

**The Kelkar Education Trust's
V G Vaze College of Arts, Science and Commerce
(Autonomous)**



**The Kelkar Education Trust's
V G Vaze College of Arts, Science and Commerce
(Autonomous)**

Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

Course: Psychology Paper IV: Statistics in Psychology

| Course Code | Paper Title | Credit |
|--------------------|---------------------------------|---------------|
| APSY501 | Statistics in Psychology | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|---|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY501 |
| iii) Course Title | : | Statistics in Psychology |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |

6 Special Ordinances / Resolutions, if any : No

| | |
|----------------------------------|-----------------------------|
| Programme: TYBA | Semester: V |
| Course: Statistics in Psychology | Course Code: APSY501 |

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

| | |
|---------------|---|
| Prerequisite: | Understanding of basic concepts of Psychology |
| | Understanding of basic principles of statistics |

| Course Objectives | |
|-------------------|--|
| | 1. To acquaint students with basic concepts in statistics in Psychology. |
| | 2. To orient students to the various measures of descriptive and associational statistics – their uses, applications and methods of calculation (manual and Excel) |
| | 3. To introduce the concept of probability and characteristics of Normal Distribution Curve |
| | 4. To help students understand inferential statistics - its uses, applications and methods of calculation. |
| | 5. To create a foundation for advanced learning in Statistics in Psychology |

| Course Content | | |
|----------------|---------|----------|
| Unit No. | Content | Lectures |
| | | |

| | | |
|--|--|-----------|
| <p>1.</p> <p>A) Types of scores, Types of scales, Frequency Distribution, Graphic representations</p> <p>B) Measures of Central Tendency</p> | <p>Types of Scores</p> <p>Continuous and Discrete Scores – Meaning and Difference</p> <p>Scales of Measurement</p> <p>Preparing a Frequency Distribution; Advantages and Disadvantages of Preparing a Frequency Distribution; Smoothed Frequencies: Method of Running Averages</p> <p>Graphic Representations: Frequency Polygon, Histogram, Cumulative Frequency Curve, Ogive, Polygon of Smoothed Frequencies</p> <p>Summarization of data through descriptive statistics - Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean</p> <p>Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode</p> | <p>09</p> |
| <p>2.</p> <p>A) Concept of Probability, Normal Probability Curve, Skewness and Standard Scores.</p> <p>B) Measures of Variability, Percentiles, and Percentile Ranks</p> | <p>The concept of Probability; laws of Probability</p> <p>Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve</p> <p>Skewness - positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation</p> <p>Standard scores – Z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores</p> <p>Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation</p> <p>Comparison of 4 measures of Variability: Merits, Limitations and Uses.</p> <p>Calculation of Percentile ranks and Percentile Scores.</p> | <p>09</p> |

| | | |
|---|---|----|
| | Percentiles – nature, merits, limitations, and uses. | |
| 3. Correlation, Scatterplots and Regression | <p>Understanding data through Associational Statistics</p> <p>Meaning and Types of Correlation, Factors Affecting Correlation; Graphic representations of Correlation - Scatterplots</p> <p>Calculation of Pearson's Product-Moment Correlation Coefficient</p> <p>Calculation of Rho by Spearman's Rank-Difference Method</p> <p>Uses and Limitations of Correlation Coefficient</p> <p>Simple Regression and Multiple Regression</p> <p>(For Theoretical Understanding and Questions, Not for Calculation in the exam.)</p> | 09 |
| 4. Drawing Conclusions through Inferential statistics | <p>Hypothesis Testing</p> <p>Parametric Tests</p> <p>T test</p> <p>ANOVA</p> <p>Non-parametric Tests</p> <p>Chi Square</p> | 09 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Use of E-learning, Visits to Institutes Developing Psychological Assessments and Small Assignments on Creating Psychological Tests and Assessing their Psychometric Properties.

Semester V: Statistics in Psychology (Paper Pattern)

Duration: 2 hours

Marks: 60

Q.1 Long Answer Question (1 out of 2)

15 marks

| | |
|---------------------------------------|----------|
| Q.2 Long Answer Question (1 out of 2) | 15 marks |
| Q.3 Long Answer Question (1 out of 2) | 15 Marks |
| Q.4 Short Notes (3 out of 5) | 15 Marks |

| | |
|--|--|
| Course Outcomes | |
| After Completing this course, students should be able to... | |
| CO1 | Demonstrate understanding of the basic concepts of statistics in Psychology |
| CO2 | Summarize and interpret data using descriptive and associational statistics |
| CO3 | Analyze characteristics of data using the principles of probability and normal distribution curve |
| CO4 | Apply inferential statistics and draw conclusions from the collected data |
| Recommended Resources | |
| Text Books | 1. Mangal, S.K. (2002). Statistics in Psychology and Education. 2 nd Edition. New Delhi: Prentice Hall of India Pvt Limited |
| Reference Books | <ol style="list-style-type: none"> 1. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007 2. Minium, E. W., King, B. M., & Bear, G. (2004). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley & Sons. 3. Garrett, H.E & Woodworth, R. S. (1985). Statistics in Psychology and Education. Bombay: Mrs A. F. Shaikh for Vakils, Feffer and Simons Ltd |

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

Course: Psychology Paper V: Psychopathology: Part I

| Course Code | Paper Title | Credit |
|--------------------|--------------------------------|---------------|
| APSY502 | Psychopathology: Part I | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY502 |
| iii) Course Title | : | Abnormal Psychology: Part I |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Course : Psychopathology: Part I

Semester: V

Course Code: APSY502

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite:

Understanding of basic concepts and theories of Psychology

Basic Interest in Psychopathology

Course Objectives

| | |
|---|--|
| 1 | To acquaint students with basic concepts, causes and viewpoints of Abnormal Psychology |
| 2 | To help students understand the process of assessment and diagnosis of mental disorders |
| 3 | To introduce students to different Neurodevelopmental and Personality Disorders – their symptoms, causes and treatment |
| 4 | To sensitize students about mental health issues in society |
| 5 | To lay a foundation for higher education and a professional career in Clinical Psychology |

Course Content

| Unit No. | Content | Lectures |
|---|--|----------|
| Unit 1: Abnormality: Meaning, Historical and | What do we mean by Abnormality? Historical and Contemporary Views of Abnormal Behaviour | |

| | | |
|---|---|----|
| Contemporary Views, Clinical Assessment and Diagnosis | Clinical Assessment and Diagnosis | 09 |
| Unit 2: Causal Factors and Viewpoints | <p>Causes and Risk factors for Abnormal Behaviour.</p> <p>The Biological Viewpoint and Biological Causal Factors</p> <p>The Psychological viewpoints and Psychological Causal Factors</p> <p>The Sociocultural Viewpoints and Sociocultural Causal Factors</p> <p>Neurodiversity Paradigm</p> | 09 |
| Unit 3: Disorders of Childhood and Adolescence (Neurodevelopmental Disorders) | <p>Common Disorders of Childhood</p> <p>Attention-Deficit/Hyperactivity Disorder, Disruptive, Impulse-control and Conduct Disorder</p> <p>Anxiety and Depression in Children and Adolescents – Anxiety Disorders of Childhood and Adolescence, Separation Anxiety Disorder, Childhood Depression and Bipolar Disorder</p> <p>Elimination Disorders (Enuresis, Encopresis),</p> <p>Sleepwalking and Tics</p> <p>Neurodevelopmental Disorders</p> <p>Autism Spectrum Disorder, Specific Learning Disorders, Intellectual Disability</p> | 09 |
| Unit 4: Personality Disorders | <p>Clinical features of Personality Disorders.</p> <p>Cluster A, Cluster B and Cluster C Personality Disorders.</p> <p>General Sociocultural Causal Factors</p> <p>Treatments for Personality Disorders.</p> | 09 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Visits to Hospitals, Clinics and Assessment Centres, and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester V: Psychopathology: Part I (Paper Pattern)

Duration: 2 hours

Marks: 60

Q.1 Essay Type (1 out of 2)

15 marks

Q.2 Essay Type (1 out of 2)

15 marks

Q.3 Essay Type (1 out of 2)

15 Marks

Q.4 Short Notes (3 out of 5)

15 Marks

Course Outcomes**After completing this course, students should be able to...**

| | |
|-----|--|
| CO1 | Demonstrate understanding of the basic concepts, causes and viewpoints of abnormal psychology |
| CO2 | Demonstrate understanding of the process of assessment and diagnosis of psychological disorders. |
| CO3 | Identify a range of Neurodevelopmental and Personality Disorders – their symptoms, causes and treatment |
| CO4 | Show sensitivity towards people suffering from mental health issues. |
| CO5 | Feel interested and motivated to pursue further study and develop a professional career in the field of clinical psychology. |

Recommended Resources

| | |
|------------------------|--|
| Text Books | 1. Butcher, J. N.; Hooley, J. M.; Mineka, S. & Dwivedi, C. B. (2018). Abnormal Psychology (16 th ed.). India: Pearson India Education Services Pvt Ltd. |
| Reference Books | 1. Ray, W. J. and Sovani A. (2015). Abnormal Psychology: Neuroscience Perspectives on Human Behavior and Experience. South Asian Adaptation: Sage Publication. 2. Barlow, D.H., & Durand, V.M. & Hoffmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. (8th ed.). New Delhi: Cengage Learning India Private Limited 3. Cockerham, W.C. (2017). Sociology of Mental Disorders. London: Routledge. 4. Flexner, W. (2006). Abnormal Psychology. New Delhi: Sarup & Sons. |

5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*. New Delhi: Cengage Learning India Private Limited
6. Nolen-Hoeksema, S. (2005). *Abnormal Psychology*. 3rd Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited.
7. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
8. Sarason, I. G. & Sarason, B. R. (2020). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. Pearson India Education Services Pvt Ltd.
9. Wenar, C. & Kerig, P. (2000). *Developmental Psychopathology: From Infancy through Adolescence*. 4th edition. New Delhi: McGraw Hill.
10. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw-Hill (Indian reprint 2015)

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

Course: Industrial-Organizational Psychology: Part I

| Course Code | Paper Title | Credit |
|--------------------|---|---------------|
| APSY503 | Industrial-Organizational Psychology :Part I | 3.5 |

1.Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY 503 |
| iii) Course Title | : | Psychology VI: Industrial- Organizational Psychology Part I |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 3.5 |
| vii) No. of lectures per Unit | : | Approximately 06 |
| viii) No. of lectures per week | : | 02 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: V

Course : Psychology VI : Industrial-Organizational Psychology
Part I

Course Code : APSY 503

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|---|---|---|-----|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 3 | - | - | 3.5 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) - 2Hrs. | | | | | | | | | | |

Prerequisite:

Basic interest in Industrial and Organizational Psychology behavior.

Understanding of basic theoretical concepts in Industrial and Organizational Psychology.

Understanding applications of theoretical concepts in the field of Industrial and Organizational Psychology.

Course Objectives

| |
|--|
| 1) To orient students with the basic concepts in Industrial-Organizational Psychology and Consumer Psychology |
| 2) To introduce students to various tools of employee selection, placement and performance appraisal |
| 3) To make the students aware of the training process and different training methods |
| 4) To make the students aware of the applications of various concepts linked with I-O Psychology and Consumer Psychology in the field of work setting. |
| 5) To create a foundation for higher education and a professional career in Industrial and Organizational Psychology. |

Course Content

| Unit No. | Content | Lectures |
|---|--|----------|
| Unit 1 Employee Selection Principles and Techniques | <p>The workforce planning process</p> <p>What's your ideal job?</p> <p>The Recruitment Process</p> <p>An Overview of the Selection Process</p> <p>Fair Employment Practices</p> <p>Job and work analysis</p> <p>Biographical Information</p> <p>Interviews</p> <p>References and Letters of Recommendation</p> <p>Assessment Centers</p> | 06 |
| Unit 2 Performance Appraisal | <p>Fair Employment Practices</p> <p>Why do Performance Appraisals?</p> <p>Purposes of Performance Appraisals</p> <p>Opposition to Performance Appraisals</p> <p>Objective Performance Appraisals Techniques</p> <p>Output Measures</p> <p>Computerized Performances Monitoring</p> <p>Job -Related Personal data</p> <p>Subjective (judgmental) Performance Appraisal Techniques</p> <p>Written Narratives</p> <p>Merit Rating Techniques</p> <p>Management by Objectives (MBO)</p> <p>Performance Appraisal Methods for Managers.</p> <p>Evaluation Techniques</p> | 06 |

| | | |
|---|---|----|
| | <p>Sources of Bias in Performance appraisal</p> <p>Ways to improve Performance Appraisals</p> <p>The Post Appraisal Interview</p> <p>Performance Appraisal : A Poor Rating?</p> | |
| <p>Unit 3</p> <p>Training and Development</p> | <p>The scope of organization Training</p> <p>Goals of Organizational Training Programs</p> <p>Staffing for Organizational Training</p> <p>The Pre-Training Environment</p> <p>how people learn : Psychological Issues</p> <p>Types of Training Programs</p> <p>Career Development and Planning</p> <p>Evaluating Organizational Training Programs</p> | 06 |
| <p>Unit 4 Consumer Psychology</p> | <p>The Scope of Consumer Psychology</p> <p>Research Methods in Consumer Psychology</p> <p>Surveys and Public Opinion Polls</p> <p>Focus Groups</p> <p>Motivation Research</p> <p>Observations of Shopping Behavior</p> <p>Neuromarketing</p> <p>Testing Reactions to Ads</p> <p>The Nature and Scope of Advertising</p> <p>Types of Advertising Appeals</p> <p>Trademarks</p> <p>Product Image</p> <p>Product Packaging</p> <p>Effectiveness of Advertising Campaigns</p> | 06 |

| | | |
|--|---|----|
| | Web-based Advertising Consumer Behavior and Motivation Brand Placement Buying Habits and Brand Loyalty Product Pricing Advertising to Children and Teens Advertising to the Over-50 market Advertising to people with Disabilities Advertising to the Gay Community | |
| | Total No. of Lectures | 24 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Administration of psychological test for self-awareness, Conducting Interactive Workshops and minor research Studies related to Industrial & Organizational Psychology.

Semester V: Industrial And Organizational Psychology Part I (Paper Pattern)

Duration: 2 hours Marks: 60

Q.1 Essay Type (1 out of 2) 15 marks

Q.2 Essay Type (1 out of 2) 15 marks

Q.3 Essay Type (1 out of 2) 15 Marks

Q.4 Short Notes (3 out of 5) 15 Marks

Course Outcomes

After completing the course, students should be able to...

CO1 | Understand the basic concepts and modern trends in Industrial-Organizational Psychology and Consumer Psychology

CO2 | Comprehend various tools of employee selection, placement and performance appraisal

| | |
|------------------------------|--|
| CO3 | demonstrate understanding of the training process and different training methods |
| CO4 | Apply the concepts in the field of Industrial and Organizational Psychology and Consumer Psychology |
| CO5 | Feel interested and motivated to develop professional career in the field of Industrial and Organizational Psychology and Consumer Psychology |
| Recommended Resources | |
| Text Books | 1) Schultz, D., & Schultz, S. E. (2010). <i>Psychology and Work Today</i> .(10 th ed.). Pearson Prentice Hall |
| Reference Books | <ol style="list-style-type: none"> 1) Aswathappa, K. (2005). <i>Human Resource and Personnel Management – Text and Cases</i>, 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd. 2) Landy, F. J., & Conte, J. M. (2013). <i>Work In The 21st Century: An Introduction to Industrial and Organizational Psychology</i>, 4th Edition, John Wiley & sons, USA (Indian reprint 2015) 3) Luthans, F. (2005). <i>Organizational Behavior</i>. (10th ed.). McGraw Hill. 4) Muchinsky, P.M. (2003). <i>Psychology Applied to Work</i>.(7th ed.). Wadsworth/ Thomson Learning 5) Newstrom, J.W., & Davis, K. (2002). <i>Organizational Behavior: Human Behavior at work</i> (11thed.). Tata McGraw- Hill 6) Spector, P. E. (2012). <i>Industrial and Organizational Psychology: Research and Practice</i>. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015) |

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

Course: Psychology Paper VII: Cognitive Psychology - Part I

| Course Code | Paper Title | Credit |
|--------------------|---|---------------|
| APSY504 | Cognitive Psychology: Part I | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY504 |
| iii) Course Title | : | Cognitive Psychology Part I |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: V

Course : Cognitive Psychology: Part I

Course Code : APSY504

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite:

Understanding of basic concepts and theories of Psychology

Basic Interest in cognitive processes.

Course Objectives

| | |
|----|---|
| 1. | To acquaint the students with fundamental concepts in Cognitive Psychology |
| 2. | To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes. |
| 3. | To help students understand various research designs and build research skills for the field of Cognitive Psychology. |
| 4. | To make the students aware of the applications of concepts of Cognitive Psychology in different areas of day-to-day life. |
| 5. | To create a foundation for higher education and a career in the field of Cognitive Psychology. |

Course Content

| Unit No. | Content | Lectures |
|----------|---|----------|
| Unit 1. | Influences on The Study of Cognition. Research Methods in Cognitive Psychology | |

| | | |
|---|---|-----------|
| <p>Cognitive Psychology: History Methods and Paradigms Individual difference in cognition</p> | <p>Paradigms of Cognitive Psychology</p> <p>Ability differences</p> <p>cognitive styles</p> <p>learning styles</p> <p>expert/Novice Differences</p> <p>The effects of Aging on Cognition</p> <p>Gender Differences in cognition:</p> <p>Gender differences in skills and Abiliities</p> <p>Gender differences in learning and cognitive styles</p> | <p>09</p> |
| <p>Unit 2. Working Memory: Forming and Using New Memory Traces</p> | <p>Traditional Approaches to the Study of Memory;</p> <p> sensory memory</p> <p> short term memory</p> <p>Working Memory</p> <p>Executive Functioning</p> <p>Neurological Studies of Memory Processes</p> | <p>09</p> |
| <p>Unit 3. Retrieving Memories from Long-Term Storage</p> | <p>Aspects of Long-Term Memory</p> <p>capacity</p> <p>coding</p> <p>retention duration and forgetting</p> <p>retrieval of information :</p> <p>the use of Mnemonics</p> <p>other Retrieval principles</p> <p>the testing effect</p> <p>Subdivisions of Long-Term Memory:</p> <p>semantic versus Episodic memory</p> <p>implicit versus explicitly memory</p> | <p>09</p> |

| | | |
|--|--|----|
| | declarative versus procedural memory The Levels-of-Processing View The Reconstructive Nature of Memory; Autobiographical memory Flashbulb memory Eyewitness memory the Recovered/False memory debate Amnesia | |
| Unit 4. Knowledge Representation: Storing and Organizing Information in Long-Term Memory | Organizing Knowledge: Network models ACT models Connectionist models Forming Concepts and Categorizing New Instances: The classical view of concepts and categorization The Prototype view of concepts and categorization The Exemplar view of concepts and categorization The schemata view of concepts and categorization The knowledge view of concepts and categorization | 09 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Visits to Neuroscience Institutes/ Hospitals and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester V: Cognitive Psychology: Part I (Paper Pattern)

Duration: 2 hours

Marks: 60

Q.1 Essay Type (1 out of 2)

15 marks

| | |
|------------------------------|----------|
| Q.2 Essay Type (1 out of 2) | 15 marks |
| Q.3 Essay Type (1 out of 2) | 15 Marks |
| Q.4 Short Notes (3 out of 5) | 15 Marks |

Course Outcomes

After completing the course, students should be able to...

| | |
|------------|---|
| CO1 | Demonstrate understanding of the fundamental concepts of Cognitive Psychology. |
| CO2 | Apply the theoretical orientation of Cognitive Psychology for the course on Practicum in Cognitive Processes. |
| CO3 | Conduct research in the field of Cognitive Psychology. |
| CO4 | Apply different concepts of Cognitive Psychology in everyday life. |
| CO5 | Feel interested and motivated to pursue further study in the field of Cognitive Psychology. |

Recommended Resources

| | |
|------------------------|---|
| Text Books | 1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5 th ed.). Sage Publications (Indian reprint 2015) |
| Reference Books | <ol style="list-style-type: none"> 1. Ashcraft, M. H. & Radvansky, G. A. (2010). Cognition. (5th ed), New Delhi: Dorling Kindersley (India) Pvt Limited. 2. Best, J. B. (1999). Cognitive Psychology. 5th Edition. New York: Wadsworth Publishing Company. 3. Eysenck, M. W. & Keane, M. () Cognitive Psychology: A Student's Handbook. 5th Edition. New York: Psychology Press. 4. Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology. 7th Edition. New Delhi: Tata McGraw Hill. 5. Matlin, M.W. (1998). Cognition. (4th Edition). New York: Harcourt Brace College Publishers. 6. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). New Delhi: Dorling Kindersley India pvt ltd. |

Syllabus Prepared by:

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

**Course: Psychology Paper VIII: Practicals in Psychological Research: Experimentation
and Statistical Tools**

| Course Code | Paper Title | Credit |
|--------------------|--|---------------|
| APSY505 | Practicals in Psychological Research: Experimentation and Statistical Tools | 04 |

1.Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY505 |
| iii) Course Title | : | Practicals in Psychological Research: Experimentation and Statistical Tools |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | 06 lectures per batch of 08 students (03 batches) |
| viii) No. of lectures per week | : | 15 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks Internal Assessment 40 marks: Designing the Experiment: 30 marks |
| 2 Scheme of Examination | : | Journal Writing: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Course: Practicals in Psychological Research: Experimentation and Statistical Tools

Course Code: APSY505

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 6 | - | - | 4 | 30 | 10 | | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite: Understanding of basic concepts of Psychology
Understanding of basic principles of statistics

Course Objectives

| | |
|---|--|
| 1 | To orient students to the basics of experiment as a research tool in psychology |
| 2 | To acquaint students with different statistical packages for quantitative data analysis |
| 3 | To provide hands-on experience in experimentation by introducing computer-based experiments that will involve conduction of the experiment, data collection, data analysis using parametric tests and report writing using APA style |
| 4 | To provide hands-on experience in experimentation by introducing manual experiments that will involve conduction of the experiment, data collection, data analysis using parametric tests and report writing using APA style |
| 5 | To equip students with skills of designing new experiment |

Course Content

| Unit No. | Content | Lectures plus conduction of the experiment |
|----------|---------|--|
| | | |

| | | |
|--|--|----------|
| <p>1 Experiment as a Research Tool: An Orientation</p> | <p>Experiments as Research Method vs other Research Methods</p> <p>Types of variables: IV, DV and Control Variables</p> <p>Types of Hypotheses</p> <p>Types of Experimental Designs</p> <p>Randomization and Counterbalancing</p> <p>Confounding of Independent Variables</p> <p>Sampling</p> <p>Ethical Issues in Experiment</p> <p>4 HRS</p> | <p>-</p> |
| <p>Unit 2. Statistical Packages for Quantitative Data Analysis</p> | <p>SPSS: Theory, Data Entry, File Conversion and Analysis</p> <p>JASP: Theory, Data Entry, File Conversion and Analysis</p> | <p>-</p> |
| <p>Unit 3. Conduction and Report Writing of Two Coglab Experiment (t test and ANOVA)</p> | <p>Conduction of two Coglab Experiments</p> <p>A. Simon Effect</p> <p>B. Serial Position Effect</p> <p>Analysis of Data: Manual and Excel</p> <p>Report Writing</p> <p>Writing a Research Report (Using APA Style)</p> <p>Title Page</p> <p>Abstract</p> <p>Introduction and Review of literature</p> <p>Method</p> <p>Results</p> <p>Discussion</p> <p>References</p> <p>Table and Figures</p> | <p>-</p> |

| | | |
|--|---|---|
| Unit 4. Introduction, Conduction of Experiment 1 and 2, Analysis of Data and Report Writing (A and A and Mnemonics) (t test and ANOVA) | Introduction of the Experiment Conduction of the Experiment Informed consent, Instructions and Conduction Recording and analysis of data: Manual and Excel Debriefing Analysis of Data: Applying t test and interpreting the data gathered Report Writing | - |
| Unit 5. Designing an Experiment (Internal Component) (30 marks) | Preparing a proposal for a new experiment Presenting the proposal. | - |
| | Total No. of Lectures | - |

Beyond the Syllabus

Students' Presentations, Use of E-learning

Semester V: Practicals in Cognitive Processes and Psychological Testing : Part I (Paper Pattern)

Duration: 2.30 hours

Marks: 60

Conduction of Manual Experiments and Report Writing on Data Collected and Given

Viva on Experiments conducted/theoretical practicals

Course Outcomes

After completing this course, students should be able to...

| | |
|------------|---|
| CO1 | Demonstrate understanding of the basic concepts of experimental research method |
| CO2 | Use different statistical packages for quantitative data analysis |

| | |
|------------------------------|--|
| CO3 | Conduct and evaluate computer-based and manual experiments. |
| CO4 | Apply parametric tests for data analysis and interpret the findings |
| CO5 | Write a research report using APA style. |
| CO6 | Conceptualize a new psychological experiment. |
| Recommended Resources | |
| Books for Reference: | <ol style="list-style-type: none"> 1. Anastasi, A. & Urbina, S. (2017). Psychological testing. (7th ed.). Noida, UP: Pearson India Education Services Pvt Ltd 2. Aaron, A., Aaron, E. N. & Coups, E. J. (2006). Statistics for psychology. (4th ed.). New Delhi: Pearson Education Inc. and Dorling Kindersley Publishing, Inc. 3. 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) 4. Elmes, D. G.; Kantowitz, B. H. & Roediger III, H. L. (1999). Research methods in psychology. New York: Brooks/Cole Publishing Company. 5. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. USA: Thomson Wadsworth 6. Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd. 7. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Delhi: Cengage Learning 8. Mangal, S. K. (2012). Statistics in Psychology and Education. New Delhi : PHI Learning Private Limited. 9. Minium, E. W.; King, B. M. & Bear, G. (2001). Statistical Reasoning in Psychology and Education. (3rd Ed). New York: John Wiley and Sons. 10. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press. 11. Sommer, B. & Sommer, R. (1997). A practical guide to behavioural research: Tools and Techniques. (4th ed). New York: Oxford University Press. 12. Spiegel, M. R. & Stephens, L. J. (2011). Statistics. (4th ed.) New Delhi: Tata-McGraw-Hill Education Pvt Ltd. |

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester V

**Course: (Ancillary) Psychology Paper IX -
Counseling Psychology: Basic Concepts and Processes**

| Course Code | Paper Title | Credit |
|--------------------|--|---------------|
| APSY506 | Counseling Psychology: Basic Concepts and Processes | 3.5 |

1.Syllabus as per **Choice Based Credit System**

| | | |
|--|---|---|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY506 |
| iii) Course Title | : | Counseling Psychology: Basic Concepts and Processes |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 3.5 |
| vii) No. of lectures per Unit | : | Approximately 06 |
| viii) No. of lectures per week | : | 02 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: V

Course: Counseling Psychology: Basic Concepts and Processes

Course Code : APSY506

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|-----|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 3 | - | - | 3.5 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite: Understanding of basic concepts and theories of Psychology
Basic Interest in Human Behaviour

Course Objectives

| | |
|---|---|
| 1 | To acquaint students with precepts of effective helping and ethical aspect of counseling |
| 2 | To introduce students to stages of counseling process and skills required for navigating the counseling process |
| 3 | To help students understand various skills used across counseling process |
| 4 | To lay a foundation for higher education in Counseling and build a career as a professional counsellor. |

Course Content

| Unit No. | Content | Lectures |
|---|--|----------|
| Unit 1. Introduction to Counseling and Perspectives on | Fundamental Precepts of Effective Helping Characteristics of Effective Helpers Understanding Counseling as a Process <ul style="list-style-type: none">• Definition of Counselling• Outcome Goals of Counselling | 06 |

| | | |
|--|---|----|
| effective Helping | <ul style="list-style-type: none"> ● Process Goals of Counselling ● Stages of Counselling Process ● The Three Stages of Counselling in Perspective Ethics in Counseling | |
| Unit 2. Stage 1 and 2 of Counseling | Building the Counseling Relationship and Facilitating Initial Disclosure <ul style="list-style-type: none"> ● What Clients Bring to the Counselling Experience ● Ways to Invite Communication and Build the Counselling Relationship ● The Core Conditions of Counselling ● Ways to Impede Communication In-depth Exploration <ul style="list-style-type: none"> ● Goals and Methods of In-depth Exploration ● Advanced Empathy ● Immediacy ● Confrontation ● Interpretation ● Role Playing | 06 |
| Unit 3. Stage 3 of Counseling and Termination | Commitment to Action <ul style="list-style-type: none"> ● The Process of Goal Setting ● Design and Implementation of Action Plans Termination | 06 |
| Unit 4. Skills across Counseling Process | Structuring, Leading and Questioning <ul style="list-style-type: none"> ● Structuring ● Leading ● The Use of Questioning in Counselling | 06 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Visits to Counselling Centres, Workshops and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester V: Counseling Psychology: Part I (Paper Pattern)

Duration: 2 hours

Marks: 60

Q.1 Essay Type (1 out of 2)

15 marks

| | |
|------------------------------|----------|
| Q.2 Essay Type (1 out of 2) | 15 marks |
| Q.3 Essay Type (1 out of 2) | 15 Marks |
| Q.4 Short Notes (3 out of 5) | 15 Marks |

| | |
|--|--|
| Course Outcomes | |
| After completing this course, students should be able to... | |
| CO1 | Demonstrate understanding of the nature of counseling and identify and address ethical dilemmas in counseling situations |
| CO2 | Demonstrate understanding about different stages of the counseling process and skills required for navigating the counseling process. |
| CO3 | identify the appropriateness of various techniques across counseling process |
| CO4 | Feel interested and motivated to pursue further study in the field of Counseling Psychology. |
| Recommended Resources | |
| Text Books | 1. Welfel, E. and Patterson, L. (2005). <i>The Counseling Process: A Multitheoretical and Integrative Approach</i> . 6th Indian Edition. New Delhi: Cengage Learning India Private Limited. |
| Reference Books | <ol style="list-style-type: none"> 1. Gladding, S. T. & Batra, P. (2020) <i>Counseling: A Comprehensive Profession</i>. 8th Edition. Pearson India Education Services Pvt Ltd. 2. Baruth, L. G. & Manning, M. L. (1999). <i>Multicultural Counseling and Psychotherapy: A Lifespan Perspective</i>. Second edition. New Jersey: Prentice Hall. 3. Gelso, C.J., & Fretz, B.R. (2001). <i>Counseling Psychology: Practices, Issues, and Intervention</i>. First Indian reprint 2009 by Cengage Learning India 4. McLeod, J. (2009). <i>An Introduction to Counseling</i>. (4th ed.). Open University Press/ McGraw-Hill Higher Education. New Jersey |

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester VI

Course: Psychology Paper IV: Psychological Testing

| Course Code | Paper Title | Credit |
|--------------------|------------------------------|---------------|
| APSY601 | Psychological Testing | 04 |

1.Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY601 |
| iii) Course Title | : | Psychological Testing |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: VI

Course: Psychological Testing and Statistics: Part II

Course Code: APSY601

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite:

Understanding of basic concepts of Psychology

Understanding of basic principles of statistics

Course Objectives

| | |
|----|--|
| 1 | To acquaint students with basic concepts in psychological testing and assessment. |
| 2 | To orient students to the concepts of reliability and validity with reference to psychological testing |
| 3. | To help students understand the process of test construction and its technical features. |
| 4. | To create awareness about measurement of intelligence and assessment of personality |
| 5. | To create a foundation for advanced learning in Psychological Testing, and Assessment |

Course Content

| Unit No. | Content | Lectures |
|----------------------------------|---|----------|
| Unit 1: Psychological Testing | Definition of Testing and Assessment; The Process and Tools of Assessment The Parties and Types of Settings Involved | 09 |

| | | |
|--|---|----|
| Assessment and Norms. | <p>What Is a ‘Good Test’</p> <p>Norms – Sampling to Develop Norms,</p> <p>Types of Norms,</p> <p>Fixed Reference Group Scoring Systems,</p> <p>Norm-Referenced Versus Criterion-Referenced Evaluation;</p> <p>Culture and Inference</p> | |
| Unit 2: Reliability and Validity | <p>The Concept of Reliability</p> <p>Sources of Error Variance</p> <p>Reliability Estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability</p> <p>Using and Interpreting a Coefficient of Reliability</p> <p>Purpose of The Reliability Coefficient</p> <p>Nature of The Test</p> <p>The True Score Model of Measurement</p> <p>Reliability and Individual Scores: SEM and SE-Difference</p> <p>The Concept of Validity</p> <p>Face and Content Validity</p> <p>Criterion-Related Validity</p> <p>Construct Validity. Validity, Bias, and Fairness</p> | 09 |
| Unit 3: Test Development | <p>Test conceptualization and Test construction</p> <p>Test Try out and Item Analysis</p> <p>Test Revision</p> | 09 |
| Unit 4: Measurement of Intelligence, Intelligence Scales, and | <p>What Is Intelligence? - Definitions and Theories; Measuring Intelligence</p> <p>The Stanford-Binet Intelligence Scales</p> <p>The Wechsler Tests: WAIS, WISC, WPPSI</p> | 09 |

| | | |
|----------------------------|--|----|
| Assessment of Personality. | <p>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</p> <p>Objective Methods of Personality Assessment</p> <p>Projective Methods of Personality Assessment - Inkblots as Projective Stimuli - The Rorschach; Pictures as Projective Stimuli – Thematic Apperception Test;</p> <p>Projective Methods in Perspective</p> | |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Use of E-learning, Visits to Institutes Developing Psychological Assessments and Small Assignments on Creating Psychological Tests and Assessing their Psychometric Properties.

Semester VI: Psychological Testing (Paper Pattern)

Duration: 2 hours Marks: 60

Q.1 Essay Type (1 out of 2) 15 marks

Q.2 Essay Type (1 out of 2) 15 marks

Q.3 Essay Type (1 out of 2) 15 Marks

Q.4 Short Notes (3 out of 5) 15 Marks

Course Outcomes

After completing this course, students should be able to...

| | |
|------------|--|
| CO1 | Demonstrate understanding of the basic concepts of Psychological Testing and Assessment. |
| CO2 | Comprehend concepts of reliability and validity and their interpretation |
| CO3 | Construct a psychological test. |
| CO4 | Understand how intelligence is measured and personality is assessed. |

| | |
|------------------------------|--|
| CO5 | Feel interested and motivated to pursue further study in the field of Psychological Testing, Assessment and Statistics. |
| Recommended Resources | |
| Text Books | 1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015) |
| Reference Books | <ol style="list-style-type: none"> 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. (2017). Psychological Testing. (7th ed.). India: Pearson India Education services Pvt Ltd. 3. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi 4. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Delhi: Cengage Learning Indial Pvt Ltd. |

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester VI

Course: Psychology Paper V: Psychopathology: Part II

| Course Code | Paper Title | Credit |
|--------------------|---------------------------------|---------------|
| APSY602 | Psychopathology: Part II | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY602 |
| iii) Course Title | : | Psychopathology: Part II |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Course :Psychopathology: Part II

Semester: VI

Course Code : APSY602

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite:

Understanding of basic concepts and theories of Psychology

Basic Interest in Psychopathology

Course Objectives

| | |
|----|--|
| 1. | To acquaint students with anxiety disorders, obsession and related disorders - their symptoms, causes and treatment |
| 2. | To introduce students to somatoform and dissociative disorders - their symptoms, causes and treatment |
| 3. | To introduce students to schizophrenia spectrum, other psychotic disorders and mood disorders - their symptoms, causes and treatment |
| 4. | To sensitize students about mental health issues in society |
| 5. | To lay a foundation for higher education and a professional career in Clinical Psychology |

Course Content

| Unit No. | Content | Lectures |
|----------|---------|----------|
|----------|---------|----------|

| | | |
|---|---|-----------|
| <p>1: Anxiety Disorders, Obsessive Compulsive and Related Disorders</p> | <p>The Fear and Anxiety Response Patterns</p> <p>Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia.</p> <p>Generalized Anxiety Disorder.</p> <p>Obsessive-compulsive and Related Disorders.</p> | <p>09</p> |
| <p>2: Somatic Symptom and Dissociative Disorders</p> | <p>Somatic Symptoms and Related Disorders</p> <p>Somatic Symptoms Disorder</p> <p>Hypochondriasis</p> <p>Somatization Disorder</p> <p>Pain Disorder</p> <p>Illness Anxiety Disorder</p> <p>Conversion Disorder.</p> <p>Dissociative disorders</p> <p>Depersonalization/Derealization Disorder,</p> <p>Dissociative Amnesia</p> <p>Dissociative Fugue</p> <p>Dissociative Identity Disorder.</p> | <p>09</p> |
| <p>3: Schizophrenia Spectrum and Other Psychotic Disorders</p> | <p>Schizophrenia – Clinical Picture</p> <p>Other Psychotic Disorders – Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder, Brief Psychotic Disorder</p> <p>Risk and Causal Factors</p> <p>Treatments and Outcomes</p> | <p>09</p> |
| <p>4: Mood Disorders and Suicide</p> | <p>Unipolar Depressive Disorders</p> <p>Dysthymia Disorder</p> <p>Major Depressive Disorder.</p> | <p>09</p> |

| | | |
|--|---|----|
| | <p>Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders</p> <p>Bipolar and Related Disorders</p> <p>Cyclothymic Disorder, Bipolar Disorder (I and II)</p> <p>Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors.</p> <p>Sociocultural Factors Affecting Unipolar and Bipolar Disorders,</p> <p>Treatment and Outcomes.</p> <p>Suicide: The Clinical Picture and the Causal Pattern.</p> | |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Visits to Hospitals, Clinics and Assessment Centres, and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester VI: Abnormal Psychology: Part II (Paper Pattern)

Duration: 2 hours Marks: 60

Q.1 Essay Type (1 out of 2) 15 marks

Q.2 Essay Type (1 out of 2) 15 marks

Q.3 Essay Type (1 out of 2) 15 Marks

Q.4 Short Notes (3 out of 5) 15 Marks

Course Outcomes

After completing this course, students should be able to..

| | |
|------------|--|
| CO1 | Identify symptoms of anxiety disorders, obsession and related disorders and - demonstrate understanding of causes and treatment of the same. |
|------------|--|

| | |
|------------|---|
| CO2 | Identify symptoms of somatoform and dissociative disorders and - demonstrate understanding of causes and treatment of the same. |
| CO3 | Identify symptoms of schizophrenia spectrum and other psychotic disorders and mood disorders and demonstrate understanding of causes and treatment of the same. |
| CO4 | Show sensitivity towards people suffering from mental health issues. |
| CO5 | Feel interested and motivated to pursue further study and develop a professional career in the field of clinical psychology. |

Recommended Resources

| | |
|------------------------|--|
| Text Books | 1. Butcher, J. N.; Hooley, J. M.; Mineka, S. & Dwivedi, C. B. (2018). Abnormal Psychology (16 th ed.). Pearson India Education Services Pvt Ltd. |
| Reference Books | <ol style="list-style-type: none"> 1. Barlow, D.H., & Durand, V.M. & Hoffmann, S. G. (2018). Abnormal Psychology: An Integrative Approach. (8th ed.). New Delhi: Cengage Learning India Private Limited 2. Cockerham, W.C. (2017). Sociology of Mental Disorders. London: Routledge. 3. Flexner, W. (2006). Abnormal Psychology. New Delhi: Sarup & Sons. 4. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A Dimensional Approach. New Delhi: Cengage Learning India Private Limited 5. Nolen-Hoeksema, S. (2005). Abnormal Psychology. 3rd Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited. 6. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall 7. Sarason, I. G. & Sarason, B. R. (2020). Abnormal Psychology: The Problem of Maladaptive Behaviour. Pearson India Education Services Pvt Ltd. 8. Wenar, C. & Kerig, P. (2000). Developmental Psychopathology: From Infancy through Adolescence. 4th edition. New Delhi: McGraw Hill. 9. Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015) |

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester VI

Course: Industrial-Organizational Psychology Part II

| Course Code | Paper Title | Credit |
|--------------------|--|---------------|
| APSY603 | Industrial- Organization Psychology | 3.5 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|--|---|---|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY 603 |
| iii) Course Title | : | Psychology VI: Industrial-Organizational Psychology: Part II |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 3.5 |
| vii) No. of lectures per Unit | : | Approximately 06 |
| viii) No. of lectures per week | : | 02 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: VI

Course: Psychology VI: Industrial-

Course Code : APSY 603

Organizational Psychology Part II

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|---|---|---|-----|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 3 | - | - | 3.5 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) - 2Hrs. | | | | | | | | | | |

Prerequisite:

Basic interest in Industrial and Organizational Psychology behavior.

Understanding of basic theoretical concepts in Industrial and Organizational Psychology.

Understanding applications of theoretical concepts in the field of Industrial and Organizational Psychology.

Course Objectives

| | |
|----|--|
| 1. | To acquaint students with the basic concepts in Industrial and Organizational Psychology. |
| 2. | To help students understand theories of leaderships and theories of motivation and job attitude and its application in the world of work |
| 3. | To help students comprehend various structures and functions of the organization in the field of Industrial and Organizational Psychology. |
| 4. | To make students aware of various dimensions of stress experience at the work place |
| 5. | To create a foundation for higher education and a professional career in Industrial and Organizational Psychology. |

Course Content

| Unit No. | Content | Lectures |
|----------|---------|----------|
|----------|---------|----------|

| | | |
|--|--|-----------|
| <p>Unit 1 : Leadership</p> | <p>The quality of Modern Leadership</p> <p>Leadership theories:</p> <p>Leadership styles</p> <p>The role of Power</p> <p>the role of expectations</p> <p>Leadership Functions</p> <p>Characteristic of Successful Leaders</p> <p>Pressures and Problems of Leaders</p> <p>Diversity Issues in Management</p> | <p>06</p> |
| <p>Unit 2 Motivation, Job Satisfaction , and Job Involvement</p> | <p>Content Theories of motivation</p> <p>Achievement Motivation theory</p> <p>Needs Hierarchy Theory</p> <p>Motivation-Hygiene (Two Factor theory)</p> <p>Job Characteristic Theory</p> <p>Process theories of Motivation:</p> <p>Valence-instrumental Expectancy theory</p> <p>Equity Theory</p> <p>goal-setting Theory</p> <p>Job Satisfaction: the quality of Life at work</p> <p>Measurement</p> <p>Personal Characteristic and job satisfaction</p> <p>the impact of Unemployment</p> <p>Job-Satisfaction and on-the-Job Behavior</p> <p>The relationship between job Satisfaction and Pay</p> <p>Perceived Pay Equity</p> <p>Merit Pay</p> | <p>06</p> |

| | | |
|---|--|----|
| | <p>Wage-incentive Pay systems</p> <p>Job involvement and organization Commitment:</p> <p>Personal Factors</p> <p>Organizational Factors</p> <p>Types of commitment</p> <p>Organizational Citizen Behavior</p> | |
| <p>unit 3 :</p> <p>The organization of the organization</p> | <p>Bureaucratic organizations of the Past</p> <p>high-Involvement Management and Employee Participation</p> <p>Total quality Management</p> <p>Organizational Change</p> <p>Socialization of new Employees</p> <p>Organizational Culture</p> <p>Labor unions</p> <p>Informal Groups: Organization within the organization</p> <p>Technological Change and Organizational Structure</p> | 06 |
| <p>unit 4</p> <p>Stress in the Workplace</p> | <p>Occupational Health Psychology</p> <p>Physiological Effects of Stress</p> <p>Psychosomatic Disorders</p> <p>Job Satisfaction and Feeling of Control</p> <p>Individual Difference in Responding to Stress</p> <p>Personality Factors</p> <p>Type of Occupation</p> <p>Gender difference</p> <p>Work-Family Balance</p> | 06 |

| | | |
|--|---|-----------|
| | <p>Organizational Assistance for Work-Family Conflicts</p> <p>Stressors in the Work Environment</p> <p>Work Overload and Underload</p> <p>Organizational Change</p> <p>Role Ambiguity and Role Conflict</p> <p>Bad Bosses, Technology and other Stressors</p> <p>Burnout</p> <p>Workaholism</p> <p>Stress- Management Programs</p> <p>Organizational Efforts</p> <p>Individual Efforts</p> <p>Work Schedules</p> <p>Working Hours</p> <p>Permanent Part-time-Employment</p> <p>the four-day Workweek</p> <p>Flexible Work Schedules</p> <p>Rest Breaks</p> <p>Shift Work</p> <p>Psychological And Social Issues</p> <p>Job Simplification</p> <p>Boredom and Monotony</p> <p>Physical Fatigue</p> <p>Ethnic and Gender Harassment</p> <p>Telecommuting: the Virtual Workplace at Home</p> | |
| | <p>Total Lectures</p> | <p>24</p> |

Beyond the Syllabus

Students' Presentations, Group Discussions, Administration of psychological test for self-awareness, Conducting Interactive Workshops and minor research Studies related to industrial Psychology.

Semester VI: Industrial- Organizational Psychology (Paper Pattern)

Duration: 2 hours

Marks: 60

Q.1 Essay Type (1 out of 2)

15 marks

Q.2 Essay Type (1 out of 2)

15 marks

Q.3 Essay Type (1 out of 2)

15 Marks

Q.4 Short Notes (3 out of 5)

15 Marks

Course Outcomes

After completing the course, students should be able to...

| | |
|------------|---|
| CO1 | Understand the basic concepts and modern trends in Industrial Psychology. |
| CO2 | Comprehend the basic foundational theories of Industrial Psychology. |
| CO3 | Identify demands focused goals and the skills required to work effectively in the work setting. |
| CO4 | Prepare the ground to guide them to apply the concepts in the field of Industrial and Organizational Psychology. |
| CO5 | Have an overview on the need of further professional career in the field of Industrial and Organizational Psychology. |

Recommended Resources

| | |
|------------------------|--|
| Text Books | 1) Schultz, D., & Schultz, S. E. (2010). <i>Psychology and Work Today</i> .(10 th ed.). Pearson Prentice Hall |
| Reference Books | 1) Aswathappa, K. (2005). <i>Human Resource and Personnel Management – Text and Cases</i> , 4 th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd. 2) Landy, F. J., & Conte, J. M. (2013). <i>Work In The 21st Century: An Introduction to Industrial and Organizational Psychology</i> , 4 th Edition, John Wiley & sons, USA (Indian reprint 2015) |

- 3) Luthans, F. (2005). *Organizational Behavior*. (10th ed.). McGraw Hill.
- 4) Muchinsky, P.M. (2003). *Psychology Applied to Work*.(7th ed.). Wadsworth/ Thomson Learning
- 5) Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11thed.). Tata McGraw- Hill
- 6) Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester VI

Course: Psychology Paper VII: Cognitive Psychology Part II

| Course Code | Paper Title | Credit |
|--------------------|--|---------------|
| APSY604 | Cognitive Psychology: Part II | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY604 |
| iii) Course Title | : | Cognitive Psychology Part II |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | Approximately 09 |
| viii) No. of lectures per week | : | 03 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Programme: TYBA

Semester: VI

Course : Cognitive Psychology: Part II

Course Code : APSY604

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 4 | - | - | 4 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite:

Understanding of basic concepts and theories of Psychology

Basic Interest in cognitive processes.

Course Objectives

| | |
|---|---|
| 1 | To acquaint the students with fundamental concepts in Cognitive Psychology |
| 2 | To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes. |
| 3 | To help students understand various research design and build research skills for the field of Cognitive Psychology. |
| 4 | To make the students aware of the applications of concepts of Cognitive Psychology in different areas of day to day life. |
| 5 | To create a foundation for higher education and a career in the field of Cognitive Psychology. |

Course Content

| Unit No. | Content | Lectures |
|----------|---------|----------|
|----------|---------|----------|

| | | |
|---|---|----|
| 1. Visual Imagery and Spatial Cognition | Codes in Long-Term Memory Empirical investigations of Imagery The Nature of Mental Imagery Neuropsychological Findings Spatial Cognition. | 09 |
| 2. Attention: Deploying Cognitive Resources | Selective Attention; Neural Underpinnings of Attention Automaticity and the Effects of Practice Divided Attention | 09 |
| 3, Perception: Recognizing Patterns and Objects | Gestalt Approaches to Perception Bottom-Up Processes and Top-Down Processes Direct Perception; Disruptions of Perception: Visual Agnosias. | 09 |
| 4: Reasoning and Decision Making | Reasoning; Types of Reasoning Decision Making Cognitive Illusions in Decision Making Utility Models of Decision Making Descriptive Models of Decision Making Neuropsychological Evidence on Reasoning and Decision Making. | 09 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Visits to Neuroscience Institutes/ Hospitals and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester VI: Cognitive Psychology: Part II (Paper Pattern)

| | |
|------------------------------|-----------|
| Duration: 2 hours | Marks: 60 |
| Q.1 Essay Type (1 out of 2) | 15 marks |
| Q.2 Essay Type (1 out of 2) | 15 marks |
| Q.3 Essay Type (1 out of 2) | 15 Marks |
| Q.4 Short Notes (3 out of 5) | 15 Marks |

Course Outcomes

After completing this course, students should be able to...

| | |
|------------|---|
| CO1 | Demonstrate understanding of the fundamental concepts of Cognitive Psychology. |
| CO2 | Apply the theoretical orientation of Cognitive Psychology for the course on Practicum in Cognitive Processes. |
| CO3 | Conduct research in the field of Cognitive Psychology. |
| CO4 | Apply different concepts of Cognitive Psychology in everyday life. |
| CO5 | Feel interested and motivated to pursue further study in the field of Cognitive Psychology. |

Recommended Resources

| | |
|------------------------|---|
| Text Books | 1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5 th ed.). Sage Publications (Indian reprint 2015) |
| Reference Books | <ol style="list-style-type: none"> 1. Ashcraft, M. H. & Radvansky, G. A. (2010). Cognition. (5th ed), New Delhi: Dorling Kindersley (India) Pvt Limited. 2. Best, J. B. (1999). Cognitive Psychology. 5th Edition. New York: Wadsworth Publishing Company. 3. Eysenck, M. W. & Keane, M. () Cognitive Psychology: A Student's Handbook. 5th Edition. New York: Psychology Press. 4. Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology. 7th Edition. New Delhi: Tata McGraw Hill. 5. Matlin, M.W. (1998). Cognition. (4th Edition). New York: Harcourt Brace College Publishers. 6. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). New Delhi: Dorling Kindersley India pvt ltd. |

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for TYBA

(June 2023 Onwards)

Program: BA

Semester VI

**Course: Psychology Paper VIII: Practicals in Psychological Research: Experimentation,
Qualitative Research, Psychological Testing and Statistical Tools**

| Course Code | Paper Title | Credit |
|--------------------|---|---------------|
| APSY605 | Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools | 04 |

1. Syllabus as per **Choice Based Credit System**

| | | |
|---|---|---|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY605 |
| | | Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools |
| iii) Course Title | : | |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 04 |
| vii) No. of lectures per Unit | : | 06 lectures per batch of 8 students |
| viii) No. of lectures per week | : | 15 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam: 60 marks |
| | | Internal Assessment 40 marks: |
| | | Research Project: 20 marks |
| | | Viva on Research Project 1; 10 marks |
| 2 Scheme of Examination | : | Journal Writing: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |

6 Special Ordinances / Resolutions, if any : No

| | |
|--|----------------------|
| Programme: TYBA | Semester: VI |
| Course: Practicals in Psychological Research: Experimentation, Qualitative Research, Psychological Testing and Statistical Tools | Course Code: APSY605 |

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|---|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 6 | - | - | 4 | 20 | 10 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

| | |
|---------------|--|
| Prerequisite: | Understanding of basic concepts of Psychology Understanding of basic principles of statistics |
|---------------|--|

| Course Objectives | |
|-------------------|--|
| 1 | To orient students to the basics of qualitative method as a research tool in psychology |
| 2 | To introduce Software Packages for Qualitative Data Analysis |
| 3 | To provide hands-on experience in experimentation by introducing manual experiments that will involve conduction of the experiment, data collection, data analysis using non-parametric tests and report writing using APA style |
| 4 | To familiarize students with administration, scoring and interpretation of psychological tests and the process of establishing their psychometric properties. |
| 5 | To equip students to design, execute and write reports on qualitative psychological research. |

Course Content

| Unit No. | Content | Lectures |
|--|---|----------|
| 1. Qualitative Research: An Introduction, Data Collection and Analysis | Nature of Qualitative Research Qualitative Research Methods Data Collection and Analysis | - |
| 2. Software Packages for Qualitative Data Analysis | Qualitative Data Analysis Software (QDAS): Electronic File Conversion, Coding, Theme Analysis and Generating Report NVivo: Importing of word docs, PDFs and audio, Automated Transcription and Coding, Analysis and Report Writing | - |
| 3: Introduction, Conduction of Experiment 1 and 2, Analysis of Data and Report Writing (Problem Solving by Analogy/ Semantic Integration/ Heuristics) (chi-square and other non-parametric test) | Introduction of the Experiment Conduction of the Experiment Informed consent, Instructions and Conduction Recording and analysis of Data: Manual and Excel Debriefing Analysis of Data: Applying non-parametric Tests and interpreting the data gathered Report Writing | - |
| 4. Administration, Scoring and Interpretation of 2 Psychological Tests and calculation of Related Statistics | Administration Scoring Interpretation of test Calculation of Z score and its interpretation Inter Item Consistency Split-half Reliability | - |
| 5. Executing and Presenting a Qualitative Research Project | Preparing a proposal of research project Literature Review Data Collection and Analysis | - |

| | | |
|---------------------------------|--|---|
| (Internal Component) (30 marks) | Writing report Presentation of the research project | - |
| | | - |

Beyond the Syllabus

Students' Presentations, Use of E-learning and Executing Research Project.

Semester VI: Practicals in Cognitive Processes and Psychological Testing : Part II

(Paper Pattern)

Duration: 2.30 hours

Marks: 60

Conduction of Manual Experiments and Report Writing on Data Collected and Given

Viva on Experiments conducted/theoretical practicals

Course Outcomes

After completing this paper, students should be able to...

| | |
|------------|---|
| CO1 | Demonstrate understanding of basics of qualitative method as a research tool in psychology |
| CO2 | Use Software Packages for Qualitative Data Analysis |
| CO3 | Conduct manual experiments, collect data, apply non-parametric tests for data analysis, interpret the findings and write a research report using APA style. |
| CO4 | Administer, score and interpret psychological tests in a standardized manner and establish psychometric properties of a test. |
| CO5 | Carry out qualitative research investigation |

Recommended Resources

Books for Reference

1. Anastasi, A. & Urbina, S. (2017). Psychological testing. (7th ed.). Noida, UP: Pearson India Education Services Pvt Ltd
2. Aaron, A., Aaron, E. N. & Coups, E. J. (2006). Statistics for psychology. (4th ed.). New Delhi: Pearson Education Inc. and Dorling Kindersley Publishing, Inc.

3. 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)
4. Elmes, D. G.; Kantowitz, B. H. & Roediger III, H. L. (1999). Research methods in psychology. New York: Brooks/Cole Publishing Company.
5. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. USA: Thomson Wadsworth
6. Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
7. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Delhi: Cengage Learning
8. Mangal, S. K. (2012). Statistics in Psychology and Education. New Delhi : PHI Learning Private Limited.
9. Minium, E. W.; King, B. M. & Bear, G. (2001). Statistical Reasoning in Psychology and Education. (3rd Ed). New York: John Wiley and Sons.
10. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press.
11. Sommer, B. & Sommer, R. (1997). A practical guide to behavioural research: Tools and Techniques. (4th ed). New York: Oxford University Press.
12. Spiegel, M. R. & Stephens, L. J. (2011). Statistics. (4th ed.) New Delhi: Tata-McGraw-Hill Education Pvt Ltd.

Syllabus Prepared by:

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Syllabus for TYBA

(June 202 Onwards)

Program: BA

Semester VI

Course: Psychology Paper IX: Counselling Psychology: Theories and Approaches

| Course Code | Paper Title | Credit |
|--------------------|--|---------------|
| APSY606 | Counselling Psychology: Theories and Approaches | 3.5 |

1.Syllabus as per **Choice Based Credit System**

| | | |
|--|---|--|
| i) Name of the Programme | : | T.Y.B.A. Psychology |
| ii) Course Code | : | APSY606 |
| iii) Course Title | : | Counselling Psychology: Theories and Approaches |
| iv) Semester wise Course Contents | : | Copy of the syllabus Enclosed |
| v) References and additional references | : | Enclosed in the Syllabus |
| vi) Credit structure | : | |
| No. of Credits per Semester | : | 3.5 |
| vii) No. of lectures per Unit | : | Approximately 06 |
| viii) No. of lectures per week | : | 02 |
| ix) No. of Tutorial per week | : | --- |
| | | Semester End Exam:60 marks (4 Questions of 15 marks) |
| | | Internal Assessment 40 marks: Class Test: 15 marks |
| | | Project/ Assignment: 15 marks |
| 2 Scheme of Examination | : | Class Participation: 10 marks |
| 3 Special notes, if any | : | No |
| 4 Eligibility, if any | : | As laid down in the College Admission brochure / website |
| 5 Fee Structure | : | As per College Fee Structure specifications |
| 6 Special Ordinances / Resolutions, if any | : | No |

Course: Counselling Psychology: Theories and Approaches

Course Code: APSY606

| Teaching Scheme (Hrs/Week) | | | | Continuous Internal Assessment (CIA) 40 marks | | | | | End Semester Examination | Total |
|--|---|---|-----|---|-------|-------|-------|-----|--------------------------|-------|
| L | T | P | C | CIA-1 | CIA-2 | CIA-3 | CIA-4 | Lab | Written | |
| 3 | - | - | 3.5 | 15 | 15 | 10 | | - | 60 | 100 |
| Max. Time, End Semester Exam (Theory) -2Hrs. | | | | | | | | | | |

Prerequisite: Understanding of basic concepts and theories of Psychology
Basic Interest in Human Behaviour

Course Objectives

| |
|---|
| 1) To orient students to various theories and approaches to counseling. |
| 2) To make students comprehend how human problems are conceptualized by theories and approaches to counseling |
| 3) To help students understand techniques offered by various approaches to counseling |
| 4) To foster the ability to critically evaluate different approaches to counseling |
| 5) To lay a foundation for higher education in Counseling and build a career as a professional counsellor. |

Course Content

| Unit No. | Content | Lectures |
|--|--|----------|
| Unit 1. Psychodynamic and Humanistic Approaches | Psychoanalytic Therapy Adlerian Therapy Existential Therapy Person-Centered Therapy | 06 |

| | | |
|---|---|----|
| | Gestalt Therapy | |
| Unit 2. Behavioural and Cognitive- Behavioural Approaches | Behavioral Therapy Cognitive Behaviour Therapy Choice Theory/Reality Therapy | 06 |
| Unit 3. Family Systems Therapy Approaches | Multigenerational Family Counseling Structural Family Counseling Strategic (Brief) Counseling | 06 |
| Unit 4. Postmodern Approaches | Solution-focused Counseling Narrative Counseling Crisis Counseling | 06 |
| | Total No. of Lectures | 36 |

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Visits to Counselling Centres, Workshops and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester VI: Counselling Psychology: Theories and Approaches (Paper Pattern)

Duration: 2 hours Marks: 60

Q.1 Essay Type (1 out of 2) 15 marks

Q.2 Essay Type (1 out of 2) 15 marks

Q.3 Essay Type (1 out of 2) 15 Marks

Q.4 Short Notes (3 out of 5) 15 Marks

Course Outcomes

After completing the course, students should be able to...

| | |
|------------------------------|--|
| CO1 | Demonstrate understanding of various theories and approaches to counseling. |
| CO2 | Conceptualize the human problems using various theories and approaches to counseling |
| CO3 | Identify and discern the appropriateness of various counseling techniques to the presenting problems |
| CO4 | Critically evaluate different approaches to counseling |
| CO5 | Feel interested and motivated to pursue further study in the field of Counseling Psychology. |
| Recommended Resources | |
| Text Books | <ol style="list-style-type: none"> 1. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy. 10th Edition. New Delhi: Cengage Learning India Private Limited. 2. Gladding, S. T. & Batra, P. (2020) Counseling: A Comprehensive Profession. 8th Edition. Pearson India Education Services Pvt Ltd. |
| Reference Books | <ol style="list-style-type: none"> 1. Baruth, L. G. & Manning, M. L. (1999). Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Second edition. New Jersey: Prentice Hall. 2. Gelso, C.J., & Fretz, B.R. (2001). <i>Counseling Psychology: Practices, Issues, and Intervention</i>. First Indian reprint 2009 by Cengage Learning India 3. McLeod, J. (2009). <i>An Introduction to Counseling</i>. (4th ed.). Open University Press/ McGraw-Hill Higher Education 4. Welfel, E. R., & Patterson, L. E. (2005). <i>The Counseling Process: A Multi-theoretical Integrative Approach</i>. (6th ed.). Singapore: Thomson Brooks/ Cole |

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