



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)
NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai**

**Affiliated to the
UNIVERSITY OF MUMBAI**

Program: T.Y.B.A

Course: Psychological Testing and Statistics – Paper IV

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the
Academic year 2021-22**

Sulitro

Shravan

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BACHELOR OF ARTS

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge base in their chose area of study
- the ability to apply the knowledge they have acquired
- the ability to communicate effectively
- the ability to work both independently and collaboratively
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The **Program Outcomes (POs)** i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyse situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people's frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner's specific surroundings, understand the moral dimensions of one's own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the B.A the learners should be enriched with knowledge and be able to-
The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

- PSO1.** Develop a knowledge base in Psychology – Understand the key concepts, principles and overarching themes in the study of Psychology; develop a working knowledge of psychology's content domains; recognize, understand, compare and apply the core domains of Psychology to everyday and professional life; identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect; and articulate ethical issues in Psychology with reference to culture-specific societies.
- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

Preamble

The revised T.Y.B.A syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychological Testing and Statistics.

Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Students have to attempt any 5 questions out of 6 questions

Question Number	Description	Marks	Total Marks
1	Essay type question	15	15
2	Essay type question	15	15
3	Essay type question	15	15
4	Essay type question	15	15
5	Theory – 3 marks Sum – 12 marks	15	15
6	Theory – 3 marks Sum – 12 marks	15	15
Total Marks			75

Signature

Signature

Signature

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HOD

Approved by Vice –Principal

Approved by Principal

b) Details of questions for 1 semester
 The total marks for each question in examination will be as per last year.

Sl. No.	Question	Mark
1	1. Explain the concept of ...	10
2	2. Discuss the ...	10
3	3. ...	10
4	4. ...	10
5	5. ...	10
6	6. ...	10
7	7. ...	10
8	8. ...	10
9	9. ...	10
10	10. ...	10
11	11. ...	10
12	12. ...	10
13	13. ...	10
14	14. ...	10
15	15. ...	10
16	16. ...	10
17	17. ...	10
18	18. ...	10
19	19. ...	10
20	20. ...	10
21	21. ...	10
22	22. ...	10
23	23. ...	10
24	24. ...	10
25	25. ...	10
26	26. ...	10
27	27. ...	10
28	28. ...	10
29	29. ...	10
30	30. ...	10
31	31. ...	10
32	32. ...	10
33	33. ...	10
34	34. ...	10
35	35. ...	10
36	36. ...	10
37	37. ...	10
38	38. ...	10
39	39. ...	10
40	40. ...	10
41	41. ...	10
42	42. ...	10
43	43. ...	10
44	44. ...	10
45	45. ...	10
46	46. ...	10
47	47. ...	10
48	48. ...	10
49	49. ...	10
50	50. ...	10
51	51. ...	10
52	52. ...	10
53	53. ...	10
54	54. ...	10
55	55. ...	10
56	56. ...	10
57	57. ...	10
58	58. ...	10
59	59. ...	10
60	60. ...	10
61	61. ...	10
62	62. ...	10
63	63. ...	10
64	64. ...	10
65	65. ...	10
66	66. ...	10
67	67. ...	10
68	68. ...	10
69	69. ...	10
70	70. ...	10
71	71. ...	10
72	72. ...	10
73	73. ...	10
74	74. ...	10
75	75. ...	10
76	76. ...	10
77	77. ...	10
78	78. ...	10
79	79. ...	10
80	80. ...	10
81	81. ...	10
82	82. ...	10
83	83. ...	10
84	84. ...	10
85	85. ...	10
86	86. ...	10
87	87. ...	10
88	88. ...	10
89	89. ...	10
90	90. ...	10
91	91. ...	10
92	92. ...	10
93	93. ...	10
94	94. ...	10
95	95. ...	10
96	96. ...	10
97	97. ...	10
98	98. ...	10
99	99. ...	10
100	100. ...	10

Question Number	Question	Mark	Total Marks
1	1. Explain the concept of ...	10	10
2	2. Discuss the ...	10	20
3	3. ...	10	30
4	4. ...	10	40
5	5. ...	10	50
6	6. ...	10	60
7	7. ...	10	70
8	8. ...	10	80
9	9. ...	10	90
10	10. ...	10	100
11	11. ...	10	110
12	12. ...	10	120
13	13. ...	10	130
14	14. ...	10	140
15	15. ...	10	150
16	16. ...	10	160
17	17. ...	10	170
18	18. ...	10	180
19	19. ...	10	190
20	20. ...	10	200
21	21. ...	10	210
22	22. ...	10	220
23	23. ...	10	230
24	24. ...	10	240
25	25. ...	10	250
26	26. ...	10	260
27	27. ...	10	270
28	28. ...	10	280
29	29. ...	10	290
30	30. ...	10	300
31	31. ...	10	310
32	32. ...	10	320
33	33. ...	10	330
34	34. ...	10	340
35	35. ...	10	350
36	36. ...	10	360
37	37. ...	10	370
38	38. ...	10	380
39	39. ...	10	390
40	40. ...	10	400
41	41. ...	10	410
42	42. ...	10	420
43	43. ...	10	430
44	44. ...	10	440
45	45. ...	10	450
46	46. ...	10	460
47	47. ...	10	470
48	48. ...	10	480
49	49. ...	10	490
50	50. ...	10	500
51	51. ...	10	510
52	52. ...	10	520
53	53. ...	10	530
54	54. ...	10	540
55	55. ...	10	550
56	56. ...	10	560
57	57. ...	10	570
58	58. ...	10	580
59	59. ...	10	590
60	60. ...	10	600
61	61. ...	10	610
62	62. ...	10	620
63	63. ...	10	630
64	64. ...	10	640
65	65. ...	10	650
66	66. ...	10	660
67	67. ...	10	670
68	68. ...	10	680
69	69. ...	10	690
70	70. ...	10	700
71	71. ...	10	710
72	72. ...	10	720
73	73. ...	10	730
74	74. ...	10	740
75	75. ...	10	750
76	76. ...	10	760
77	77. ...	10	770
78	78. ...	10	780
79	79. ...	10	790
80	80. ...	10	800
81	81. ...	10	810
82	82. ...	10	820
83	83. ...	10	830
84	84. ...	10	840
85	85. ...	10	850
86	86. ...	10	860
87	87. ...	10	870
88	88. ...	10	880
89	89. ...	10	890
90	90. ...	10	900
91	91. ...	10	910
92	92. ...	10	920
93	93. ...	10	930
94	94. ...	10	940
95	95. ...	10	950
96	96. ...	10	960
97	97. ...	10	970
98	98. ...	10	980
99	99. ...	10	990
100	100. ...	10	1000

Program: B.A (2021-22)				Semester: V	
Course: Psychological Testing and Statistics				Course Code: UAMAPSY504	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit 4	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

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

Course Outcomes:

- CO1:** Help the learner identify the uses and varieties of psychological tests
- CO2:** Understand the nature of psychological tests and reasons for controlling their use
- CO3:** Enable learner to understand the methods, procedures of and factors influencing test administration.
- CO4:** Help learner recognize the effects of training on test performance.
- CO5:** Understand the theory of reliability.
- CO6:** Induce in depth knowledge of reliability by explaining the types of reliability, reliability in the context of speed and mastery tests, the dependence of reliability coefficients on the sample tested and the standard error of measurement.
- CO7:** Understand and appreciate the evolving concepts of test validity.
- CO8:** Understand the different types and procedures of validity – content, criterion and construct validity.
- CO9:** Understand the various components and procedures of item analysis – item difficulty, item discrimination, item bias, cross validation, differential item functioning and the exploration in item deviation.
- CO10:** Enable learners to understand the meaning and difference between continuous and discrete scores and the different scales of measurement.
- CO11:** Understand the procedures in preparing a frequency distribution.
- CO12:** Get acquainted with the various graphical representations.
- CO13:** Enhance learner's statistical understanding by teaching the procedures of calculating the measures of central tendency and compare the different measures of central tendency (their merits, limitations and uses).

Outline of Syllabus: (per session plan)		
Semester V		
Module	Description	No of Lectures
1	Nature & Use of Psychological Test	10 lectures
2	Reliability	10 lectures
3	Validity	10 lectures
4	Item analysis	10 lectures
5	Types of scores, types of scales, frequency distribution and graphic representations	10 lectures
6	Measures of Central Tendency	10 lectures
	Total	60 lectures

UNIT	<u>TOPIC</u>	No. of lectures
Module 1	<u>NATURE & USE OF PSYCHOLOGICAL TEST</u> a) Uses & varieties of psychological tests b) Characteristics of a psychological test – Behavioural sample, standardization, objective measurement of difficulty, psychometric properties, item analysis c) Why control the use of psychological tests? d) Test administration e) Situational factors that affect test performance	10 lectures
Module 2	<u>RELIABILITY</u> a) The correlation coefficient b) Types of reliability c) Reliability of speed tests d) Dependence of reliability coefficients on the sample tested e) Standard error of measurement f) Reliability applied to mastery testing & cut-off scores	10 lectures
Module 3	<u>VALIDITY</u> a) Evolving concepts of test validity b) Content, description, procedures c) Criterion-prediction procedures d) Construct identifying procedures	10 lectures
Module 4	<u>ITEM ANALYSIS</u> a) Item difficulty	10 lectures

	b) Item Discrimination c) Item bias d) Cross validation e) Differential item functioning f) Explorations in item deviation	
Module 5	<p><u>TYPES OF SCORES, TYPES OF SCALES, FREQUENCY DISTRIBUTION AND GRAPHIC REPRESENTATIONS</u></p> a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages c) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies (Unit 5-c is only for theoretical understanding and questions; graphs are not to be drawn in the exam.)	10 lectures
Module 6	<p><u>MEASURES OF CENTRAL TENDENCY</u></p> a) Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean b) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode	10 lectures

Essential Reading

1. Anastasi, A. & Urbina, S. (2017). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
2. 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)
3. Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill Publishing Company Ltd.

Supplementary Reading:

1. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
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3. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw- Hill
4. McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
5. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley

Program: B.A (2021-22)				Semester: VI	
Course: Psychological Testing and Statistics				Course Code: UAMAPSY604	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit 4	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests To create awareness about measurement of intelligence and assessment of personality To impart knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics 					
Course Outcomes:					
<p>CO1: Understand the various individual ability tests in psychological testing.</p> <p>CO2: Develop an insight into the nature of projective tests and the various projective tests used in personality testing.</p> <p>CO3: Help learner recognize the various applications of psychological testing in different contexts.</p> <p>CO4: Enhance learner's statistical understanding by teaching the laws of probability and the importance and applications of the Normal Probability Curve.</p> <p>CO5: Understand the various forms, causes and formulae for calculating skewness.</p> <p>CO6: Enhance learner's statistical understanding by teaching standard scores. Understand the various standard scores (z, t, stanine) and the procedure of linear and non-linear transformation.</p> <p>CO7: Enable learner to calculate the four measures of variability – range, average deviation, quartile deviation and standard deviation.</p> <p>CO8: Understand the nature, merits, limitations, uses and calculation of percentiles and percentile ranks.</p> <p>CO9: Understand the meaning and types of correlations.</p> <p>CO10: Enable learner to calculate Pearson's Product-Moment correlation and Spearman's Rank-different method.</p> <p>CO11: Develop a statistical insight by learning simple and multiple regressions.</p>					
Outline of Syllabus: (per session plan)					
Semester VI					

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben Jivanlal
College of Commerce & Economics (AUTONOMOUS)**

Module	Description	No of Lectures
1	Ability Testing: individual tests	10 lectures
2	Personality Testing: projective techniques & self report personality inventories	10 lectures
3	Applications of Testing	10 lectures
4	Probability, Normal Probability Curve and Standard Scores	10 lectures
5	Measures of Variability, Percentiles, and Percentile Ranks	10 lectures
6	Correlation	10 lectures
	Total	60 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>ABILITY TESTING: INDIVIDUAL TESTS</u></p> <p>a) Stanford-Binet Intelligence Scale b) The Wechsler Scales c) The Kauffman scales d) Differential Ability Scales e) Das-Naglieri Cognitive Assessment System f) Other tests</p>	10 lectures
Module 2	<p><u>PERSONALITY TESTING: PROJECTIVE TECHNIQUES & SELF REPORT PERSONALITY INVENTORIES</u></p> <p>a) Nature of projective techniques b) Inkblot techniques c) Pictorial techniques d) Verbal techniques e) Evaluation of projective techniques f) The Minnesota Multiphasic Personality Inventories g) Personality Inventory for Children</p>	10 lectures
Module 3	<p><u>APPLICATIONS OF TESTING</u></p> <p>a) Education Testing b) Types of educational tests c) Occupational testing d) Occupational use of tests e) Personality testing in the workplace f) Test use in clinical & counseling psychology g) Neuropsychological assessment h) Identifying specific learning disabilities i) Behavioural assessment j) Career assessment k) Clinical judgement l) Ethical and social considerations in testing</p>	10 lectures
Module 4	<p><u>PROBABILITY, NORMAL PROBABILITY CURVE AND STANDARD SCORES</u></p> <p>a) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve</p>	10 lectures

	<p>b) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis</p> <p>c) - meaning and formula for calculation</p> <p>d) Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores</p>	
Module 5	<p><u>MEASURES OF VARIABILITY, PERCENTILES, AND PERCENTILE RANKS</u></p> <p>a) Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation</p> <p>b) Comparison of 4 measures of variability: Merits, limitations, and uses</p> <p>c) Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks</p>	10 lectures
Module 6	<p><u>CORRELATION</u></p> <p>a) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots</p> <p>b) The steps involved in calculation of Pearson's product-moment correlation coefficient</p> <p>c) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient</p> <p>d) Simple Regression and Multiple Regression</p> <p>e) (Unit 6-b is only for theoretical understanding and questions, not for calculation in the exam.)</p>	10 lectures

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Program: T.Y.B.A

Course: Abnormal Psychology- Paper V

Choice Based Credit System (CBCS) with effect from the
Academic year 2021-22

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Preamble

The revised TYBA syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-V & Semester-VI, together) are compulsory to the students opting for Psychology as a subject at the TYBA level. These courses are:-

1. UAMAPSY505 (Semester V)
2. UAMAPSY605 (Semester VI)

Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1.	Essay type question	15	15
Q.2.	Essay type question	15	15
Q.3.	Essay type question	15	15
Q.4.	Essay type question	15	15
Q.5.	Short note type	15	15
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

Program: B.A (2021-22)				Semester: V	
Course: Abnormal Psychology- Paper V				Course Code: UAMAPSY505	
Teaching Scheme			Evaluation Scheme		
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

1. To impart knowledge and understanding of the basic concepts in abnormal Psychology and the theories about abnormality
2. To impart knowledge and understanding of the different psychological disorders – their symptoms, diagnosis, causes and treatment
3. To create awareness about Mental Health problems in society
4. To create a foundation for higher education and a professional career in Clinical Psychology

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Understand mental disorders, the history of psychopathology and the various theoretical perspectives in abnormal psychology.
- CO2:** Help the learner understand the use, development, changes in the DSM and describe the use of personality tests and neuro psychological assessments.
- CO3:** Understand the clinical description of anxiety disorders and describe the common risk factors, etiology and treatment of anxiety disorders.
- CO4:** Understand dissociative disorders, somatic symptom disorders and disorders of childhood (ADHD, Autism, Learning disabilities, mental retardation, and depression)

Outline of Syllabus: (per session plan)

Semester V

Module	Description	No of Lectures
SEMESTER V		
1	Understanding Abnormal Behavior	15 lectures
2	Anxiety, Obsessive-Compulsive, and Trauma- and stressor-related disorders	15 lectures
3	Dissociative and Somatic symptom disorders	15 lectures
4	Disorders of Childhood and Late Life	15 lectures
	Total	60 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>UNDERSTANDING ABNORMAL BEHAVIOR</u></p> <p>a) Defining mental disorder b) History of psychopathology c) Theoretical perspectives in abnormal psychology: Biological perspective, Psychodynamic perspective, Cognitive behavioral perspective, socio-cultural perspective d) Diagnosis and Assessment: DSM: development, changes from DSM IV to DSM V personality tests, neuropsychological assessments, culture and assessment</p>	15 lectures
Module 2	<p><u>ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA- AND STRESSOR-RELATED DISORDERS</u></p> <p>a) Clinical descriptions of anxiety disorders b) Gender and sociocultural factors in the anxiety disorders c) Common risk factors across the anxiety disorders d) Etiology of anxiety disorders e) Treatment of anxiety disorders</p>	15 lectures
Module 3	<p><u>DISSOCIATIVE AND SOMATIC SYMPTOM DISORDERS</u></p> <p>a) Dissociative Disorders: Dissociation and memory, Dissociative Amnesia, Depersonalization / Derealization, Dissociative Identity Disorder b) Somatoform Disorders: Illness Anxiety Disorder, Functional Neurological Disorder, Malingering, Factitious Disorder.</p>	15 lectures
Module 4	<p><u>DISORDERS OF CHILDHOOD AND LATE LIFE</u></p> <p>a) Attention-Deficit/ Hyperactivity Disorder b) Autism c) Learning Disabilities d) Mental Retardation e) Neurocognitive Disorder in late life: Dementia f) Depression ---childhood and late life</p>	15 lectures
	Total	60 lectures

Essential Reading:

1. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore.
2. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning.
3. Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education

Supplementary Reading:

1. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). Abnormal Psychology. New Jersey: Pearson Prentice Hall
2. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press
3. Dhanda, Amita. (2000). Legal Order and Mental Disorder. New Delhi, Sage Publications

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4. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007.
5. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall
6. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA

Program: B.A (2021-22)				Semester: VI	
Course: Abnormal Psychology- Paper V				Course Code: UAMAPSY605	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge and understanding of the basic concepts in abnormal Psychology and the theories about abnormality 2. To impart knowledge and understanding of the different psychological disorders – their symptoms, diagnosis, causes and treatment 3. To create awareness about Mental Health problems in society 4. To create a foundation for higher education and a professional career in Clinical Psychology 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Examine the clinical description, etiology and treatment of schizophrenia and mood disorders with bio-psycho-socio perspectives					
CO2: Examine the concepts of sexual and gender dysphoria – sexual norms and behaviour, sexual dysfunctions, gender dysphoria, and paraphilias.					
CO3: To guide the learner in designing experiments and correlational research – involving the conceptualization of research ideas, design of materials, execution, data analysis, interpretation and presentation of findings, keeping in mind ethical practices when conducting psychological research					
CO4: To help learners develop an understanding of the APA format for writing research articles.					
CO5: Understand personality disorders – their classification, clusters and treatment					

Outline of Syllabus: (per session plan)		
Semester VI		
Module	Description	No of Lectures
SEMESTER V		
1	Schizophrenia	15 lectures
2	Mood Disorders	15 lectures

3	Sexual & Gender Dysphoria	15 lectures
4	Personality Disorders	15 lectures
	Total	60 lectures

Unit	Topic	No. of lectures
Module 1	<u>SCHIZOPHRENIA</u> a) Clinical Description of Schizophrenia b) Etiology of Schizophrenia c) Treatment of Schizophrenia	15 lectures
Module 2	<u>MOOD DISORDERS</u> a) Clinical Descriptions of Mood Disorders b) Etiology of Mood Disorders c) Treatment of Mood Disorders d) Suicide	15 lectures
Module 3	<u>SEXUAL AND GENDER DYSPHORIA</u> a) Sexual Norms and Behaviour b) Gender Dysphoria c) The Paraphilias d) Rape	15 lectures
Module 4	<u>PERSONALITY DISORDERS</u> a) Classifying Personality Disorders b) Odd/Eccentric Cluster c) Dramatic/ Erratic Cluster d) Anxious/ Fearful Cluster e) Treatment of Personality Disorders	15 lectures
	Total	60 lectures

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1. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore.
2. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning.
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4. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical Psychology: Science, practice, and ethics. New Delhi, Pearson education, Indian reprint 2007.
5. Oltmanns, T. F., & Emery, R. E. (2010). Abnormal Psychology. 6th ed., New Jersey: Pearson Prentice Hall
6. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA.

Sl. No.	Author	Title	Year
1	Bennet, P.	Abnormal and Clinical Psychology: An Introductory Textbook.	2003
2	Dhanda, Amita.	Legal Order and Mental Disorder.	2000
3	Hecker, J.E., & Thorpe, G.L.	Introduction to clinical Psychology: Science, practice, and ethics.	2005
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5	Ray, W.J.	Abnormal Psychology: neuroscience perspectives on human behaviour and experience.	2013



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Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.A

Course: Industrial/Organizational Psychology – Paper VI

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the
Academic year 2021-22**

BACHELOR OF ARTS

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge base in their chose area of study
- the ability to apply the knowledge they have acquired
- the ability to communicate effectively
- the ability to work both independently and collaboratively
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The Program Outcomes (POs) i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyse situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people's frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner's specific surroundings, understand the moral dimensions of one's own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the B.A the learners should be enriched with knowledge and be able to-
The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

- PSO1.** Develop a knowledge base in Psychology – Understand the key concepts, principles and overarching themes in the study of Psychology; develop a working knowledge of psychology's content domains; recognize, understand, compare and apply the core domains of Psychology to everyday and professional life; identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect; and articulate ethical issues in Psychology with reference to culture-specific societies.
- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

Preamble

The revised T.Y.B.A syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Industrial/Organizational Psychology

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Essay type question	15	15
2	Essay type question	15	15
3	Essay type question	15	15
4	Essay type question	15	15
5	Short notes	15	15
Total Marks			75

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College of Commerce & Economics (AUTONOMOUS)**

Signature

Signature

Signature

HOD

Approved by Vice-Principal

Approved by Principal

Program: B.A (2021-22)				Semester: V	
Course: Industrial/Organizational Psychology				Course Code: UAMAPSY506	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75

Learning Objectives:

1. To impart knowledge and understanding of the basic concepts and modern trends in the field of Organizational Behaviour and to foster interest in the field.
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.

Course Outcomes:

- CO1:** Understand industrial/organizational psychology.
- CO2:** Examine the nature and scope of organizational psychology.
- CO3:** Help the learner understand the importance of interpersonal skills.
- CO4:** Understand the functions, skills and roles of a manager.
- CO5:** Examine organisational behavior and the disciplines that contribute to it.
- CO6:** Help the learner to understand the challenges and opportunities for organisational behavior.
- CO7:** Understanding what is motivation and the four early theories of motivation. Also understanding the contemporary theories of motivation like goal setting theory, equity theory, organizational justice, and expectancy theory.
- CO8:** Understanding what are the job-related attitudes and their components.
- CO9:** Helping the learner understand job satisfaction, sources of job satisfaction, and ways of measuring it.
- CO10:** Examining the difference between groups and teams, how to create a team and the various theories of leadership such as Trait, Behavioural, Contingency, – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model, Leader-Member Exchange theory
- CO11:** Understanding what are charismatic and transformational leaders and what is mentoring.

**Outline of Syllabus: (per session plan)
Semester V**

Module	Description	No of Lectures
1	What is Organizational Behaviour?	11 lectures
2	Attitudes and Job Satisfaction	11 lectures
3	Motivation Concepts	11 lectures
4	Leadership	12 lectures
	Total	45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>WHAT IS ORGANIZATIONAL BEHAVIOUR?</u></p> <p>a) The importance of interpersonal skills b) What managers do - management functions, roles, and skills c) Enter organizational behavior; Disciplines that contribute to the OB field d) Challenges and Opportunities for OB - Responding to globalization; managing work force diversity; coping with “temporariness”; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour</p>	11 lectures
Module 2	<p><u>ATTITUDES AND JOB SATISFACTION</u></p> <p>a) Attitudes - Main components of attitudes; Major Job Attitudes b) Job Satisfaction - Measuring job satisfaction. What causes job satisfaction? The impact of satisfied and dissatisfied employees on the workplace</p>	11 lectures
Module 3	<p><u>MOTIVATION CONCEPTS</u></p> <p>a) Defining Motivation; four early theories of motivation b) Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory</p>	11 lectures
Module 4	<p><u>LEADERSHIP</u></p> <p>a) What is Leadership? Trait theories, Behavioural theories b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model c) Leader-Member Exchange theory d) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; dark side of charismatic leadership; characteristics of transactional leaders; characteristics of transformational leaders e) Leading for the future: Mentoring</p>	12 lectures

Essential Reading:

1. Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior*. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
2. Luthans, F. (2013). *Organisational behaviour: An evidence –based approach*. Tata McGraw Hill

Supplementary Reading:

1. Hersey Paul, Blanchard Kenneth & Johnson Dewey (10th Ed) *Management of Organizational Behavior*
2. Aquinas, P. G. (2013). *Organisational Behavior Concepts Realities Application and Challenges*. (2nd ed.) New Delhi: Excel Books
3. Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill

4. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). Organisations: Behaviour, Structure, Processes. Tata McGraw Hill
5. Greenberg, J. (2013). Behaviour in organizations (10th ed.). PHI Learning Private Limited.
6. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill, New Delhi.

Program: B.A (2021-22)				Semester: VI	
Course: Industrial/Organizational Psychology				Course Code: UAMAPSY606	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75

Learning Objectives:

- 1.To impart knowledge and understanding of the basic concepts and modern trends in the field of Organizational Behaviour and to foster interest in the field.
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.

Course Outcomes:

- CO1:** Examining conflict and the transitions in conflict thought and the conflict process.
- CO2:** Helping the learner understanding negotiation, its process and what bargaining is.
- CO3:** Understanding change and forces of change along with resistance to change and ways to overcome it.
- CO4:** Helping learners understand work stress and its management. .

**Outline of Syllabus: (per session plan)
Semester VI**

Module	Description	No of Lectures
1	Understanding Work Teams	11 lectures
2	Conflict and Negotiation	11 lectures
3	Communication	11 lectures
4	Organizational Change and Stress Management	12 lectures
	Total	45 lectures

Unit	Topic	No. of lectures
Module 1	<u>UNDERSTANDING WORK TEAMS</u> a) Differences between groups and teams; Types of teams b) Creating effective teams c) Turning individuals into team players d) Beware! Teams aren't always the answer	11 lectures
Module 2	<u>CONFLICT AND NEGOTIATION</u> a) Defining Conflict; transitions in conflict though b) The Conflict Process c) Negotiation: Bargaining strategies; the negotiation process	11 lectures
Module 3	<u>COMMUNICATION</u> a) Functions, Process & Direction of Communication b) Interpersonal and organizational communication c) Choice of communication channel; persuasive communications d) Barriers to effective communications & Global Implications for Managers	11 lectures
Module 4	<u>ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT</u> a) Forces for Change b) Work Stress and its Management	12 lectures

Essential Reading :

1. Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior*. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
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6. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill, New Delhi.

Unit	Topic	% of Lectures
Module 1	<p>INTRODUCTION TO ORGANISATIONAL BEHAVIOUR</p> <p>1. Differences between groups and teams 2. Group dynamics 3. Learning and skills can form groups 4. The social learning theory of organizational behavior</p>	11 lectures
Module 2	<p>ORGANISATIONAL DESIGN</p> <p>1. Defining Organizational Design 2. The design process 3. Organizational design strategies for organizational success</p>	11 lectures
Module 3	<p>COMMUNICATION</p> <p>1. Definition, process & importance of communication 2. Barriers and organizational communication 3. Organizational communication channels, barriers and communication 4. Organizational communication in a global organization 5. Organizational communication in a digital organization</p>	11 lectures
Module 4	<p>ORGANISATIONAL LEARNING AND STRESS MANAGEMENT</p> <p>1. Organizational Learning 2. Stress and its management</p>	11 lectures



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Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.A.

Course: Cognitive Psychology – Paper VII

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the Academic
year 2021-22**

BACHELOR OF ARTS

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- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

Preamble

The revised T.Y.B.A syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Cognitive Psychology.

The 02 courses of theory (Semester-V & Semester-VI together) are compulsory to the students opting for Psychology as a subject at the T.Y.B.A level. These courses are:-

1. UAMAPSY507
2. UAMAPSY607

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

Program: B.A. (2021-22)				Semester: V	
Course: Cognitive Psychology – Paper VII				Course Code: UAMAPSY507	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

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

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Present an interdisciplinary approach to cognition

CO2: Understand the various theories of perception and deficits in perception.

CO3: Make the learner aware of the concepts of selective and divided attention and controlled and automatic attention and understand when human attention fails.

CO4: Understand the models of memory in detail, the constructive nature and distortions of the human memory.

Outline of Syllabus: (per session plan)

Semester V

Module	Description	No of Lectures
1	The Interdisciplinary Perspective to Cognition	15 lectures
2	Perception and Pattern Recognition	15 lectures
3	Attention	15 lectures
4	Memory	15 lectures
	Total	60 lectures

Unit	Topic	No. of lectures
Module 1	<u>THE INTERDISCIPLINARY PERSPECTIVE TO COGNITION</u> a) The philosophical approach b) The neuroscience approach (Brain) c) The evolutionary approach d) The linguistic approach e) The artificial intelligence approach	15 lectures
Module 2	<u>PERCEPTION AND PATTERN RECOGNITION</u> a) Theories of perception b) Bottom-up processes c) Top-Down processes d) Deficits in perception	15 lectures
Module 3	<u>ATTENTION</u> a) Selective Vs. Divided attention b) Automatic Vs. Controlled attention c) When our attention fails	15 lectures
Module 4	<u>MEMORY</u> a) Models of memory b) Constructive nature of memory c) Distortions in memory	15 lectures

Essential Reading:

- Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
- Freidenberg, J., & Silverman, G. (2006) Cognitive Science Introduction to the Study of Mind. SAGE Publications

Supplementary Reading:

- Goldstein, E. B. (2011). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (3rd edi.). Wadsworth/ Thomson Learning.
- Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.

7. Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
8. Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
9. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
10. Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth.

15 lectures	<p align="center">UNIT 1: THE SCIENCE OF MEMORY</p> <p>1. The science of memory 2. The structure of memory 3. The encoding of memory 4. The retrieval of memory</p>	15 lectures
15 lectures	<p align="center">UNIT 2: THE SCIENCE OF LEARNING</p> <p>1. The science of learning 2. The structure of learning 3. The encoding of learning 4. The retrieval of learning</p>	15 lectures
15 lectures	<p align="center">UNIT 3: THE SCIENCE OF INTELLIGENCE</p> <p>1. The science of intelligence 2. The structure of intelligence 3. The encoding of intelligence 4. The retrieval of intelligence</p>	15 lectures
15 lectures	<p align="center">UNIT 4: THE SCIENCE OF PSYCHOPHYSICS</p> <p>1. The science of psychophysics 2. The structure of psychophysics 3. The encoding of psychophysics 4. The retrieval of psychophysics</p>	15 lectures

Program: B.A. (2021-22)				Semester: VI	
Course: Cognitive Psychology – Paper VII				Course Code: UAMAPSY607	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes 2. To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro- Psychology 3. To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes 4. To create a foundation for higher education and a career in the field of Cognitive Psychology 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Understand declarative and non-declarative knowledge, concepts and categorization.					
CO2: Help the learner understand the various types, approaches and blocks to problem-solving.					
CO3: Understand the nature of imagery in detail, the principles of imagery, and process of mental rotation and scanning.					
CO4: Make the learner aware of the various individual differences in cognition – skills, abilities, cognitive styles, learning styles, age, culture and gender differences.					
Outline of Syllabus: (per session plan)					
Semester VI					
Module	Description				No of Lectures
1	Organization of Knowledge				15 lectures
2	Problem Solving				15 lectures
3	Visual Imagery				15 lectures
4	Individual Differences in Cognition				15 lectures
	Total				60 lectures

Unit	Topic	No. of lectures
Module 1	<u>ORGANIZATION OF KNOWLEDGE</u> a) Declarative Knowledge b) Non-declarative knowledge c) Concepts and categorization	15 lectures
Module 2	<u>PROBLEM –SOLVING</u> a) Types of problems b) Approaches to problem-solving c) Blocks to problem solving	15 lectures
Module 3	<u>VISUAL IMAGERY</u> a) Nature of imagery: principles and criticisms b) Brain and imagery c) Empirical investigation d) Mental rotation and scanning	15 lectures
Module 4	<u>INDIVIDUAL DIFFERENCES IN COGNITION</u> a) Skills and abilities b) Cognitive styles c) Learning styles d) Age, culture, and gender differences	15 lectures

Essential Reading :

- Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009
- Freidenberg, J., & Silverman, G. (2006) Cognitive Science Introduction to the Study of Mind. SAGE Publications

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- Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.

7. Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
8. Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
9. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
10. Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth.



Shri Vile Parle Kelavani Mandal's

**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBE
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)**

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

*Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.A

**Course: Practicals in Cognitive Processes and Psychological
Testing- Paper VIII**

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the
Academic year 2021-22**

BACHELOR OF ARTS

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge base in their chose area of study
- the ability to apply the knowledge they have acquired
- the ability to communicate effectively
- the ability to work both independently and collaboratively
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The **Program Outcomes (POs)** i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyse situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people's frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner's specific surroundings, understand the moral dimensions of one's own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the B.A the learners should be enriched with knowledge and be able to-
The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

- PSO1.** Develop a knowledge base in Psychology – Understand the key concepts, principles and overarching themes in the study of Psychology; develop a working knowledge of psychology's content domains; recognize, understand, compare and apply the core domains of Psychology to everyday and professional life; identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect; and articulate ethical issues in Psychology with reference to culture-specific societies.
- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

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1. The first part of the question is a multiple choice question. It asks you to identify the correct statement(s) from the given options.

2. The second part of the question is a short answer question. It asks you to explain the difference between the two concepts mentioned in the question. You should provide a clear and concise answer, supported by relevant examples or data.

3. The third part of the question is a long answer question. It asks you to discuss the impact of the given factor on the economy. You should provide a detailed and well-structured answer, covering both the positive and negative aspects of the impact.

Preamble

The revised TYBA syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of practicals (Semester-V & Semester-VI together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are:-

1. UAMAPSY508 (Semester V)
2. UAMAPSY608 (Semester VI)

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Review of Literature, Application based assignments, Essays, Research proposal	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

Program: B.A (2021-22)				Semester: V	
Course: Practicals in Cognitive Processes and Psychological Testing - Paper VIII				Course Code:UAMAPSY508	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
-	36	-	4	25	75

Learning Objectives:

1. To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
2. To introduce the students to Psychological Testing: administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
3. To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, precision of exposure and measurement
4. To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** To orient students to the basics of experimentation in the field of psychology. To facilitate understanding of the key concepts of hypotheses, variables, controls, and designs at the core of laboratory experiments.
- CO2:** To introduce the students to experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.
- CO3:** To introduce the students to psychological testing - administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing
- CO4:** To familiarize the students with computer-based experiments and sensitize them to aspects of control, precision of exposure and measurement.
- CO5:** To help learners develop skills in observation, experimentation, data analysis, and report writing.
- CO6:** To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques.
- CO7:** To guide the learner in designing experiments and correlational research – involving the conceptualization of research ideas, design of materials, execution, data analysis, interpretation and presentation of findings, keeping in mind ethical practices when conducting psychological research

CO8: To help learners develop an understanding of the APA format for writing research articles.
CO9: To help learners understand the role of statistical software in psychological research and gain hands on experience with the same. To create a foundation for higher education and a career in psychological research.

**Outline of Syllabus: (per session plan)
Semester V**

Module	Description	No of practicals
1	Orientation into Experimentation and Statistics in Psychological Research	6 lectures (practicals) per week per batch of 8 students
2	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics	
3	Design an experiment	
4	Two Computer-based Experiment (Coglab)	

Unit	Topic	No. of lectures
Module 1	Orientation into experimentation and statistics in psychological research	6 lectures per week per batch of 8 students
Module 2	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analyzed using appropriate inferential statistics	
Module 3	Design an experiment	
Module 4	Two Computer-based Experiment (Coglab)	

Program: B.A (2021-22)				Semester: VI	
Course: Practicals in Cognitive Processes and Psychological Testing - Paper VIII				Course Code: UAMAPSY608	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
-	36	-	4	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To introduce the students to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data. To introduce the students to Psychological Testing: administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, precision of exposure and measurement To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: To orient students to the basics of experimentation in the field of psychology. To facilitate understanding of the key concepts of hypotheses, variables, controls, and designs at the core of laboratory experiments.					
CO2: To introduce the students to experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.					
CO3: To introduce the students to psychological testing - administration, scoring and interpretation of test scores as well as a procedural understanding of concepts related to psychological testing					
CO4: To familiarize the students with computer-based experiments and sensitize them to aspects of control, precision of exposure and measurement.					
CO5: To help learners develop skills in observation, experimentation, data analysis, and report writing.					
CO6: To stimulate interest in the process of scientific inquiry with an analytical attitude and to create a foundation for advanced Experimentation and Research in Psychology and applications of advanced Statistical techniques.					

- CO7:** To guide the learner in designing experiments and correlational research – involving the conceptualization of research ideas, design of materials, execution, data analysis , interpretation and presentation of findings, keeping in mind ethical practices when conducting psychological research
- CO8:** To help learners develop an understanding of the APA format for writing research articles.
- CO9:** To help learners understand the role of statistical software in psychological research and gain hands on experience with the same.To create a foundation for higher education and a career in psychological research.

**Outline of Syllabus: (per session plan)
Semester VI**

Module	Description	No of practicals
1	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	6 lectures (practicals) per week per batch of 8 students
2	Two Psychological Tests	
3	APA format for research publications	

Unit	Topic	No. of lectures
Module 1	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	6 lectures per week per batch of 8 students
Module 2	Two Psychological Tests	
Module 3	APA format for research publications	

Supplementary Readings:

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
2. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
3. Carver, R. H., & Nash, J. G. (2009). Data Analysis with SPSS version 16. Brooks/Cole, Cengage Learning, first Indian reprint 2009
4. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGrawHill International edition. (Indian reprint 2015)
5. Cohen, B. H. (2013). Explaining Psychological Statistics (4th ed.). New Jersey. John Wiley & sons
6. Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning

7. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. WadsworthCengage Learning, International student edition
8. Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils,Feffer, and Simons Pvt. Ltd.
9. Guilford, J. P. (1954). Psychometric Methods (2nd ed.). New York: McGraw-Hill
10. Guilford, J.P. Fruchter, B. (1973). Fundamental statistics in psychology and education. (5th ed.) New York : McGraw-Hill
11. Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
12. Gaur, A. J., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. 2 nd ed., Response books, Sage Publications
13. Harris, P. (2008). Designing and Reporting Experiments in Psychology. 3 rd ed., Open University Press, McGraw-Hill Education
14. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
15. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
16. Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007.
17. McBurney, D. H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
18. Mangal, S. K. (1987). Statistics in Psychology and Education. New Delhi : Tata McGraw Hill Publishing Company Ltd.
19. Matlin, M. W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd.
20. 1) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). Statistical Reasoning in the Behavioral sciences, John Wiley & sons
21. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
22. Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw-Hill Publishing Company, Mumbai
23. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press.
24. Solso, R. L., & McLin, M. K. (2002). Experimental Psychology: A case approach. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
25. Steinberg, W. J. (2008). Statistics Alive! Los Angeles: Sage Publications, Inc.
26. Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth



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*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
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Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.A

Course: Counselling Psychology

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the
Academic year 2021-22.**

BACHELOR OF ARTS

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge base in their chose area of study
- the ability to apply the knowledge they have acquired
- the ability to communicate effectively
- the ability to work both independently and collaboratively
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The **Program Outcomes (POs)** i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyse situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people's frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centred national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner's specific surroundings, understand the moral dimensions of one's own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the B.A the learners should be enriched with knowledge and be able to-
The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

- PSO1.** Develop a knowledge base in Psychology – Understand the key concepts, principles and overarching themes in the study of Psychology; develop a working knowledge of psychology's content domains; recognize, understand, compare and apply the core domains of Psychology to everyday and professional life; identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect; and articulate ethical issues in Psychology with reference to culture-specific societies.
- PSO2.** Develop scientific inquiry and critical thinking skills – use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy; use scientific reasoning to interpret psychological phenomena; engage in integrative thinking and problem solving; review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences; interpret, design and conduct basic psychological research.
- PSO3.** Understand ethical and social responsibilities in a diverse world – recognize and respect the complexity of sociocultural diversity and individual differences; describe the impact of society and culture on human diversity and individual differences; apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.
- PSO4.** Develop basic personal and professional skills – explore and understand own personality; interact effectively and work productively with others; enhance personal stress management and coping skills; apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.
- PSO5.** Develop professional communication skills – interpret and write reports using the APA style; appropriately use technical language in oral and written communication; use appropriate computer technology to complete assignments and exhibit presentation skills

Preamble

The revised T.Y.B.A syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Counselling Psychology.

The 02 courses of theory (Semester-V & Semester-VI together) are compulsory to the students opting for Psychology as a subject at the T.Y.B.A level. These courses are:-

- 1. UAMAPSY509**
- 2. UAMAPHB609**

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

Table 1: Details of Semesters Part B Examinations

The system of the examination will be conducted as follows: The total marks will be 100. The examination will be conducted with a weighting of 75% to the final marks for course. The weightage will be a semester and examination with a weighting of 10% to the total marks for course. The allocation of marks for the 2 semesters, Assessment and Examinations and Examinations is as follows:

Table 1: Details of Semesters Part B Examinations

Semester	Examination	Assessment
1st Semester	Internal Examinations (75%)	External Examinations (25%)
2nd Semester	Internal Examinations (75%)	External Examinations (25%)

Table 2: Details of Semesters Part B Examinations

The total marks for each semester will be 100 marks.

Sl. No.	Examination	Marks	Total Marks
1	Internal Examinations (75%)	75	100
2	External Examinations (25%)	25	100
3	Internal Examinations (75%)	75	100
4	External Examinations (25%)	25	100
5	Internal Examinations (75%)	75	100
6	External Examinations (25%)	25	100
	Total Marks	100	100

Program: B.A. (2021-22)				Semester: V	
Course: Counselling Psychology (Paper IX)				Course Code: UAMAPSY509	
Teaching Scheme				Evaluation Scheme	
Lectur e (48min s lecture per week)	Practical (48mins lecture per week)	Tutorial (48mins lecture per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3.5	25	75

Learning Objectives:

1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology
2. To generate interest in the various applications and fields of counseling
3. To create a foundation for higher education in Counseling and a career as a professional counselor

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Distinguish between counselling, guidance and psychotherapy and the various specializations of counselling
- CO2:** Identify the personal and professional qualities of an effective counselling psychologist.
- CO3:** Demonstrate and report ethical concerns in the practice of counselling and mental health care practice.
- CO4:** Defend the practice of counselling on the basis of legal bills passed in the country.
- CO5:** Discern the three stages of counselling, the factors influencing the counselling process and the techniques to work through the counselling process and close the relationship.

Outline of Syllabus: (per session plan)

Semester V

Module	Description	No of Hours
1	Personal, Professional and Ethical Aspects of Counseling	12 lectures
2	Building a counseling relationship	11 lectures
3	Working in a counseling relationship	11 lectures
4	Closing counseling relationships	11 lectures
	Total	45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>PERSONAL, PROFESSIONAL AND ETHICAL ASPECTS OF COUNSELING</u></p> <p>a) Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy and social justice, portfolios</p> <p>b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically</p> <p>c) c) Mental Health Care Act (2017) and the POCSO Act (2012)</p>	12 lectures
Module 2	<p><u>BUILDING A COUNSELING RELATIONSHIP</u></p> <p>a) The six factors that influence the counseling process</p> <p>b) Types of initial interviews; conducting the initial interview</p> <p>c) Exploration and the identification of goals</p>	11 lectures
Module 3	<p><u>WORKING IN A COUNSELING RELATIONSHIP</u></p> <p>a) Various counselor skills in the understanding and action phases</p> <p>b) Transference and counter-transference; the real relationship</p>	11 lectures
Module 4	<p><u>CLOSING COUNSELING RELATIONSHIPS</u></p> <p>a) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral</p>	11 lectures

Essential Reading :

1. Gladding, S. T. (2017). *Counseling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.
2. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
3. Welfel, E. R., & Patterson, L. E. (1995). *The Counseling Process: A Multi-theoretical Integrative Approach*. (5th ed.). Thomson Brooks/ Cole

Supplementary Reading:

1. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
2. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
3. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
4. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
5. Gclso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India

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6. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
7. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
8. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition.

Program: B.A. (2021-22)				Semester: VI	
Course: Counselling Psychology (Paper IX)				Course Code: UAMAPSY609	
Teaching Scheme				Evaluation Scheme	
Lecture (48mins lecture per week)	Practical (48mins lecture per week)	Tutorial (48mins lecture per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3.5	25	75
Learning Objectives:					
1. To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology					
2. To generate interest in the various applications and fields of counseling					
3. To create a foundation for higher education in Counseling and a career as a professional counselor					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Reframe the concerns and processes of counselling in multicultural contexts and with diverse populations concerning age, gender, sexual and spiritual orientation.					
CO2: Describe and contrast the various counselling theories and their techniques with client concerns, cultural contexts and effectiveness.					
CO3: Review the different stages of group development, identify the role of groups in counselling, explore the various concerns in group counselling and discover effective group counselling methods.					
Outline of Syllabus: (per session plan)					
Semester VI					
Module	Description				No of Hours
1	Counseling in Multicultural Society and with Diverse Populations				11 lectures
2	Psychoanalytic, Adlerian, and Humanistic Theories of Counseling				11 lectures
3	Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling				12 lectures
4	Groups in Counseling and Current Trends in Counseling				11 lectures
	Total				45 lectures

Unit	Topic	No. of lectures
Module 1	<u>COUNSELING IN MULTICULTURAL SOCIETY AND WITH DIVERSE POPULATIONS</u> a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; international counseling b) b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality	11 lectures
Module 2	<u>PSYCHOANALYTIC, ADLERIAN, AND HUMANISTIC THEORIES OF COUNSELING</u> a) Theory; importance of theory; theory into practice b) Psychoanalytic theories, Adlerian theory, Humanistic theories	11 lectures
Module 3	<u>BEHAVIORAL, COGNITIVE, SYSTEMIC, BRIEF, AND CRISIS THEORIES OF COUNSELING</u> a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches	12 lectures
Module 4	<u>GROUPS IN COUNSELING AND CURRENT TRENDS IN COUNSELING</u> a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work c) c) Current trends in Counseling - Dealing with violence, trauma and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on use of technology	11 lectures

Essential Reading:

1. Gladding, S. T. (2017). *Counseling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.
2. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
3. Welfel, E. R., & Patterson, L. E. (1995). *The Counseling Process: A Multi-theoretical Integrative Approach*. (5th ed.). Thomson Brooks/ Cole

Supplementary Reading:

1. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
2. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill

3. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
4. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
5. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
6. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
7. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
8. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition.



Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)
NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.Com

Course: Psychology of Human Behavior at Work

Semester: Semester V and VI

**Choice Based Credit System (CBCS) with effect from the Academic
year 2021-22**

Preamble

The revised T.Y.B.Com syllabus is proposed with utmost care and consideration.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Organizational Psychology in India.

The 02 courses of theory (Semester-V & Semester-VI together) are compulsory to the students opting for Psychology as a subject at the T.Y.B.Com level. These courses are:-

- 3. UCMAPHB508**
- 1. UCMAPHB608**

Sl. No.	Course Code	Course Name	Level
1	UCMAPHB508	Psychology of Learning	Semester V
2	UCMAPHB608	Psychology of Personality	Semester VI
3	UCMAPHB509	Psychology of Abnormality	Semester V
4	UCMAPHB609	Psychology of Health	Semester VI
5	UCMAPHB510	Psychology of Intelligence	Semester V
6	UCMAPHB610	Psychology of Motivation	Semester VI
7	UCMAPHB511	Psychology of Development	Semester V
8	UCMAPHB611	Psychology of Social Interaction	Semester VI
9	UCMAPHB512	Psychology of Memory	Semester V
10	UCMAPHB612	Psychology of Emotion	Semester VI

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations, Case Studies, Review of Literature, Application based assignments, Essays	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1.	15	15
2	Answer any one of the two questions from Unit 2.	15	15
3	Answer any one of the two questions from Unit 3.	15	15
4	Answer any one of the two questions from Unit 4.	15	15
5	Explain any 5 of the 8 terms OR Short notes 3 out of 5 OR State True or False with reasons (from all units).	15	15
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.Com. (2021-22)				Semester: V	
Course: Psychology of Human Behavior at Work				Course Code: UCMAPHB508	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To impart knowledge and understanding of the basic concepts and modern trends in the field of Psychology of Human Behaviour at Work and to foster interest in the field. To create awareness about the role and importance of Psychological factors and processes in the world of work. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Help the learner understand organizational behaviour, the disciplines that contribute to the field of organizational behaviour and the challenges and opportunities of this field.					
CO2: Make the learner aware of the importance of interpersonal skills.					
CO3: Understand the functions, roles and skills of managers.					
CO4: Help the learner understand the main components of attitudes and identify the major job attitudes.					
CO5: Understand job satisfaction, it's measurement, causes and impact at the workplace.					
CO6: Make the learner aware of motivation - Early and contemporary theories of motivation.					
CO7: Understand leadership - the Trait and Behaviour Theories of Leadership, Contingency Theories of Leadership, Leader-Member Exchange Theory.					
CO8: Help the learner understand the key characteristics and dark side of the charismatic leadership and the characteristics of transactional and transformational leaders.					
Outline of Syllabus: (per session plan)					
Semester V					
Module	Description				No of Lectures
1	What is Organizational Behaviour?				11 lectures
2	Attitudes and Job Satisfaction				11 lectures
3	Motivation Concepts				11 lectures
4	Leadership				12 lectures
	Total				45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>WHAT IS ORGANIZATIONAL BEHAVIOUR?</u></p> <p>a) The importance of interpersonal skills b) What managers do - management functions, roles, and skills c) Enter organizational behavior; Disciplines that contribute to the OB field d) Challenges and Opportunities for OB - Responding to globalization; managing work force diversity; coping with “temporariness”; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour</p>	11 lectures
Module 2	<p><u>ATTITUDES AND JOB SATISFACTION</u></p> <p>a) Attitudes - Main components of attitudes; Major Job Attitudes b) Job Satisfaction - Measuring job satisfaction. What causes job satisfaction? The impact of satisfied and dissatisfied employees on the workplace</p>	11 lectures
Module 3	<p><u>MOTIVATION CONCEPTS</u></p> <p>a) Defining Motivation; four early theories of motivation b) Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory</p>	11 lectures
Module 4	<p><u>LEADERSHIP</u></p> <p>a) What is Leadership? Trait theories, Behavioural theories b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model c) Leader-Member Exchange theory d) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; dark side of charismatic leadership; characteristics of transactional leaders; characteristics of transformational leaders e) Leading for the future: Mentoring</p>	12 lectures

Essential Reading:

1. Robbins, S. P., & Judge, T. A. (2016). *Organizational Behavior*. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
2. Luthans, F. (2013). *Organisational behaviour: An evidence –based approach*. Tata McGraw Hill

Supplementary Reading

1. Hersey, P., Blanchard, K. and Johnson, D., 2013. *Management of organizational behavior*. Boston: Pearson.
2. Aquinas, P. G. (2013). *Organisational Behavior Concepts Realities Application and Challenges*. (2nd ed.) New Delhi: Excel Books
3. Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
4. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill

5. Greenberg, J. (2013). Behaviour in organizations (10th ed.). PHI Learning Private Limited.
6. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill, New Delhi.
7. Pareek, U. & Khanna, S. (2011). Understanding organizational behavior. Oxford University Press
8. Riggio, R. (2012). Introduction to industrial and organizational psychology. Pearson Education
9. Schultz, D. & Schultz, S. (2013). Psychology and work today. Pearson
10. Skopec Eric, Smith Dayle (1998) How to use Team Building to foster Innovation throughout your organisation. Contemporary books

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.Com. (2021-22)				Semester: VI	
Course: Psychology of Human Behavior at Work				Course Code: UCMAPHB608	
Teaching Scheme				Evaluation Scheme	
Lecture (48 minutes per week)	Practical (48 minutes per week)	Tutorial (48 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To impart knowledge and understanding of the basic concepts and modern trends in the field of Psychology of Human Behaviour at Work and to foster interest in the field. To create awareness about the role and importance of Psychological factors and processes in the world of work. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Help the learner understand the differences between groups and teams, the different types of teams and the procedure to create effective teams					
CO2: Define conflicts and discuss the transitions in conflict thoughts. Help the learner understand the conflict process in detail.					
CO3: Help the learner understand the meaning and process of negotiation along with bargaining strategies.					
CO4: Help the learner understand the functions, process and direction of communication, the barriers to effective communication and the global implications for managers.					
CO5: Examine interpersonal and organizational communication.					
CO6: Examine the various communication channels and role of persuasive communications.					
CO7: Help the learner understand the forces of change in organizations, work stress and it's management.					
Outline of Syllabus: (per session plan)					
Semester VI					
Module	Description				No of Lectures
1	Understanding Work Teams				11 lectures
2	Conflict and Negotiation				11 lectures
3	Communication				11 lectures
4	Organizational Change and Stress Management				12 lectures
	Total				45 lectures

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Unit	Topic	No. of lectures
Module 1	<u>UNDERSTANDING WORK TEAMS</u> a) Differences between groups and teams; Types of teams b) Creating effective teams c) Turning individuals into team players d) Beware! Teams aren't always the answer	11 lectures
Module 2	<u>CONFLICT AND NEGOTIATION</u> a) Defining Conflict; transitions in conflict though b) The Conflict Process c) Negotiation: Bargaining strategies; the negotiation process	11 lectures
Module 3	<u>COMMUNICATION</u> a) Functions, Process & Direction of Communication b) Interpersonal and organizational communication c) Choice of communication channel; persuasive communications d) Barriers to effective communications & Global Implications for Managers	11 lectures
Module 4	<u>ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT</u> a) Forces for Change b) Work Stress and its Management	12 lectures

Essential Reading :

1. Robbins, S. P., & Judge, T. A. (2016). Organizational Behavior. (17th ed.). New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.
2. Luthans, F. (2013). Organisational behaviour: An evidence –based approach. Tata McGraw Hill

Supplementary Reading:

1. Hersey, P., Blanchard, K. and Johnson, D., 2013. *Management of organizational behavior*. Boston: Pearson.
2. Aquinas, P. G. (2013). *Organisational Behavior Concepts Realities Application and Challenges*. (2nd ed.) New Delhi: Excel Books
3. Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
4. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill
5. Greenberg, J. (2013). *Behaviour in organizations* (10th ed.). PHI Learning Private Limited.
6. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) *Organisational behavior*. (5th ed.): Tata McGraw Hill, New Delhi.
7. Pareek, U. & Khanna, S. (2011). *Understanding organizational behavior*. Oxford University Press
8. Riggio, R. (2012). *Introduction to industrial and organizational psychology*. Pearson Education
9. Schultz, D. & Schultz,S.(2013). *Psychology and work today*. Pearson
10. Skopec Eric, Smith Dayle (1998) *How to use Team Building to foster Innovation throughout your organisation*. Contemporary books