



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 & Statistics

Semester: Semester V & VI

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

2018-19.

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)	Project / Assignment	15 marks
Component 2 (CA-2)	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	Attempt any 5 out of the following 6 questions (1 question from each unit). Each question carries 15 marks.	15*5	75
Total Marks			75

Signature

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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.A.				Semester: V	
Course: Psychological Testing & Statistics				Course Code: UAMAPSY504	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
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
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>NATURE & USE OF PSYCHOLOGICAL TEST</u></p> <p>a) Uses & varieties of psychological tests b) What is a psychological test? c) Why control the use of psychological tests? d) Test administration e) Situational factors that affect test performance f) Effects of training on test performance</p>	10 lectures
Module 2	<p><u>RELIABILITY</u></p> <p>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</p>	10 lectures
Module 3	<p><u>VALIDITY</u></p> <p>a) Evolving concepts of test validity b) Content, description, procedures c) Criterion-prediction procedures d) Construct identifying procedures</p>	10 lectures
Module 4	<p><u>ITEM ANALYSIS</u></p> <p>a) Item difficulty b) Item Discrimination c) Item bias d) Cross validation e) Differential item functioning f) Explorations in item deviation</p>	10 lectures
Module 5	<p><u>TYPES OF SCORES, TYPES OF SCALES, FREQUENCY DISTRIBUTION AND GRAPHIC REPRESENTATIONS</u></p> <p>a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement</p>	10 lectures

	<ul style="list-style-type: none"> 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.) 	
Module 6	<p style="text-align: center;"><u>MEASURES OF CENTRAL TENDENCY</u></p> <ul style="list-style-type: none"> 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

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

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

Program: B.A.				Semester: VI	
Course: Psychological Testing & Statistics				Course Code: UAMAPSY604	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
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
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
Module 1	<u>ABILITY TESTING: INDIVIDUAL TESTS</u> a) Stanford-Binet Intelligence Scale b) The Wechsler Scales c) The Kauffman scales d) Differential Ability Scales e) Das-Naglieri Cognitive Assessment System g) Other tests	10 lectures
Module 2	<u>PERSONALITY TESTING: PROJECTIVE TECHNIQUES & SELF REPORT PERSONALITY INVENTORIES</u> 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	10 lectures
Module 3	<u>APPLICATIONS OF TESTING</u> 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	10 lectures
Module 4	<u>PROBABILITY, NORMAL PROBABILITY CURVE AND STANDARD SCORES</u>	10 lectures

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	<ul style="list-style-type: none"> a) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve b) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation c) Standard scores – z, T, Stanine; Linear and non-linear transformation; Normalised Standard scores 	
Module 5	<p><u>MEASURES OF VARIABILITY, PERCENTILES, AND PERCENTILE RANKS</u></p> <ul style="list-style-type: none"> a. Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation b. Comparison of 4 measures of variability: Merits, limitations, and uses c. Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks 	10 lectures
Module 6	<p><u>CORRELATION</u></p> <ul style="list-style-type: none"> a. Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots b. The steps involved in calculation of Pearson's product-moment correlation coefficient c. Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient d. Simple Regression and Multiple Regression <p>(Unit 6-b is only for theoretical understanding and questions, not for calculation in the exam.)</p>	10 lectures

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Book for study

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.

Books for Reference

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
3. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
4. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
5. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
6. Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
7. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
8. Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
9. Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications
10. McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
11. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications
12. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
13. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey.



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UNIVERSITY OF MUMBAI

Program: T.Y.B.A

Course: Abnormal Psychology

Semester: Semester V & VI

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

2018-19.

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:

c) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

d) 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

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A.				Semester: V	
Course: Abnormal Psychology				Course Code: UAMAPSY505	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
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
PRACTICALS					-

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>UNDERSTANDING ABNORMAL BEHAVIOR</u></p> <ul style="list-style-type: none"> 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 	15 lectures
Module 2	<p><u>ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA- AND STRESSOR-RELATED DISORDERS</u></p> <ul style="list-style-type: none"> 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 	15 lectures
Module 3	<p><u>DISSOCIATIVE AND SOMATIC SYMPTOM DISORDERS</u></p> <ul style="list-style-type: none"> 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. 	15 lectures
Module 4	<p><u>DISORDERS OF CHILDHOOD AND LATE LIFE</u></p> <ul style="list-style-type: none"> 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 	15 lectures

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Program: B.A.				Semester: VI	
Course: Abnormal Psychology				Course Code: UAMAPSY605	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Schizophrenia				15 lectures
2	Mood disorders				15 lectures
3	Sexual and gender dysphoria				15 lectures
4	Personality disorders				15 lectures
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
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

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Book for study

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.

Books for Reference

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. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education
4. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
5. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007.
6. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
7. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA



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Program: T.Y.B.A

Course: Industrial/Organizational Psychology

Semester: Semester V & VI

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

2019-20.

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:

e) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

f) 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

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Program: B.A.				Semester: V	
Course: Industrial/Organizational Psychology				Course Code: UAMAPSY506	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3.5	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.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	What is organizational behaviour?				11 lectures
2	Attitudes and job satisfaction				11 lectures
3	Motivation concepts				11 lectures
4	Leadership				12 lectures
PRACTICALS					-

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>WHAT IS ORGANIZATIONAL BEHAVIOUR?</u></p> <p>a) The importance of interpersonal skills</p> <p>b) What managers do - management functions, roles, and skills</p> <p>c) Enter organizational behavior; Disciplines that contribute to the OB field</p> <p>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</p> <p>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; 4 early theories of motivation</p> <p>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</p> <p>b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model</p> <p>c) Leader-Member Exchange theory</p> <p>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</p> <p>e) Leading for the future: Mentoring</p>	12 lectures

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Program: B.A.				Semester: VI	
Course: Industrial/Organizational Psychology				Course Code: UAMAPSY606	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3.5	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.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Understanding work teams				12 lectures
2	Conflict and negotiation				11 lectures
3	Communications				11 lectures
4	Organizational change and stress management				11 lectures
PRACTICALS					-

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Unit	Topic	No. of Hours/Credits
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	12 lectures
Module 2	<u>CONFLICT AND NEGOTIATION</u> a) Defining Conflict; transitions in conflict thought b) The Conflict Process c) Negotiation: Bargaining strategies; the negotiation process	11 lectures
Module 3	<u>COMMUNICATIONS</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	11 lectures

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Book for study

- 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

Books for Reference

- 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) Ashliegh, A. M. (2012). *The psychology of people in organizations*. Pearson Education
- 4) Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
- 5) Dash, C. (2013). *Organisational behavior*. New Delhi: International Book House
- 6) Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill
- 7) Greenberg, J. (2013). *Behaviour in organizations* (10th ed.). PHI Learning Private Limited.
- 8) McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) *Organisational behavior*. (5th ed.): Tata McGraw Hill, New Delhi.
- 9) Pareek, U. & Khanna, S. (2011). *Understanding organizational behavior*. Oxford University Press
- 10) Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). *Business organization management*. (2nd Revised ed.) New Delhi: International Book House.
- 11) Riggio, R. (2012). *Introduction to industrial and organizational psychology*. Pearson Education
- 12) Schultz, D. & Schultz, S.(2013). *Psychology and work today*. Pearson
- 13) Shankar, M. (2013). *Organizational behavior*. International Book House
- 14) Sharma, S. (2013). *Organisational behavior*. New Delhi: Tata McGraw Hill.
- 15) Singh, K. (2012). *Organizational behavior text and cases*. New Delhi: Pearson Education.
- 16) Skopec Eric, Smith Dayle (1998) How to use Team Building to foster Innovation throughout your organisation. Contemporary books



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Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.A

Course: Cognitive Psychology

Semester: Semester V & VI

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

2018-19.

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:

g) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

h) 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

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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.A.				Semester: V	
Course: Cognitive Psychology				Course Code: UAMAPSY507	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	The interdisciplinary perspective to cognition				15 lectures
2	Perception and pattern recognition				15 lectures
3	Attention				15 lectures
4	Memory				15 lectures
PRACTICALS					-

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Unit	Topic	No. of Hours/Credits
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

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

Program: B.A.				Semester: VI	
Course: Cognitive Psychology				Course Code: UAMAPSY607	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	0	0	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					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Organization of knowledge				15 lectures
2	Problem –solving				15 lectures
3	Visual imagery				15 lectures
4	Individual differences in cognition				15 lectures
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
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

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Book for study

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

Books for Reference

1. Goldstein, E. B. (2011). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (3rd edi.). Wadsworth/ Thomson Learning.
2. Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
3. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
4. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
5. Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
6. 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. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
10. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications
11. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
12. 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),
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 & Psychological
Testing**

Semester: Semester V & VI

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

2018-19.

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)	Research proposal/ Written assignment	15 marks
Component 2 (CA-2)	Objective 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	Instruction & Conduction	20	20
2	Report Writing	35	35
3	Viva	10	10
4	Journal	10	10
Total Marks			75

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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.A.				Semester: V & VI	
Course: Practicals in Cognitive Processes & Psychological Testing				Course Code: UAMAPSY508 & UAMAPSY608	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
(6 lectures per week per Batch of 8 students)	0	0	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.					
Outline of Syllabus: (per session plan)					

Semester V		
Unit	Topic	
Module 1	Orientation into Experimentation and Statistics in Psychological Research	
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)	

<u>Semester VI</u>		
<u>Unit</u>	<u>Topic</u>	
Module 1	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	
Module 2	Two Psychological Tests	
Module 3	APA format for research publications	

Books for Reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
- 3) Carver, R. H., & Nash, J. G. (2009). *Data Analysis with SPSS version 16*. Brooks/Cole, Cengage Learning, first Indian reprint 2009
- 4) Cohen, B. H. (2013). *Explaining Psychological Statistics* (4th ed.). New Jersey. John Wiley & sons
- 5) 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)
- 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*. Wadsworth Cengage 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) Martin, D. W. (2004). Doing Psychology Experiments. (6th ed.). Belmont: Thomson Wadsworth
- 20) Matlin, M. W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd.
- 1) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). Statistical Reasoning in the Behavioural sciences, John Wiley & sons
- 22) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 23) Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 24) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). Human Experimental Psychology. New York: Oxford University Press.
- 25) Solso, R. L., & McLin, M. K. (2002). Experimental Psychology: A case approach. 7 th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 26) Steinberg, W. J. (2008). Statistics Alive! Los Angeles: Sage Publications, Inc.
- 27) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth



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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 & VI

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

2018-19.

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:

c) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Project / Assignment	15 marks
Component 2 (CA-2)	Test	10 marks

d) 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

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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.A.				Semester: V	
Course: Counselling Psychology				Course Code: UAMAPSY509	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	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					
Outline of Syllabus: (per session plan)					
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
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
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) 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

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

Program: B.A.				Semester: VI	
Course: Counselling Psychology				Course Code: UAMAPSY609	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	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					
Outline of Syllabus: (per session plan)					
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
PRACTICALS					-

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

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

To develop scientific temper and interest by exposure through industrial visits and study/educational tours is recommended in each semester.

Book for study

- 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. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

Books for Reference

1. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
2. Nystul, M.S. (2016). *Introduction to Counseling An Art & Science Perspective* (5th Ed). SAGE Publications, Singapore.
3. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
4. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
5. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5th ed.). New Jersey: Pearson Education
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
11. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
12. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley India pvt ltd.
13. McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education
14. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition
15. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications
16. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
17. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
18. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications.



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Affiliated to the
UNIVERSITY OF MUMBAI

Program: T.Y.B.Com

Course: Psychology of Human Behaviour at Work

Semester: Semester V & VI

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

2019-20.

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:-

1. UCMAPHB508 (Semester V)
2. UCMAPHB608 (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)	Project / Assignment	15 marks
Component 2 (CA-2)	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				Semester: V	
Course: Psychology of Human Behaviour at Work				Course Code: UCMAPHB508	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3	25	75
Learning Objectives:					
1. 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.					
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	What is organizational behaviour?				11 lectures
2	Attitudes and job satisfaction				11 lectures
3	Motivation concepts				11 lectures
4	Leadership				12 lectures
PRACTICALS					-

Unit	Topic	No. of Hours/Credits
Module 1	<p><u>WHAT IS ORGANIZATIONAL BEHAVIOUR?</u></p> <p>a) The importance of interpersonal skills</p> <p>b) What managers do - management functions, roles, and skills</p> <p>c) Enter organizational behavior; Disciplines that contribute to the OB field</p> <p>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</p> <p>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; 4 early theories of motivation</p> <p>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</p> <p>b) Contingency Theory – The Fiedler Model, Situational Leadership Theory, Path Goal theory, Leader-Participation Model</p> <p>c) Leader-Member Exchange theory</p> <p>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</p> <p>e) Leading for the future: Mentoring</p>	12 lectures

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

Program: B.Com				Semester: VI	
Course: Psychology of Human Behaviour at Work				Course Code: UCMAPHB608	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	0	0	3	25	75
Learning Objectives:					
1. 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.					
2. To create awareness about the role and importance of Psychological factors and processes in the world of work.					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Understanding work teams				11 lectures
2	Conflict and negotiation				11 lectures
3	Communications				11 lectures
4	Organizational change and stress management				12 lectures
PRACTICALS					-

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

Unit	Topic	No. of Hours/Credits
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 thought b) The Conflict Process c) Negotiation: Bargaining strategies; the negotiation process	11 lectures
Module 3	<u>COMMUNICATIONS</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

Book for study

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

Books for Reference

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. Ashliegh, A. M. (2012). *The psychology of people in organizations*. Pearson Education
4. Baltus, R. (2012). *Personal psychology for work and life*. Tata McGraw Hill
5. Dash, C. (2013). *Organisational behavior*. New Delhi: International Book House
6. Gibson, J. L., Ivancevich, J. M., & Konopaske, R.(2013). *Organisations: Behaviour, Structure, Processes*. Tata McGraw Hill
7. Greenberg, J. (2013). *Behaviour in organizations* (10th ed.). PHI Learning Private Limited.
8. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) *Organisational behavior*. (5th ed.): Tata McGraw Hill, New Delhi.
9. Pareek, U. & Khanna, S. (2011). *Understanding organizational behavior*. Oxford University Press
10. Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). *Business organization management*. (2nd Revised ed.) New Delhi: International Book House.
11. Riggio, R. (2012). *Introduction to industrial and organizational psychology*. Pearson Education
12. Schultz, D. & Schultz,S.(2013). *Psychology and work today*. Pearson
13. Shankar, M. (2013). *Organizational behavior*. International Book House
14. Sharma, S. (2013). *Organisational behavior*. New Delhi: Tata McGraw Hill.
15. Singh, K. (2012). *Organizational behavior text and cases*. New Delhi: Pearson Education.
16. Skopec Eric, Smith Dayle (1998) How to use Team Building to foster Innovation throughout your organisation. Contemporary books