

**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 2020 Onwards)

Program: BA

Semester 5

**Course: Psychology Paper IV: Psychological Testing and Statistics: Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY501</b>	<b>Psychological Testing and Statistics: Part I</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY501</b>
iii) Course Title	:	<b>Psychological Testing and Statistics Part I</b>
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 10-12
viii) No. of lectures per week	:	04
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



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Programme: TYBA

Semester: V

Course: Psychological Testing and Statistics: Part I

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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**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 help students understand the process of test construction and its technical features.
3. To create awareness about measurement of intelligence and assessment of personality
4. To introduce to the students, different concepts in statistics and the various measures of descriptive statistics – their characteristics, uses, application and methods of calculation.
5. To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics.

### Course Content

Unit No.	Module No.	Content	Lectures
<b>1</b> <b>Psychological Testing Assessment and Norms.</b>	I	Definition of Testing and Assessment; The Process and Tools of Assessment	12
	II	The Parties and Types of Settings Involved	
	III	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	
<b>2. Reliability and Validity</b>	I	The Concept of Reliability; Sources of Error Variance	



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	II	Reliability Estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability	11
	III	Using and Interpreting a Coefficient of Reliability – Purpose of The Reliability Coefficient, Nature of The Test, The True Score Model of Measurement	
	IV	Reliability and Individual Scores: SEM and SE-Difference	
	V	The Concept of Validity; Face and Content Validity	
	VI	Criterion-Related Validity and Construct Validity.	
	VII	Validity, Bias, and Fairness	
<b>3. Types of scores, Types of scales, Frequency Distribution, Graphic representations</b>	I	Continuous and Discrete Scores – Meaning and Difference; Nominal, Ordinal, Interval and Ratio Scales of Measurement	11
	II	Preparing a Frequency Distribution; Advantages and Disadvantages of Preparing a Frequency Distribution; Smoothed Frequencies: Method of Running Averages	
	III	Graphic Representations: Frequency Polygon, Histogram, Cumulative Frequency Curve, Ogive, Polygon of Smoothed Frequencies)	
<b>4. Measures of Central Tendency, Concept of Probability, Normal Probability Curve, Skewness and Standard Scores.</b>	I	Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean	11
	II	Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode	
	III	The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve	
	IV	Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation	
	V	Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores.	
	<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

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



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their Psychometric Properties.

**Semester V: Psychological Testing and Statistics: Part I (Paper Pattern)**

**Duration: 2 hours**

**Marks: 60**

Q.1 Essay Type (1/2) (Unit 2)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 1)	15 Marks

**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Demonstrate understanding of the fundamental concepts of Psychological Testing and Assessment.
<b>CO2</b>	Construct a psychological test.
<b>CO3</b>	Understand how intelligence is measured and personality is assessed.
<b>CO4</b>	Apply Statistical concepts for Psychological Testing and assessment.
<b>CO5</b>	Feel interested and motivated to pursue further study in the field of Psychological Testing, Assessment and Statistics.

**Recommended Resources**

<b>Text Books</b>	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)
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Aaron, A., Aaron, E. N., &amp; Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007</li> <li>2. Aiken, L. R., &amp; Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi</li> <li>3. Anastasi, A. &amp; Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2017</li> <li>4. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi</li> <li>5. Kaplan, R. M., &amp; Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Cengage Learning India Pvt Ltd.</li> <li>6. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Limited.</li> <li>7. Mangal, S.K. (2002). Statistics in Psychology and Education. 2<sup>nd</sup> Edition. New Delhi: Prentice Hall of India Pvt Limited</li> <li>8. Minium, E. W., King, B. M., &amp; Bear, G. (2004). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley &amp; Sons.</li> </ol>



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**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)
3. Ms. Mugdha Desai, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)



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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 5

**Course: Psychology Paper V: Abnormal Psychology: Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY502</b>	<b>Abnormal Psychology: Part I</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY502</b>
iii) Course Title	:	<b>Abnormal Psychology: Part I</b>
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 10-12
viii) No. of lectures per week	:	04
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





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Programme: TYBA  
 Course : Abnormal Psychology: 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	
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										
									100	

**Prerequisite: Understanding of basic concepts and theories of Psychology**  
**Basic Interest in Psychopathology**

**Course Objectives**

1. To acquaint students with basic concepts in Abnormal Psychology and the theories about Abnormality.
2. To make students understand the process of assessment and diagnosis of mental disorders
3. To make students aware about different Psychological Disorders – their symptoms, causes and treatment
4. To sensitize students about Mental Health problems in society
5. To lay a foundation for higher education and a professional career in Clinical Psychology

**Course Content**

Unit No.	Module No.	Content	Lectures
<b>1: Abnormality: Meaning, Historical and Contemporary Views, Clinical Assessment and Diagnosis</b>	I	What do we mean by Abnormality?	12
	II	Historical and Contemporary Views of Abnormal Behaviour	
	III	Clinical Assessment and Diagnosis	
<b>2: Causal</b>	I	Causes and Risk factors for Abnormal Behaviour.	



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<b>Factors and Viewpoints</b>	II	The Biological Viewpoint and Biological Causal Factors	11
	III	The Psychological viewpoints and Psychological Causal Factors	
	IV	The Sociocultural Viewpoints and Sociocultural Causal Factors	
<b>3: Panic, Anxiety, Obsessions and Their Disorders</b>	I	The Fear and Anxiety Response Patterns-Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia.	11
	II	Generalized Anxiety Disorder.	
	III	Obsessive-compulsive and Related Disorders.	
<b>4: Somatic Symptom and Dissociative Disorders</b>	I	Somatic Symptom and Related Disorders – Somatic Symptoms Disorder, Hypochondriasis, Somatization Disorder, Pain Disorder, Illness Anxiety Disorder, Conversion Disorder.	11
	II	Dissociative disorders - Depersonalization/Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.	
<b>Total No. of Lectures</b>			<b>45</b>

**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: Abnormal Psychology: Part I (Paper Pattern)**

**Duration: 2 hours**

**Marks: 60**

Q.1 Essay Type (1/2) (Unit 2)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 1)	15 Marks

**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Demonstrate understanding of the fundamental concepts and theories of Abnormal Psychology
<b>CO2</b>	Apply the process of assessment and diagnosis of psychological disorders.
<b>CO3</b>	Comprehend different psychological disorders – their symptoms, causes and treatment
<b>CO4</b>	Feel concern towards people suffering from mental health issues.
<b>CO5</b>	Feel interested and motivated to pursue further study and develop professional career in the field of clinical psychology.



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**Recommended Resources**

**Text Books**

1. Butcher, J. N.; Hooley, J. M.; Mineka, S. & Dwivedi, C. B. (2018). Abnormal Psychology (16<sup>th</sup> ed.). India: Pearson India Education Services Pvt Ltd.

**Reference Books**

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. 3<sup>rd</sup> Edition. New Delhi: Tata McGraw-Hill Publishing Company Limited.
6. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6<sup>th</sup> 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. 4<sup>th</sup> 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)
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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 5

**Course: Industrial-Organizational Psychology :Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY503</b>	<b>Industrial-Organizational Psychology :Part I</b>	<b>3.5</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY 503</b>
iii) Course Title	:	<b>Psychology VI: Industrial-Organizational Psychology Part I</b>
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 9-10
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



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**Programme: TYBA**  
**Course : Psychology VI : Industrial-Organizational**  
**Psychology Part I**

**Semester: V**  
**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
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

**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 and modern trends in Industrial and Organizational Psychology .
- 2) To help the students understand the role of theories and importance of Psychological factors in the world of work.
- 3) To help students understand various structures and functions of the organization in the field of Industrial and Organizational Psychology.
- 4) To make the students aware of the conceptual applications 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.	Module No.	Content	Lectures
<b>1: Job Analysis</b>	I	What is job analysis? <ul style="list-style-type: none"> <li>• The Job-Oriented Approach</li> <li>• The Person-Oriented Approach</li> </ul>	9
	II	Purposes of job analysis <ul style="list-style-type: none"> <li>• Career Development</li> <li>• Legal issues</li> <li>• Performance Appraisal</li> </ul>	
	III	<ul style="list-style-type: none"> <li>• Selection</li> <li>• Training</li> <li>• Vocational Counselling</li> <li>• Research</li> </ul>	



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	<p style="text-align: center;">IV</p> <p style="text-align: center;">V</p> <p style="text-align: center;">VI</p>	<p>How job analysis information is collected</p> <ul style="list-style-type: none"> <li>• Who provides the information?</li> <li>• Approaches to Collecting Job Analysis Information <ul style="list-style-type: none"> <li>· Perform job</li> <li>· Observe Employee Working</li> <li>· Interview Employees</li> <li>· Administer a Questionnaire</li> <li>· Multiple Approaches</li> </ul> </li> </ul> <p>Methods of job analysis</p> <ul style="list-style-type: none"> <li>• Job Components Inventory</li> <li>• Position Analysis Questionnaire</li> <li>• Task Inventory</li> <li>• Choosing a Job Analysis Method</li> <li>• Job Analysis Method for Work Teams</li> </ul> <p>Reliability and validity of job analysis information</p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> </ul> <p>Job evaluation</p> <ul style="list-style-type: none"> <li>• Comparable Worth</li> </ul>	
<p><b>2: Performance Appraisal</b></p>	<p style="text-align: center;">I</p> <p style="text-align: center;">II</p> <p style="text-align: center;">IV</p> <p style="text-align: center;">V</p> <p style="text-align: center;">VI</p> <p style="text-align: center;">VII</p>	<p>Why do we appraise employees?</p> <ul style="list-style-type: none"> <li>• Administrative Decisions</li> <li>• Employee Development and Feedback</li> <li>• Research</li> </ul> <p>Performance criteria</p> <ul style="list-style-type: none"> <li>• Characteristics of Criteria</li> <li>• Criterion Complexity</li> <li>• Dynamic Criteria</li> <li>• Contextual Performance</li> </ul> <p>Methods of Assessing Job Performance</p> <ul style="list-style-type: none"> <li>• Objective Measures of Job Performance</li> <li>• Subjective Measures of Job Performance <ul style="list-style-type: none"> <li>· Graphic Rating Forms</li> <li>· Behavior-Focused Rating Forms</li> <li>· Development of Behavior-Focused Forms</li> <li>· Cognitive Processes Underlying Ratings</li> <li>· Models of the Rating Process</li> <li>· Content of Subordinate Effectiveness</li> <li>· Rater Bias and Error</li> <li>· Halo Error</li> <li>· Distributional Errors</li> <li>· Control of Rater Bias and Error</li> <li>· Error-Resistant Forms to Assess Performance</li> <li>· Rater Training to Reduce Errors</li> <li>· Other Factors that Influence Job Performance Ratings</li> </ul> </li> </ul>	<p style="text-align: center;">9</p>



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		360-Degree Feedback The impact of technology on performance appraisal Legal issues in performance appraisal	
<b>3: Assessment Methods for Selection and Placement</b>	I  V VI VII VIII IX	Job-Related characteristics. <ul style="list-style-type: none"> <li>• Psychological Tests <ul style="list-style-type: none"> <li>• Characteristics of psychological tests <ul style="list-style-type: none"> <li>• Group Versus Individually Administered Tests</li> <li>• Closed-Ended Versus Open-Ended Tests</li> <li>• Paper-and-Pencil Versus Performance</li> <li>• Power versus Speed Tests</li> </ul> </li> <li>• Ability Tests <ul style="list-style-type: none"> <li>• Cognitive Ability Tests</li> <li>• Psychomotor Ability Tests</li> </ul> </li> <li>• Knowledge and Skills Tests</li> <li>• Personality Tests</li> <li>• Emotional Intelligence Tests</li> <li>• Integrity Tests</li> <li>• Vocational Interest Test</li> <li>• Drug Test</li> </ul> </li> <li>Biographical Information</li> <li>Interviews</li> <li>Work Samples</li> <li>Assessment Centers</li> <li>Electronic Assessment <ul style="list-style-type: none"> <li>• Electronic Administration of Psychological Tests</li> <li>• Computer Adaptive Testing</li> </ul> </li> </ul>	9
<b>4: Training</b>	I II III	Needs assessment Objectives Training design <ul style="list-style-type: none"> <li>• Trainee Characteristics</li> <li>• Design Factors that Affect Transfer of Training <ul style="list-style-type: none"> <li>• Feedback</li> <li>• General Principles</li> <li>• Identical Elements</li> <li>• Overlearning</li> <li>• Sequencing of Training Sessions</li> </ul> </li> <li>• Work Environment</li> <li>• Training Methods <ul style="list-style-type: none"> <li>▪ Audiovisual Instruction</li> <li>○ Conference</li> <li>○ Lecture</li> <li>○ Modeling</li> </ul> </li> </ul>	9





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		<ul style="list-style-type: none"> <li>○ On- the Job Training</li> <li>○ Role –Playing</li> <li>○ Simulations</li> <li>○ Electronic Training</li> <li>○ Mentoring</li> <li>○ Executive Coaching</li> <li>● Delivery of a Training Program</li> <li>● Evaluation of a Training Program <ul style="list-style-type: none"> <li>Set Criteria</li> <li>Choose Design</li> </ul> </li> <li>● Choose Measures of the Criteria</li> <li>● Collect Data</li> <li>● Analyze and Interpret Data</li> </ul>	
<b>Total No. of Lectures</b>			36

**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 (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 2)	15 Marks

**Course Outcomes**

**Students should be able to...**

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

**Recommended Resources**

<b>Text Books</b>	1) Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)
<b>Reference Books</b>	1) Aswathappa, K. (2005). <i>Human Resource and Personnel Management – Text and Cases</i> , 4 <sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd. 2) Landy, F. J., & Conte, J. M. (2013). <i>Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology</i> , 4 <sup>th</sup> Edition,



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John Wiley & sons, USA (Indian reprint 2015)

- 3) Luthans, F. (2005). *Organizational Behavior*. (10<sup>th</sup> ed.). McGraw Hill.
- 4) Muchinsky, P.M. (2003). *Psychology Applied to Work*.( 7<sup>th</sup> ed.). Wadsworth/ Thomson Learning
- 5) Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11<sup>th</sup>ed.). Tata McGraw- Hill
- 6) Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*.( 10<sup>th</sup> ed.). Pearson Prentice Hall

**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)
3. Ms. Mugdha Desai, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)



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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 5

**Course: Psychology Paper VII: Cognitive Psychology - Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY504</b>	<b>Cognitive Psychology: Part I</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY504</b>
iii) Course Title	:	<b>Cognitive Psychology Part I</b>
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 10-12
viii) No. of lectures per week	:	04
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



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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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**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.	Module No.	Content	Lectures
<b>1: Cognitive Psychology: History Methods and Paradigms</b>	I	Influences on The Study of Cognition.	12
	II	Research Methods in Cognitive Psychology	
	III	Paradigms of Cognitive Psychology	
<b>2. Perception: Recognizing Patterns and Objects</b>	I	Gestalt Approaches to Perception	
	II	Bottom-Up Processes and Top-Down Processes	
	III	Direct Perception;	
	IV	Disruptions of Perception: Visual Agnosias.	



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			11
<b>3. Attention: Deploying Cognitive Resources</b>	I II III IV	Selective Attention; Neural Underpinnings of Attention Automaticity and the Effects of Practice Divided Attention	11
<b>4. Working Memory: Forming and Using New Memory Traces</b>	I II III IV	Traditional Approaches to the Study of Memory; Working Memory Executive Functioning Neurological Studies of Memory Processes	11
<b>Total No. of Lectures</b>			45

**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 (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 2)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 3)	15 Marks

**Course Outcomes**

**Students should be able to...**

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

**Recommended Resources**

<b>Text Books</b>	1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5 <sup>th</sup> ed.). Sage Publications (Indian reprint 2015)
<b>Reference Books</b>	1. Ashcraft, M. H. & Radvansky, G. A. (2010). Cognition. (5 <sup>th</sup> ed), New Delhi: Dorling Kindersley (India) Pvt Limited. 2. Best, J. B. (1999). Cognitive Psychology. 5 <sup>th</sup> Edition. New York:



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Wadsworth Publishing Company.

3. Eysenck, M. W. & Keane, M. () Cognitive Psychology: A Student's Handbook. 5<sup>th</sup> Edition. New York: Psychology Press.
4. Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology. 7<sup>th</sup> Edition. New Delhi: Tata McGraw Hill.
5. Matlin, M.W. (1998). Cognition. (4<sup>th</sup> 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 2020 Onwards)

Program: BA

Semester 5

**Course: Psychology Paper VIII: Practicals in Cognitive Processes and  
Psychological Testing: Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY505</b>	<b>Practicals in Cognitive Processes and Psychological Testing : Part I</b>	<b>04</b>





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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY505</b>
iii) Course Title	:	<b>Practicals in Cognitive Processes and Psychological Testing: Part I</b>
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 14
viii) No. of lectures per week	:	06 lectures per batch of 8 students
ix) No. of Tutorial per week	:	---
2 Scheme of Examination	:	Semester End Exam:60 marks ( Internal Assessment 40 marks: Designing the Experiment: 30 marks 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



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Programme: TYBA

Semester: V

Course: Practicals in Cognitive Processes and  
 Psychological Testing : Part I

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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

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

**Course Objectives**

1. To orient students to basics of designing the experiment.
2. To acquaint students with process of data analysis using different statistical techniques and report writing using APA style.
3. To familiarize students with qualitative research methods
4. To provide hands on experience in experimentation by introducing computer-based experiments.
5. To lay a foundation for evaluating and conducting scientific psychological research.

**(6 lectures per week per batch of 8 students)**

Unit No.	Module No.	Content
<b>1 Experiment as a Research Tool: An Orientation</b>	I	Experiment vs Correlational Methods
	II	Types of variables: IV, DV and Control Variables
	III	Types of Hypotheses
	IV	Types of Experimental designs
	V	Randomization and Counterbalancing
	VI	Confounding of Independent Variables
	VII	Sampling
	VIII	Ethical Issues in Experiment
	IX	Two Hypothetical Research Questions and One Experiment to Demonstrate Experiment as a Research Tool.
<b>2. Data Analysis: Descriptive</b>	I	Data Type: Nominal, Ordinal, Interval and Ratio.
	II	Types of Data Analysis



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<b>and Inferential Statistics</b>	III	1) Summarization of data though descriptive statistics 2) Understanding data though Associational Statistics 3) Drawing Conclusions through Inferential statistics Same Experiment as one used in Unit 1 to Demonstrate various types of data analysis
<b>3. Overview of Qualitative Research</b>	I II III	Nature of Qualitative Research Qualitative Research Methods Data Collection and Analysis
<b>4. Conduction and Report Writing of Two Coglab experiments</b>	4A  I II III  4B	Orientation to Coglab Experiments  Conduction of two Coglab Experiments – <b>1) Simon Effect</b> <b>2) Serial Position Effect</b>  Analysis of Data Report Writing  Writing a Research Report (Using APA Style)  Title Page Abstract Introduction and Review of literature Method Results Discussion References Table and Figures
<b>5. Designing an Experiment</b>	I  II	Preparing a proposal for a new experiment using inputs given in units 1, 2 and 4. Presenting the proposal.
		<b>Total No. of Lectures</b>

**Beyond the Syllabus**

Students' Presentations, Use of E-learning

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



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<b>Duration: 2 hours</b>	<b>Marks: 60</b>
<b>1.Coglab Experiments: Report Writing on Data Given</b>	
- Introduction	<b>10 marks</b>
- Method	<b>10 marks</b>
- Graph	<b>05 marks</b>
- Discussion	<b>10 marks</b>
<b>2. Viva on Theoretical Aspects of practicals (Unit 1, Unit 2 and Unit 3)</b>	<b>25 Marks</b>

### Course Outcomes

Students should be able to...

<b>CO1</b>	Demonstrate understanding of the fundamental concepts of experimental research method and qualitative research investigation.
<b>CO2</b>	Conduct and evaluate computer-based experiments.
<b>CO3</b>	Apply statistical techniques for data analysis
<b>CO4</b>	Write research report using APA style.
<b>CO5</b>	Conceptualize a new psychological experiment.

### Recommended Resources

#### Books for Reference:

- Anastasi, A. & Urbina, S. (2017). Psychological testing. (7th ed.). Noida, UP: Pearson India Education Services Pvt Ltd
- Aaron, A., Aaron, E. N. & Coups, E. J. (2006). Statistics for psychology. (4th ed.). New Delhi: Pearson Education Inc. and Dorling Kindersley Publishing, Inc.
- 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)
- Elmes, D. G.; Kantowitz, B. H. & Roediger III, H. L. (1999). Research methods in psychology. New York: Brooks/Cole Publishing Company.
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. USA: Thomson Wadsworth
- Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Delhi: Cengage Learning
- Mangal, S. K. (2012). Statistics in Psychology and Education. New Delhi : PHI Learning Private Limited.
- Minium, E. W.; King, B. M. & Bear, G. (2001). Statistical Reasoning in Psychology and Education. (3<sup>rd</sup> Ed). New York:



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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. (4<sup>th</sup> ed). New York: Oxford University Press.
12. Spiegel, M. R. & Stephens, L. J. (2011). Statistics. (4<sup>th</sup> ed.) New Delhi: Tata-McGraw-Hill Education Pvt Ltd.

**Syllabus Prepared by:**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 5

**Course: (Ancillary) Psychology Paper IX: Counselling Psychology: Part I**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY506</b>	<b>Counselling Psychology: Part I</b>	<b>3.5</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY506</b>
iii) Course Title	:	<b>Counselling Psychology: Part I</b>
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 9-10
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



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Programme: TYBA  
 Course: Counselling Psychology: Part I

Semester: V  
 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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

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

**Course Objectives**

- 1) To acquaint the students with nature of counseling and it's various dimensions.
- 2) To help students understand process and techniques of counseling.
- 3) To introduce various theories of counselling
- 4) To help students understand how to apply counseling for special issues and in various settings
- 5) To lay a foundation for higher education in Counseling and build a career as a professional counsellor.

**Course Content**

Unit No.	Module No.	Content	Lectures
<b>1. Personal, Professional and Ethical Aspects of Counseling</b>	I	Definition of Counseling • Guidance • Psychotherapy • Counseling	09
	II	The personality and Background of the Counselor • Negative Motivators for Becoming a Counselor • Motivators for Becoming a Counselor in India • Personal Qualities of an Effective Counselor • Maintaining effectiveness as a Counselor	
	III	Professional Aspects of Counseling • Levels of Helping • Professional Helping Specialties	
	IV	Attribution and Systematic Framework of the Counseling	





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	V	<ul style="list-style-type: none"> <li>• Attributes</li> <li>• Systems of Counseling</li> </ul> Engaging in Professional Counseling-Related Activities <ul style="list-style-type: none"> <li>• Continuing education</li> <li>• Supervision</li> <li>• Advocacy and Social justice</li> <li>• Portfolios</li> </ul>	
	VI	Ethical Aspect of Counseling <ul style="list-style-type: none"> <li>• Definitions of Ethics, Morality, and Law</li> <li>• Ethics and Counseling</li> <li>• Professional Codes of Ethics and Standards</li> <li>• Making Ethical Decisions</li> <li>• Educating Counselors in Ethical Decision Making</li> <li>• Ethics in Specific Counseling Situations</li> <li>• Multiple Relationships</li> <li>• Working with Counselors Who May Act Unethically</li> </ul>	
<b>2. Counseling in Multicultural Society and with Diverse Populations</b>	I II III IV V VI VII VIII IX X	Counseling Across Culture and Ethnicity Defining Culture and Multicultural Counseling History of Multicultural Counseling Difficulties and Issues in Multicultural Counseling Issues in Multicultural Counseling Counseling Considerations with Different Cultural Groups in India Counseling Aged Populations Gender-Based Counseling Counseling and Sexual Orientation Counseling and Spirituality	09
<b>3. Building a Counseling Relationship</b>	I II III IV	Factors that Influence the Counseling Process Types of Initial Interviews Conducting the Initial Interview Exploration and the Identification of Goals	09
<b>4. Working and Closing a Counseling Relationship</b>	I II III IV	Counselor skills in the Working Stage of Counseling: Understanding and Action Transference and Countertransference Closing a Counseling Relationship Counseling Skills and the Indian Scenario	09
<b>Total No. of Lectures</b>			36



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**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 (1/2) (Unit 2)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 1)	15 Marks

**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Demonstrate understanding of the nature of counseling and its various dimensions.
<b>CO2</b>	Comprehend process and techniques of counselling.
<b>CO3</b>	Discern and evaluate the strengths and limitations of various counseling approaches available.
<b>CO4</b>	Take training for implementing their knowledge regarding counseling in problem situations in various setting.
<b>CO5</b>	Feel interested and motivated to pursue further study in the field of Counseling Psychology.

**Recommended Resources**

**Text Books**

1. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy. 10<sup>th</sup> Edition. New Delhi: Cengage Learning India Private Limited.
2. Gladding, S. T. & Batra, P. (2020) Counseling: A Comprehensive Profession. 8<sup>th</sup> Edition. Pearson India Education Services Pvt Ltd.

**Reference Books**

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). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
3. McLeod, J. (2009). *An Introduction to Counseling*. (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education
4. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6<sup>th</sup> ed.). Singapore: Thomson Brooks/ Cole



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**Syllabus Prepared by:**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Psychology Paper IV: Psychological Testing and Statistics: Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY601</b>	<b>Psychological Testing and Statistics: Part II</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY601</b>
iii) Course Title	:	<b>Psychological Testing and Statistics Part II</b>
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 10-12
viii) No. of lectures per week	:	04
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



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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	
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										
									100	

**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 help students understand the process of test construction and its technical features.
3. To create awareness about measurement of intelligence and assessment of personality
4. To introduce to the students, different concepts in statistics and the various measures of descriptive statistics – their characteristics, uses, application and methods of calculation
5. To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics.

**Course Content**

Unit No.	Module No.	Content	Lectures
<b>1.Test Development</b>	I	Test conceptualization and Test construction	12
	II	Test Try out and Item Analysis	
	III	Test Revision	
<b>2.Measurement of Intelligence, Intelligence Scales, and Assessment of Personality.</b>	I	What Is Intelligence? - Definitions and Theories; Measuring Intelligence	11
	II	The Stanford-Binet Intelligence Scales and The Wechsler Tests: WAIS, WISC, WPPSI	
	III	Personality Assessment – Some Basic Questions: Who, What, Where, How; Developing Instruments to Assess Personality – Logic and Reason, Theory, Data Reduction Methods, Criterion	



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	IV V	Groups; Personality Assessment and Culture Objective Methods of Personality Assessment Projective Methods of Personality Assessment - Inkblots as Projective Stimuli - The Rorschach; Pictures as Projective Stimuli – Thematic Apperception Test; Projective Methods in Perspective	
<b>3: Measures of Variability, Percentiles, and Percentile Ranks</b>	I II III IV	Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation Comparison of 4 measures of Variability: Merits, Limitations, and Uses. Calculation of Percentile ranks and Percentile Scores. Percentiles – nature, merits, limitations, and uses.	11
<b>4: Correlation, Scatterplots and Regression</b>	I II III IV	Meaning and Types of Correlation – Positive, Negative and Zero, Factors Affecting Correlation; Graphic representations of Correlation - Scatterplots The Steps Involved in Calculation of Pearson's Product-Moment Correlation Coefficient Calculation of Rho by Spearman's Rank-Difference Method; Uses and Limitations of Correlation Coefficient Simple Regression and Multiple Regression (Unit 4-II, and IV is only for Theoretical Understanding and Questions, Not for Calculation in the exam.)	11
<b>Total No. of Lectures</b>			45

**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 and Statistics: Part II (Paper Pattern)**

**Duration: 2 hours**

**Marks: 60**

Q.1 Essay Type (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 2)	15 marks
Q.3 Essay Type (1/2) (Unit 3)	15 Marks
Q.4 Short Notes (3/5) (Unit 4)	15 Marks



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**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Demonstrate understanding of the fundamental concepts of Psychological Testing and Assessment.
<b>CO2</b>	Construct a psychological test.
<b>CO3</b>	Understand how intelligence is measured and personality is assessed.
<b>CO4</b>	Apply Statistical concepts for Psychological Testing and assessment.
<b>CO5</b>	Feel interested and motivated to pursue further study in the field of Psychological Testing, Assessment and Statistics.

**Recommended Resources**

<b>Text Books</b>	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)
<b>Reference Books</b>	1. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007 2. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12 <sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing. (7th ed.). India: Pearson India Education services Pvt Ltd. 4. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6 <sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi 5. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Delhi: Cengage Learning India Pvt Ltd. 6. Kothari, C. R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Limited. 7. Mangal, S.K. (2002). Statistics in Psychology and Education. 2 <sup>nd</sup> Edition. New Delhi: Prentice Hall of India Pvt Limited 8. Minium, E. W., King, B. M., & Bear, G. (2004). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley & Sons.

**Syllabus Prepared by:**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Psychology Paper V: Abnormal Psychology: Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY602</b>	<b>Abnormal Psychology: Part II</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY602</b>
iii) Course Title	:	<b>Abnormal Psychology: Part II</b>
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 10-12
viii) No. of lectures per week	:	04
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



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Programme: TYBA  
 Course : Abnormal Psychology: 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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisite: Understanding of basic concepts and theories of Psychology**  
**Basic Interest in Psychopathology**

**Course Objectives**

1. To acquaint students with basic concepts in Abnormal Psychology and the theories about Abnormality.
2. To make students understand the process of assessment and diagnosis of mental disorders
3. To make students aware about different Psychological Disorders – their symptoms, causes and treatment
4. To sensitize students about Mental Health problems in society
5. To lay a foundation for higher education and a professional career in Clinical Psychology

**Course Content**

Unit No.	Module No.	Content	Lectures
<b>1: Schizophrenia and Other Psychotic Disorders</b>	I	Schizophrenia – Clinical Picture	12
	II	Other Psychotic Disorders – Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder, Brief Psychotic Disorder	
	III	Risk and Causal Factors -	
	IV	Treatments and Outcomes	
<b>2: Mood Disorders and Suicide</b>	I	Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder.	11
	II	Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders	



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	III IV V	Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors. Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes. Suicide: The Clinical Picture and the Causal Pattern.	
<b>3: Personality Disorders</b>	I II III	Clinical features of Personality Disorders. Cluster A, Cluster B and Cluster C Personality Disorders. General Sociocultural Causal factors, Treatments for Personality Disorders.	11
<b>4: Disorders of Childhood and Adolescence (Neurodevelopmental Disorders)</b>	I II III IV	Common Disorders of Childhood – Attention-Deficit/Hyperactivity Disorder, Disruptive, Impulse-control and Conduct Disorder Anxiety and Depression in Children and Adolescents – Anxiety Disorders of Childhood and Adolescence, Separation Anxiety Disorder, Childhood Depression and Bipolar Disorder Elimination Disorders (Enuresis, Encopresis), Sleepwalking and Tics Neurodevelopmental Disorders – Autism Spectrum Disorder, Specific Learning Disorders, Intellectual Disability	11
<b>Total No. of Lectures</b>			45

**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 (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 2)	15 marks
Q.3 Essay Type (1/2) (Unit 3)	15 Marks
Q.4 Short Notes (3/5) (Unit 4)	15 Marks



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**Course Outcomes**

**Students should be able to..**

<b>CO1</b>	Demonstrate understanding of the fundamental concepts and theories of Abnormal Psychology
<b>CO2</b>	
<b>CO3</b>	Comprehend different psychological disorders – their symptoms, causes and treatment
<b>CO4</b>	Feel concern towards people suffering from mental health issues.
<b>CO5</b>	Feel interested and motivated to pursue further study and develop professional career in the field of clinical psychology.

**Recommended Resources**

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



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**Syllabus Prepared by:**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Industrial-Organizational Psychology Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY603</b>	<b>Industrial- Organizational Psychology :Part II</b>	<b>3.5</b>



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

- i) Name of the Programme : T.Y.B.A. Psychology
- ii) Course Code : **APSY 603**  
**Psychology VI: Industrial-Organizational Psychology Part**
- iii) Course Title : **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 9-10
- 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





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Programme: TYBA  
 Course: Psychology VI: Industrial-  
 Organizational Psychology Part II

Semester: VI  
 Course Code : APSY 603

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
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

**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 and modern trends in Industrial and Organizational Psychology .
- 2) To help the students understand the role of theories and importance of Psychological factors in the world of work.
- 3) To help students understand various structures and functions of the organization in the field of Industrial and Organizational Psychology.
- 4) To make the students aware of the conceptual applications 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.	Module No.	Content	Lectures
<b>1 A: Theories of Employee Motivation :</b>	I	What is motivation?	9
	II	Work motivation theories <ul style="list-style-type: none"> <li>• Need theories</li> <li>• Need Hierarchy Theory</li> <li>• Two Factor Theory</li> <li>• Reinforcement Theory</li> <li>• Expectancy Theory</li> <li>• Justice Theories</li> <li>• Goal-Setting Theory</li> <li>• Control Theory</li> <li>• Action theory</li> </ul>	



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<p><b>1B: Job Attitudes</b></p>	<p>I II III  IV  V VI</p>	<p>The Nature of Job Satisfaction How People Feel About Their jobs The Assessment of Job Satisfaction</p> <ul style="list-style-type: none"> <li>• Job Descriptive Index(JDI)</li> <li>• Minnesota Satisfaction Questionnaire(MSQ)</li> <li>• Job in General Scale(JIG)</li> </ul> <p>• Is Global Satisfaction the sum of Facets?</p> <p>Antecedents of Job Satisfaction</p> <ul style="list-style-type: none"> <li>• Environment Antecedents of Job Satisfaction; Job characteristics, Pay, Justice</li> <li>• Personal Antecedents of Job Satisfaction; Personality, Gender, Age, Cultural and Ethnic Difference</li> </ul> <p>Potential effects of job satisfaction; Job Performance, Well-Being, Life Satisfaction Organizational commitment</p>	<p style="text-align: center;">9</p>
<p><b>2: Organizational Health Psychology</b></p>	<p>I  II  III</p>	<p>Occupational Health and Safety</p> <ul style="list-style-type: none"> <li>• Accidents and Safety</li> <li>• Infectious Disease Exposure</li> <li>• Loud Noise</li> <li>• Musculoskeletal Disorders(MSDs)</li> <li>• Harmful Substance Exposure</li> <li>• Workplace Violence</li> </ul> <p>Work Schedules</p> <ul style="list-style-type: none"> <li>• Night shifts</li> <li>• Long Shifts</li> <li>• Flexible Work Schedules</li> </ul> <p>Occupational Stress</p> <ul style="list-style-type: none"> <li>• The Occupational Stress Process</li> <li>• Job Stressors</li> <li>• Role Ambiguity and Role Conflict</li> <li>• Workload</li> <li>• Social Stressors</li> <li>• Organizational Politics</li> <li>• Control</li> <li>• Machine Pacing</li> <li>• The Demand/Control Model</li> <li>• Work Family Conflict</li> <li>• Burnout</li> </ul>	<p style="text-align: center;">9</p>
<p><b>3: Leadership in Organizations</b></p>	<p>I II</p>	<p>What is leadership? Approaches to the Understanding of Leadership</p> <ul style="list-style-type: none"> <li>• The Trait Approach</li> <li>• The Leader Behavior Approach</li> <li>• Fiedler's Contingency Theory</li> <li>• Path –Goal Theory</li> </ul>	<p style="text-align: center;">9</p>



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	III IV	<ul style="list-style-type: none"> <li>• Leader –Member Exchange (LMX) Theory</li> <li>• Transformation Leadership Positions</li> <li>• Vroom –Yestton Model</li> </ul> Women in Leadership Positions <ul style="list-style-type: none"> <li>• Gender and Leadership Style</li> </ul> Cross-Cultural Issues in Leadership	
4: <b>Organizational Development and Theory</b>	I  II	Organizational Development <ul style="list-style-type: none"> <li>• Employee Acceptance of Change</li> <li>• Management by Objectives</li> <li>• Survey Feedback</li> <li>• Team Building</li> <li>• T-Group</li> </ul> Effectiveness of OD Programs Organizational Theories <ul style="list-style-type: none"> <li>• Bureaucracy Theory</li> <li>• Theory X/Theory Y</li> <li>• Open System Theory</li> <li>• Sociotechnical Systems Theory</li> <li>• Comparison of the Theories</li> </ul>	9
		<b>Total No. of Lectures</b>	36

**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 III: Social Psychology Part A (Paper Pattern)**

**Duration: 2 hours**

**Marks: 60**

Q.1 Essay Type (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 2)	15 Marks

**Course Outcomes**

**Students should be able to...**

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



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**Recommended Resources**

<b>Text Books</b>	1) Spector, P. E. (2012). <i>Industrial and Organizational Psychology: Research and Practice</i> . Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)
<b>Reference Books</b>	1) Aswathappa, K. (2005). <i>Human Resource and Personnel Management – Text and Cases</i> , 4 <sup>th</sup> ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd. 2) Landy, F. J., & Conte, J. M. (2013). <i>Work In The 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology</i> , 4 <sup>th</sup> Edition, John Wiley & sons, USA (Indian reprint 2015) 3) Luthans, F. (2005). <i>Organizational Behavior</i> . (10 <sup>th</sup> ed.). McGraw Hill. 4) Muchinsky, P.M. (2003). <i>Psychology Applied to Work</i> . (7 <sup>th</sup> ed.). Wadsworth/ Thomson Learning 5) Newstrom, J.W., & Davis, K. (2002). <i>Organizational Behavior: Human Behavior at work</i> (11 <sup>th</sup> ed.). Tata McGraw- Hill 6) Schultz, D., & Schultz, S. E. (2010). <i>Psychology and Work Today</i> . (10 <sup>th</sup> ed.). Pearson Prentice Hall

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Psychology Paper VII: Cognitive Psychology Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY604</b>	<b>Cognitive Psychology: Part II</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY604</b>
iii) Course Title	:	<b>Cognitive Psychology Part II</b>
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 10-12
viii) No. of lectures per week	:	04
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



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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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**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.	Module No.	Content	Lectures
<b>1. Retrieving Memories from Long-Term Storage</b>	I	Aspects of Long-Term Memory	12
	II	Subdivisions of Long-Term Memory	
	III	The Levels-of-Processing View	
	IV	The Reconstructive Nature of Memory;	
	V	Amnesia	
<b>Unit 2. Knowledge Representation: Storing and Organizing Information in Long-Term Memory</b>	I	Organizing Knowledge	11
	II	Forming Concepts and Categorizing New Instances	



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<b>3. Visual Imagery and Spatial Cognition</b>	I	Codes in Long-Term Memory	11
	II	Empirical investigations of Imagery	
	III	The Nature of Mental Imagery	
	IV	Neuropsychological Findings	
	V	Spatial Cognition.	
<b>4: Reasoning and Decision Making</b>	I	Reasoning; Types of Reasoning	11
	II	Decision Making	
	III	Cognitive Illusions in Decision Making	
	IV	Utility Models of Decision Making	
	V	Descriptive Models of Decision Making	
	VI	Neuropsychological Evidence on Reasoning and Decision Making.	
<b>Total No. of Lectures</b>			45

#### 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 (1/2) (Unit 2)	15 marks
Q.2 Essay Type (1/2) (Unit 3)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 1)	15 Marks

#### Course Outcomes

**Students should be able to...**

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

#### Recommended Resources

<b>Text Books</b>	1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5 <sup>th</sup> ed.). Sage Publications (Indian reprint 2015)
<b>Reference Books</b>	1. Ashcraft, M. H. & Radvansky, G. A. (2010). Cognition. (5th ed), New Delhi: Dorling Kindersley (India) Pvt Limited.





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2. Best, J. B. (1999). Cognitive Psychology. 5<sup>th</sup> Edition. New York: Wadsworth Publishing Company.
3. Eysenck, M. W. & Keane, M. () Cognitive Psychology: A Student's Handbook. 5<sup>th</sup> Edition. New York: Psychology Press.
4. Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology. 7<sup>th</sup> Edition. New Delhi: Tata McGraw Hill.
5. Matlin, M.W. (1998). Cognition. (4<sup>th</sup> 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.

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Psychology Paper VIII: Practicals in Cognitive Processes and  
Psychological Testing: Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY605</b>	<b>Practicals in Cognitive Processes and Psychological Testing : Part II</b>	<b>04</b>



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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY605</b>
iii) Course Title	:	<b>Practicals in Cognitive Processes and Psychological Testing: Part II</b>
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	:	06
ix) No. of Tutorial per week	:	---
		Semester End Exam:60 marks (4 Questions of 15 marks)
		Internal Assessment 40 marks:
		Research Project: 20 marks
		Viva on Research Project1; 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



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Programme: TYBA

Semester: VI

Course : Practicals in Cognitive Processes and  
 Psychological Testing : Part II

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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

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

**Course Objectives**

1. To provide hands on experience in experimentation by introducing Manual experiments.
2. To equip students with process of data analysis using different statistical techniques.
3. To familiarize students with administration, scoring and interpretation of psychological tests and the process of establishing their psychometric properties.
4. To equip students to design, execute and write report on psychological research.
5. To lay a foundation for evaluating and conducting scientific psychological research

**(6 lectures per week per batch of 8 students)**

Unit No.	Module No.	Content
<b>1. Introduction, Conduction of Experiment 1, Analysis of Data and Report Writing</b>	I	Introduction of the Experiment
	II	Conduction of the Experiment
	III	Informed consent, Instructions and Conduction
	IV	Recording and analysing data using Excel
	V	Debriefing
	VI	Analysis of Data: Applying t test and interpreting the data gathered
	VII	



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		Report Writing
<b>2. Introduction, Conduction of Experiment 2, Analysis of Data and Report Writing</b>	I II III IV V VI VII	Introduction of the Experiment Conduction of the Experiment Informed consent, Instructions and Conduction Recording and analysing data using Excel Debriefing Analysis of Data: Applying ANOVA test and interpreting the data gathered Report Writing
<b>3. Administration, Scoring and Interpretation of a Psychological Test; Calculation of Z score and its interpretation</b>	I II III IV	Administration Scoring Interpretation of test Calculation of Z score and its interpretation
<b>4. Administration, Scoring and Interpretation of a Psychological Test; Calculation of split half Reliability</b>	I II III IV	Administration Scoring Interpretation of test Calculation of split-half reliability
<b>5. Executing and Presenting a Research project</b>	I II III IV V	Preparing a proposal of research project Literature Review Data Collection and Analysis Writing report Presentation of the research project



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**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 hours** **Marks: 60**

<b>A. Conduction of Manual Experiment:</b>	
- Instruction and Conduction	<b>20 marks</b>
- Report Writing: Introduction	<b>08 marks</b>
Method (05), Graph (02)	<b>07 marks</b>
Discussion	<b>15 marks</b>
Viva	<b>10 marks</b>

**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Conduct experiment on participants.
<b>CO2</b>	Apply statistical techniques for data analysis
<b>CO3</b>	Design, conduct and write report on psychological research.
<b>CO4</b>	Administer, score and interpret psychological test in a standardized manner and establish psychometric properties of a test.
<b>CO5</b>	Feel interested in and motivated to pursue scientific research in psychology

**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.



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New Delhi : PHI Learning Private Limited.

9. Minium, E. W.; King, B. M. & Bear, G. (2001). Statistical Reasoning in Psychology and Education. (3<sup>rd</sup> 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. (4<sup>th</sup> ed). New York: Oxford University Press.
12. Spiegel, M. R. & Stephens, L. J. (2011). Statistics. (4<sup>th</sup> ed.) New Delhi: Tata-McGraw-Hill Education Pvt Ltd.

**Syllabus Prepared by:**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester 6

**Course: Psychology Paper IX: Counselling Psychology: Part II**

<b>Course Code</b>	<b>Paper Title</b>	<b>Credit</b>
<b>APSY606</b>	<b>Counselling Psychology: Part II</b>	<b>3.5</b>





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

i) Name of the Programme	:	T.Y.B.A. Psychology
ii) Course Code	:	<b>APSY606</b>
iii) Course Title	:	<b>Counselling Psychology: Part II</b>
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 9-10
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



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Programme: TYBA  
 Course :Counselling Psychology: Part II

Semester: VI  
 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
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

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

**Course Objectives**

- 1) To acquaint the students with nature of counseling and it's various dimensions.
- 2) To help students understand process and techniques of counseling.
- 3) To introduce various theories of counselling
- 4) To help students understand how to apply counseling for special issues and in various settings
- 5) To lay a foundation for higher education in Counseling and build a career as a professional counsellor.

**Course Content**

Unit No.	Module No.	Content	Lectures
<b>1. Theories and Techniques of Counseling (I)</b>	I	Psychoanalytic Therapy	09
	II	Adlerian Therapy	
	III	Existential Therapy	
	IV	Person-Centered Therapy	
	V	Gestalt Therapy	
<b>2. Theories and Techniques of Counseling (II)</b>	I	Behavioral Therapy	09
	II	Cognitive Behaviour Therapy	
	III	Choice Theory/Reality Therapy	
	IV	Postmodern Approaches	
	V	Family Systems Therapy	



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<b>3. Groups in Counseling</b>	I	A Brief History of Groups	09
	II	Misperceptions and Realities about Groups	
	III	The Place of Groups in Counseling	
	IV	Benefits and Drawbacks of Groups	
	V	Types of Groups	
	VI	Stages in Groups	
	VII	Issues in Groups	
	VIII	Qualities of Effective Group Leaders	
	IX	Groups Counseling in India	
	X	The Future of Group Work	
<b>4. Abuse, Addiction, Disability and Counselling</b>	I	The Cycle of Abuse	09
	II	Interpersonal Abuse	
	III	Intrapersonal Abuse and Addiction	
	IV	Process Addiction	
	V	Treating Women and Minority Cultural Groups in Abuse and Addiction	
	VI	Counseling and Disability	
<b>Total No. of Lectures</b>			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: Counseling Psychology: Part II (Paper Pattern)**

**Duration: 2 hours**

**Marks: 60**

Q.1 Essay Type (1/2) (Unit 1)	15 marks
Q.2 Essay Type (1/2) (Unit 2)	15 marks
Q.3 Essay Type (1/2) (Unit 4)	15 Marks
Q.4 Short Notes (3/5) (Unit 3)	15 Marks

**Course Outcomes**

**Students should be able to...**

<b>CO1</b>	Demonstrate understanding of the nature of counseling and its various dimensions.
<b>CO2</b>	Comprehend process and techniques of counselling.
<b>CO3</b>	Discern and evaluate the strengths and limitations of various counseling approaches available.
<b>CO4</b>	Take training for implementing their knowledge regarding counseling in problem situations in various setting.
<b>CO5</b>	Feel interested and motivated to pursue further study in the field of Counseling Psychology.



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**Recommended Resources**

**Text Books**

1. Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10<sup>th</sup> Edition. New Delhi: Cengage Learning India Private Limited.
2. Gladding, S. T. & Batra, P. (2020) *Counseling: A Comprehensive Profession*. 8<sup>th</sup> Edition. Pearson India Education Services Pvt Ltd.

**Reference Books**

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). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
3. McLeod, J. (2009). *An Introduction to Counseling*. (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education
4. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6<sup>th</sup> ed.). Singapore: Thomson Brooks/ Cole

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