



**R.P. Gogate College of Arts & Science
And
R.V. Jogalekar College of Commerce
(Autonomous), Ratnagiri**

**Bachelor of Arts (BA Psychology)
Programme
Integrated Programme
I to VI Semesters
*Course Structure***

**Under Choice Based Credit System
(CBCS)**

**To be implemented from Academic Year-
2024-2025**

R. P. Gogate College of Arts & Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Board of Studies in Psychology

Academic Year 2024-25

UG Courses:

S. N.	Type of the Course	No. of Cr.	Course Code	Nomenclature	S. N.	Type of the Course	No. of Cr.	Course Code	Nomenclature
Semester I					Semester II				
1	MJ	2	UAPSY 101	Fundamentals of Psychology Part I	1	MJ	2	UAPSY 201	Fundamentals of Psychology Part II
2	VSC	2	UAPSY VSC101	Basic counselling skills	-	-	-	-	-
Semester III					Semester IV				
1	MJ	4	UAPSY 301	Social Psychology Part I	1	MJ		UAPSY 401	Social Psychology Part II
2	MJ	2	UAPSY 302	Developmental Psychology Part I	2	MJ		UAPSY4 02	Developmental Psychology Part II
3	VSC	2	UAVSC PSY301	Basic Skills of Hypnosis	3	VSC		UAVSC PSY401	Stress Management
Semester V					Semester VI				
1	Core	4	UAPSY 501	Psychological Testing and Statistics Part II	1	Core	4	UAPSY 601	Psychological Testing and Statistics Part II
2	Core	4	UAPSY 502	Abnormal Psychology Part II	2	Core	4	UAPSY 602	Abnormal Psychology Part II
3	Core	4	UAPSY 503	Industrial - Organizational Psychology Part II	3	Core	4	UAPSY 603	Industrial - Organizational Psychology Part II

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Fundamentals of Psychology Part I
Class	FYBA
Semester	I
Course Code	UAPSY101
No. of Credits	2
Nature	Theory
Type	Major (Mandatory) / Minor

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 : Understanding psychological career options.
 CO4 : Develop a biological perspective for understanding psychological functioning in students.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
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
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.

References :

- Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice.(2nd ed.). Pearson Education inc., Allyn and Bacon
- Ciccarelli, S. K., & White, J. N. (2017). Psychology.4th edi. New Jersey: Pearson education
- Ciccarelli, S. K., White ,J.N.,& Mishra,G.(2018) .Psychology. 5th Edition; IndianAdaptation. Pearson India Education Services Pvt.ltd.
- Feldman, R.S. (2013). Psychology and your life.2nd edi. New York:McGraw Hill publications
- King, L.A. (2013). Experience Psychology.2nd edi. New York: McGraw Hill publications
- Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York:McGraw-Hill Publications
- Myers, D. G. (2013).Psychology.10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013

Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	The science of Psychology	Chalk and Talk, Discussion, Question-Answering, AV resources	15
2.	The Biological Perspective.	Chalk and Talk, Discussion, Question-Answering, AV resources	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q.1 a) Or Q.1 b)	Unit No. 1	Essay Type	10
Q.2 a) Or Q.2 b)	Unit No. 2	Essay Type	10
Q. 3	Unit No. 1 and 2	Short Note	10

Date:

Place: Ratnagiri

Signature

Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Basic Counseling Skills
Class	FYBA
Semester	I
Course Code	UAVSCPSY101
No. of Credits	2
Nature	Theory + Practical
Type	VSC

Course Outcomes:

- CO1 : Understand of importance of counseling
 CO2 : Understand basic concepts in counseling
 CO3 : Understand basic skills of counseling.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1.	Introduction to counseling	a) Nature of counselling b) Goal of counselling c) Counselling process d) Types of counselling e) Helping relationships and helping process (including activities)
2.	Counseling Skills	a) Starting, structuring, summarizing b) facilitating problem solving c) Improving client feedback (including activities)

References :

- Berman, Pearl and Shopland Susan (2005), Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building, Lawrence Erlbaum
- Chen, Mei-whei and Giblin, Nan J. (2018), Individual Counselling and Therapy : Skills and Techniques (3rd ed.), Taylor and Francis
- Dryden, Windy: Feltham, Colin (2006), Brief Counselling : A Practical Integrative Approach (2nd ed.), Open University Press
- Richard Nelson-Jones (2012), Basic counselling skills : A helper's manual (3rd edition), Sage.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Introduction to counseling	Discussion, Question-Answering	15
2.	Counseling Skills	Practical, Discussion, Question-Answering	15

Evaluation Pattern**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
(Viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Unit and sub unit (with number and title)	Type of exam	Marks
Unit No. 1 and 2	Case Study, report writing, Viva voce	30

Date:**Place:** Ratnagiri**Signature****Chairperson and HoD**

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Fundamentals of Psychology Part II
Class	FYBA
Semester	II
Course Code	UAPSY 201
No. of Credits	2
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

- CO1 : Identify elements and characteristics of learning
 CO2 : Describe different perspectives of learning.
 CO3 : Differentiate between types of memories.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1.	Learning	a) Definition and nature of Learning. b) Classical conditioning, and Operant conditioning c) Cognitive learning Theory. d) Observational Learning.
2.	Motivation and Emotion	a) What is Motivation? b) approaches to understanding Motivation c) What hungry again? Why people eat? d) Emotion e) Culture and Emotions. f) Applying Psychology to Everyday life

References :

- Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4th edi. New Jersey: Pearson education
- Ciccarelli, S. K., White, J.N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.
- Feldman, R.S. (2013). Psychology and your life. 2nd edi. New York: McGraw Hill publications
- King, L.A. (2013). Experience Psychology. 2nd edi. New York: McGraw Hill publications
- Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
- Myers, D. G. (2013). Psychology. 10th edition; International edition. New York : Worth Palgrave Macmillan, Indian reprint 2013

Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1.	Learning	Chalk and Talk, Discussion, Question-Answering, AV resources	15
2.	Motivation and Emotion	Chalk and Talk, Discussion, Question-Answering, AV resources	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q.1 a) Or Q.1 b)	Unit No. 1	Essay Type	10
Q.2 a) Or Q2 b)	Unit No. 2	Essay Type	10
Q. 3	Unit No. 1 and 2	Short Note	10

Date:

Place: Ratnagiri

Signature

Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25		
Nomenclature of the Course	Social Psychology Part I	
Class	SYBA	
Semester	III	
Course Code	UAPSY 301	
No. of Credits	4	
Nature	Theory	
Type	Major (Mandatory) / Minor	
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.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1	Social Psychology: The Science of the Social Side of Life	<ul style="list-style-type: none"> 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
2	Social Perception: Seeking to Understand Others	<ul style="list-style-type: none"> 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?
3	Attitudes: Evaluating and responding to the social world	<ul style="list-style-type: none"> 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?
4	Liking, Love and Other close Relationships.	<ul style="list-style-type: none"> 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

References :

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017
2. 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.
3. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
4. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
5. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
6. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Social Psychology: The Science of the Social Side of Life	Chalk and Talk, AV resources, Question – Answer,	15
2	Social Perception: Seeking to Understand Others	Chalk and Talk, AV resources, Question – Answer, Discussion	15
3	Attitudes: Evaluating and responding to the social world	Chalk and Talk, Question – Answer, Discussion	15
4	Liking, Love and Other close Relationships.	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Social Psychology Part : II
Class	SYBA
Semester	IV
Course Code	UAPSY401
No. of Credits	4
Nature	Theory
Type	Major (Mandatory) / Minor

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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
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
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?
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?
4	Prosocial Behavior: Helping Others	a) Why people help: Motives for prosocial behaviour b) Responding to an emergency: Will bystanders help 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

References :

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017
2. 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.
3. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
4. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
5. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
6. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Causes, and Cures of Stereotyping, Prejudice and Discrimination	Chalk and Talk, AV resources, Question – Answer,	15
2	Social Influence: Changing Others' Behavior	Chalk and Talk, AV resources, Question – Answer, Discussion	15
3	Aggression: Its Nature, Causes and Control	Chalk and Talk, Question – Answer, Discussion	15
4	Prosocial Behavior: Helping Others	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

**Signature
Chairperson and HoD**

Syllabus for Bachelor of Psychology for the year 2024-25		
Nomenclature of the Course	Developmental Psychology Part I	
Class	SYBA	
Semester	III	
Course Code	UAPSY302	
No. of Credits	2	
Nature	Theory	
Type	Major (Mandatory) / Minor	
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		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
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
2	Social and Personality Development in Adolescence	a) Identity: Asking ‘Who am I’ b) Relationships: Family and friends c) Dating, sexual behavior and teenage pregnancy
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. (9 th 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. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8 th Ed). India: Pearson India Education services Pvt.Ltd		

5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill,international Edition
6. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill,international Edition
7. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.
8. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	An Introduction to Lifespan Development and Adolescence Physical & Cognitive development	Chalk and Talk, AV resources, Question – Answer,	15
2	Social and Personality Development in Adolescence	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	10
Q. 2 a) or Q. 2 b)	2	Essay Type	10
Q.3	All Unit	Short Type	10

Date:

Place: Ratnagiri

**Signature
Chairperson and HoD**

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Developmental Psychology Part II
Class	SYBA
Semester	IV
Course Code	UAPSY402
No. of Credits	2
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

CO 1: To help students in building knowledge and understanding of the basic concepts, principles, perspectives .

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

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Physical and Cognitive Development in Early Adulthood	a) Physical Development b) Cognitive development c) College: Pursuing Higher Education
2	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

References :

1. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
2. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
3. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services 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.

Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Physical and Cognitive Development in Early Adulthood	Chalk and Talk, AV resources, Question – Answer,	15
2	Social and Personality Development in Early Adulthood	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15

Date:

Place: Ratnagiri

**Signature
Chairperson and HoD**

Nomenclature of the Course	Basic Skills of Hypnosis		
Class	SYBA		
Semester	III		
Course Code	UAVSCPSY301		
No. of Credits	2		
Nature	Theory + Practical		
Type	VSC		
Course Outcomes:			
CO 1: Recognize different level of consciousness.			
CO 2: Understand the skills of hypnosis.			
CO 3 : Developing the skills of hypnosis.			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Consciousness	a) Definition of Consciousness b) Altered states of consciousness c) The biology of consciousness d) Stages of sleep e) Freud's interpretation of the mind structure	
2.	History of Hypnosis	a) Difference between traditional and modern hypnosis b) Facts and myths of hypnosis c) Theories of hypnosis e) Elements of hypnosis f) Types of hypnosis g) Stages of hypnotism h) basic skills of hypnotist i) applications of hypnosis	
References :			
1. Ciccarelli, S. K., & White, J. N. (2012). Psychology. N. Y. Prentice Hill			
2. Morgan C.T., King R.A., Weisz J.R. and Scholpler J., 2014, Introduction to Psychology, Mc-Graw Hills Book Co.			
3. Peter, W. Sheehan, Campbell W. Perry, Lawrence Eribaum Associates, Methodologies of Hypnosis, 1976, Hillsdale, New Jersey			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Consciousness.	Chalk and Talk, AV resources, Question – Answer,	15
2	History of Hypnosis	Chalk and Talk, AV resources, Question – Answer, Discussion, Practical	15

Evaluation Pattern**A) Continuous Internal Evaluation: Maximum Marks: 20**

Method	Marks
(viva voce, active class participation and attendance, practical.)	20

B) Semester End Examination: Maximum Marks: 30

Unit and sub unit (with number and title)	Type of exam	Marks
All Unit	Practical , Viva, Field project	30

Date:**Place:** Ratnagiri

Signature
Chairperson and HoD

Nomenclature of the Course	Stress Management		
Class	SYBA		
Semester	IV		
Course Code	UAVSCPSY401		
No. of Credits	2		
Nature	Theory + Practical		
Type	VSC		
Course Outcomes:			
CO1: Understand the nature of Stress. CO2: Student will be able to distinguish between healthy and unhealthy coping strategies CO3: Student will be able to apply healthy coping strategies to improve psychological well-being.			
Syllabus:			
Unit No.	Unit Title	Sub titles (Learning Points)	
1	Introduction to Stress	a) What is Stress? b) Difference between stress and eustress c) Various types of stressors d) Physiological factors – stress and health e) Stress and Perception	
2.	Coping with stress	a) Healthy and Unhealthy strategies b) Problem focused coping strategies c) Cognitive coping strategies – appraisal of stress d) Emotional coping strategies – Catharsis, Social support e) Behavior coping strategies – relaxation techniques, assertiveness, exercise, time management, healthy health habits	
References :			
1. Ciccarelli, S. K., & White, J. N. (2012). Psychology. N. Y. Prentice Hill 2. Ciccarelli, S. K., & Meyer, G.B. (2006). Psychology. New Delhi, Pearson Education. 3. Taylor, S. (2006), Health Psychology, (6 th ed.), New Delhi, Tata McGraw Hill. 4. Greenberg, J.S. (2012), Comprehensive Stress Management (13 th ed.), New Delhi, Tata McGraw Hill.			
Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Introduction to Stress	Chalk and Talk, AV resources, Question – Answer	15
2	Coping with stress	Chalk and Talk, AV resources, Question – Answer, Discussion, Practical	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(viva voce, active class participation and attendance)	20

B) Semester End Examination: Maximum Marks: 30

Unit and sub unit (with number and title)	Type of exam	Marks
All Unit	Practical, Viva Voce	30

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Psychological Testing and Statistics Part I
Class	TYBA
Semester	V
Course Code	UAPSY501
No. of Credits	4
Nature	Theory
Type	Core (Non NEP)

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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
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
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
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
4	Types of scores, Types of scales, Frequency distribution, Graphical representations	a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages c) Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.

References :

- 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
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- 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
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- 8) Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 9) Guilford, J. P., & Fruchter, B. (1978) Fundamental statistics in Psychology and education. (6th ED). McGraw Hill International Edition.

- 10) Gupta, S. P. (1991) Statistical Methods. (26th Ed), Sultan Chand & Sons, New Delhi.
- 11) Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
- 12) Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey
- 13) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in Psychological Testing. (2nd ed.). Boston: Pearson Education
- 14) Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological Testing – Principles, Applications and Issues. (9th ed.). Wadsworth Thomson Learning, Indian reprint 2019
- 15) Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications
- 16) Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 17) McBurney, D.H. (2001). Research Methods. (5th ed.). Bangalore: Thomson Learning India
- 18) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications
- 19) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 20) Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Psychological Testing : Assessments and norms	Chalk and Talk, AV resources, Discussion	15
2	Reliability	Chalk and Talk, AV resources, Discussion	15
3	Validity and Measures of central tendency	Chalk and Talk, Discussion	15
4	Types of scores, Types of scales, Frequency distribution, Graphical representations	Chalk and Talk, AV resources, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

**Signature
Chairperson and HoD**

Syllabus for Bachelor of Psychology for the year 2024-25		
Nomenclature of the Course	Psychological Testing and Statistics Part II	
Class	TYBA	
Semester	V	
Course Code	UAPSY601	
No. of Credits	4	
Nature	Theory	
Type	Core (Non NEP)	
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.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
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
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

		<p>d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis – meaning and formula for calculation</p> <p>e) Standard scores – z, t, Stanine; Linear and non-linear transformation; Normalized Standard scores</p>
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>
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>

References :

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.). PearsonIndian 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 No.	Unit Title	Teaching Methods	No. of Lectures
1	Testing Development and Correlation	Chalk and Talk, AV resources	15
2	Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores	Chalk and Talk, AV resources	15
3	Assessment of Personality	Chalk and Talk	15
4	Measures of variability, Percentiles, and Percentile Ranks	Chalk and Talk	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Abnormal Psychology Part I
Class	TYBA
Semester	V
Course Code	UAPSY502
No. of Credits	4
Nature	Theory
Type	Core (Non NEP)

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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Understanding Abnormal Behavior: Clinical Assessment and Diagnosis	<ol style="list-style-type: none">a) What do we mean by Abnormality? - The DSM 5 and the Definition of Mental Disorders.b) History of ICDc) Edition of ICD (ICD 6 to ICD 11)d) Diagnostic categories in DSM 5 and ICDe) Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.f) The Basic elements in Assessment - Physical Assessment and Psychosocial Assessment.g) Classifying Abnormal Behaviour.
2	Causal factors and Viewpoints	<ol style="list-style-type: none">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.
3	Panic, Anxiety, Obsessions and Their Disorders	<ol style="list-style-type: none">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.
4	Somatic Symptom and Dissociative Disorders	a) Somatic Symptom and Related Disorders - Hypochondriasis, Somatisation Disorder, Pain Disorder, Illness anxiety disorder. b) Conversion Disorder - Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder. c) Dissociative disorders Depersonalisation / Derealisation Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.

References :

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 No.	Unit Title	Teaching Methods	No. of Lectures
1	Understanding Abnormal Behavior: Clinical Assessment and Diagnosis	Chalk and Talk, AV resources, Discussion, Question-Answer	15
2	Causal factors and Viewpoints	Chalk and Talk, AV resources, Discussion, Question-Answer	15
3	Panic, Anxiety, Obsessions and Their Disorders	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit	15
4	Somatic Symptom and Dissociative Disorders	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Abnormal Psychology Part II
Class	TYBA
Semester	VI
Course Code	UAPSY602
No. of Credits	4
Nature	Theory
Type	Core (Non NEP)

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 sensitized 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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
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.
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.
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.
4	Sexual Variants, Abuse and Dysfunctions	a) Sociocultural Influence on Sexual Practises and Standards. b) The Paraphilias: Causal Factors and Treatment for Paraphilias. c) Gender Dysphoria, Sexual Abuse. d) Sexual Dysfunctions: Forms and Treatment.

References :

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 Hal
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, Singapor
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 No.	Unit Title	Teaching Methods	No. of Lectures
1	Schizophrenia and Other Psychotic Disorders	Chalk and Talk, AV resources, Discussion, Question-Answer	15
2	Mood Disorders and Suicide	Chalk and Talk, AV resources, Discussion, Question-Answer	15
3	Personality Disorders	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit	15
4	Sexual Variants, Abuse and Dysfunctions	Chalk and Talk, AV resources, Discussion, Question-Answer, Field Visit	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

**Signature
Chairperson and HoD**

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Industrial - Organizational Psychology Part I
Class	TYBA
Semester	V
Course Code	UAPSY503
No. of Credits	4
Nature	Theory
Type	Core (Non NEP)

Course Outcomes:

CO 1: Learners will be able to

- describe the scope of I/O Psychology and careers related to I/O Psychology.
- list and describe the basic concepts of I/O Psychology.
- 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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
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
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
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

		<p>tests, emotional intelligence tests, integrity tests, vocational interest tests</p> <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>

References :

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)
2. Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8th ed.). Boston, MA: Cengage Learning.
3. Aamodt, M.G. (2013). *Industrial Psychology* (7th ed.). Boston, MA: Cengage Learning.
4. Aswathappa, K. (2013). *Human resource management: Text and cases* (8th ed.). Chennai, India: McGrawHill Education India.
5. 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)
6. Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
7. Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
8. Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
9. Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
10. Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour* (4th ed.). Oxford University Press.
11. Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
12. Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.
13. Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.
14. Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior*

(18thed.). Noida, India: PearsonIndia Education Services.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Introduction to Industrial/Organizational Psychology & Job Analysis	Chalk and Talk, AV resources	15
2	Performance Appraisal	Chalk and Talk, AV resources	15
3	Assessment Methods for Selection and Placement & Recruitment	Chalk and Talk	15
4	Training	Chalk and Talk, AV resources	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2024-25

Nomenclature of the Course	Industrial - Organizational Psychology Part II
Class	TYBA
Semester	VI
Course Code	UAPSY603
No. of Credits	4
Nature	Theory
Type	Core (Non NEP)

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.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Theories of Employee Motivation	<ol style="list-style-type: none"> 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
2	Job Satisfaction and Productive and Counter productive Employee Behaviour	<p>A. Job Satisfaction</p> <ol style="list-style-type: none"> 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 <p>B. Productive and Counter productive Employee Behaviour</p> <ol style="list-style-type: none"> a) Organizational Citizenship Behaviour (OCB) b) Counterproductive work behaviour (CWB): Withdrawal c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes
3	Work Groups, Work Teams & Leadership and Power in Organizations	<p>A. Work Groups and Work Teams</p> <ol style="list-style-type: none"> a) Difference between work groups and work teams b) Important group and team concepts <p>B. Leadership and Power in Organizations</p> <ol style="list-style-type: none"> 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 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

References :

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)
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4. Aswathappa, K. (2013). *Human resource management: Text and cases* (8th ed.). Chennai, India: McGrawHill Education India.
5. 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)
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14. Vohra, N., Robbins, S. P., & Judge, T. A. (2018). *Organizational behavior* (18th ed.). Noida, India: Pearson India Education Services.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Theories of Employee Motivation	Chalk and Talk, AV resources	15
2	Job Satisfaction and Productive and Counter productive Employee Behaviour	Chalk and Talk, AV resources	15
3	Work Groups, Work Teams & Leadership and Power in Organizations	Chalk and Talk	15
4	Organizational Development and	Chalk and Talk, AV resources	15

	Theory		
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Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD