

R. E. Society's
**R. P. Gogate College of Arts & Science and
R. V. Jogalekar College of Commerce
(Autonomous), Ratnagiri**



**Department of Psychology
UG Programme 2023-24
Courses & Syllabus**

Under Choice Based Credit System (CBCS)

Format for Submission of Curriculum to BoS

Name of Programme	Psychology
Level	UG
No of Semesters	06
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 1. To foster interest in the subject of Psychology and to create a Foundation for further Studies in Psychology. 2. To make the students aware of the applications of the various Concepts in Social Psychology in the Indian context. 3. To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests 4. Learn to identify abnormal behaviors and spread awareness about it. 5. Create awareness among students about mental health Problems in Society.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	Analyze social problems, social dynamics and create Solutions to manage them effectively. Display a commitment towards the health and wellbeing of different stakeholders- e.g. Individuals, peer group, Society. Learn to identify abnormal behaviors and spread awareness about it. Develop effective communication skills like listening, speaking, observational skills. Determine the appropriate social perception. Appreciate and tolerate different perspectives. Work individually as well as in teams to carry out task. Show leadership qualities. Formulate psychology related problems & apply appropriate concepts and methods to solve them. Create awareness among students about mental health Problems in society

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Fundamentals of Psychology
Course Code (refer to student handbook)	UAPSY101
Class	F.Y.B.A.
Semester	I
No of Credits	4
Nature	Theory
Type (applicable to NEP only)	Core Major
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Formulate psychology related problems and apply appropriate concepts and methods to solve them. Develop effective communication skills like listening, speaking, and observational skills. Appreciate and tolerate different perspectives. Aware for mental health (Self and others).

Nomenclature: Fundamentals of Psychology: Part I

Course Outcomes:

CO1 : To impart knowledge of the basic concepts and modern trends in Psychology.

CO2 : To foster interest in the subject of Psychology and to create a foundation for further Studies in Psychology.

CO3 : To make the students aware of the applications of Psychological concepts in different areas of day to day life.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	The science of Psychology	a) The history of Psychology. b) The Fields of Psychology Today. c) Scientific research. d) Ethics of Psychological Research. e) Applying Psychology to Everyday Life	15
2.	The Biological Perspective.	a) Neurons and Nerves : Building the Network. b) An overview of the Nervous System. c) Distant connections: The Endocrine Glands. d) Looking inside the Living Brain. e) From the Bottom up :The structures of the Brain. f) Classic studies in Psychology. g) Applying Psychology to Everyday life.	15
3.	Learning.	a) Definition of Learning. b) Classical conditioning, and Operant conditioning c) Cognitive learning Theory. d) Observational Learning.	15
4.	Memory	a) What is memory? b) The Information Processing Model : Three Memory Systems. c) Retrieval of Long –term Memories. d) Forgetting. e) Neuroscience of memory. f) Applying Psychology to Everyday life.	15

Learning Resources recommended:

Book for Study

Ciccarelli,S.K.,White ,J.N.,& Mishra,G.(2018) .Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt.ltd.

Additional Books for Reference

1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice.

- (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
 - 3) Ciccarelli, S. K., & White, J. N. (2017). Psychology.4th edi. New Jersey: Pearson education
 - 4) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
 - 5) Feldman, R.S. (2013). Psychology and your life.2nd edi. New York: McGraw Hill publications
 - 6) Feldman, R.S. (2013). Understanding Psychology.11th edi. New York: McGraw Hill publications
 - 7) King, L.A. (2013). Experience Psychology.2nd edi. New York: McGraw Hill publications
 - 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
 - 9)Myers, D. G. (2013).Psychology.10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
 - 10) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
 - 11)Wade, C. &Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	The science of Psychology	July, 2023	Chalk and Talk, Dissection, Question-Answering, AV resources
2.	The Biological Perspective.	July-August 2023	Chalk and Talk, Dissection, Question-Answering, AV resources
3.	Learning.	August-Sept.,2023	Chalk and Talk, Dissection, Question-Answering, AV resources
4.	Memory	Sept.-Octo.,2023	Chalk and Talk, Dissection, Question-Answering, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Fundamentals of Psychology
Course Code (refer to student handbook)	UAPSY 201
Class	F.Y.B.A.
Semester	II
No of Credits	2
Nature	Theory
Type (applicable to NEP only)	Core Major
Highlight revision specific to employability/ entrepreneurship/ skill development (if any) 100 words	Formulate psychology related problems and apply appropriate concepts and methods to solve them. Develop effective communication skills like listening, speaking, and observational skills. Appreciate and tolerate different perspectives. Aware for mental health (Self and others).

Nomenclature: Fundamentals of Psychology : Part II

Course Outcomes:

CO1 : To impart knowledge of the basic concepts and modern trends in Psychology.

CO2 : To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.

CO3 : To make the students aware of the applications of Psychological concepts in different areas of day to day life.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Cognition: Thinking, Intelligence and Language.	a) How People think b) Intelligence. c) Language	08
2.	Motivation and Emotion	a) approaches to understanding Motivation b) Emotion c) Culture and Emotions. d) Applying Psychology to Everyday life	10
3.	Theories of Personality	a) Psychodynamic Perspective b) Psychoanalysis in the East c) The Behavioural and Social Cognitive View of Personality. d) The Third Force :Humanism and Personality. e) Trait Theories:Who are you? f) Personality : Genetics and Culture. g) Applying Psychology to Everyday life.	12

Learning Resources recommended:

Book for Study

Ciccarelli,S.K.,White ,J.N.,& Mishra,G.(2018) .Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt.ltd.

Additional Books for Reference

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice.(2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., & White, J. N. (2017). Psychology.4th edi. New Jersey: Pearson education
4. Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications

5. Feldman, R.S. (2013). Psychology and your life. 2nd edi. New York: McGraw Hill publications
6. Feldman, R.S. (2013). Understanding Psychology. 11th edi. New York: McGraw Hill publications
7. King, L.A. (2013). Experience Psychology. 2nd edi. New York: McGraw Hill publications
8. Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
9. Myers, D. G. (2013). Psychology. 10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
10. Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
11. Wade, C. & Tavis, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Cognition: Thinking, Intelligence and Language.	Nov.- Dec., 2023	Chalk and Talk, Dissection, Question-Answering, AV resources
2.	Motivation and Emotion	Dec.2023 – Jan.,2024	Chalk and Talk, Dissection, Question-Answering, AV resources
3.	Theories of Personality	Jan.- Feb., 2024	Chalk and Talk, Dissection, Question-Answering, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (20) or b) Full length question (20)
2	2	a) Full length question (20) or b) Full length question (20)
3	3	a) Full length question (20) or b) Full length question (20)

Format for Submission of Curriculum to BoS

Name of Programme	Psychology
Level	UG
No of Semesters	06
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Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 1. To foster interest in the subject of Psychology and to create a Foundation for further Studies in Psychology. 2. To make the students aware of the applications of the various Concepts in Social Psychology in the Indian context. 3. To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests 4. Learn to identify abnormal behaviors and spread awareness about it. 5. Create awareness among students about mental health Problems in Society.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	Analyze social problems, social dynamics and create Solutions to manage them effectively. Display a commitment towards the health and wellbeing of different stakeholders- e.g. Individuals, peer group, Society. Learn to identify abnormal behaviors and spread awareness about it. Develop effective communication skills like listening, speaking, observational skills. Determine the appropriate social perception. Appreciate and tolerate different perspectives. Work individually as well as in teams to carry out task. Show leadership qualities. Formulate psychology related problems & apply appropriate concepts and methods to solve them. Create awareness among students about mental health Problems in society

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Social Psychology
Course Code (refer to student handbook)	UAPSY 301
Class	S.Y.B.A.
Semester	III
No of Credits	3
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Social Psychology Part I

Course Outcomes:

CO 1: To help students in building knowledge of the basic concepts and modern trends in Social Psychology

CO 2: To foster interest in Social Psychology as a field of study and research among students.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Social Psychology: The Science of the Social Side of Life	a) Social Psychology: What it is and is not b) Social psychology: Advances at the boundaries c) How social psychologists answer the questions they ask: Research as the route to increased knowledge d) The role of theory in social psychology	10
2.	Social Perception: Seeking to Understand Others	a) Nonverbal communication: An unspoken language b) Attribution: Understanding the causes of behavior c) Impression formation and management: Combining information about others d) What research tells us about the role of nonverbal cues in job interviews? e) What research tells us about why some people conclude they are superior to others?	10
3.	Attitudes: Evaluating and responding to the social world	a) Attitude formation: How attitudes develop b) When and why do attitudes influence behavior? c) How do attitudes guide behavior? d) The science of persuasion: How attitudes are changed e) Resisting persuasion attempts f) Cognitive dissonance: What it is and how do we manage it? g) What research tells us about culture and attitude processes?	10
4.	Liking, Love and Other close Relationships.	a) Internal sources of liking others: The role of needs and emotions b) External sources of attraction: The effects of proximity, familiarity and physical beauty c) Sources of liking based on social interaction d) Close relationships: Foundations of social life e) What research tells us about dramatic differences in appearance between partners: Is love really blind? f) What research tells us about two factors that may destroy love—jealousy and infidelity	10

Learning Resources recommended:

Book for Study:

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Books for Reference-

1. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation. Pearson India Education Pvt.Ltd.
2. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
3. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
4. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
5. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Social Psychology: The Science of the Social Side of Life	June, 2023	Chalk and Talk, AV resources
2.	Social Perception: Seeking to Understand Others	July, 2023	Chalk and Talk, AV resources
3.	Attitudes: Evaluating and responding to the social world	July-August 2023	Chalk and Talk
4.	Liking, Love and Other close Relationships.	August- Sept., 2023	Chalk and Talk, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Social Psychology
Course Code (refer to student handbook)	UAPSY 401
Class	S. Y. B. A.
Semester	IV
No of Credits	3
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Social Psychology Part II

Course Outcomes:

CO 1: To help students in building knowledge of the basic concepts and modern trends in Social Psychology

CO 2: To foster interest in Social Psychology as a field of study and research among students.

CO 3: To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Causes, and Cures of Stereotyping, Prejudice and Discrimination	a) How members of different groups perceive inequality b) The nature and origins of stereotyping c) Prejudice: Feelings toward social groups d) Discrimination: Prejudice in action e) Why prejudice is not inevitable: Techniques for countering its effects f) What research tells us about the role of existential threat in prejudice	10
2.	Social Influence: Changing Others' Behavior	a) Conformity: How groups – and norms – influence our behavior. b) Compliance: To ask – sometimes – is to receive c) Obedience to authority: Would you harm someone if ordered to do so? d) Unintentional social Influence: How others change our behaviors even when they are not trying to do so e) What research tells us about how much we really conform? f) What research tells us about using scarcity to gain compliance?	10
3.	Aggression: Its Nature, Causes and Control	a) Perspectives on aggression: In search of the roots of violence b) Causes of human aggression: Social, cultural, personal and situational c) Aggression in the classroom and workplace d) The prevention and control of violence: some useful techniques e) What research tells us about the role of emotions in aggression? f) What research tells us about workplace aggression?	10
4.	Prosocial Behavior: Helping Others	a) Why people help: Motives for prosocial behaviour b) Responding to an emergency: Will bystanders help	10

		c) Factors that increase or decrease the tendency to help d) Crowd funding: A new type of prosocial behaviour e) Final thoughts: Are prosocial behaviour and aggression opposites? f) What research tells us about paying it forward: Helping others because we have been helped g) What research tells us about how people react to being helped	
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Learning Resources recommended:

Book for Study:

Branscombe, N. R. & Baron, R. A., Adapted by PreetiKapur (2017). *Social Psychology*. (14thEd.). New Delhi: Pearson Education; Indian reprint 2017

Books for Reference-

1. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation. Pearson India Education Pvt.Ltd.
2. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
3. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
4. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
5. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Causes, and Cures of Stereotyping, Prejudice and Discrimination	Nov.-Dec.,2023	Chalk and Talk, AV resources, Discussion, Question-answer
2.	Social Influence: Changing Others' Behavior	Dec.2023- Jan. 2024	Chalk and Talk, AV resources, Discussion, Question-answer
3.	Aggression: Its Nature, Causes and Control	Jan.-Feb.,2024	Chalk and Talk, AV resources, Discussion, Question-answer
4.	Prosocial Behavior: Helping Others	Feb.-March.,2024	Chalk and Talk, AV resources, Discussion, Question-answer

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Developmental Psychology
Course Code (refer to student handbook)	UAPSY302
Class	S.Y.B.A.
Semester	III
No of Credits	3
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Developmental Psychology A Focus on Adolescent and Adult Development: Part I

Course Outcomes:

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

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	An Introduction to Lifespan Development and Adolescence Physical & Cognitive development	1A Lifespan Development a) An orientation to lifespan development b) Defining life span development c) Scope of the field (areas, age and individual differences) d) Basic influences in development (history, age, socio cultural, life events) 1B Adolescence Physical & Cognitive development e) Physical maturation f) Cognitive development and schooling g) Threats to adolescence well being	10
2.	Social and Personality Development in Adolescence	a) Identity: Asking ‘Who am I’ b) Relationships: Family and friends c) Dating, sexual behaviour and teenage pregnancy	10
3.	Physical and Cognitive Development in Early Adulthood	a) Physical Development b) Cognitive development c) College: Pursuing Higher Education	10
4.	Social and Personality Development in Early Adulthood	a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood b) The Course of Relationships c) Work: Choosing & Embarking on a Career	10

Learning Resources recommended:

Book for study

1. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd

References

1. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

2. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
3. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
4. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
6. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.
7. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	An Introduction to Lifespan Development and Adolescence Physical & Cognitive development	June, 2023	Chalk and Talk, AV resources, Discussion and Question-Answer
2.	Social and Personality Development in Adolescence	July, 2023	Chalk and Talk, AV resources, Discussion and Question-Answer
3.	Physical and Cognitive Development in Early Adulthood	July-August 2023	Chalk and Talk, AV resources, Discussion and Question-Answer
4.	Social and Personality Development in Early Adulthood	August- Sept., 2023	Chalk and Talk, AV resources, Discussion and Question-Answer

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Developmental Psychology
Course Code (refer to student handbook)	UAPSY402
Class	S.Y.B.A.
Semester	IV
No of Credits	3
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Developmental Psychology A Focus on Adolescent and Adult Development: Part II

Course Outcomes:

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

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Physical and Cognitive Development in Middle Adulthood	a) Physical development b) Health c) Cognitive development	10
2.	Social and Personality Development in Middle Adulthood	a) Personality Development b) Relationships: Family in Middle Age c) Work & Leisure	10
3.	Physical and Cognitive Development in Late Adulthood	a) Physical development in Late Adulthood b) Health and wellness in Late Adulthood c) Cognitive development in Late Adulthood	10
4.	Social and Personality Development in Late Adulthood	a) Personality Development and successful aging b) The daily life of Late Adulthood c) Relationships: Old & new	10

Learning Resources recommended:

Book for study

1. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd

References

1. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
2. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
3. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
4. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
6. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.

7. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Physical and Cognitive Development in Middle Adulthood	Nov.-Dec.,2023	Chalk and Talk, AV resources, Discussion and Question-Answer
2.	Social and Personality Development in Middle Adulthood	Dec.2023- Jan. 2024	Chalk and Talk, AV resources, Discussion and Question-Answer
3.	Physical and Cognitive Development in Late Adulthood	Jan.-Feb.,2024	Chalk and Talk, AV resources, Discussion and Question-Answer
4.	Social and Personality Development in Late Adulthood	Feb.-March.,2024	Chalk and Talk, AV resources, Discussion and Question-Answer

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
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Format for Submission of Curriculum to BoS

Name of Programme	Psychology
Level	UG
No of Semesters	06
Year of Implementation	2023-24
Programme Specific Outcomes (PSO)	<ol style="list-style-type: none"> 1. To foster interest in the subject of Psychology and to create a Foundation for further Studies in Psychology. 2. To make the students aware of the applications of the various Concepts in Social Psychology in the Indian context. 3. To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests 4. Learn to identify abnormal behaviors and spread awareness about it. 5. Create awareness among students about mental health Problems in Society.
Relevance of PSOs to the local, regional, national, and global developmental needs (200 words)	Analyze social problems, social dynamics and create Solutions to manage them effectively. Display a commitment towards the health and wellbeing of different stakeholders- e.g. Individuals, peer group, Society. Learn to identify abnormal behaviors and spread awareness about it. Develop effective communication skills like listening, speaking, observational skills. Determine the appropriate social perception. Appreciate and tolerate different perspectives. Work individually as well as in teams to carry out task. Show leadership qualities. Formulate psychology related problems & apply appropriate concepts and methods to solve them. Create awareness among students about mental health Problems in society

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Psychological Testing and Statistics
Course Code (refer to student handbook)	UAPSY501
Class	T.Y.B.A.
Semester	IV
No of Credits	4
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Psychological Testing and Statistics: Part I

Course Outcomes:

CO 1: The learner will develop knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.

CO 2: The Learner will develop awareness about measurement of intelligence and assessment of personality

CO 3: The Learner will develop be equipped with the knowledge about the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Psychological Testing : Assessments and norms	a) Definition of testing and assessment; the process and tools of assessment b) The parties and types of settings involved c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm referenced versus criterion-referenced evaluation; culture and inference	13
2.	Reliability	a) The concept of Reliability; sources of error variance b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it d) Reliability and individual scores: SEM and SE-Difference	13
3.	Validity and Measures of central tendency	a) The concept of validity; Face and Content validity b) Criterion-related validity and Construct validity c) Validity, bias and fairness d) Calculation of mean, median and mode of a frequency distribution; the assumed mean method for calculating the mean e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode	13
4.	Types of scores,	a) Continuous and discrete scores – meaning	13

	Types of scales, Frequency distribution, Graphical representations	and difference; Nominal, ordinal, interval and ratio scales of measurement b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages c) Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.	
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Learning Resources recommended:

Book for study

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

Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007.
- 4) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015).
- 5) Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
- 6) Garrett, H.E (1929). Statistics in Psychology and education.
- 7) Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 8) Guilford, J.P., & Fruchter, B (1978) Fundamental statistics in Psychology and education. (6th ED). McGraw Hill International Edition.
- 9) Gupta, S. P. (1991) Statistical Methods. (26th Ed), Sultan Chand & Sons, New Delhi.

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

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Psychological Testing : Assessments and norms	June –July, 2023	Chalk and Talk, AV resources
2.	Reliability	July- August 2023	Chalk and Talk, AV resources
3.	Validity and Measures of central tendency	August, 2023	Chalk and Talk
4.	Types of scores, Types of scales, Frequency distribution, Graphical representations	Sept., 2023	Chalk and Talk, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Psychological Testing and Statistics
Course Code (refer to student handbook)	UAPSY601
Class	T.Y.B.A.
Semester	VI
No of Credits	4
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Psychological Testing and Statistics: Part II

Course Outcomes:

CO 1: The learner will develop knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.

CO 2: The Learner will develop awareness about measurement of intelligence and assessment of personality

CO 3: The Learner will develop be equipped with the knowledge about the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation.

CO 4: The learner will build a firm foundation, which will be helpful for advanced learning of Psychological Testing, Assessment and Statistics in postgraduate studies.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Testing Development and Correlation	a) Test conceptualization and Test construction b) Test tryout and Item analysis c) Test revision d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots e) The steps involved in calculation of Pearson's product-moment correlation coefficient f) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient g) Simple Regression and Multiple Regression	13
2.	Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores	a) What is Intelligence? - Definitions and theories; measuring Intelligence b) The Stanford-Binet Intelligence Scales and the Wechsler Scales c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis – meaning and formula for calculation e) Standard scores – z, t, Stanine; Linear and	13

		non-linear transformation; Normalized Standard scores	
3.	Assessment of Personality	<p>a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture</p> <p>b) Objective methods of personality assessment</p> <p>c) Projective methods of personality assessment – Inkblots as Projective stimuli – the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective</p>	13
4.	Measures of riability, Percentiles, and Percentile Ranks	<p>a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation</p> <p>b) Comparison of measures of variability: Merits, limitations, and uses .</p> <p>c) Calculation of Percentile ranks and Percentile Scores.</p> <p>d) Percentiles – nature, merits, limitations, and uses.</p>	13

Learning Resources recommended:

Book for study

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

Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007.
- 4) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing

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

18) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wile

19) Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Testing Development and Correlation	Nov.,2023	Chalk and Talk, AV resources
2.	Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores	Dec. 2023 – Jan., 2024.	Chalk and Talk, AV resources
3.	Assessment of Personality	Jan.,2024	Chalk and Talk, Discussion
4.	Measures of Variability, Percentiles and Percentile Ranks	Feb.-March, 2024	Chalk and Talk, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Abnormal Psychology
Course Code (refer to student handbook)	UAPSY 502
Class	T.Y.B.A.
Semester	V
No of Credits	4
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Abnormal Psychology Part I

Course Outcomes:

CO 1: The learner will be able to

1. Develop an understanding of the basic concepts and theories of Abnormal Psychology.
2. develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment
3. become more sensitised and equipped to deal with various issues related to Mental Health in Society

CO 2: The learner will build foundational knowledge of Abnormal Psychology which will help the learner for higher education and also to pursue a professional career in Clinical Psychology.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Understanding Abnormal Behavior: Clinical Assessment and Diagnosis	a) What do we mean by Abnormality? - The DSM 5 and the Definition of Mental Disorders. b) Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour. c) The Basic elements in Assessment - Physical Assessment and Psychosocial Assessment. d) Classifying Abnormal Behaviour.	13
2.	Causal factors and Viewpoints	a) Causes and Risk factors for Abnormal Behaviour. b) View points for Understanding the Causes of Abnormal Behaviour: The Biological viewpoint, The Psychological viewpoints. c) Psychological Factors, The Socio cultural View points.	13
3.	Panic, Anxiety, Obsessions and Their Disorders	a) The Fear and Anxiety Response Patterns - Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia. b) Generalised Anxiety Disorder. c) Obsessive-compulsive and Related Disorders.	12
4.	Somatic Symptom and Dissociative Disorders	a) Somatic Symptom and Related Disorders - Hypochondriasis, Somatisation Disorder, Pain Disorder, Illness anxiety disorder.	13

		<p>b) Conversion Disorder - Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder.</p> <p>c) Dissociative disorders Depersonalisation / Derealisation Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.</p>	
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Learning Resources recommended:

Book for study

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

Books for Reference

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). NewDelhi: Wadsworth Cengage Learning
2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
3. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education
5. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
6. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. NewDelhi, Pearson education, Indian reprint 2007
7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12th ed.).International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*.Sage Publications, USA

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

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Understanding Abnormal Behavior: Clinical Assessment and Diagnosis	June, 2023	Chalk and Talk, AV resources, Discussion, Question-Answer
2.	Causal factors and Viewpoints	July, 2023	Chalk and Talk, AV resources, Discussion, Question-Answer
3.	Panic, Anxiety, Obsessions and Their Disorders	August, 2023	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit
4.	Somatic Symptom and Dissociative Disorders	Sept.-Oct., 2023	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (BA Psychology) Autonomous from the year 2023-24

Name of the Course	Abnormal Psychology
Course Code (refer to student handbook)	UAPSY 602
Class	T.Y.B.A.
Semester	VI
No of Credits	4
Nature	Theory
Type (applicable to NEP only)	Core Major

Nomenclature: Abnormal Psychology Part II

Course Outcomes:

CO 1: The learner will

- 1) Develop an understanding of the basic concepts and theories of Abnormal Psychology.
- 2) develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment
- 3) become more sensitised and equipped to deal with various issues related to Mental Health in Society

CO 2: The learner will build foundational knowledge of Abnormal Psychology which will help the learner for higher education and also to pursue a professional career in Clinical Psychology.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Schizophrenia and other Psychotic Disorders	a) Clinical Picture and Subtypes of Schizophrenia. b) Other Psychotic Disorders: Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder and Brief Psychotic Disorder. c) Risk and Causal factors: Genetic Factors, Neurodevelopmental Perspective, Neurochemistry, Psychosocial and Cultural Factors.	13
2.	Mood Disorders and Suicide	a) Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder. b) Causal Factors in Unipolar Mood Disorders – Biological Causal Factors, Psychological Causal Disorders c) Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors. d) Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes. e) Suicide: The Clinical Picture and the Causal Pattern.	12
3.	Personality Disorders	a) Clinical features of Personality Disorders. b) Cluster A, Cluster B and Cluster C Personality Disorders. c) General Sociocultural Causal factors, Treatments for Personality Disorders.	12
4.	Sexual Variants,	a) Sociocultural Influence on Sexual Practises	12

	Abuse and Dysfunctions	and Standards. b) The Paraphilias: Causal Factors and Treatment for Paraphilias. c) Gender Dysphoria, Sexual Abuse. d) Sexual Dysfunctions: Forms and Treatment.	
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Learning Resources recommended:

Book for study

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

Books for Reference

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). NewDelhi: Wadsworth Cengage Learning
2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
3. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education
5. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
6. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. NewDelhi, Pearson education, Indian reprint 2007
7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12th ed.).International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*.Sage Publications, USA
11. Whitbourne, S. K., &Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw

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Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Schizophrenia and Other Psychotic Disorders	Nov. 2023	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit
2.	Mood Disorders and Suicide	Dec. 2023 – Jan.,2024	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit
3.	Personality Disorders	Jan.,- Feb.,2024	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit
4.	Sexual Variants, Abuse and Dysfunctions	Feb.-March, 2024	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (Psychology) Autonomous from the year 2023-24

Name of the Course	Industrial - Organizational Psychology
Course Code (refer to student handbook)	UAPSY 503
Class	T.Y.B.A.
Semester	V
No of Credits	3.5
Nature	Theory
Type (applicable to NEP only)	Core Major (Elective)

Nomenclature: Industrial - Organizational Psychology Part I

Course Outcomes:

CO 1: Learners will be able to

- a) describe the scope of I/O Psychology and careers related to I/O Psychology.
- b) list and describe the basic concepts of I/O Psychology.
- c) critically discuss issues related to I/O Psychology.

CO 2: Learners will have built a sufficient foundation in I/O Psychology to pursue postgraduate studies and/or careers related to I/O Psychology.

Curriculum:

Unit	Title	Learning Points	No. of Lectures
1.	Introduction to Industrial/Organizational Psychology & Job Analysis	A: Introduction to Industrial/Organizational Psychology a) What Is I/O Psychology? b) I/O Psychology as a profession & as a science c) History of the field of I/O Psychology B: Job Analysis a) What is job analysis: The job-oriented approach & the person-oriented approach. b) Purposes of job analysis. c) How job analysis information is collected; approaches to collecting job analysis information d) Methods of job analysis e) Job evaluation: setting salary levels	10
2.	Performance Appraisal	a) Why do we appraise employees? b) Performance criteria c) Methods for assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback	10
3.	Assessment Methods for Selection and Placement & Recruitment	A: Assessment Methods for Selection and Placement a) Job-Related characteristics. b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed c) Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality tests, emotional intelligence tests, integrity tests, vocational interest tests	10

		<p>d) Biographical information, interviews, work samples, assessment centers & electronic assessment.</p> <p>B. Recruitment</p> <p>a) Recruiting applicants</p> <p>b) Getting applicants to accept and keep jobs offered</p> <p>c) Policies and issues with regard to selection: Reservation policy; gender and disability status of applicant</p>	
4.	Training	<p>a) Needs assessment</p> <p>b) Objectives</p> <p>c) Training design: trainee characteristics; design factors; work environment</p> <p>d) Training methods: Audiovisual instruction, autoinstruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching</p> <p>e) Brief overview of delivery and evaluation of a training program</p>	10

Learning Resources recommended:

Book for study

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

Books for reference

1. Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8th ed.). Boston, MA: Cengage Learning.
2. Aamodt, M.G. (2013). *Industrial Psychology* (7th ed.). Boston, MA: Cengage Learning.
3. Aswathappa, K. (2013). *Human resource management: Text and cases* (8th ed.). Chennai, India: McGrawHill Education India.
4. Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
5. Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
6. Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
7. Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)

8. Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
9. Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour* (4th ed.). Oxford University Press.
10. Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
11. Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.
12. Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.
13. Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior* (18th ed.). Noida, India: Pearson India Education Services.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Introduction to Industrial/Organizational Psychology & Job Analysis	June, 2023	Chalk and Talk, AV resources
2.	Performance Appraisal	July, 2023	Chalk and Talk, AV resources
3.	Assessment Methods for Selection and Placement & Recruitment	August, 2023	Chalk and Talk
4.	Training	Sept., 2023	Chalk and Talk, AV resources

Evaluation Pattern

B. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)

Syllabus for (Psychology) Autonomous from the year 2023-24

Name of the Course	Industrial- Organizational Psychology
Course Code (refer to student handbook)	UAPSY 603
Class	T.Y.B.A.
Semester	VI
No of Credits	3.5
Nature	Theory
Type (applicable to NEP only)	Core Major (Elective)

Nomenclature: Industrial-Organizational Psychology Part II

Course Outcomes:

CO 1: Learners will be able to

- a) describe the scope of I/O Psychology and careers related to I/O Psychology.
- b) list and describe the basic concepts of I/O Psychology.
- c) critically discuss issues related to I/O Psychology.

CO 2: Learners will have built a sufficient foundation in I/O Psychology to pursue postgraduate studies and/or careers related to I/O Psychology.

Curriculum:

Unit	Title	Learning Points	No of Lectures
1.	Theories of Employee Motivation	a) What is motivation? b) Work motivation theories & need theories Other Theories: Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and action theory	10
2.	Job Satisfaction and Productive and Counter productive Employee Behaviour	A. Job Satisfaction a) The nature of job satisfaction; how people feel about their jobs b) Assessment of job satisfaction c) Antecedents of job satisfaction d) Potential effects of job satisfaction B. Productive and Counter productive Employee Behaviour a) Organizational Citizenship Behaviour (OCB) b) Counterproductive work behaviour (CWB): Withdrawal c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes	10
3.	Work Groups, Work Teams & Leadership and Power in Organizations	A. Work Groups and Work Teams a) Difference between work groups and work teams b) Important group and team concepts B. Leadership and Power in Organizations a) What is leadership? b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment c) Approaches to the understanding of Leadership	10

		d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership	
4.	Organizational Development and Theory	a) Organizational Development b) Organizational Theories	10

Learning Resources recommended:

Book for study

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

Books for reference

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

13. Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior* (18th ed.). Noida, India: Pearson India Education Services.

Teaching plan:

Unit	Title	Expected date of completion	Teaching methods
1.	Theories of Employee Motivation	Nov.,2023	Chalk and Talk, AV resources
2.	Job Satisfaction and Productive and Counterproductive Employee Behaviour	Dec. 2023 – Jan.,2024	Chalk and Talk, AV resources
3.	Work Groups, Work Teams & Leadership and Power in Organizations	Jan.,- Feb.,2024	Chalk and Talk
4.	Organizational Development and Theory	Feb.-March, 2024	Chalk and Talk, AV resources

Evaluation Pattern

A. Internal Evaluation

Method	Marks
Class Test	20
Assignment	10
Classroom Performance	10

B. Semester End Evaluation (Paper Pattern)

Question No	Unit	Marks
1	1	a) Full length question (15) or b) Full length question (15)
2	2	a) Full length question (15) or b) Full length question (15)
3	3	a) Full length question (15) or b) Full length question (15)
4	4	a) Full length question (15) or b) Full length question (15)