Gogate Jogalekar College (Autonomous), Ratnagiri
Bachelor of Arts (B.A.) Programme
Under Choice Based Credit System
(CBCS)
Course Structure

T.Y.B.A. Psychology

(To be implemented from Academic Year 2025-26)

Course Code	Semester V	Credits	Course Code	Semester VI	Credits
Discipline Specific Courses (DSC)				*Discipline Specific Courses (DSC)*	
Imp. Notice – Select any one subject as single major from two major subjects studied at last year (SYBA)					
	Major Mandatory			*Major Mandatory*	
UAPSY501	Abnormal Psychology – Part I	**04**	UAPSY601	Abnormal Psychology – Part II	**04**
UAPSY502	Industrial & Organisational Psychology – Part I	**04**	UAPSY602	Industrial & Organisational Psychology – Part II	**04**
UAPSY503	Psychological Testing & Statistics (Theory) – Part I	**04**	UAPSY603	Psychological Testing & Statistics (Theory) – Part II	**04**
UAPSY504	Psychological Testing (Practical)	**04**	UAPSY604	Psychological Experiments (Practical)	**02**
	Major Electives (Any 1)			*Major Electives (Any 1)*	
UAPSY505	Counseling Psychology – Part I	**04**	UAPSY605	Counseling Psychology – Part II	**04**
UAPSY506	Cognitive Psychology – Part I		UAPSY606	Cognitive Psychology – Part II	
	Community Engagement Programme (CEP)			*On the Job Training (OJT)*	
UACEPPSY507	CEP	**02**	UAOJTPSY607	OJT	**04**
Total Credits		**22**	**Total Credits**		**22**

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Abnormal Psychology Part I
Class	TYBA
Semester	V
Course Code	UAPSY501
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)

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 pursue a professional career in Clinical Psychology.

Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
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) History of ICD c) Edition of ICD (ICD 6 to ICD 11) d) Diagnostic categories in DSM 5 and ICD e) 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	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	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 PsychologicalDisorders. (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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Abnormal Psychology Part II
Class	TYBA
Semester	VI
Course Code	UAPSY601
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)
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 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 PsychologicalDisorders. (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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Industrial - Organizational Psychology Part I
Class	TYBA
Semester	V
Course Code	UAPSY502
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)

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 post-graduate 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/OrganizationalPsychology** 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 andPlacement** 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 whatis measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality

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

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* (8thed.). Boston, MA:Cengage Learning.
3. Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). 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 in2018)
9. Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw HillEducation.
10. Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford UniversityPress.
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.). NewYork: 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: Signature

Place: Ratnagiri   Chairperson & HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	**Industrial - Organizational Psychology Part II**
Class	TYBA
Semester	VI
Course Code	UAPSY602
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)
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 EmployeeMotivation	a) What is motivation? b) Work motivation theories& need theories OtherTheories: Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and actiontheory
2	Job Satisfaction and Productive and Counterproductive Employee Behaviour	**A. Job Satisfaction** a) The nature of job satisfaction; how people feelabout their jobs b) Assessment of job satisfaction c) Antecedents of job satisfaction d) Potential effects of job satisfaction **B. Productive and Counter productiveEmployee Behaviour** a) Organizational Citizenship Behaviour (OCB) b) Counterproductive work behaviour (CWB): Withdrawal c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrestand strikes
3	Work Groups, Work Teams & Leadership and Power in Organizations	**A. Work Groups and Work Teams** a) Difference between work groups andwork 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
		d) Women in leadership positions; gender differences in leadership style; cross-cultural differences inleadership
4	Organizational Development and Theory	a) Organizational Development
		b) Organizational Theories

References :

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research andpractice*.Singapore: Wiley. (Indian reprint 2016)
2. Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An appliedapproach* (8thed.). Boston, MA:Cengage Learning.
3. Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). Boston, MA: CengageLearning.
4. Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.).Chennai, India: McGrawHill Education India.
5. Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction toIndustrial 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 theworkplace*. Houghton Mifflin.(2019 edition published by Worth)
7. Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12thed.). McGraw Hill Education.
8. Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). HypergraphicPress. (12th ed. published in2018)
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*(4thed.). Oxford University Press.
11. Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7thed.). 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 andpractice* (7th ed.). NewYork: 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	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		

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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	**Psychological Testing and Statistics Part I**
Class	TYBA
Semester	V
Course Code	UAPSY503
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)

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 the measurement of intelligence and assessment of personality.
CO 3: The learner will develop to be equipped with 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 scoremodel 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

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

7) Garrett,H.E (1929). Statistics in Psychology and education.

8) Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (^{6th} ed.). PearsonIndian 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).McGrawHill 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, NewJersey

13) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in PsychologicalTesting. (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 PublishingCompany 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 practicalapproach. (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 & HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Psychological Testing and Statistics Part II
Class	TYBA
Semester	VI
Course Code	UAPSY603
No. of Credits	4
Nature	Theory
Type	Major (Mandatory)

Course Outcomes:

CO 1: The learner will develop knowledge and understanding of 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 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

		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 non-linear transformation; Normalized Standard scores
3	Assessment of Personality	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
		b) Objective methods of personality assessment
		c) Projective methods of personality assessment –Inkblots as Projective stimuli – the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective
4	Measures of riability, Percentiles, and Percentile Ranks	a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation
		b) Comparison of measures of variability: Merits, limitations, and uses .
		c) Calculation of Percentile ranks and Percentile Scores.
		d) Percentiles – nature, merits, limitations, and uses.

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.

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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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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, NewJersey

12. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). Exercises in PsychologicalTesting. (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 PublishingCompany 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 practicalapproach. (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: **Signature**
Place: Ratnagiri Chairperson and HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Psychological Tests
Class	TYBA
Semester	V
Course Code	UAPSY504
No. of Credits	4
Nature	Practical
Type	Major (Mandatory)

Course Outcomes:
After completing the course, student should be able to: CO1: Describe mapping of human behaviour. CO2: Explain general ability testing, personality, adjustment and attitude. CO3: Identify and classify the intellectual ability and personality patterns. CO4: Conduct testing and evaluate intellectual ability, personality traits, adjustment and attitudes of participant.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	General and Special Ability Testing	1) Malin's Verbal or Performance Scale 2) Standard Progressive Matrices 3) Binet Kamath Test 4) Differential Aptitude Tests (DAT)
2	Personality	1) Sentence Completion Test 2) Interest Inventory 3) NEO-FFI 4) 16 PF
3	Adjustment	1) Family 2) School 3) Marriage 4) Expectations from life partner scale
4	Testing of Attitude	1) Marriage 2) Religion 3) Optimism-Pessimism 4) Attitude towards the mother scale

References:

1. Anastasi, A. & Urbina, S. (2009). Psychological testing. N.D.: Pearson Education.

2. Broota, K. D. (1989, reprint 2014). Experimental design in Behavioural Research. New Age International Pvt. Ltd., New Delhi.

3. Chadha N.K.(2009),Applied Psychometry, Sage Publication Pvt Ltd. New Delhi.

4. Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

5. Garrett, Henry E. (2006). Statistics in Psychology and Education(1st Indian reprint).Surjeet Publications, Delhi-7.

6. Gliner, J. A., & Morgan, G. A. (2000). Research methods in applied settings: An integrated approach to design and analysis. Mahwah, NJ: Lawrence Erlbaum.

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8. Mangal, S. K. (2009).Statistics in Psychology and Education (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
General and Special Ability Testing	Chalk and Talk, Demo, Practical, AV resources	30
Personality Testing	Chalk and Talk, Demo, Practical, AV resources	30
Adjustment	Chalk and Talk, Demo, Practical, AV resources	30
Testing of Attitude	Chalk and Talk, Demo, Practical, AV resources	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Viva Voce	10
Journal	20
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks: 60

	Marks
Instructions	**10**
Conduct	**10**
Assessment	**10**
Report	**10**
Viva	**20**

Question No.	Unit	Type of Question	Marks
Q. 1 OR Q.1 & Q.2 a) or Q.2 b)	Any one unit OR Any two units	Practical OR Practical & note with internal choice	40

Date: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	**Psychological Experiments**
Class	TYBA
Semester	VI
Course Code	UAPSY604
No. of Credits	2
Nature	Practical
Type	Major (Mandatory)

Course Outcomes:	

After completing the course, student should be able to:

CO1: Explain psychophysics, various cognitive processes of human being.
CO2: Classify and compare psychological experiments.
CO3: Conduct laboratory experiments.
CO4: Analyse statistical base of human behavior.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Thinking and Problem Solving	1) Maze learning 2) Problem Solving: Pyramid puzzle/ Wiggly Blocks/ Heart and Bow puzzle 3) Effect of mental set on problem-solving
2	Attention	1) Stroop Effect 2) Divided Attention 3) Span of Attention

References:

1. D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.:Tata McGraw-Hill.

2. Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

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6. Postman, L. & Egan, J.P. (1949), reprint 2009. Experimental psychology: An introduction. ND: Kalyani Publication.

7. Ranjit Kumar (2014). Research Methodology: A step by step guide for

beginners. Pearson Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.

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10. Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
Thinking and Problem Solving	Chalk and Talk, Demo, Practical, AV resources	30
Attention	Chalk and Talk, Demo, Practical, AV resources	30

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Viva Voce	05
Journal	10
Active class participation and attendance	05

B) Semester End Examination: Maximum Marks: 30

	Marks
Instructions	**05**
Conduct	**05**
Assessment	**05**
Report	**05**

Question No.	Unit	Type of Question	Marks
Q. 1 OR Q.1 & Q.2 a) or Q.2 b)	Any one unit OR Both units	Practical OR Practical & note with internal choice	30

Date: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	**Counseling Psychology Part I**
Class	TYBA
Semester	V
Course Code	UAPSY505
No. of Credits	4
Nature	Theory
Type	Major Elective
Course Outcomes:	

CO1: The learner will develop knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology

CO2: The learner will develop interest in the various applications and fields of counseling

CO3: The learner will develop a foundation for higher education in Counseling and a career as a professional counselor

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Personal, Professional and Ethical concepts of Counseling	a) Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy' b) Personality and background of counselor c) Attribution and systematic framework of counseling d) Ethical and Legal aspects of counseling
2	Counseling in multicultural society and with diverse population	a) Counseling across culture and ethnicity b) History of multicultural counseling c) Difficulties and issues in multicultural counseling d) Counseling with diverse populations
3	Building a counseling relationship	a) The 6 factors that influence the counseling process b) Types of initial interviews; conducting initial interviews c) Exploration and the identification of goals
4	Working in and closing a counseling relationship	a) Various counseling skills in the understanding and action phases b) Transference and Countertransference c) Closing a counseling relationship

Book for study-
Gladding, S. T. (2014). *Counseling: A Comprehensive Profession.* **(7th Ed.).**
Pearson Education.New Delhi: Indian subcontinent version by Dorling
Kindersley India pvt ltd.

References :

1.   Gladding, S. T & Kishore, R. (2017). Counseling: A Comprehensive Profession. (7th Ed.). Pearson India Education Services Pvt Ltd.

2.   Arulmani, G., & Nag-Arulmani, S. (2004). Career Counseling – a handbook. New Delhi: Tata McGraw-Hill

3.   Capuzzi, D., & Gross, D. R. (2007). Counseling and Psychotherapy: Theories and Interventions. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.

4.   Capuzzi, D., & Gross, D. R. (2009). Introduction to the Counseling Profession. (5th ed.). New Jersey: Pearson Education

5.   Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (7th ed.). Stamford, CT: Brooks/Cole

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7.   Cormier, S. & Nurius, P.S. (2003). Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions. Thomson Brooks/Cole

8.   Dryden, W., & Reeves, A. (Eds). (2008). Key issues for Counselling in Action. 2nd ed. London: Sage publications

9.   Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention.

First Indian reprint 2009 by Cengage Learning India

10.   Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counseling and Guidance. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi

11.   Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi

12.   Jena, S.P.K. (2008). Behaviour Therapy: Techniques, research, and applications. Sage publications, New Delhi

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14.   McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/ McGraw- Hill Higher Education

15.   Nelson-Jones, R. (2008). Basic Counselling Skills: A helper's manual. 2nd ed., Sage South Asia edition

16.   Nelson-Jones, R. (2009). Introduction to Counselling Skills: Text and Activities. 3rd ed., London: Sage publications

17.   Nugent, F.A., & Jones, K.D. (2009). Introduction to the Profession of Counseling. (5th

ed.). New Jersey: Pearson Education

18.   Rao, N. S. (1991). Counseling and Guidance. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)

19.   Simmons, J. & Griffiths, R. (2009). CBT for Beginners. London: Sage publications

20.   Welfel, E. R., & Patterson, L. E. (2005). The Counseling Process: A Multi-theoretical Integrative Approach. (6th ed.). Thomson Brooks/ Cole

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
Personal, Professional and Ethical concepts of Counseling	Chalk and Talk, AV resources, Discussion	15
Counseling in multicultural society and with diverse population	Chalk and Talk, AV resources, Discussion	15
Building a counseling relationship	Chalk and Talk, Discussion, Demonstration	15
Working in and closing a counseling relationship	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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Counseling Psychology Part II
Class	TYBA
Semester	VI
Course Code	UAPSY605
No. of Credits	4
Nature	Theory
Type	Major Elective

Course Outcomes:

CO1: The learner will develop knowledge and understanding of the nature, process, goals, techniques, ethical issues and major theories in Counseling Psychology

CO2: The learner will develop interest in the various applications and fields of counseling

CO3: The learner will develop a foundation for higher education in Counseling and a career as a professional counselor

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Testing, Assessment, Diagnosis in Counseling	e) History of use of tests in Counseling f) Tests & test scores; Problems & potential of using tests g) Qualities of good tests; Classification of tests h) Administration & Interpretation of tests; Assessment & Diagnosis
2	Psychoanalytic, Adlerian, and Humanistic Theories of Counseling	e) Theory; Importance of theory; Theory into practice f) Psychoanalytic theories g) Adlerian Theory h) Humanistic Theories
3	Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling	d) Behavioral Counseling e) Cognitive & Cognitive-behavioral Counseling f) Brief Counseling approaches g) Crisis & Trauma Counseling approaches
4	Groups in Counseling	a) History of groups; Misperceptions & realities about groups; Place of groups in Counseling b) Benefits, drawbacks & types of groups c) Theoretical approaches in conducting groups; Stages & issues in groups d) Qualities of effective group leaders; Future of group work

Book for study-
Gladding, S. T. (2014). *Counseling: A Comprehensive Profession.* **(7th Ed.).**
Pearson Education.New Delhi: Indian subcontinent version by Dorling
Kindersley India pvt ltd.

References :

1.   Gladding, S. T & Kishore, R. (2017). Counseling: A Comprehensive Profession. (7th Ed.). Pearson India Education Services Pvt Ltd.

2.   Arulmani, G., & Nag-Arulmani, S. (2004). Career Counseling – a handbook. New Delhi: Tata McGraw-Hill

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5.   Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (7th ed.). Stamford, CT: Brooks/Cole

6.   Corey, G. (2008). Group Counseling. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India

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8.   Dryden, W., & Reeves, A. (Eds). (2008). Key issues for Counselling in Action. 2nd ed. London: Sage publications

9.   Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention.

First Indian reprint 2009 by Cengage Learning India

10.   Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counseling and Guidance. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi

11.   Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). Counseling research. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi

12.   Jena, S.P.K. (2008). Behaviour Therapy: Techniques, research, and applications. Sage publications, New Delhi

13.   Kinara, A. K. (2008). Guidance and Counseling. Pearson, New Delhi: Dorling Kindersley India pvt ltd.

14.   McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/ McGraw- Hill Higher Education

15.   Nelson-Jones, R. (2008). Basic Counselling Skills: A helper's manual. 2nd ed., Sage South Asia edition

16.   Nelson-Jones, R. (2009). Introduction to Counselling Skills: Text and Activities. 3rd ed., London: Sage publications

17.   Nugent, F.A., & Jones, K.D. (2009). Introduction to the Profession of Counseling. (5th

ed.). New Jersey: Pearson Education

18.   Rao, N. S. (1991). Counseling and Guidance. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)

19.   Simmons, J. & Griffiths, R. (2009). CBT for Beginners. London: Sage publications

20.   Welfel, E. R., & Patterson, L. E. (2005). The Counseling Process: A Multi-theoretical Integrative Approach. (6th ed.). Thomson Brooks/ Cole

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
Testing, Assessment, Diagnosis in Counseling	Chalk and Talk, AV resources, Discussion	15
Psychoanalytic, Adlerian, and Humanistic Theories of Counseling	Chalk and Talk, AV resources, Discussion	15
Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling	Chalk and Talk, AV resources, Discussion	15
Groups in Counseling	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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Cognitive Psychology Part I
Class	TYBA
Semester	V
Course Code	UAPSY506
No. of Credits	4
Nature	Theory
Type	Major Elective

Course Outcomes:	

CO1: The learner will develop knowledge and understanding of the fundamental concepts
 of Cognitive Psychology and the basic Cognitive processes

CO2: The learner will develop awareness about the various applications of Cognitive processes
 in everyday life and a foundation to enable understanding of their applications in other
 fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education,
 and Neuro-Psychology

CO3: The learner will develop a foundation for higher education and a career in the field of
 Cognitive Psychology

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Perception, Recognizing patterns, & objects	a. Gestalt approaches to perception b. Bottom-up processes and Top-down processes c. Direct perception; Disruptions of perception: visual agnosias
2	Attention: Deploying Cognitive Resources	a) Selective Attention; Neural Underpinnings of Attention b) Automaticity and the effects of practice c) Divided Attention
3	Working Memory: Forming & Using New Memory traces	a) Traditional Approaches to the study of memory; Working Memory b) Executive Functioning c) Neurological studies of memory processes
4	Retrieving Memories from Long-term storage	a) Aspects and Subdivisions of Long-Term Memory b) The Levels-of-Processing view c) The reconstructive nature of memory; Amnesia

Book for study-

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)

References:

1)   Ashcraft, M. H. &. Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education

2)   Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition

3)   Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning

4)   Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008

5)   Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning

6)   Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.

7)   Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons

8)   Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning

9)   Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.

10)   Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications

11)   Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009

12)   Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014

13)   Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
Perception, Recognizing patterns, & objects	Chalk and Talk, AV resources, Discussion	15
Attention: Deploying Cognitive Resources	Chalk and Talk, AV resources, Discussion	15
Working Memory: Forming & Using New Memory traces	Chalk and Talk, AV resources, Discussion	15
Retrieving Memories from Long-term storage	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: Signature

Place: Ratnagiri   Chairperson C HOD

Syllabus for Bachelor of Psychology for the year 2025-26	
Nomenclature of the Course	Cognitive Psychology Part II
Class	TYBA
Semester	VI
Course Code	UAPSY606
No. of Credits	4
Nature	Theory
Type	Major Elective

Course Outcomes:

CO1: The learner will develop knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes

CO2: The learner will develop awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and Neuro-Psychology

CO3: The learner will develop a foundation for higher education and a career in the field of Cognitive Psychology

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Knowledge Representation: Storing & Organizing Information in Long-term Memory	a) Organizing Knowledge b) Forming concepts and categorizing new instances
2	Visual Imagery & Spatial Cognition	a) Codes in Long-Term Memory b) Empirical investigations of imagery; the nature of mental imagery c) Neuropsychological findings; Spatial cognition
3	Thinking & Problem Solving	a) Classic problems and general methods of solution; Blocks to problem solving b) The Problem Space hypothesis c) Expert systems; Finding creative solutions; Critical thinking
4	Reasoning & Decision Making	a) Reasoning; Types of Reasoning b) Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making c) Neuropsychological evidence on reasoning and decision making

Book for study-

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)

References:

1)   Ashcraft, M. H. &. Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education

2)   Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition

3)   Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning

4)   Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008

5)   Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning

6)   Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd.

7)   Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons

8)   Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning

9)   Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.

10)   Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science.

Volume 1, New Delhi, Sage publications

11)   Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering.

New Delhi: Cengage learning India, Indian reprint 2009

12)   Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014

13)   Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

Teaching Plan:

Unit Title	Teaching Methods	No. of Lectures
Knowledge Representation: Storing & Organizing Information in Long-term Memory	Chalk and Talk, AV resources, Discussion	15
Visual Imagery & Spatial Cognition	Chalk and Talk, AV resources, Discussion	15
Thinking & Problem Solving	Chalk and Talk, AV resources, Discussion	15
Reasoning & Decision Making	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
Chaireperson & HOD

Guidelines for Community Engagement Programme (CEP) in Psychology

Introduction:
Community engagement program (CEP) is included in undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive changes by encouraging collective decision-making, often through building trust, gathering feedback, and empowering residents to actively shape their community's future.
This course requires learners to participate in community-based learning generally under the supervision of faculty. It will involve activities that expose learners to socio- economic issues in society.

Course Structure:

Name of the Course	Community Engagement Programme (CEP) in Psychology
Course Code	25_UACEPPSY507
Class	TYBA
Semester	V
No of Credits	02
Nature	Practical
Type	CEP

Course Objectives:
After completing this program, the learners will be able to;
1. Appreciate the culture and life-style of the society
2. Sensitize to the needs and challenges of the community
3. Identify causes for social problems faced by community and explore solutions for the same.

Course Outcomes:
The Community engagement program should attempt to provide opportunities for learners to;
CO1- Expose to socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.
CO2- Gain an understanding of local community life, Indian culture and social realities. CO3-Develop a sense of social responsibility and civic engagement.
CO4- Develop a sense of empathy and bonds of mutuality with local community.
CO5 -Empower to become active participants in decision-making processes by building leadership skills.
CO6 - Implement community-driven program that address identified local needs and contribute to positive social change.

General Guidelines for CEP:
1. Learners are expected to complete this program in their fourth semester.
2. 2 credits will be allocated to the CEP.
3. Learners are expected to complete 60 hours of participation.
4. CEP must be separate from regular programs such as NSS, NCC and similar activities.

Implementation Mechanism of CEP:
1. The implementation mechanism of the CEP course will be decided by concerned department
2. The department concerned will appoint a mentor who will be a faculty member.
3. Each learner should keep a separate fieldwork diary to record their fieldwork experiences. Planning and preparation for CEP as well as working hours should be recorded in a diary.
4. Each learner must submit their CEP work report to the department concerned.
5. The work diary must be verified and signed by the assigned mentor.
6. Internal Viva - Voce will be conducted by the concerned department.

Evaluation Pattern: (20:30)
Evaluate each learner for 50 marks per semester at department level.

Sr. No.	Evaluation Pattern	Distribution of Marks
1	**Internal Evaluation**: Presentation / Viva-Voce	20
2	**External Evaluation:** Actual work and work report	30

Report Structure of CEP:
- The students will be required to submit a comprehensive report at the end of the CEP.
- The report should be of minimum **10 pages.**
- The report must include the following aspects:
1. **Title Page:**
Name of the student, programme, institution, month and year.
2. **Certificate of Completion:**
A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.
3. **Acknowledgments:**
Recognizing individuals or organizations that provided support, guidance during the CEP.
4. **CEP Work Experience:**
Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.
5. **Conclusion & Summary:**
Reflections on the overall experience and learning during the CEP activity.

Appendix:
- CEP work Dairy must be attached along with the report.
- CEP Events Photographs

Work Diary of CEP

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Academic Year: **Semester: IV**   **Faculty: Arts**

Name of Learner:

 Class: SYBA   **Roll No**:

          Name of CEP activity:

          Name of community engaged:

          Duration of the CEP activity:

          Name of CEP Collaborating Organization:

Daily work record - Proposed schedule of Work (Minimum Mandatory- 60 Hours)

Sr. No.	Date of CEP activity	Brief description of daily activity	Place of CEP	Duration (hours)	Sign. Of Mentor
Total No. of Hours :					

Name & Sign.of Student   Name & Sign. of CEP Mentor   Sign. of concerned authority (HoD)

Suggested list for CEP Activities:

Sr. No.	Activities for Community Engagement Program.
1.	Mental Health Awareness Outreach Program (workshops/ campaigns/partnerships with local groups etc.)
2.	Working with NGOs for older people
3.	Working with orphanages
4.	Working with NGOs for specially disabled children
5.	Conducting Mental Well-being Workshops in schools and communities
6.	Wellness Workshops (mindfulness, self-care, stress-management)
7.	After-school program for children focusing on academic support, social skills, and emotional development
8.	Parenting workshops
9.	Health Promotion Campaign (promoting healthy behaviors – exercise, nutrition, sleep hygiene)
10.	Educational events (workshops, book/reader clubs)
11.	Needs assessment to identify community needs and priorities
12.	Tutoring or recreational activities for individuals with disabilities
13.	Support for older adults – companionship, transportation and health promotion
14.	Organizing Social Events to promote social connections and community building (games, outdoor activities, community festivals, etc.)
15.	Volunteer events (community clean-up, food drives, charity events, environmental events)
16.	Health Fairs – providing health information and resources
17.	Value education and soft skills camp for children
18.	Career development support to the unreached – providing resources and support for resume building, job search strategies, etc.
19.	Mental Health First Aid Training for Community Members – recognizing signs of mental health issues and providing support
20.	Relationship Building – Teaching effective communication skills, building healthy relationships by providing information and resources on empathy, trust, boundaries, etc.
21.	Intergenerational Programs (art, storytelling, music, etc.) bringing together people of different ages
22.	Support community policing initiatives

23.	Tutoring and mentoring for students (including homework help, test preparation, project help, etc.)
24.	Organize service projects (volunteering for stray animals' care/ participating in community clean-up) to teach children the value of giving back to the community
25.	Any other subject of your choice approved by the CEP mentor.

Date: **Signature**
Place: Ratnagiri   **Chaireperson & HOD**

On Job Training in Psychology

Name of the Course	Psychology - On Job Training
Course Code	UAOJTPSY607
Class	TYBA
Semester	VI
No of Credits	4
Nature	Practical
Type	On Job Training
Relevance with Employability/ Entrepreneurship/ Skill development	On the job training provides learner with the opportunity to acquire hands on experience and practical skills required for specific job roles. It bridges the gap between theoretical knowledge and the practical requirements of the job. Learner can gain valuable insights into the industry practice, company culture, this experience makes them confident and competent candidate when applying for the position increasing the employability prospects. OJT is instrumental in skill development as it focuses on practical job specific competencies like technical skills, soft skills. Overall OJT enhances employability, foster entrepreneurship by providing valuable exposure in various field.

Guidelines and Evaluation pattern for On Job Training (100 Marks)

Introduction:
Inclusion of On Job Training in the course curriculum of the UG programme is one of the ambitious aspects in the programme structure. The main objective of inclusion of On Job Training is to inculcate ability to interpret particular aspect of the study in his/ her own words.

Guidelines for On Job Training:
Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

Course Objectives:
By the end of the course, students should be able to:
1. Gain exposure to real-world insights and apply theoretical knowledge to practical situations
2. Enhance skills regarding problem-solving, decision-making, and communication skills.
3. Understand organizational dynamics and work culture.
4. Build industry connections and networking opportunities.

Course Duration:
Minimum **120 hours** of On Job Training with an Organization /Private firm.
- The theme of the OJT should be based on any study area of the Major course.
- Project Report should be of minimum 30 pages.

Report Structure:
The students will be required to submit a comprehensive report at the end of the On-the-Job Training. A project report has to be brief in content and must include the following aspects:
   a) **Title Page:**
Mentioning the title of the report, name of the student, program, institution, and the period of training.
   b) **Certificate of Completion:**
A certificate issued by the organization or supervisor confirming the successful completion of the training.
   c) **Declaration:**
A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.
   d) **Acknowledgments:**
Recognizing individuals or organizations that provided support, guidance, or resources during the training.

e) Table of Contents:
Providing a clear outline of the report's sections and page numbers.
f) Executive Summary:
A bird's eye view of your entire presentation has to be precisely offered under this category.
g) Introduction on the Company:
A concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.
h) Your Role in the Organization during the On Job Training:
The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.
i) Challenges and overcoming of challenges:
The challenges confronted while churning out theoretical knowledge into practical world.
j) Conclusion:
A brief overview of your experience and suggestions to bridge the gap between theory and practice.
k) Appendix:
1.1 Appendix I: OJT Undertaking
1.2 Appendix II: Draft Resume Template
1.3 Appendix III: Organization Outreach Letter
1.4 Appendix IV(A/B): A) Relieving Letter of Student (for fulltime OJT) B)Relieving Letter of Student (for parttime OJT)
1.5 Appendix V**:** Relieving Letter of Student from organization
1.6 Appendix VI: Student Diary (Log) Recording Format
1.7 Appendix VII: Attendance Sheet
1.8 Appendix VIII: Supervisor Evaluation of Intern
1.9 Appendix IX: Student Feedback of OJT
1.10 Appendix X: Performance for Evaluation of OJT by Institute

Broad guidelines for project report:
The project report based on On Job Training shall be prepared as per the broad guidelines given below**:**
  ➤ Font type: Times New Roman / for Marathi kokil (Font size :16)/ mangal (Font size :12)
  ➤ Font size: 12-For content, 14-for Title
  ➤ Line Space: 1.5-for content and 1-for in table work
  ➤ Paper Size: A4
  ➤ Margin: in Left-1.5, Up-Down-Right-1
  ➤ The Project Report shall be bounded.

Course Outcomes:
1. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
2. Develop practical skills and competencies necessary for successful professional engagement.
3. Demonstrate effective problem-solving, decision-making, and critical thinking abilities in a work environment.
4. Adapt to and navigate organizational dynamics and work culture in the chosen industry.
5. Prepare a comprehensive report documenting the training/project experience, findings, and recommendations.

Rubric for Evaluation of 'On the Job Training' Project

Criteria	Marks	Description
Project Report (60 Marks)		
a) Title Page	02	Properly formatted with title, student name, program, institution, and training period.
b) Certificate of Completion	05	Inclusion of a valid certificate from the organization/supervisor.
c) Declaration	01	A clear statement of originality and acknowledgment of assistance.
d) Acknowledgments	02	Proper recognition of support and guidance received.
e) Table of Contents	05	Clear and accurate outline of the report's sections with page numbers.
f) Executive Summary	05	Concise overview of the entire presentation.
g) Introduction on the Company	05	Detailed representation of the company/organization including its scope, products, and services.
h) Role in the Organization	10	Comprehensive description of key aspects handled, department deployment, and summary report acknowledged by the reporting head.
i) Challenges and Overcoming Challenges	05	Insightful analysis of challenges faced and methods used to overcome them.
j) Conclusion	05	Brief overview of the experience with suggestions to bridge the gap between theory and practice.

Appendix:		
Appendix I: OJT Undertaking	15	Mandatory inclusion
Appendix II: Draft Resume Template		Mandatory inclusion
Appendix III: Organization Outreach Letter		Mandatory inclusion
Appendix IV: Relieving Letter of Student		Mandatory inclusion
Appendix V: Student Diary (Log) Recording Format		Mandatory inclusion

Appendix VI: Attendance Sheet		Mandatory inclusion
Appendix VII: Supervisor Evaluation of Intern		Mandatory inclusion
Appendix VIII: Student Feedback of OJT		Mandatory inclusion
Appendix IX: Performance for Evaluation of OJT by Institute		Mandatory inclusion
Documentation and Presentation (40 Marks)		
Quality and effectiveness of presentation	10	Assesses the clarity, engagement, and overall impact of the presentation in conveying the report objectives and outcomes.
Depth of knowledge and demonstrated skills	10	Evaluates the understanding and practical application of key concepts, techniques, and skills relevant to the report.
Relevance of learning experience	05	Measures how well the training experience aligns with the trainee's career goals and the industry's practical requirements.
Practical applications	10	Assesses the trainee's ability to effectively apply learned skills and knowledge to real tasks and challenges during the training project.
Understanding of Organizational Dynamics	05	Insight into organizational structure, culture, and dynamics.
Total Marks	**100**	

Date:
Place: Ratnagiri

Signature
Chairperson & HoD