

Revised Syllabus as per letter
No.A.A./ICD/2018-19/1007 dt. 29.3.18

UNIVERSITY OF MUMBAI
No. UG/69 of 2018-19

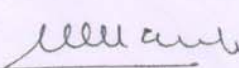
CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/38 of 2015, dated 30th July, 2015 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Psychology at its meeting held on 8th June, 2018 have been accepted by the Academic Council at its meeting held on 14th June, 2018 vide item No. 4.58 and that in accordance therewith, the revised syllabus as per the (CBCS) for the T.Y.B.A. in Psychology – Sem V & VI has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

To 6th June, 2018
July


(Dr. Dinesh Kamble)
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C./4.58/14/06/2018

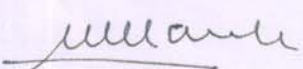
No. UG/ (69) -A of 2018

MUMBAI-400 032

6th June, 2018
July

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Psychology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,


(Dr. Dinesh Kamble)
I/c REGISTRAR

Choice Based Credit System (CBCS)
T.Y.B.A. Psychology Syllabi to be implemented from 2018-2019
Psychological Testing and Statistics: Parts I and II (Paper IV in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS501	5	Psychological Testing and Statistics: Part I	4	100
UAPS601	6	Psychological Testing and Statistics: Part II	4	100

Objectives -

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

Semester 5. Psychological Testing and Statistics: Part I (Credits = 4) 4 lectures per week

Unit 1. Psychological Testing, Assessment 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

Unit 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

Unit 4. 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

Unit 4. Types of scores, Types of scales, Frequency Distribution, Graphic 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) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies

Semester 6. Psychological Testing and Statistics: Part II (Credits = 4) 4 lectures per week

Unit 1. Test 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
- (Unit 1-e is only for theoretical understanding and questions, not for calculation in the exam.)

Unit 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 Tests: WAIS, WISC, WPPSI
- 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; Normalised Standard scores

Unit 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

Unit 4. Unit 5. Measures of Variability, Percentiles, and Percentile Ranks

- a) Calculation of 4 measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation
- b) Comparison of 4 measures of variability: Merits, limitations, and uses .
- c) Calculation of Percentile ranks and Percentile Scores.
- d) Percentiles – nature, merits, limitations, and uses.

Book for study

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)

Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
- 4) Cohen, J. R., Swerdlik, M. E., & 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
- 5) Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi

- 6) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 7) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
- 8) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 9) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 10) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
- 11) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 12) McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 13) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
- 14) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 15) Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey

**Question Paper Pattern for T.Y.B.A (CBCS)
for Core Course IV Psychological Testing and Statistics.
With Effect From 2018-2019**

Duration 3 hrs

Total marks 100

Note: 1. Attempt all questions

(Total = 100 marks)

2. All questions carry equal marks

Q.1 (Based on Module I)

(20 marks)

a.

or

b.

Q.2 (Based on Module II)

(20 marks)

a.

or

b.

Q.3 (Based on Module III)

(20 marks)

a.

or

b.

Q.4 (Based on Module IV)

(20 marks)

a.

or

b.

Q.5 Attempt **any two** short notes. (Based on Module I, II, III and IV)

(20 marks)

a.

b.

c.

d.

Semester 5 – Sample question paper pattern

Q.1 - Unit 1	A OR B	20 marks
Q.2 - Unit 2	A OR B	20 marks
Q.3 - Unit 3	A – Validity OR B – Calculation of the mean ,median and mode (17 marks and Theory question 03 marks)	20 marks
Q.4 - Unit 4	A- Theory Question on Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement, steps in preparing a frequency distribution table, advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages. OR B - being a question based on tabulation of scores into a frequency distribution table , Calculation of range, justifying the choice of the length of class Interval.	20 marks
Q5	Any two (Each question of 10 marks) A Unit 1 B Unit 2 C Unit 3 D Unit 4 Graph 5 marks theory question on graphical representations 5marks.	20 marks

Semester 6 - sample question paper pattern

Q.1- Unit 1	A - Test Development OR B - calculation of correlation using rank order method (15 marks) theory (5 marks)	20 marks
Q.2 - Unit 2	A – Question on subtopic a and b OR B - Question on subtopic c, d and e	20 marks
Q.3 - Unit 3	A OR B	20 marks
Q.4 - Unit 4	A-Theory question on Measures of variability OR B - Calculation of Qd or SD	20 marks
Q. 5	Any two (Each question of 10 marks) A Unit 1 B Unit 2 C Unit 3 D Unit 4 - Calculation of Percentiles and Percentile Ranks	

Choice Based Credit System (CBCS)
T.Y.B.A. Psychology Syllabi to be implemented from 2018-2019
Abnormal Psychology: Part I and Part II (Paper V in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS502	5	Abnormal Psychology: Part I	4	100
UAPS602	6	Abnormal Psychology: Part II	4	100

Objectives

- 1) To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
- 2) To impart knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness about Mental Health problems in society
- 4) To create a foundation for higher education and a professional career in Clinical Psychology

Semester 5. Abnormal Psychology: Part I (Credits = 4) 4 lectures per week

Unit 1: Understanding Abnormal behavior, Diagnosis, Treatment and Assessment

- a) What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behaviour, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches; what's new in the DSM-5 – definition of a mental disorder
- b) Psychological disorder : experiences of client and clinician; the diagnostic process, DSM-5, additional information, culture-bound syndromes
- c) Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging

Unit 2: Theoretical Perspectives

- a) Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives
- b) Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach

Unit 3: Anxiety, Obsessive-compulsive, and Trauma- and Stressor-related Disorders

- a) Anxiety disorders
- b) Obsessive-compulsive and related disorders
- c) Trauma- and Stressor-related Disorders; the biopsychosocial perspective

Unit 4: Dissociative and Somatic Symptom Disorders

- a) Dissociative disorders – major forms, theories and treatment
- b) Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment
- c) Psychological factors affecting medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective

Semester 6. Abnormal Psychology: Part II (Credits = 4) 4 lectures per week

Unit 1: Schizophrenia Spectrum and other Psychotic Disorders

- a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizoaffective, delusional disorders
- b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective

Unit 2: Depressive and Bipolar Disorders;

- a) Depressive disorders; disorders involving alterations in mood
- b) Theories and treatment of depressive and bipolar disorders; psychological and sociocultural perspectives
- c) Suicide; depressive and bipolar disorders: the biopsychosocial perspective

Unit 3: Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria

- a) What patterns of sexual behavior represent psychological disorders? Paraphilic Disorders; Theories and treatment
- b) Sexual Dysfunctions; Theories and treatment
- c) Gender Dysphoria; Theories and treatment; The biopsychosocial perspective

Unit 4. Personality Disorders

- a) The nature of personality disorders
- b) Cluster A and Cluster B personality disorders
- c) Cluster C personality disorders; the biopsychosocial perspective

Note – As an Orientation to this course, the following sub-topics should be taught in brief; (questions will not be set on these sub-topics in the class test or semester-end examination) -

- i. Research methods in Abnormal Psychology
- ii. Steps in the diagnostic process
- iii. Planning the treatment; Course and outcome of treatment

Book for study

Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw-Hill (Indian reprint 2015)

Books for Reference

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). New Delhi: 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*. New Delhi, 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

Choice Based Credit System (CBCS)
T.Y.B.A. Psychology Syllabi to be implemented from 2018-2019
Industrial-Organizational Psychology: Parts I and Part II (Paper VI in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS503	5	Industrial-Organizational Psychology: Part I	3.5	100 (80+20)
UAPS603	6	Industrial-Organizational Psychology: Part II	3.5	100 (80+20)

Objectives: -

1. To impart knowledge and understanding of the basic concepts in and various facets of Industrial and Organizational Psychology
2. To create awareness about the role and importance of Psychological factors and processes in the world of work
3. To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour

Semester 5. Industrial-Organizational Psychology: Part I 3 lectures per week

Unit 1. Job Analysis

- a) What is job analysis? Purposes of job analysis; How job analysis information is collected
- b) Methods of job analysis; Reliability and validity of job analysis information; Job evaluation

Unit 2. Performance Appraisal

- a) Why do we appraise employees? Performance criteria
- b) Objective and subjective methods for assessing job performance; the impact of technology on performance appraisal; legal issues in performance appraisal

Unit 3. Assessment Methods for Selection and Placement

- a) Job-Related characteristics.
- b) Characteristics of psychological tests
- c) Ability Tests, Knowledge, Skills and all other tests
- d) Biographical information, interviews, work samples, Assessment centers and electronic assessment.

Unit 4. Training

- a) Needs assessment, objectives, training design
- b) Delivery and evaluation of a training program

Sem. 6. Industrial-Organizational Psychology: Part II (Credits = 4) 3 lectures per week

Unit 1. Theories of Employee Motivation

- a) What is motivation? Work motivation theories, need theories
- b) Other Theories - Reinforcement theory, expectancy theory and self-efficacy theory; Justice theories, goal-setting theory, control theory and action theory

Unit 2. Feelings about Work: Job Attitudes and Emotions.

- a) The nature of job satisfaction; how people feel about their jobs; the assessment and antecedents of job satisfaction
- b) Potential effects of job satisfaction; organizational commitment and emotions at work

Unit 3. Leadership and Power in Organizations

- a) What is leadership? Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- b) Approaches to the understanding of leadership; women in leadership positions; cross-cultural issues in leadership

Unit 4. Organizational Development and Theory

- a) Organizational Development
- b) Organizational Theories

Book for study

Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and Practice*. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

Books for reference

- 1) Aamodt, M.G. (2004). *Applied Industrial/Organizational Psychology*. (4th ed). Wadsworth/ Thomson Learning
- 2) Aswathappa, K. (2005). *Human Resource and Personnel Management – Text and Cases*, 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- 3) Dessler, G., & Verkkey, B. (2009). *Human Resource Management*. 11th ed., Pearson Education, Dorling Kindersley India, New Delhi
- 4) French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). *Organization Development: Behavioural science interventions for organization improvement*. 6th ed., Pearson Education, Dorling Kindersley India, New Delhi
- 5) Greer, C.R. (2001). *Strategic Human Resource Management; A general managerial approach*. 2nd ed., Pearson Education, 6th Indian reprint 2004
- 6) Hellriegel, D., & Slocum, J.W. (2004). *Organizational Behavior*. (10th ed.). South Western/ Thomson Learning
- 7) Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). *Management of Organisational Behaviour*. 8th ed., Pearson, Dorling Kindersley India, New Delhi. 3rd Indian reprint 2009
- 8) Hoyer, W.D., MacInnis, D.J., & Dasgupta, P. (2008). *Consumer Behaviour*. Biztantra, New Delhi
- 9) Jones, G.R., & Mathew, M. (2009). *Organisational theory, design, and change*. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi
- 10) Landy, F. J., & Conte, J. M. (2013). *Work In The 21st Century: An Introduction to Industrial and Organizational Psychology*, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
- 11) Luthans, F. (2005). *Organizational Behavior*. (10th ed.). McGraw Hill.
- 12) Matthewman, L., Rose, A., & Hetherington, A. (2009). *Work Psychology: An introduction to Human Behaviour in workplace*. Oxford university press
- 13) McKenna, E. (2006). *Business Psychology and Organisational Behaviour: A student's handbook*. 4th ed., Psychology Press, 1st Indian reprint 2009
- 14) Miner, J.B. (2002). *Organisational Behaviour: Foundations, theories, analyses*. New York: Oxford university press
- 15) Muchinsky, P.M. (2003). *Psychology Applied to Work*. (7th ed.). Wadsworth/ Thomson Learning
- 16) Newstrom, J.W., & Davis, K. (2002). *Organizational Behavior: Human Behavior at work* (11th ed.). Tata McGraw- Hill
- 17) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 18) Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). *Behavior Process in Organizations: Readings, Cases, Instruments*. Oxford and IBH Publishing Co., New Delhi
- 19) Pareek, U. (2008). *Understanding Organizational Behaviour*. Oxford University Press, New Delhi
- 20) Sanghi, S. (2007). *Towards personal excellence: psychometric tests and self-improvement techniques for managers*. 2nd ed., Response books, Sage publications
- 21) Schultz, D., & Schultz, S. E. (2002). *Psychology and Work Today*. (8th ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
- 22) Sekaran, U., (2004). *Organisational Behaviour: Text And Cases*. (2nd ed.). New Delhi: Tata McGraw- Hill
- 23) Shani, A. B., & Lau, J.B., (2005). *Behavior in Organizations: An Experiential Approach*. (8th ed.). McGraw Hill
- 24) Schultz, D., & Schultz, S. E. (2010). *Psychology and Work Today*. (10th ed.). Pearson Prentice Hall
- 25) Steptoe-Warren, G. (2014). *Occupational Psychology: An Applied Approach*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- 26) Singh, D. (2006). *Emotional intelligence at work: A professional guide*. 3rd ed., New Delhi, Sage publications
- 27) Sinha, J. B. P. (2008). *Culture and Organisational Behaviour*. New Delhi, Sage publications.

Choice Based Credit System, CBCS
T.Y.B.A. Psychology Syllabi to be implemented from 2018-19
Cognitive Psychology: Parts I and Part II (Paper VII in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS504	5	Cognitive Psychology: Part I	4	100
UAPS604	6	Cognitive Psychology: Part II	4	100

Objectives

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

Semester 5. Cognitive Psychology: Part I (Credits = 4) 4 lectures per week

Unit I. Perception: Recognizing Patterns and Objects

- a. Gestalt approaches to perception
- b. Bottom-up processes and Top-down processes
- c. Direct perception; Disruptions of perception: visual agnosias

Unit II. Attention: Deploying Cognitive Resources

- a) Selective Attention; Neural Underpinnings of Attention
- b) Automaticity and the effects of practice
- c) Divided Attention

Unit III. Working Memory: Forming and Using New Memory Traces

- a) Traditional Approaches to the study of memory; Working Memory
- b) Executive Functioning
- c) Neurological studies of memory processes

Unit IV. 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

Semester 6. Cognitive Psychology: Part II (Credits = 4) 4 lectures per week

Unit I. Knowledge Representation: Storing and Organizing Information in Long-Term Memory

- a) Organizing Knowledge
- b) Forming concepts and categorizing new instances

Unit II. Visual Imagery and Spatial Cognition

- a) Codes in Long-Term Memory
- b) Empirical investigations of imagery; the nature of mental imagery
- c) Neuropsychological findings; Spatial cognition

Unit III. Thinking and 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

Unit IV. Reasoning and 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

Note – As an Orientation to this course, the following sub-topics should be taught in brief in 2 or 3 lectures (questions will not be set on these sub-topics in the class test or semester-end examination)

1. Cognitive psychology: History, methods, and paradigms
2. The brain: An overview of structure and function

Book for study

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

Books for reference

- 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

Choice Based Credit System, CBCS
T.Y.B.A. Psychology Syllabi to be implemented from 2018-2019
Practicals in Cognitive Processes and Psychological Testing (Paper VIII in old scheme)

Code	Sem.	Course Title	Credits	Marks
UAPS505	5	Practicals in Cognitive Processes and Psychological Testing: Part I	4	100
UAPS605	6	Practicals in Cognitive Processes and Psychological Testing: Part II	4	100

Objectives

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

Syllabus for Semester 5 (6 lectures per week per Batch of 8 students)

a. Basics of Experimentation and Statistics in Psychological Research

i) The distinction between descriptive statistics and inferential statistics; sampling methods, types of variables, conceptual and operational definition of variables; Experimental designs; Randomization and counterbalancing; null and alternative hypotheses, directional and non-directional hypotheses

ii) Identification of the research question, variables in studies, writing of various types of hypotheses, understanding of the relationship between the research question and the directionality of the hypothesis and understanding the role of extraneous variables on interpretation and listing the same in studies, sampling error, significant difference, rejection of the null hypothesis, one-tailed vs. two-tailed tests, Type I and Type II decision errors

iii) Application of inferential statistics - The t test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs;

iv) Use of Excel or SPSS: data entry and basic statistical procedures; Correlation

v) Report writing: APA style for research reports

vi) Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations – 2 Practice exercises, 2 Practice experiments

b. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics

c. Two Exercises in Psychological Testing

d. One Computer-based Experiment (Coglab)

Syllabus for Semester 6 (6 lectures per week per Batch of 8 students)

- a. Basics of Experimentation and Statistics in Psychological Research (i, ii, iv, v, and vi as given above); Application of inferential statistics - the chi square test; One-way ANOVA as applied to Repeated measures designs and Randomized group designs
- b. Practice Exercises in Methodology and Statistics - Discussion and understanding of research situations -2 Practice exercises, 2 Practice experiments
- c. Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics
- d. Two Exercises in Psychological Testing
- e. One Computer-based Experiment (Coglab)

Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
- 3) Carver, R. H., & Nash, J. G. (2009). *Data Analysis with SPSS version 16*. Brooks/Cole, Cengage Learning, first Indian reprint 2009
- 4) Cohen, B. H. (2013). *Explaining Psychological Statistics* (4th ed.). New Jersey. John Wiley & sons
- 5) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
- 6) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6th ed.). Brooks/Cole, Thomson Learning
- 7) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
- 8) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 9) Guilford, J. P. (1954). *Psychometric Methods* (2nd ed.). New York: McGraw-Hill
- 10) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York : McGraw-Hill
- 11) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 12) Gaur, A. J., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. 2nd ed., Response books, Sage Publications
- 13) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3rd ed., Open University Press, McGraw-Hill Education
- 14) Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
- 15) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 16) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 17) McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 18) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 19) Martin, D. W. (2004). *Doing Psychology Experiments*. (6th ed.). Belmont: Thomson Wadsworth
- 20) Matlin, M. W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
- 21) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioural sciences*, John Wiley & sons
- 22) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley

- 23) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 24) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- 25) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 26) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 27) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Choice Based Credit System, CBCS

T.Y.B.A. Psychology Syllabi to be implemented from 2018-2019

TYBA Counseling Psychology to be implemented from 2018-2019

Code	Sem.	Course Title	Credits	Marks
UAPSY506	5	Counseling Psychology: Part I	3.5	100 (80 + 20)
UAPSY606	6	Counseling Psychology: Part II	3.5	100 (80 + 20)

Objectives: -

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

Semester 5. Counseling Psychology: Part I (Credits = 4), 3 lectures per week

Unit 1. Personal, Professional and Ethical concepts of Counseling

- a) Meaning of 'Profession', 'Counseling', 'Guidance' and 'Psychotherapy'; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy and social justice, portfolios
- b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically

Unit 2. Counseling in Multicultural Society and with Diverse Populations

- a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; international counseling
- b) Counseling aged populations; gender-based counseling; counseling and sexual orientation; counseling and spirituality

Unit 3. Building a Counseling Relationship

- a) The six factors that influence the counseling process
- b) Types of initial interviews; conducting the initial interview
- c) Exploration and the identification of goals

Unit 4. Working in a Counseling Relationship

- a) Various counselor skills in the understanding and action phases
- b) Transference and counter-transference; the real relationship

Semester 6 Counseling Psychology: Part II (Credits = 4), 3 lectures per week

Unit 1. Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships

- a) A brief history of the use of tests in counseling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis

b) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral

Unit 2. Psychoanalytic, Adlerian, and Humanistic Theories of Counseling

- a) Theory; importance of theory; theory into practice
- b) Psychoanalytic theories, Adlerian theory, Humanistic theories

Unit 3. Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling

- a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling
- b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches

Unit 4. Groups in Counseling and Current trends in Counseling

- a) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups
- b) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work
- c) Current trends in Counseling - Dealing with violence, trauma and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on use of technology

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.

Books for reference

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

Project Guidelines

Semester V and Semester VI

With Effect From 2018-2019

1. In TYBA (CBCS) in Sem V and Sem VI, the Core Courses will be Core Courses IV, V, VII and VIII.
2. The Elective Courses will be Elective Courses VI and IX which will be partially Project Based Courses. The Boards of Studies may offer choices in the Elective Courses VI and IX.
3. In Sem V and Sem VI, each Course namely Core Courses IV, V, VII and VIII and Elective Courses VI and IX will carry 4 Credits per Course per Semester.

Evaluation:

1. **Core Courses:** The Core Courses IV, V, VII and VIII will be theory based Core Courses. The University of Mumbai will conduct the Sem V and Sem VI examinations of 100 marks per Core Course. In Sem V and Sem VI for all the above Core Courses, the student will have to secure a minimum of 40% marks in aggregate per Core Course.
2. **Elective Courses:** The Elective Courses VI and IX will be Electives and Choices of Electives may be offered by the various Board of Studies. The University of Mumbai will conduct the Sem V and Sem VI examination for Elective Courses VI and IX of 80 marks per Elective Course. The Elective Courses namely Elective Courses VI and IX will be partially Project Based Courses. In Sem V and VI, for Elective Course VI and for Elective Course IX, the Colleges will conduct the evaluation of a Project of 20 marks each and will send the marks to the University of Mumbai as per University of Mumbai guidelines.
3. The total marks of the Elective Course VI and Elective Course IX will be 100 marks each that is 80 marks for Theory Examination conducted by University of Mumbai and 20 marks for Project evaluated by the concerned college Faculty in the subject.
4. In Sem V and Sem VI, the student will have to submit a Project for Elective Course VI and Elective Course IX in the College before appearing for the University Examination. The last date of submission of the Project will be officially declared by the College.
5. In Sem V and Sem VI, the Project topic will be based on the Syllabus of the respective Elective Courses that is Elective Course VI and Elective Course IX. The students will be given the choice of choosing the topic of the project in consultation with the Faculty Member teaching the respective Elective Course. The list of students along with the topics chosen by the students will be displayed by the College in the beginning of the Semester.

6. The Project work will be carried out by the student with the guidance of the concerned Faculty Member who will be allotted to the student as the Guide for the Project.

7. In Sem V and Sem VI, for Elective Courses VI and IX, the student will have to secure a minimum of 40% marks in aggregate and a minimum of 40% in each component of assessment i.e. 07 out of 20 marks in Internal Evaluation of Project in Elective Course VI and Elective Course IX and 33 out of 80 marks in University Examination of Elective Course VI and Elective Course IX.

Note: All other rules regarding Standard of Passing, ATKT, etc., will be as per those decided by the Faculty of Humanities passed by the Academic Council from time to time.

Project Work

Guidelines for project Work TYBA – Psychology Paper VI & IX

As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.

Types of projects that can be done –

1. Small survey (using interviews / Questionnaires)
2. Presentation in Class
3. Conduct a workshop for a small group
4. Field visit
5. Literature Review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it.

Project report:

1. Word Limit – 1000 to 2000 words, A -4 size paper
2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
3. Project report may be typed or hand written.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20.

**Question Paper Pattern for T.Y.B.A (CBCS)
for Core Courses IV,V and VII
With Effect From 2018-2019**

- Note: 1.** Attempt **all** questions (Total = 100 marks)
2. All questions carry **equal** marks

- Q.1 (Based on Module I) (20 marks)
a.
or
b.
- Q.2 (Based on Module II) (20 marks)
a.
or
b.
- Q.3 (Based on Module III) (20 marks)
a.
or
b.
- Q.4 (Based on Module IV) (20 marks)
a.
or
b.
- Q.5 Attempt **any two** short notes. (Based on Module I, II, III and IV) (20 marks)
a.
b.
c.
d.

**Question Paper Pattern for T.Y.B.A (CBCS)
for Elective Courses VI and IX
With Effect From 2018-2019**

- Note: 1.** Attempt **all** questions (Total = 80 marks)
2. All questions carry **equal** marks

- Q.1 (Based on Unit I) (20 marks)
a.
or
b.
- Q.2 (Based on Unit II) (20 marks)
a.
or
b.
- Q.3 (Based on Unit III) (20 marks)
a.
or
b.
- Q.4 (Based on Unit IV) (20 marks)
a.
or
b.
-

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