking

Unit 4. Perception Interventions

- a) Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humour and stress
- b) Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness

Semester IV. Stress Management: Part II (Credits = 2)

4 lectures per week

Unit 1. Relaxation Techniques

- a) Meditation
- b) Autogenic training, imagery and progressive relaxation
- c) Biofeedback and other relaxation techniques

Unit 2. Exercise and Strategies for decreasing stressful behaviours

- a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going
- b) Strategies for decreasing stressful behaviours - Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques, behaviour change theories and stress

Unit 3. Occupational Stress

- a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress
- b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress

Unit 4. Family Stress

- a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families
- b) Family stressors, a model of family stress, interventions

Book for Study

Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13th ed). New York: McGraw Hill publications

Books for Reference

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). *Stress and Health*. (3rd ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 7) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power

Choice Based Credit System(CBCS)
T.Y.B.A. Psychology Syllabi to be implemented from 2020-2021

Paper IV: Psychological Testing and Statistics: Parts I and II

Code	Sem.	Course Title	Credits	Marks
UAPS501	5	Psychological Testing and Statistics: Part I	4	100
UAPS601	6	Psychological Testing and Statistics: Part II	4	100

Learning Objectives -

- 1) To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) To create awareness among students about measurement of intelligence and assessment of personality
- 3) To have students build knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, methods of calculation, uses and applications
- 4) To create a foundation in students for advanced learning of Psychological Testing, Assessment and Statistics

Semester 5

Psychological Testing and Statistics: Part I (Credits = 4) 4 lectures per week

Unit 1. Psychological Testing, Assessment and Norms

- a) Definition of testing and assessment; the process and tools of assessment
- b) The parties and types of settings involved
- c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference

Unit 2. Reliability

- a) The concept of Reliability; sources of error variance
- b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it
- d) Reliability and individual scores: SEM and SE-Difference

Unit 3. Validity and Measures of central tendency

- a) The concept of validity; Face and Content validity
- b) Criterion-related validity and Construct validity
- c) Validity, bias and fairness
- d) Calculation of mean, median and mode of a frequency distribution; the assumed mean method for calculating the mean
- e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode

Unit 4. Types of scores, Types of scales, Frequency distribution, Graphical representations

- a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement
- b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- c) Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.

Semester 6

Psychological Testing and Statistics: Part II (Credits = 4) 4 lectures per week

Unit 1. Test Development and Correlation

- a) Test conceptualization and Test construction
- b) Test tryout and Item analysis
- c) Test revision
- d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots
- e) The steps involved in calculation of Pearson's product-moment correlation coefficient
- f) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient
- g) Simple Regression and Multiple Regression

(Unit 1-e is only for theoretical understanding and questions, not for calculation in the exam.)

Unit 2. Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores

- a) What is Intelligence? - Definitions and theories; measuring Intelligence
- b) The Stanford-Binet Intelligence Scales and the Wechsler Scales
- c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation
- e) Standard scores – z, t, Stanine; Linear and non-linear transformation; Normalized Standard scores

Unit 3. Assessment of Personality

- a) 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
- b) Objective methods of personality assessment
- c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective

Unit 4. Measures of Variability, Percentiles, and Percentile Ranks

- a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation
- b) Comparison of measures of variability: Merits, limitations, and uses .
- c) Calculation of Percentile ranks and Percentile Scores.
- d) Percentiles – nature, merits, limitations, and uses.

Learning Outcomes-

- a) The learner will -
 1. develop knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
 2. develop awareness about measurement of intelligence and assessment of personality.
 3. be equipped with the knowledge about the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation.
- b) The learner will build a firm foundation, which will be helpful for advanced learning of Psychological Testing, Assessment and Statistics in postgraduate studies.

Book for study

Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)

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., & 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).
- 5) 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
- 6) Garrett, H.E (1929). *Statistics in Psychology and education*.
- 7) Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 8) Guilford, J.P., & Fruchter, B (1978) *Fundamental statistics in Psychology and education*. (6th ED). McGraw Hill International Edition.
- 9) Gupta, S .P. (1991) *Statistical Methods*. (26th Ed), Sultan Chand & Sons, New Delhi.
- 10) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 11) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
- 12) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 13) Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological Testing – Principles, Applications and Issues*. (9th ed.). Wadsworth Thomson Learning, Indian reprint 2019
- 14) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
- 15) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 16) McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 17) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
- 18) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 19) Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

**Question Paper Pattern for T.Y.B.A (CBCS)
for Core Course IV Psychological Testing and Statistics.
With Effect From 2020-2021**

Duration: 3 hrs

Total marks: 100

Note: 1. Attempt **all** questions
2. All questions carry **equal** marks

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV) (20 marks)

- a.
- b.
- c.
- d.

Semester 5 – sample question paper pattern

Q.1	Unit 1 A OR B	20
Q.2	Unit 2 A OR B	20
Q.3	Unit 3 A – Validity OR B – Calculation of the mean ,median and mode (17 marks and Theory question 03 marks)	20
Q.4	Unit 4 A- Theory Question on Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement, steps in preparing a frequency distribution table, advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages. OR B - being a question based on tabulation of scores into a frequency distribution table, Calculation of range, justifying the choice of the length of class Interval.	20
Q5	any two (each question of 10 marks) A unit 1 B unit 2 C unit 3 D unit 4 Graph 5 marks theory question on graphical representations 5 marks.	20

Semester 6 - sample question paper pattern

Q.1	Unit 1 test development A OR B calculation of correlation using rank order method 15 marks theory 5 marks	20
Q.2	Unit 2 A unit 2 a and b OR B unit 2 c, d and e	20
Q.3	Unit 3 A	20

	OR B	
Q.4	Unit 4 A-Theory question on Measures of variability OR B - Calculation of QD or SD	20
Q5	any two (each question of 10 marks) A unit 1 B unit 2 C unit 3 D unit 4 - Calculation of Percentiles and Percentile Ranks	

Paper V: Abnormal Psychology: Part I and Part II

Code	Sem	Course Title	Credits	Marks
UAPS502	5	Abnormal Psychology: Part I	4	100
UAPS602	6	Abnormal Psychology: Part II	4	100

Learning Objectives -

- 1) To have students build knowledge and understanding of the basic concepts in Abnormal Psychology and the theories of Abnormality
- 2) To have students build knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness among students about Mental Health problems in society
- 4) To create a foundation in students for higher education and a professional career in Clinical Psychology

Semester 5

Abnormal Psychology: Part I (Credits = 4) 4 lectures per week

Unit 1: Understanding Abnormal Behavior: Clinical Assessment and Diagnosis

- a) What do we mean by Abnormality? - The DSM 5 and the Definition of Mental Disorders.
- b) Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.
- c) The Basic elements in Assessment - Physical Assessment and Psychosocial Assessment.
- d) Classifying Abnormal Behaviour.

Unit 2: Causal factors and Viewpoints

- a) Causes and Risk factors for Abnormal Behaviour.
- b) Viewpoints for Understanding the Causes of Abnormal Behaviour: The Biological viewpoint, The Psychological viewpoints.
- c) Psychological Factors, The Sociocultural Viewpoints.

Unit 3: Panic, Anxiety, Obsessions and Their Disorders

- a) The Fear and Anxiety Response Patterns - Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia.
- b) Generalised Anxiety Disorder.
- c) Obsessive-compulsive and Related Disorders.

Unit 4: Somatic Symptom and Dissociative Disorders

- a) Somatic Symptom and Related Disorders - Hypochondriasis, Somatisation Disorder, Pain Disorder, Illness anxiety disorder.
- b) Conversion Disorder - Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder.
- c) Dissociative disorders - Depersonalisation/Derealisation Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.

Semester 6

Abnormal Psychology: Part II (Credits = 4) 4 lectures per week

Unit 1: Schizophrenia and other Psychotic Disorders

- a) Clinical Picture and Subtypes of Schizophrenia.
- b) Other Psychotic Disorders: Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder and Brief Psychotic Disorder.
- c) Risk and Causal factors: Genetic Factors, Neurodevelopmental Perspective, Neurochemistry, Psychosocial and Cultural Factors.

Unit 2: Mood Disorders and Suicide

- a) Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder.
- b) Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders
- c) Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors.
- d) Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes.
- e) Suicide: The Clinical Picture and the Causal Pattern.

Unit 3: Personality Disorders

- a) Clinical features of Personality Disorders.
- b) Cluster A, Cluster B and Cluster C Personality Disorders.
- c) General Sociocultural Causal factors, Treatments for Personality Disorders.

Unit 4: Sexual Variants, Abuse and Dysfunctions

- a) Sociocultural Influence on Sexual Practises and Standards.
- b) The Paraphilias: Causal Factors and Treatment for Paraphilias.
- c) Gender Dysphoria, Sexual Abuse.
- d) Sexual Dysfunctions: Forms and Treatment.

Learning Outcomes:

- a). The learner will
 1. Develop an understanding of the basic concepts and theories of Abnormal Psychology.
 2. develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
 3. become more sensitised and equipped to deal with various issues related to Mental Health in society.
- b). The learner will build foundational knowledge of Abnormal Psychology which will help the learner for higher education and also to pursue a professional career in Clinical Psychology.

Book for study

Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). *Abnormal Psychology*. (16th ed.). Pearson

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.). Pearson education
5. 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
11. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw

**Question Paper Pattern for T.Y.B.A (CBCS)
for Core Course V Abnormal Psychology**

Duration: 3 hrs

Total marks: 100

**Note: 1. Attempt all questions
2. All questions carry equal marks**

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV) (20 marks)

- a.
- b.
- c.
- d.

**Paper VI: Industrial/Organizational Psychology: Part I and Part II
(Major Elective; Applied Component)**

Code	Sem	Course Title	Credits	Marks
UAPS503	V	Industrial/Organizational Psychology: Part I	3.5	100 (80+20)
UAPS603	VI	Industrial/Organizational Psychology: Part II	3.5	100 (80+20)

Learning Objectives -

1. To help learners understand and build knowledge about the basic concepts in the field of Industrial/Organizational Psychology.
2. To help learners learn about the role and importance of psychological factors and processes in the world of work.
3. To facilitate in learners a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.

Semester 5

Industrial/Organizational Psychology: Part I(Credits = 3.5) (3 lectures per week)

Unit 1: Introduction to Industrial/Organizational Psychology & Job Analysis

A:Introduction to Industrial/Organizational Psychology

- a) What Is I/O Psychology?
- b) I/O Psychology as a profession & as a science
- c) History of the field of I/O Psychology

B: Job Analysis

- a) What is job analysis: The job-oriented approach & the person-oriented approach.
- b) Purposes of job analysis.
- c) How job analysis information is collected; approaches to collecting job analysis information
- d) Methods of job analysis
- e) Job evaluation: setting salary levels

Unit 2.Performance Appraisal

- a) Why do we appraise employees?
- b) Performance criteria
- c) Methods for assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback

Unit 3: Assessment Methods for Selection and Placement & Recruitment

A: Assessment Methods for Selection and Placement

- a) Job-Related characteristics.
- b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed
- c) Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality tests, emotional intelligence tests, integrity tests, vocational interest tests
- d) Biographical information, interviews, work samples, assessment centers & electronic assessment.

B. Recruitment

- a) Recruiting applicants
- b) Getting applicants to accept and keep jobs offered
- c) Policies and issues with regard to selection: Reservation policy; gender and disability status of applicant

Unit 4. Training

- a) Needs assessment
- b) Objectives
- c) Training design: trainee characteristics; design factors; work environment
- d) Training methods: Audiovisual instruction, autoinstruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching
- e) Brief overview of delivery and evaluation of a training program

Semester 6

Industrial/Organizational Psychology: Part II (Credits = 3.5) (3 lectures per week)

Unit 1. Theories of Employee Motivation

- a) What is motivation?
- b) Work motivation theories & need theories
- c) Other Theories: Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and action theory

Unit 2: Job Satisfaction & Productive and Counterproductive Employee Behaviour

A. Job Satisfaction

- a) The nature of job satisfaction; how people feel about their jobs
- b) Assessment of job satisfaction
- c) Antecedents of job satisfaction
- d) Potential effects of job satisfaction

B. Productive and Counterproductive Employee Behaviour

- a) Organizational Citizenship Behaviour (OCB)
- b) Counterproductive work behaviour (CWB): Withdrawal
- c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes

Unit 3: Work Groups, Work Teams & Leadership and Power in Organizations

A. Work Groups and Work Teams

- a) Difference between work groups and work teams
- b) Important group and team concepts

B. Leadership and Power in Organizations

- a) What is leadership?
- b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- c) Approaches to the understanding of leadership
- d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership

Unit 4. Organizational Development and Theory

- a) Organizational Development
- b) Organizational Theories

Learning Outcomes:

1. Learners will be able to
 - a) describe the scope of I/O Psychology and careers related to I/O Psychology.
 - b) list and describe the basic concepts of I/O Psychology.
 - c) critically discuss issues related to I/O Psychology.
2. Learners will have built a sufficient foundation in I/O Psychology to pursue postgraduate studies and/or careers related to I/O Psychology.

Book for study

Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)

Books for reference

- 1) Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8thed.). Boston, MA: Cengage Learning.
- 2) Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). Boston, MA: Cengage Learning.
- 3) Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.). Chennai, India: McGraw Hill Education India.
- 4) Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
- 5) Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
- 6) Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
- 7) Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
- 8) Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
- 9) Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford University Press.
- 10) Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
- 11) Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.
- 12) Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.
- 13) Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior* (18thed.). Noida, India: Pearson India Education Services.

**Question Paper Pattern for T.Y.B.A (CBCS)
for Major Elective; Applied Component (I/O Psychology: Part I and Part II)
With effect from 2020-2021**

Note: 1. Attempt **all** questions (Total = 80 marks)

2. All questions carry **equal** marks

- Q.1 (Based on Unit I) (20 marks)
a.
or
b.
- Q.2 (Based on Unit II) (20 marks)
a.
or
b.
- Q.3 (Based on Unit III) (20 marks)
a.
or
b.
- Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

Project Work (Total = 20 marks)

Guidelines for Project Work TYBA – Psychology Paper VI

As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it. For I/O Psychology, students can get ideas for their project from the “**Learning by Doing**” section at the end of each chapter in the prescribed textbook.

Project report:

1. Word Limit – 1000 to 2000 words, A-4 size paper
2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
3. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20.

Paper VII: Cognitive Psychology: Parts I and Part II

Code	Sem.	Course Title	Credits	Marks
UAPS504	5	Cognitive Psychology: Part I	4	100
UAPS604	6	Cognitive Psychology: Part II	4	100

Learning Objectives:

1. To have students build knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
2. To create awareness among students about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counselling, Sports, Health, Education, and Neuro-Psychology
3. To have students understand the theoretical orientation and background for the courses on Practicum in Cognitive Processes
4. To create a foundation in students for higher education and a career in the field of Cognitive Psychology

Semester 5

Cognitive Psychology: Part I (Credits = 4) 4 lectures per week

Unit I: Perception: Recognizing Patterns and Objects

- a) Introduction & Fundamental Concepts
- b) Human Perceptual Systems
- c) Recognition

- d) Social Perception

Unit II: Attention and Consciousness

- a) Introduction
- b) Attention
- c) Consciousness

Unit III. Sensory, Short Term and Working Memory

- a) Introduction
- b) Sensory Memory
- c) Short Term Memory
- d) WorkingMemory

Unit IV: Long-Term Memory

- a) Introduction
- b) Memory and amnesia
- c) The structure of LTM
- d) Non-declarative memory
- e) Declarative memory

Semester 6.

Cognitive Psychology: Part II (Credits = 4) 4 lectures per week

Unit I. Learning, Forgetting and Imagery

- a) Introduction
- b) Learning: Encoding, storage and retrieval
- c) Forgetting
- d) Everyday/ Real world memory
- e) Imagery and Concepts

Unit II. Problem Solving

- a) Introduction
- b) Problems and problems types
- c) Brief history and background
- d) Insight revisited
- e) Knowledge rich (expert) problem solving
- f) Creative problem solving

Unit III: Decision Making

- a) Introduction
- b) Expected value theory
- c) Utility and prospect theory
- d) Subjective probability and prospect theory
- e) Making probability judgments
- f) The affect heuristic
- g) Decision processes for multi-attribute alternatives
- h) Two-system approaches to decision making
- i) Fast and frugal heuristic: the adaptive toolbox
- j) Naturalistic decision making
- k) Neuroeconomics: Neuroscience approaches to decision making

Unit IV: Reasoning

- a) Introduction
- b) Deductive reasoning
- c) Inductive reasoning: Testing and generating hypotheses

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 semester-end examination)

1. Cognitive psychology: History, approaches, and cognitive neuroscience

Learning Outcomes:

a). The learner will

1. develop understanding of the basic concepts and theories of Cognitive Psychology.
2. develop insight into theoretical aspects of cognitive processes

b). The learner will build foundational knowledge of Cognitive Psychology which will help the learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

Book for study

Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education

Books for reference

- 1) Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5th ed), Prentice Hall, Pearson education
- 2) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- 3) Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5th ed.). Sage Publications (Indian reprint 2015)
- 4) Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- 5) Matlin, M.W. (2013). *Cognitive Psychology*, 8thed., international student version, John Wiley & sons
- 6) Reed, S. K. (2004). *Cognition: Theory and Applications*. (6th ed.), Wadsworth/ Thomson Learning
- 7) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- 8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
- 9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- 10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- 11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

**Question Paper Pattern for T.Y.B.A (CBCS)
for Core Course V Abnormal Psychology**

Duration: 3 hrs

Total marks: 100

**Note: 1. Attempt all questions
2. All questions carry equal marks**

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.

or
b.

Q.4 (Based on Module IV) (20 marks)

a.
or
b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV) (20 marks)

a.
b.
c.
d.

Paper VIII: Practicals in Cognitive Processes and Psychological Testing

Code	Sem	Course Title	Credits	Marks
UAPS505	5	Practicals in Cognitive processes and psychological Testing: Part I	4	100
UAPS605	6	Practicals in Cognitive processes and psychological Testing : Part II	4	100

Learning Objectives-

To facilitate the understanding of theoretical concepts of experimental psychology through experiential learning, learn the processes involved in scientific inquiry, develop critical approach and understand use of statistical analysis in psychological research by

- introducing the students to Practicals in Cognitive Processes and Psychological Testing:through practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data, using APA formatfor report writing.
- introducing the students to Psychological Testing: administration, scoring and interpretation of the psychological tests, understanding the concepts of reliability and validity and nuances of procedures and ethical issues.
- orienting the students to computer-based experiments (Coglab) and sensitize them tomethodological issues, strengths and limitations of use of computers for conducting experiments in psychology.
- Helping students develop skills for evaluation of a research paper and write a research report.

Semester 5

Part I: Practicals in Cognitive Processes and Psychological Testing(Credits =4) (6 lectures per week per Batch of 8 students)

A. Introduction to Experimental Psychology and Statistics in Psychological Research

- Variables – Types, Operational definition
- Designs – Types(one IV and two IV), Sampling, Randomization and Counterbalancing
- Hypotheses – Types – Null and Alternative
- Statistical Analysis –Inferential statistics - t test, F Test, statistical significance
- Introduction to Scales of Measurement
- Report writing – APA format

B. Practice Exercises – Two exercises

- Experimental Situation given – Discuss design, hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues.
- Variables given –Design experiment, frame hypothesis, discuss Statistical Analysis, Ethical Issues.

C. Practice Experiment – One

1. Conduct the experiment
2. Review Original Article
3. Write result and discussion of group data using APA format

D. Two Experiments in Cognitive Processes

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion

E. One Psychological Test

1. Administration, Scoring and Interpretation of the Test
2. Writing report on the findings of the test
3. Calculate Reliability / Validity of the test

Part II: Practicals in Cognitive Processes and Psychological Testing(Credits =4) (6 lectures per week per Batch of 8 students)

A. Introduction to Experimental Psychology and Statistics in Psychological Research

- 1 Designs - Complex (Mixed)
2. Statistical Analysis – Inferential statistics – ANOVA, Chi Square

B. Review a research paper

C. Two Experiments in Cognitive Processes

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result(Individual and group), discussion, conclusion

D. One Psychological Test

1. Conducting and debriefing
2. Write report

E. One Computer-based Experiment (Coglab)

F. Use of Excel

1. Introduction to Excel
2. Statistical Analysis of both the experiments

Learning Outcomes –

After studying this paper, students will able to...

1. Translate theoretical concepts into application-based experiments.
2. Conduct experiments following standardized procedure.
3. Apply statistical tests and analyze the data collected.
4. Write reports on research conducted using APA format.
5. Make sense of the research papers on any given topic

Distribution of Marks

Internal 40 marks Practical examination of 2 hours 60 marks

Distribution of Marks		
Internal marks		
1	Checklist for Instructions	10
2	Checklist for Conduct	10
3	Report Writing	10
4	Attendance	05
5	Journal	05

Examination Practical	
Instructions, Conduct, report	40
Viva	20

The teacher has to give marks for each report. The final marks will be the average marks obtained for each point as mentioned above.

During Examination, checklists for Instructions, Conduct and report. In viva 6 questions of 3 marks and one question of 2 marks will be asked.

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) Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)
- 4) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6th ed.). Brooks/Cole, Thomson Learning
- 5) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
- 6) Gilhooly, K.; Lyddy, F. & Pollick F. (2014). *Cognitive Psychology*. McGraw Hill Education
- 7) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 8) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York : McGraw-Hill
- 9) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 10) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3rd ed., Open University Press, McGraw-Hill Education
- 11) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 12) McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 13) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 14) Martin, D. W. (2004). *Doing Psychology Experiments*. (6th ed.). Belmont: Thomson Wadsworth
- 15) Matlin, M. W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
- 16) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioral Sciences*, John Wiley & sons
- 17) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
- 18) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 19) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- 20) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 21) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 22) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Paper IX: Counselling Psychology: Part I and Part II
(Major Elective; Applied Component)

Code	Sem	Course Title	Credits	Marks
UAPS506	V	Counselling Psychology : Part I	3.5	100 (80+20)
UAPS606	VI	Counselling Psychology: Part II	3.5	100 (80+20)

Learning Objectives –

1. To have students develop an interest in and an understanding of Counselling concepts
2. To have students understand counsellor's roles and responsibilities in practice environments
3. To have students build knowledge and understanding of the basic skills in practice
4. To help students understand the theoretical foundations underlying different counselling and psychotherapeutic approaches
5. To create a foundation in students for higher education in Counselling and a career as a professional counselor

Semester 5

Counselling Psychology:

Part I- Introduction and Approachesto counselling (Credits = 3.5) (3 lectures per week)

Unit 1: Introduction to Counselling: (Egan & Resse, Chapters 1 and 3)

- a) Role of formal and informal helpers, key ingredients of successful helping, focus on client and context- what client brings in sessions, defining success in terms of outcomes with life-enhancing impact for the client, qualities of effective helper.
- b) Role of beliefs, values, norms, and moral principles in the helping process. Helping clients redo poor decisions and make and execute life-enhancing decisions.
- c) Developing working alliance, key values that drive the working alliance, behaviours showing disrespect & respect.
- d) Appreciating the role of culture, personal culture, and values, competencies related to client diversity and culture, promoting self-responsibility by helping clients develop and use self-efficacy.

Unit 2. Psychoanalytic, Adlerian, Humanistic, Behavioral, Cognitive Theories of Counselling

(Gladding, chapters 9&10)

- a) Psychoanalytic theories, Adlerian theory, Humanistic theories
- b) Behavioural counselling, Cognitive and Cognitive-Behavioural Counselling

Unit 3. Systemic, Brief, Crisis Theories and Group Counselling(Gladding, chapters 10 & 11)

- a) Systems theories, brief counselling approaches, Crisis and trauma counselling approaches.
- b) A brief history of groups, benefits, drawbacks and types of groups. Theoretical approaches in conducting groups, stages in groups.

Unit 4. Counselling in Diverse Groups (Gladding, Chapters 5 & 19)

- a) Counselling aged populations, gender-based counselling, counselling and sexual orientation.
- b) Abuse & Addiction Counselling

Semester 6

Counselling Psychology:

Part II- Micro skills in Counselling practice (Credits = 3.5) (3 lectures per week)

Unit 1. Therapeutic Presence: Importance of Listening

- a) Dialogue as the second nature to interactions with clients, basic guidelines for visibly tuning in to clients. Nonverbal behaviour as a channel of communication. Active listening as the foundation of understanding.
- b) Forms of poor listening, processing information from client in a thoughtful search for meaning.
- c) Importance of listening to helpers own internal conversation, key ingredients of successful therapy, dealing with distorted listening.

Unit 2. Empathic Responding (*Egan & Resse, Chapter 5*)

- a) Importance of responding skills in developing relationships with clients- empathy as a communication skill to develop relationships, wider view of empathy
- b) Three dimensions of responding skills- perceptiveness as the foundation of responding skills, basic know-how of responding well, assertiveness in responding to clients
- c) Basic formula for communicating empathy- responding accurately to clients' feelings, emotions, and moods, responding accurately to the key experiences, thoughts, and behaviours in clients' stories, tactics for responding with empathy, responding to the context, using empathy to achieve therapeutic goals

Unit 3. Other Skills (*Egan & Resse, Chapters 6,7,8*)

A. Art of Probing , Summarizing

- a) Probing, verbal and nonverbal prompts, types of probing, guidelines for using probes, probes with empathic response.
- b) Using Summaries: Use summaries when they add value, get clients to provide summaries, use of summaries and probes in the case of Marcus and Andréa.

B. Challenging & Self disclosure

- a) Challenging: concept of self-challenge, targets of self challenge, identifying blind spots, skills to challenge blind spots.
- b) Helpers self - disclosure

C. Dealing with Resistance: identifying and dealing with reluctance and resistance

Unit 4. The stages and tasks of problem management (*Egan & Resse, Chapters 9,10,11*)

- A. Tasks of Stage I-**Challenges clients face in talking about themselves, Case illustration, principles that can guide to help clients tell their stories- feel safe, styles of storytelling, starting where the client starts, assessing severity of problems, helping clients identify and clarify key issues, exploring context of key issues.
- B.** Help clients tell their real stories, case illustration, help clients challenge the quality of their participation. Help clients focus on the right story, choosing issues that will make a difference in their lives , challenging to make right decisions.
- C. Tasks of Stage II-**Help clients determine what kind of change they need or want, help clients distinguish needs from wants, continuum between first-order and second-order change, power of goal setting guidelines to help clients set goals, helping clients commit themselves to their goals.
- D. Tasks of Stage III-**Help clients develop strategies for accomplishing their goals – brainstorming, frameworks, finding social support, skills, strategies. Choosing goal-accomplishing strategies, balance-sheet method for choosing strategies, choosing evidence-based treatments.

Learning Outcomes:

Student will able to...

1. identify unique features of Counselling as a profession.
2. understand the process to be followed while helping people and roles and responsibilities of the counselor.
3. identify key ingredients necessary for successful helping.

4. understand micro-skills required to practice Counselling.
5. understand theoretical foundations underlying different counselling and psychotherapeutic approaches and critically evaluate the strengths, limitations associated with each of them.
6. feel motivated to seek further training to practice Counselling.

Book for study

Egan,G.& Reese,R.J. (2019).The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.(11th Edition) Cengage Learning.

Gladding,S. T. (2014). *Counselling: A Comprehensive Profession.* (7thEd.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India

Books for reference

1. Capuzzi, D., & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions.* (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
2. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counselling Profession.*(5th ed.). New Jersey: Pearson Education
3. Corey, G. (2005). *Theory and Practice of Counselling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
4. Corey, G. (2008). *Group Counselling.* Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
5. Corey ,G (2016) . *Theory and Practice of Counselling and Psychotherapy.* 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). *Counselling Psychology: Practices, Issues, and Intervention.* First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance.*7th ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Henderson,D.A . &Thompson C.L . (2015) *Counselling Children.*Cengage Learning
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counselling research.*Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Ivey,A.E., Ivey M.B.&Zalaquett ,C,P. (2018) .*Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society.* Cengage, Boston M A
13. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications.*Sage publications, New Delhi
14. Kinara, A. K. (2008). *Guidance and Counselling.* Pearson, New Delhi: Dorling Kindersley India pvt ltd.
15. McLeod, J. (2009). *An Introduction to Counselling.* (4th ed.). Open University Press/ McGraw-Hill Higher Education
16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities.* 3rd ed., London: Sage publications
17. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual.* 3rd ed., Sage South Asia edition
18. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counselling.*(5th ed.). New Jersey: Pearson Education
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners.* London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counselling Process: A Multi-theoretical Integrative Approach.* (6th ed.). Thomson Brooks/ Cole

Note: 1. Attempt all questions (Total = 80 marks)

2. All questions carry equal marks

Q.1 (Based on Unit I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Unit II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Unit III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

Project Work (Total = 20 marks)

Guidelines for Project Work TYBA – Psychology Paper IX

As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it.

Project report:

4. Word Limit – 1000 to 2000 words, A-4 size paper
5. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
6. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20
