

Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)



Accredited By NAAC with 'A+' Grade
Semester Pattern, Choice Based Credit System

Syllabus For

B.A. Part - III

Psychology

(Syllabus to be implemented from June, 2021 onwards)



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
Department of Psychology
B.A.III Psychology, Semester V & VI
Titles and Subject Code

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	V	Introduction to Cognitive Psychology	PSYO7	Psychology Course-7
2		Cross Cultural Psychology	PSYO8	Psychology Course-8
3		Introduction to Psychopathology	PSYO9	Psychology Course-9
4		Current Trends in Psychology	PSYO10	Psychology Course-10
5		Practical : Experiments	PSYP1	Psychology Course-11
6	VI	Psychological Testing	PSYO11	Psychology Course-12
7		Counselling Psychology	PSYO12	Psychology Course-13
8		Developmental Psychology	PSYO13	Psychology Course-14
9		Psychology of Organizational Behaviour	PSYO14	Psychology Course-15
10		Practical : Psychological Tests	PSYP2	Psychology Course-16

COURSE STRUCTURE
B.A. PART-II: PSYCHOLOGY

Sr. No.	Sem.	Title of the Paper	Discipline Specific Elective	Distributi n of Credit	Workload Per week	Total Credit	Theory Marks	Internal Evaluation
1	V	Introduction to Cognitive Psychology	Psychology Course-7	4	4 Lectures	20	60	40
2	V	Cross Cultural Psychology	Psychology Course-8	4	4 Lectures		60	40
3	V	Introduction to Psychopathology	Psychology Course-9	4	4 Lectures		60	40
4	V	Current Trends in Psychology	Psychology Course-10	4	4 Lectures		60	40
5	V	Practical : Experiments	Psychology Course-11	4	8 Lectures		60	40
6	VI	Psychological Testing	Psychology Course-12	4	4 Lectures	20	60	40
7	VI	Counselling Psychology	Psychology Course-13	4	4 Lectures		60	40
8	VI	Developmental Psychology	Psychology Course-14	4	4 Lectures		60	40
9	VI	Psychology of Organizational Behaviour	Psychology Course-15	4	4 Lectures		60	40
10	VI	Practical : Psychological Tests	Psychology Course-16	4	8 Lectures		60	40

**B.A.III PSYCHOLOGY
EQUIVALENCE**

Sr. No.	Class	Semester	Paper No.	Title of the Paper (Old)	Title of the Paper (New)
1	B.A.III	V	7	Cognitive Psychology	Introduction to Cognitive Psychology
2	B.A.III	V	8	Social Psychology	Cross Cultural Psychology
3	B.A.III	V	9	Psychopathology	Introduction to Psychopathology
4	B.A.III	V	10	Educational Psychology	Current Trends in Psychology
5	B.A.III	V	11	Practical : Experiments	Practical : Experiments
6	B.A.III	VI	12	Psychological Testing	Psychological Testing
7	B.A.III	VI	13	Counselling Psychology	Counselling Psychology
8	B.A.III	VI	14	Personal Psychology	Developmental Psychology
9	B.A.III	VI	15	Psychology of Organizational Behaviour	Psychology of Organizational Behaviour
10	B.A.III	VI	16	Practical : Psychological Tests	Practical : Psychological Tests



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III Semester - V
Psychology Course: 7
June 2021 onwards
Introduction to Cognitive Psychology
Subject Code: (PSYO7)
(Credit: 04)

Preamble: The Chinese have a saying, 'May you live in interesting times.' That saying highly appropriate with respect to cognitive psychology, which has become more and more interesting as times, goes by. There have been numerous exciting developments in our understanding of human cognition in recent years. An important development has been an increase in cognitive research of direct relevance to real life. The most striking change in recent years has been the ever-increasing emphasis on studying the brain as well as behavior. Cognitive psychology, which forms the basis for much coverage of human cognition. This course introduces basics in cognitive psychology. It is mainly concerned with the objective of equipping the students in a rigorous and comprehensive manner with the various aspects of cognitive psychology, visual perception, attention, memory, thinking, reasoning, problem solving and decision making.

Course Outcomes:

- CO-1. Explain what cognitive processes are and why these are important
- CO-2. Understand visual perception and attention process.
- CO-3. Elaborate the concept of Memory and memory processes.
- CO-4. Understand thinking and reasoning process.
- CO-5. Understand problem solving and decision making.
- CO-6. Analyze judgments and hypothesis.

Expected Skills impartation (Through theory and practical`s)			
1. Understanding skill 2. Comprehension skill 3. Analytical skill			
Module No.	Contents	Periods	Cos
Module :1	Approaches to Human Cognition 1.1.Introduction 1.2.Cognitive Psychology and Cognitive Neuropsychology 1.3. The Cognitive Neuroscience: The Brain in Action 1.4.Computational Cognitive Science	15	CO1
Module :2	Visual Perception and Attention 2.1.Basic Process in Visual Perception a) Vision and the Brain b) Two Visual Systems: Perception and Actions c) Depth Perception 2.2.Object and Face Recognition a) Pattern Recognition b) Perceptual Organization c) Approaches to Object Recognition 2.3.Perception Motion and Action a) Direct Perception b) Perception of Human Motion c) Change Blindness 2.4.Attention and Performance a) Focused Auditory Attention b) Focused Visual Attention c) Divided Attention: Dual Task Performance	15	CO2

<p>Module :3</p>	<p>Module- III. Memory 3.1.Learning Memory a) Architecture of Memory b) Working Memory and Working Memory Capacity c) Levels of Processing and Learning through Retrieval 3.2.Long Term Memory System a) Declarative Memory And Non-Declarative Memory b) Episodic Memory and Semantic Memory 3.3.Everyday Memory I a) Autobiographical Memory b) Memories across the Lifetime c) Theoretical Approaches to Autobiographical Memory 3.4 Everyday Memory II a)Eyewitness Testimony b) Enhancing Eyewitness Memory</p>	<p>15</p>	<p>CO3</p>
<p>Module :4</p>	<p>Thinking, Reasoning, Problem Solving & Expertise 4.1. Problem solving a) Introduction b) Gestalt Approach : insight and role experience c) Problem solving strategies d) Analogical problem solving 4.2. Expertise a) Chess- playing expertise b) Medical expertise c) Brain plasticity d) Deliberate practice 4.3 Decision making a) Decision making under risk</p>	<p>15</p>	<p>CO4,5,6</p>

	b) Decision making : emotional & social factors c) Complex decision making 4.4 Reasoning & hypothesis testing a) Hypothesis Testing b) Deductive reasoning c) Theories of deductive reasoning		
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Practical work: Case Study / Field Survey / Field Visits / Project

1. Techniques for studying the brain – EEG, CAT scans, PET scan, MRI, fMRI, ef MRI, Magneto-encephalography (MEG), Trans cranial magnetic stimulation (TMS)
2. Experiments on Depth perception- Monocular clues, Binocular clues.
3. Experiments on visual attention.
4. Experiments on STM & LTM.
5. Experiments on problem solving.

Reference Books:

1. Eysenck, M., & Keane, M. (2015). *Cognitive Psychology A Student's Handbook* (7th Ed.). New York: Psychology Press, (Taylor and Francis)
2. Galotti, Kathleen M. (1999). *Cognitive Psychology In and Out of the Laboratory*. Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).
3. Gallotti, Kathleen. (2015). *Cognitive Psychology In an Out the Laboratory*. Sage Test Publication 5th Edn. South Asia Edn.
4. Hunt R. (2006). *Fundamental of cognitive Psychology*. 7thEdn. Tata McGraw hill Publication.
5. Matline Koss(2002). *Cognitive Psychology*. JohnWiley.
6. Solso. (2009). *CognitivePsychology*. 6th Edn. Pearson Education

Suggested Research Journal

1. Journal of Cognitive Psychology
2. European Journal of Cognitive Psychology
3. Journal of Applied Psychology

4. *Journal of Experimental Psychology: Learning, Memory, and Cognition*
5. *Journal of Cognitive Education and Psychology*
6. *International Journal of School and Cognitive Psychology*
7. *Journal of Experimental Psychology: Animal Learning and Cognition*
8. *Behavioral Disorders*, Sage Publications Inc., 2455 Teller Rd, Thousand Oaks, USA.
9. *Applied Psychology-Health and Well Being*, Wiley.
10. *European Review of Applied Psychology- Elsevier France-Editions Scientific Medicals Elsevier*, 65 Rue Camille Desmoulins,.
11. *Human Performance*, Rout ledge Journals, Taylor & Francis Ltd.
12. *Journal of Applied Psychology*.
13. *Journal of Behavioral Decision Making*, Wiley.

Additional readings:

1. Lokastta
2. Maharastra Times
3. Saptahik Sakal
4. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - V
Psychology Course-8
June 2021 onwards
Cross-Cultural Psychology
Subject Code: (PSYO8)
(Credit 04)

Preamble: Research in global psychology investigates mainstream issues in psychology from a global perspective, Does where we come from change the way we think? Does effective parenting take the same form the world over? Is schizophrenia an international phenomenon? Questions like these have unearthed many concepts and provoked many controversies about how psychology should conduct itself on the global stage. This course explores some of these controversies, along with some of the concepts that enable students to understand and participate in them. In examining these concepts from various perspectives a series of burning issues from global psychology will be explored.

This course explores the contributions and insights of key classic and contemporary global issues into different areas of psychology. Specifically, research relating to the areas is presented and analyzed:

- Culture, cognition and intellect
- Culture, social cognition and social influence
- Culture and abnormality.

Within the field of global psychology researchers have approached these mainstream psychological topics from various angles and students will find in the contributions from various global perspectives. The strength of debate relating to these topics will serve to illustrate that many questions remain to be answered in the global field, such as,

- Is intelligence defined differently in different parts of the world?
- Does my cultural background influence the way I perceive myself and others?
- Is childrearing the same the world over?
- Where do the most effective psychotherapies come from?

By placing mainstream issues from psychology in a global context and reviewing evidence from a diversity of backgrounds, it is intended that any student of psychology should be able to develop a more insightful, global worldview of the study of human behaviour and experience.

Course Outcomes:

- CO-1. Introduction with emerging fields of cross-cultural psychology.
- CO-2. Understand global v/s relativistic approaches to study human behavior.
- CO-3. Sensitize students to recognize cultural aspects of individual development and socialization
- CO-4. Analyze culture, cognition and intelligence.
- CO-5. Understand relationship between culture, social cognition and social influence.
- CO-6. Understand socio-cultural influences in development of abnormality and its treatment
- CO-7. Introduction of multiculturalism in globalized world.

Expected Skills impartation (Through theory and practical's)

- 1. Understanding skill
- 2. Comprehension skill
- 3. Analytical skill
- 4. Comparison skill

Module No.	Contents	Periods	Cos
Module I	<p>Introduction to Cross-cultural Psychology and key concepts</p> <p>1.1. Charles Darwin and the age-old search for cultural universal</p> <p>1.2. Introduction cross-cultural psychology & later trends: cross-cultural psychology or cultural psychology?</p> <p>1.3. The dynamic process of cultural transmission.</p> <p>1.4. Culture and individual levels of analysis and the reliability of culture-level analyses.</p>	15	CO1,2

<p>Module II</p>	<p>Culture, cognition and intellect: Thinking through cultures</p> <p>2.1. Does culture change the way we think?</p> <p>2.2. Culture and visual perception</p> <p>a. Culture, visual illusions and the Torres Straits expeditions.</p> <p>b. Optical illusions and carpentered worlds.</p> <p>c. Pictorial perception and culture</p> <p>2.3. Culture and intelligence</p> <p>a. What is measured by intelligence tests?</p> <p>b. Indigenous intelligence</p> <p>c. Everyday intelligence and cognition</p> <p>2.4. Culture and cognitive style</p>	<p>15</p>	<p>CO3,4</p>
<p>Module III</p>	<p>Culture, social cognition and social influence: Social psychology across cultures</p> <p>3.1. Culture and self-construal</p> <p>3.2. Culture and attribution bias</p> <p>a. It self-serving attribution bias culturally Universal?</p> <p>b. Limitation of attribution bias research.</p> <p>3.3. Culture , love and intimate relationship</p> <p>a. Are we all looking for the same things?</p> <p>b. Is beauty more than culture-deep?</p> <p>c. Is love necessarily romantic the world Over?</p> <p>3.4. Culture : Prejudice and influence</p> <p>a. Culture and prejudice.</p> <p>b. Cultural and social influence.</p>	<p>15</p>	<p>CO5</p>
<p>Module IV</p>	<p>Culture and Abnormality</p> <p>4.1. a. Culture, abnormality and psychopathology</p>		

	<ul style="list-style-type: none"> b. The debate between Universalists and relativists 4.2. <ul style="list-style-type: none"> a. Universalism, relativism and Schizophrenia b. Universalism, relativism and culture-bound syndromes c. Limitations of culture-bound syndromes research 4.3. Culture, psychotherapy and healing <ul style="list-style-type: none"> a. Factors influencing the effectiveness of psychotherapy across cultures 1. Conceptual factors: ideas about health and illness 2. Interpersonal factors: at the client-therapist interface 3. Material factors: access to treatment b. Possession trance: a religious psychotherapy; therapy or pathology? c. Indigenous therapies from around world 4.4. Recent developments in culture and psychotherapy: Multiculturalism, globalization and healing. 	15	CO6
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ul style="list-style-type: none"> 1. Nature, nurture, culture and visual perception 2. Experiments on Pictorial perception and culture 3. Debate on Can intelligence tests be culture-fair? 4. Social psychological theories on the origins of prejudice 5. Tajfel’s minimal groups experiment 			
<p>Reading Books:</p> <ul style="list-style-type: none"> 1. Stevenson, Andrew (2010): <i>Cultural Issues in Psychology: A Student’s Handbook</i>; Routledge Publication, Taylor and Francis Group 			

(Psychology Press), USA; First edition; 2010 (ISBN: 978-0-415-42922-1; ISBN: 978-0-415-42923-8)

2. Breugelmans S. M., Fons A. C., Van De Vijver J. R. (2011). *Fundamental Questions in Cross-Cultural Psychology*; Cambridge University Press; 2011 (ISBN: 9780521757515, 0521757517)

3. Shiraev E. and Levy D. (2013). *Cross-Cultural Psychology: Critical thinking and contemporary applications*; Routledge Pub., USA; Fifth edition; 2013 (ISBN: 9780205253234)

Suggested Research Journal

1. SAGA Journal : Journal of Cross-Cultural Psychology
2. Journal of Cross-Cultural Psychology (J CROSS CULT PSYCHOL)
3. *International Journal of Cross Cultural Management*

Additional readings:

1. Daily Loksatta- editorial page, 'Manovedh' column.

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - V
Psychology Course-9
June 2021 onwards
Introduction to Psychopathology
Subject Code: (PSYO9)
(Credit 04)

Preamble: Abnormal Psychology has a long and distinguished tradition as an undergraduate course. We are so excited about this course and hope that students are too! People were curious about abnormal aspects of human behavior. Why do some people become so depressed they can't get out of bed? Why do others have trouble controlling their use of alcohol and drugs? Why do some people become violent toward others, and in other cases toward themselves? People continue to be intensely curious about, and fascinated by, the answers to these and many other questions about abnormal human behavior. The purpose of this course is to provide a comprehensive introduction to the primary psychological disorders studied within abnormal psychology. As students will learn, there are many different types of psychological disorders, and each is caused by the interaction of many different factors and can be considered from many different perspectives. In designing this course care to be taken a lot about how best to present this information in a way that will be clear and engaging and will allow students to gain a solid, fundamental understanding of psychological disorders.

Course Outcomes:

- CO-1. Introduction with fields of psychopathology.
- CO-2. Understand various approaches of psychopathology.
- CO-3. Understand Anxiety and personality disorder..
- CO-4. Acquaint students with mood disorders and suicide.

Module No.	Contents	Periods	Cos
Module I	<p>Psychopathology: An Overview</p> <p>1.1. Indicators of Abnormality</p> <p>A. Subjective distress</p> <p>B. Mal-adaptiveness</p> <p>C. Statistical deviancy</p> <p>D. Violation of the Standards of society</p> <p>E. Social Discomfort</p> <p>F. Irrationality and Unpredictability</p> <p>G. Dangerousness</p> <p>1.2. Criteria of Abnormality.</p> <p>1.3. The DSM-V and the definition of Mental Disorder</p> <p>1.4. Classification and Diagnosis</p> <p>A. Advantages and Disadvantages of classification</p> <p>B. How can we reduce prejudicial attitudes towards people who are mentally ill</p> <p>1.4. How common are Mental Disorders</p> <p>A. Prevalence and Incidence</p> <p>B. Prevalence estimates for Mental Disorders</p> <p>C. The Global burden of disease</p> <p>D. Treatment</p> <p>A. E. Mental health Professionals</p>	15	CO1
Module- II	<p>Perspective of Psychopathology</p> <p>2.1. The biological perspective</p> <p>A. Genetic Vulnerabilities</p> <p>B. Brain Dysfunction and neural Plasticity</p> <p>C. Imbalance of neurotransmitters and hormones</p> <p>D. Temperament</p> <p>2.2 The Freud's Psychoanalytic Perspective</p> <p>A. The Structure of Personality</p> <p>B. Defense Mechanisms</p>	15	CO2

	<p>C. Psychosexual Stages of Development D. The Oedipus complex And the Electra Complex.</p> <p>2.3. The Behavioral perspective</p> <p>A. Classical Conditioning B. Operant Conditioning C. Generalization and Discrimination D. Observational learning</p> <p>2.4. The social Perspective</p> <p>A. Early Deprivation of Trauma B. Problems in Parenting style C. Marital Discord and Divorce D. Low Socio-economic Status and Unemployment</p>		
Module- III	<p>Anxiety & Personality Disorder</p> <p>3.1. Anxiety Disorder</p> <p>A. Specific Phobia</p> <p>i. Prevalence, Age of Onset And Gender Differences ii. Causal Factors iii. Treatment</p> <p>B. Social Phobia</p> <p>i. Prevalence, Age of Onset And Gender Differences ii. Causal Factors iii. Treatment</p> <p>C. Agoraphobia (Panic Disorder)</p> <p>i. Prevalence, Age of Onset And Gender</p>	15	CO3

	<p>Differences</p> <p>ii. Causal Factors</p> <p>iii. Treatment</p> <p>3.2 Cluster A- personality disorder</p> <p>A. Paranoid personality disorder</p> <p>B. Schizoid personality disorder</p> <p>C. Schizotypal personality disorder</p> <p>3.3 Cluster- B personality disorder</p> <p>A. Histrionic personality disorder</p> <p>B. Narcissistic personality disorder</p> <p>C. Antisocial personality disorder</p> <p>D.- Borderline personality disorder</p> <p>3.4 Cluster C- personality disorder</p> <p>A. Avoidant personality disorder</p> <p>B. Dependent personality disorder</p> <p>C. Obsessive-Compulsive disorder</p>		
Module IV	<p>Mood Disorders and Suicide</p> <p>4.1. Unipolar Depressive Disorder</p> <p>A. Major Depressive Disorder</p> <p>B. Persistent Depressive Disorder</p> <p>C. Premenstrual Depressive Disorder</p> <p>D. Causal Factors</p> <p>i. Biological Causal Factors</p> <p>ii. Psychological Causal Factors</p> <p>4.2. Bipolar and Related Disorders</p> <p>A. Cyclothymic Disorder</p> <p>B. Bipolar Disorders (I & II)</p> <p>C. Casual Factors</p> <p>i. Biological Causal Factors</p>	15	CO4

	ii. Psychological Causal Factors 4.3. Treatments of Mood Disorders A. Pharmacotherapy B. Alternative Biological Treatments C. Psychotherapy 4.4. Suicide A. Psychological Disorder B. Factors Associated with Suicide C. Theoretical Modes of suicidal Behaviour D. Suicide Prevention and Intervention		
Practical work: Case Study / Field Survey / Field Visits / Project 1. Techniques for studying the brain – EEG, CAT scans, PET scan, MRI, fMRI, efMRI, Magneto-encephalography (MEG), Transcranial			
Reading Books: 1. Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). <i>Abnormal Psychology</i> . 17 th edition, Pearson Education Inc. 2. Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). <i>Abnormal Psychology</i> . 16 th edition, Pearson Education Inc. 3. Carson, R. C., Butcher, J. N. and Mineka, S. (1996). <i>Abnormal Psychology and Modern Life</i> . 10 th edition, New York: Harper Collins 4. Comer, R. J. (2013). <i>Abnormal Psychology</i> . 8 th edition, New York: worth Publishers. 5. Sarason, I. G. And Sarason, B. R. (2009). <i>Abnormal Psychology: The Problem of Maladaptive Behaviour</i> . 11 th edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)			
Research journals: 1. Journal of Psychopathology and behavioral Assessment 2. Journal of Abnormal Psychology 3. Journal of Development and Psychopathology 4. Journal of Nervous and Mental Disease 5. Journal of Abnormal Child Psychology			

6. Journal of Psychology and Psychotherapy

7. Journal of Behavior Therapy and Experimental Psychiatry

Additional readings:

1. Lokastta

2. Maharashtra Times

3. Saptahik Sakal

4. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - V
Psychology Course-10
June 2021 onwards
Current Trends in Psychology
Subject Code: (PSYO10)
(Credit 04)

Preamble: Psychology is a developing control by utilizing other related orders. The wide scope of Psychology applications are distinguished and perceived by society. These angles with a great number of chances are exceptionally reassuring, rousing, and simultaneously entirely good for Psychology. It may not be full subtleties of momentum fields in Psychology yet it gives a decent blueprint of the latest things that are going on in Psychology. This course is intended to provide comprehensive coverage of the core themes in current health psychology. In this course it is also focused on criminal behavior. The psychological study of crime has taken a decidedly developmental approach. Digital technologies play important roles in both our everyday and working lives and will continue to increase in importance in the future. Given this importance it is no wonder that cyber psychology has emerged as a new sub discipline within psychology and is being taught in many mainstream psychology degrees.

Course Outcomes:

CO-1. Introduction with emerging new trends in psychology.

CO-2. Understand health risk behavior and their causes.

CO-3. Sensitize students to recognize developmental factors related to criminal behavior

CO-4. Understand psychological, family and social influences in development of criminality

CO-5. Introduction of work carried out in the field of cyber psychology.
 CO-6. Students learn about psychological processes behind digital usage, cyber Bullying, gaming and gambling.
 CO-7. Aware students about online crimes such as scams, fraud, illegal downloads etc.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Comprehension skill
3. Analytical skill

Module No.	Contents	Periods	Cos
Module I	Health Psychology: Health-Risk Behaviour 1.1. What is Health Behaviour? 1.2. Bio psychosocial model 1.3. Smoking, Drinking and Illicit Drug use 1.4. Unprotected Sexual Behaviour	15	CO1
Module- II	Criminal Psychology : Origins of Criminal Behaviour And Developmental Risk Factors 2.1 Definition and nature 2.2. Social Risk Factors: a Peer Rejection and Association with Antisocial Peers 2.3. Parental and Family Risk Factors a. Parental Styles and Practices b. Parental Monitoring c. Parental Psychopathology 2.4. Psychological Risk Factors a. Lack of Attachment b. Lack of Empathy c. Attention Deficit Hyperactivity Disorder and ADHD -Criminal Behavior link	15	CO2
Module- III	Cyber Psychology – I Digital Usage, Cyber bullying, Gaming and Gambling 3.1. Children's and teens' Use of digital		

	<p>technologies</p> <p>a. Internet usage</p> <p>b. Digital technologies: Harmful or empowering for young people?</p> <p>c. Illegal content and illegal activities</p> <p>3.2. a. Cyber bullying and cyber-harassment</p> <p>b. Scams, Children and Teen</p> <p>a. Activism</p> <p>b. Radicalization.</p> <p>3.4. Online Gaming and Gambling</p> <p>a. Internet addiction</p> <p>b. Internet Gaming addiction</p> <p>c. Aggressive videogames</p> <p>d. Games for learning</p>	15	CO3
Module IV	<p>Cyber Psychology - II: Online Crimes (Scams, Fraud and Illegal Downloads)</p> <p>4.1. a. Phishing and Vishing</p> <p>b. Why are people tricked by phishing?</p> <p>4.2 .Mass-Marketing Fraud</p> <p>a. Cognitive and Motivational Errors</p> <p>b. What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?</p> <p>4.3. Stages involved in the online dating romance scam</p> <p>4.3. Illegal downloads</p>	15	CO4
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Current trends in psychology posters and charts. 2. Parenting styles and personality research projects / field survey 3. Cyber psychology and life style case study, posters and projects. 			
<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Bartol, Curt R. and Bartol Anne M. (2017): <i>Criminal Behavior: A Psychological Approach</i>; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1- 292-15771-9, ISBN-10: 1-292-15771-2) (For 			

Module II)

2. Morrison Val and Bennett Paul (2016): *An Introduction to Health Psychology*; Pearson Education Limited; Fourth edition, 2016 (ISBN: 978-1-292-00313-9; ISBN: 978-1-292-00314-6; ISBN: 978-1-292-12944-0) **(For Module I)**
3. Whitty, Monica Therese and Young, Garry (2017). *Cyber Psychology: The Study of Individuals, Society and Digital Technologies*; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) **(For Module- III and IV)**
4. Connolly Irene, Palmer Marion, Barton Hannah, Kirwanitle Grainne (Ed.) (2016). *An Introduction to Cyber Psychology*; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)
5. Durrant, Russil (2018). *An Introduction to Criminal Psychology*; Routledge Taylor & Francis Pub., London; Second Edition, 2018 (ISBN: 978-1-138-65095-4; ISBN: 978-1-138-65096-1; ISBN: 978-1-315-62504-1)
6. Ogden J. (2012): *Health Psychology: A Textbook*; McGraw Hill Open University Press; Fifth edition; 2012 (ISBN 13:978 0 335 243839; ISBN 10: 0 335 2438

Suggested Research Journal

1. Journal of Trends in Psychology (Springer)
2. Journal of Health Psychology
3. International Journal of Clinical and Health Psychology
4. Applied Psychology: Health and Well-Being
5. Journal of Clinical Psychology
6. Journal of Criminal Psychology
7. Journal of Police and Criminal Psychology
8. Journal of Psychosocial Research on Cyberspace

Additional readings:

1. Lokastta
2. Maharashtra Times
3. Saptahik Sakal
4. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara
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Choice Based Credit System
B.A. Part - III SEMESTER - V
Psychology Course-11
June 2021 onwards
Practical (Experiments)
Subject Code: (PSYP1)
(Credit 04)

Preamble: Practical Knowledge and Skills are important in psychology. Therefore, the present course includes psychological experiments. Incorporating psychological experiments into this course will help students to gain knowledge and skills of the experiments. Similarly, the inclusion of psychological experiments in the course will help students to gain knowledge and skills in experiments administration and their report writing. These paper statistical methods are included.

Course Outcomes:

CO-1. Introduction with psychological experiments.

CO-2. Impart the knowledge and skills for conducting experiments and writing their report

CO-3. Introduction of some statistical methods.

CO-4. Practical experience through IT soft ware's.

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills
5. Report Writing Skills
6. Skills of conducting experiments

7. Psychological test administration skills			
8. Research article writing Skills			
Module No.	Contents	Periods	Cos
Module I	<ol style="list-style-type: none"> 1. Span of Attention 2. Division of Attention 3. Reaction Time 4. Serial Position Effect in Learning 5. Recall and recognition 6. Effect of Meaningfulness on Learning 7. Transfer of Training 8. Habit Interference 9. Massed Vs. Distributed Method of Learning 10. Short Term Memory 11. Change Blindness 12. Depth Perception 	15	CO1
Module- II	Statistical Problems <ol style="list-style-type: none"> A. Measures of Central Tendency B. Mean (Short Method) C. Median D. Standard Deviation 	15	CO2
Practical work: Case Study / Field Survey / Field Visits / Project <ol style="list-style-type: none"> 1. Reviews of books, articles 2. Report writing of experiments 3. Project on any topic 4. Reviews of Movies, 5. Case study project on psychological issues 			
Reference Books: <ol style="list-style-type: none"> 1. Anastasi, Anne & Urbina, Susana, (1997). <i>Psychological Testing</i>. Seventh 			

Edition, New Delhi: Prentice-Hall of India Pvt. Ltd.

2. Garrette, H. E and Woodworth, R. S., (1981). *Statistics in Psychology and Education*, Tenth Edition Reprint, Bombay: Vakils and SimanLtd.,
3. Barlingeani Latkar (2000). *Upayojit Manasashatra*, Nagpur: Shri Sainath Prakashan,
4. Barve, B.N. (2007). *Shaikshanik Manasashastriy Sankhyashastra*, Nagpur: Vidya Prakashan
5. Desai, B. & Abhyankar, S.C. (2001). *Prarayogik Manasashastra aani Samshodhan Paddhati*. Pune: Narendra Prakashan.
6. Desai, Bharat & Abhyankar, Shobhana (2001). *Manasashastriya Mapana*, Pune: NarendraPrakashan.
7. Narake, Himmatani Barve, Bapurao (1999). *Manomapan va Sankhyashastra*, Aurangabad: Prerana Agencies.
8. Andrade, Jackie & May, Jan (2004). *Cognitive Psychology*. New Delhi: Bios Scientific Publishers.
9. Friederiberg, J. & Silverman, G. (2006). *Cognitive Science: An Introduction to the study of mind*. London: Sage Publishers.
10. Galloti, K.M. (2004). *Cognitive Psychology in and out of the Laboratory*. USA: Thomson Wadsworth.
11. Kothurkar & VAnarase (1986). *Experimental Psychology -A Systematic Introduction*. Wiley Eastern Ltd.
12. Nunn, J. (1998). *Laboratory Psychology: A beginner's guide*. Psychology Hove: Press ltd.
13. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*. Vol. 1 and 2, New Delhi: Concept Publishing Company

Suggested Research Journal

1. Journal of Experimental Psychology: General
2. Journal of Experimental Psychology: Animal Learning and Cognition.

3. Journal of Experimental Psychology: Applied.
4. Journal of Experimental Psychology: Human Perception and Performance.

CONDUCT OF PRACTICAL EXAMINATION:

1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time of practical examination.
3. Each batch of practical's will consist of a maximum of 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 4 hours per batch.
6. The practical paper will carry 60 marks.
7. Question paper of theory will be set in the view of the /in accordance with the entire syllabus and preferably covering each unit of syllabi
8. The student has to bring his/her subject for practical examination.

SCHEME OF MARKING FOR PRACTICAL EXAMINATION

SEMESTER END EXAMINATION: SEE (60 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by External Examiners)
2. Instructions and conduct= 10 Marks (External Examiners)
3. Report writing= 20 Marks (External Examiners)
4. Oral=10 Marks (External Examiners)
5. Statistics= 10 Marks (External Examiners)

INTERNAL EVALUATION: IE (40 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by Internal Examiners)
2. Instructions and Report writing = 10 Marks (HOD/ Concerned teacher /Internal Examiners)

3. Statistics= 10 Marks (HOD/ Concerned teacher /Internal Examiners)

4. Oral=10 Marks (HOD/ Concerned teacher /Internal Examiners)

Additional readings:

1. Journal of Experimental Psychology: Learning, Memory, and Cognition.
2. Applied Psychological Measurement

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - VI
Psychology Course-12
June 2021 onwards
Psychological Testing
Subject Code: (PSYO11)
(Credit 04)

Preamble: Psychometric testing in India has seen a multifarious growth in recent times. Earlier, these tests were widely used as diagnostic tools in clinical, therapeutic, and social context. However, psychometric tests are now being used by all types of organization, from educational to professional, for the purpose of selection of candidates or employees and to provide them with development opportunities by understanding their requirement for training and testing the knowledge acquired thereafter. This course provides knowledge of some of the widely used and rapidly developing psychological assessments which are likely to affect psychometric practices in the 21st century. This course establishes a solid foundation of knowledge about psychological testing. Psychological testing impacts virtually every corner of modern life. The content covers some variations of testing and explores social issues testing raises. This course provides students extensive knowledge about the characteristics, objectives, and wide-ranging effects of psychological testing. In selecting instruments for mention or discussion, a primary goal was to expose students to the rich variety of measurement tools available in the field today, as well as to some historically significant tests and techniques; this course is designed especially with the goal of providing a foundation for proper test use.

Course Outcomes:

CO-1.Introduction with emerging field of psychometrics.

CO-2. Understand characteristics of a good psychological test.
 CO-3. Introduction to individual test of intelligence and achievement.
 CO-4. Introduction of psychological assessment and personality tests.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Comprehension skill
3. Analytical skill

Module No.	Contents	Periods	Cos
Module I	<p>The nature and uses of psychological Testing</p> <p>1.1. Definition of a test</p> <p>1.2. Types of test</p> <p>1.3. Uses of testing</p> <p>1.4. Influence of the Examiner- ethical issues in testing</p>	15	CO1
Module- II	<p>Reliability and Validity: Basic concepts</p> <p>2.1. Reliability</p> <p>a. Meaning of Reliability</p> <p>b. Types of Reliability</p> <p>i. Test –Retest Reliability</p> <p>ii. Alternate- Form Reliability</p> <p>iii. Split-Half Reliability</p> <p>iv. Scorer Reliability</p> <p>2.2. Reliability of speeded test</p> <p>2.3. Validity</p> <p>a) Meaning of validity</p> <p>b) Content-description Procedures</p> <p>c) Criterion- Prediction Procedures</p> <p>d) Construct- Identification Procedures</p>	15	CO2

	<p>2.4 Item Analysis</p> <p>a. Item difficulty</p> <p>b. Item discrimination</p> <p>c. Item bias</p>		
Module- III	<p>Individual tests of Intelligence and Achievement</p> <p>3.1. The Wechsler scales of Intelligence</p> <p>3.2. The Wechsler subtests: Description and Analysis</p> <p>3.3. Stanford-Binet intelligence scales (SBIT): Fifth edition</p> <p>3.4. Individual tests of Achievement</p>	15	CO3
Module IV	<p>Assessment of Personality and Moral</p> <p>4.1 Personality tests-</p> <p>a. Expression Techniques</p> <p>i. The draw- A – person test</p> <p>ii. The house- tree - person test (H-T-P)</p> <p>b. Projective Techniques</p> <p>i. Rorschach Ink Blot Test</p> <p>ii. Thematic Apperception Test</p> <p>4.2. Assessment of normality</p> <p>a. Sixteen Personality Factor Questionnaire (16PF)</p> <p>b. NEO personality inventory - revised (NEO-PI-R)</p> <p>4.3. Measures of emotional Intelligence</p> <p>4.4 The Assessment of Moral Judgment</p> <p>a. The Moral Judgment Scale</p> <p>b. Stages of Moral Development</p> <p>c. Critique of the Moral Judgment Scale</p> <p>d. The Defining Issues Test</p>	15	CO4
Practical work: Case Study / Field Survey / Field Visits / Project			

1. Reviewing a psychological test.
2. Conducting different types of psychological tests i.e. Verbal test, performance test, non-verbal test etc.
3. Conducting a group test in a school or college.

Reference Books:

1. Gregory, Robert, J. (2014). *Psychological Testing: History, Principals and Applications*. Sixth Ed., Pearson Education.
2. Anastasi, Anne & Urbina, Susana (1997). *Psychological Testing*, Seventh Edition, New Delhi: Prentice- Hall of India Pvt. Ltd., (2003)
3. Aiken, Lewis, R. (2009). *Psychological Tests and Assessment*. 12th Ed. Pearson Education.
4. Kaplan, Robert, M. & Saccuzzo, Dennis, P. (2005). *Psychological Testing: Principles, Applications and Issues*. 6th Ed., Canada: Wordsworth Cengage Learning.
5. Ronald, J. & Swerdik, Mark, E. (2010). *Psychological Assessment: An Introduction to Tests and Measurement*. 7th Ed., Special Indian Edition, New Delhi: McGraw Hill Education Pvt. Ltd.
6. Barve, B.N. & Narake, H.J. (2008). *Manomapan*, Nagpur: Vidya Prakashana.
7. Desai, B. & Abhyankar, Shobhana (2007). *Manasashatriya Mapan*, Pune: Narendra Prakashana.

Suggested Research Journal

1. Journal of Applied Psychological Measurement
2. Journal of Applied Psychological Measurement
3. Journal of Measurement and Evaluation in Counseling and Development
4. Journal of Personality Assessment

5. Journal of Professional Psychology: Research and Practice

6. Journal of Educational Measurement: Issues and Practice

7. Journal of Assessment (SAGE Journal)

Additional readings:

5. Lokastta

6. Maharashtra Times

7. Saptahik Sakal

8. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)

Choice Based Credit System
B.A. Part - III SEMESTER - VI
Psychology Course-13
June 2021 onwards
Counselling Psychology
Subject Code: (PSYO12)
(Credit 04)

Preamble: Counseling is a dynamic, ever-evolving, and exciting profession that deals with human potentials and problems in an intensive, personal, and caring way. It is a profession dedicated to growth, prevention, development, exploration, insight, empowerment, change, wellness, and remediation in an increasingly complex and chaotic world. In the past, counseling emphasized guidance by helping people make wise choices. Now guidance is but one part of this multidimensional profession. This course presents counseling in a broad manner covering its history, theories, activities, specialties, and trends. In addition, this course concentrates on the importance of the personhood of counselors and of the multicultural, ethical, and legal environments in which counselors operate. By focusing on the context and process of counseling, this course provides students with a better idea of what counselors do and how they do it.

Course Outcomes:

- CO-1. Introduction with emerging field of Counselling psychology.
- CO-2. Understand applications of Counselling in various fields in day today life.
- CO-3. Sensitize students to professional school Counselling.
- CO-4. Understand college Counselling and student-life series.

Expected Skills impartation (Through theory and practical`s)

1. Understanding skill
2. Comprehension skill
3. Analytical skill
4. Comparison skills

Module No.	Contents	Periods	Cos
Module I	<p>Introduction to Counselling</p> <p>1.1. Introduction</p> <p>A. Definition of Counselling</p> <p>B. Guidance</p> <p>C. Psychotherapy</p> <p>1.2. Current Trends in 21st Century</p> <p>A. Dealing with Violence, Trauma and Crises</p> <p>B. The Challenge of Managed Care</p> <p>C. Promoting Wellness</p> <p>D. Concern for Social Justice and Advocacy</p> <p>E. Greater Emphasis on Technology</p> <p>1.3. Professional Aspects of Counselling</p> <p>A. Inspection</p> <p>B. Registration</p> <p>C. Certification</p> <p>D. Licensing</p> <p>1.4 Engaging in Professional Counselling- Related Activities</p> <p>A. Continuing Education</p> <p>B. Advocacy & Social Justice</p> <p>C. Portfolios</p>	15	CO1
Module- II	<p>Career Counseling</p> <p>2.1. The Importance and Scope of Career Counselling</p> <p>A. Important Aspects of Career Counselling</p> <p>B. The Scope of Career Counseling and Careers</p> <p>2.2. Career Development Theories and</p>	15	CO2

	<p>Counselling</p> <p>A. Trait-and –Factor Theory</p> <p>B. Developmental Theories</p> <p>C. Social-Cognitive Career Theory</p> <p>2.3. Career Counseling with Diverse Populations</p> <p>A. Career Counselling with Children</p> <p>B. Career Counselling with Adolescents</p> <p>C. Career Counselling with College Students</p> <p>2.4 Career Counselling in India : Relevance & Present Status</p> <p>A. Relevance</p> <p>B. Present Status</p>		
Module- III	<p>Professional School Counselling</p> <p>3.1.The ASCA Model</p> <p>A. The ASCA Model Areas</p> <p>C. School Counselors at Various Levels</p> <p>3.2.Elementary School Counselling</p> <p>A .Emphases and Roles</p> <p>B. Activities</p> <p>C. Prevention</p> <p>3.3.Middle School Counselling</p> <p>A. Emphases and Roles</p> <p>B. Activities</p> <p>C. Prevention</p> <p>3.4. Secondary School Counselling</p> <p>A. Emphases and Roles</p>	15	CO3

	B. Activities C. Prevention		
Module IV	College Counselling and Student-Life Services 4.1.The Beginning of Student-Life-Services and College Counselling 4.2. The Theoretical Bases and Professional Preparation for Working With College Students A. Theoretical Bases B. Professional Preparation 4.3.CollegeCounseling A. Emphases and Roles B. Activities 4.4. Counselling and Student-Life Services with First-Year, Graduate Students And Nontraditional Students A. First-Year Students B. Graduate Students C. Older Students D. First-Generation Students E. Student Athletes	15	CO4
Practical work: Case Study / Field Survey / Field Visits / Project 1. Making case history proforma. 2. Case study of school Counselling, college Counselling or career Counselling. 3. Making a plan for Student-Life Services with First-Year, Graduate Students And Nontraditional Students			
Reference Books: 1. Gladding. S.T., and Batra Promila (2018). <i>Counselling : A Comprehensive</i>			

Profession. Eighth Edition. Third Impression, Pearson Education Inc.

2. David A. (2009). *Guidance and Counselling*. New Delhi: Commonwealth Publishers,
3. Gladding. S.T.(2014). *Counseling : A Comprehensive Profession*. Seventh Edition. First Impression, Pearson Education Inc.
4. Kinra Asha, (2008). *Guidance and Counselling*. Pearson India Education Services Pvt. Ltd.
5. Rao, N. (2007). *Counselling and Guidance*. New Delhi: Tata McGraw- Hill Publishing Company Limited.
6. Reeves Andrew, (2013) *An Introduction to Counselling and Psychotherapy*. New Delhi: SAGE Publications India Pvt. Ltd.

Suggested Research Journal

1. Journal of Counseling Psychology (APA)
2. The European Journal of Counselling Psychology
3. The Journal of Counselling Psychologist (SAGE Journal)
4. Journal of Counselling Psychology Quarterly
5. Journal of *Counselling and Psychotherapy Research (CPR)* (British Association for Counselling and Psychotherapy)
6. Journal of Counseling Psychology (APA)
7. Journal of Psychology and Psychotherapy
8. Journal of Clinical Psychology & Psychotherapy
9. Journal of Marital and Family Therapy
10. Journal of Multicultural Counseling and Development

Additional readings:

1. Lokastta
2. Maharashtra Times
3. Saptahik Sakal
4. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)

Choice Based Credit System
B.A. Part - III SEMESTER - VI
Psychology Course-14
June 2021 onwards
Developmental Psychology
Subject Code: (PSYO13)
(Credit 04)

Preamble: Developmental Psychology is meant to excite students about the field, draw them into its way of looking at the world, and build their understanding of developmental issues. By exposing students to both current content and the promise inherent in lifespan development, the course is designed to keep interest in the discipline alive long after students' formal study of the field has ended. Developmental Psychology provides a broad overview of the field of human development. It covers the entire range of the human life, from the moment of conception through death.

Course Outcomes:

- CO-1. Introduction with processes of change and stability through out the life span development
- CO-2. Understand the process of human birth.
- CO-3. Sensitize students to recognize emotions, self –development of infancy and intellectual development of childhood.
- CO-4. Understand identity, relationship and problems of adolescents.
- CO-5. Introduction of career, health and personality development of adulthood.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Comprehension skill
3. Analytical skill
4. Comparison skills

Module No.	Contents	Periods	Cos
Module I	<p>An Introduction to Lifespan Development</p> <p>1.1. An orientation of lifespan development</p> <p>A. Defining Lifespan Development</p> <p>B. The scope of the field of lifespan development</p> <p>1.2. Research Methods</p> <p>A. Experiments: Determining Cause and Effect</p> <p>B. Measuring Developmental Change</p> <p>1.3. Earliest Development</p> <p>A. Genes and Chromosomes: The Code of Life</p> <p>B. Multiple Births: Two- or More- for the Genetic Price of life</p> <p>C. Boy or Girl? Establishing the sex of the Child</p> <p>1.4. Prenatal Growth and Change</p> <p>A. Fertilization: The moment of Conception</p> <p>B. The Stages of the Prenatal Period: The Onset of Development</p> <p>C. Pregnancy Problems</p>	15	CO1,2
Module- II	<p>Infancy and Childhood</p> <p>2.1. Developing the Roots of Sociability</p> <p>A. Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?</p> <p>B. Stranger Anxiety and Separation Anxiety: It's Only Natural</p> <p>C. Social Referencing: Feeling What Others Feel</p> <p>2.2. Intellectual Development</p>	15	CO3

	<p>A. Piagetian Approaches to Cognitive Development</p> <p>B. Information Processing in Middle Childhood</p> <p>C. Vygotsky’s Approach to Cognitive Development</p> <p>2.3.The Developing Self</p> <p>A. Psychosocial Development in Middle Development</p> <p>B. Self-esteem: Developing a Positive – or Negative – View of the Self</p> <p>2.4 Family & School</p> <p>A. Families : The changing Home environment</p> <p>B. Home & Alone : What Do Children Do?</p> <p>C. School : The Academic Environment</p>		
Module- III	<p>Adolescence</p> <p>3.1 Physical Maturation</p> <p>A. Growth during Adolescence</p> <p>B. Nutrition, food & eating disorders</p> <p>3.2.Identity: Asking “Who Am I?”</p> <p>A. Self –Concept and Self-Esteem</p> <p>B. Identity Formation: Changes or Crisis?</p> <p>C. Depression and Suicide : Psychological Difficulties in Adolescence</p> <p>3.3 Relationships : Family and Friends</p> <p>A. Family Ties : Changing Relations with Relations</p> <p>B. Relationship with Peers : The Importance of Belonging</p>	15	CO4

	<p>3.4 Dating and Sexual Behavior</p> <p>A. Dating and sexual relationships in the twenty-first century.</p> <p>B. Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Trans sexualism</p>		
Module IV	<p>Adulthood</p> <p>4.1. Choosing a Career</p> <p>A. Career Choices, Skill Development and Government Policies in India</p> <p>B. Gender and Career Choices</p> <p>C. Why Do People Work? More Than Earning a Living</p> <p>4.2. Health</p> <p>A. Wellness and Illness: The Ups and Downs of Middle Adulthood</p> <p>B. Individual Variations in Health: Socioeconomic Status and Gender Difference</p> <p>4.3. Personality Development</p> <p>A. Two Perspectives on Adult Personality Development: Normative Crisis versus Life events</p> <p>B. Erikson’s Stage of Generatively versus Stagnation</p> <p>4.4 Approaches to Aging</p> <p>A. Genetic Programming Theories of Aging</p> <p>B. Wear & Tear Theories of Aging</p> <p>C. Reconciling the Theories of Aging</p>	15	CO5
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <p>1. Lifespan development charts, illustrations and posters.</p> <p>2. Cognitive development and its theories – comparison charts, illustrations and</p>			

posters.

3. Charts and illustrations of food and nutrition throughout lifespan development.
4. Survey or project on dating and sexual relationships in the twenty- first century.
5. Project on challenges of Aging in India.

Reference Books:

1. Feldman Robert S.,& Babu Nandita (2018). *Development Across the Lifespan* (8thedition)Noida (UP) :Pearson India Education Services Pvt. ISBN 978-93-528-6576-5
2. Santrock, J. W. (2011). *Life span Development*, Thirteenth edition, New Delhi:McGraw – Hill Education (India) Pvt. Ltd.
3. Papalia, Diane E and Olds Sally Wendkas (2002). *Human Development*, 7th edition,Second print, New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Hurlock E. B. (2001). *Developmental Psychology, A Life Span Approach*, New Delhi : TMH Publishing Company Ltd.
5. Borude, Kumthekar, Desai, Golvilkar (2013). *Vaikasik Manasshatra, dusariaavrutti*, Pune: Vidyarthi Gruha Prakashan.
6. Jadhav, K.M. (2007). *Manavi Vikasache Manasshstra*, Pune: Dimond Publication.

Suggested Research Journal

1. British Journal of Developmental Psychology
2. Journal of Abnormal Child Psychology
3. Journal of Autism and Developmental Disorders
4. Developmental Psychobiology
5. Psychology and Aging
6. Clinical Child Psychology and Psychiatry
7. Human Development

8. Journal of Child and Family Studies (JCFS) 9. Journal of Early Adolescence 10. <i>Contemporary Educational Psychology</i>
Additional readings: 1. Lokastta 2. Maharashtra Times 3. Saptahik Sakal 4. Lokprabha
Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - VI
Psychology Course-15
June 2021 onwards
Organizational Behaviour
Subject Code: (PSYO14)
(Credit 04)

Preamble: As a component of psychology, organizational psychology is concerned with the application of psychological science, and thus its theory and research, to the problems of human organizations and in particular to the utilization of human resources within organizations. Recently the word organizational has been added to reflect an increasing concern with aspects of organizational functioning that extend beyond human resource utilization. The organizational psychology developed in close relation to, and in fact as part of, organizational science as a whole. Organizational psychology offers wide range of career opportunities, in large part because the field represents the application of psychological science to organization functioning wherever and however use applications may emerge. A major strength of organizational psychology has been its capacity to incorporate social science research into the functioning of ongoing work. This course enables the students with key concepts in organizational behavior, leadership, group processes and fundamental change processes of organization.

Course Outcomes:

- CO-1. Introduction with key concepts in organizational behaviour.
- CO-2. Understand the idea of personality, job satisfaction and leadership.
- CO-3. Sensitize students to recognize group processes.
- CO-4. Understand fundamental change processes of organization.

Expected Skills impartation (Through theory and practical's)

<ol style="list-style-type: none"> 1. Understanding skill 2. Comprehension skill 3. Analytical skill 			
Module No.	Contents	Periods	Cos
Module I	Organizational Behavior (OB) 1.1. Importance of Interpersonal Skills 1.2. What managers do? A. Management functions and roles B. Management skills C. Effective versus successful managerial activities 1.3. Challenges and opportunities for OB A. Responding to Globalization B. Improving people skills C. Stimulating innovation and change D. Helping employees balance work-life conflicts E. Creating a positive work environment 1.4 What will your Career be like in Modern Organization? A. The Need for OB skills B. Career Paths & Patterns C. Career Stages & Career Anchors D. Career Roles	15	CO1,2
Module- II	The Individual 2.1. Personality A. What is personality? B. The Myer-Briggs Type indicator C. The Big Five Personality Model 2.2. Attitudes and Job Satisfaction	15	CO3

	<p>A. What are the major Components of Attitudes?</p> <p>B. What are the major job attitudes?</p> <p>C. Measuring Job Satisfaction, How Satisfied are people in their Jobs? What Causes Job Satisfaction?</p> <p>D. The Impact of Satisfied and Dissatisfied Employees on the Workplace?</p> <p>2.3. Leadership</p> <p>A. What is Leadership: Trait Theories?</p> <p>B. Behavioral Theories</p> <p>C. Contingency Theories.</p> <p>D. Charismatic Leadership and Transformational Leadership</p> <p>2.4 Economic & Social Issues Challenge today's organizational leaders</p> <p>A. Globalization</p> <p>B. Changing nature of Work</p> <p>C. Complex workforce</p>		
Module- III	<p>Foundations of Group Behaviour</p> <p>3.1. Defining and classifying groups</p> <p>3.2. Stages of Group Development: Five-Stage model</p> <p>3.3. Group properties</p> <p>A. Roles and Norms</p> <p>B. Cohesiveness and Diversity</p> <p>3.4. Group Decision Making</p> <p>A. Group versus Individual</p> <p>B. Group Decision Making Techniques</p>	15	CO4
Module IV	<p>Organizational Change</p> <p>4.1. Forces for Change and planned change</p>		

	<p>4.2. Resistance to change</p> <p>4.3. Approaches to manage organizational change</p> <p>A. Lewin’s three-step model</p> <p>B. Kotter’s Eight-step plan for implementing change</p> <p>4.4. Creating a culture for change</p> <p>A. Stimulating a culture of innovation</p> <p>B. Creating a learning organization</p>	15	CO5
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Field visit to a nearby industry. 2. Case study of managerial skills. 3. Conducting job satisfaction scale in an industry. 			
<p>Reference Books:</p> <p>14. Stephen Robbins, Timothy A. Judge [2018] : <i>Organizational Behavior</i> 18th Edition ISBN-13: 9780134729329 Pearson</p> <p>15. Robbins, S., Timothy A., Vohra, N. (2013). <i>Organizational Behavior</i> (15th Edition). Delhi: Pearson Education, Inc</p> <p>16. Rae Andre (2019) : <i>Organizational Behaviour : An Introduction to Your Life in Organizations</i> Delhi: Pearson Education, Inc</p>			
<p>Suggested Research Journal</p> <ol style="list-style-type: none"> 1. Journal of Organizational Behavior 2. Research in Organizational Behavior 3. Journal of Occupational and Organizational Psychology 4. Journal of Group & Organization Management (GOM) 5. Journal of Leadership & Organizational Studies 6. Journal of Gender, Work and Organization 7. Journal of Work, Employment and Society (SAGE) 8. Journal of Review of International Organizations 			

Additional readings:

5. Lokastta
6. Maharashtra Times
7. Saptahik Sakal
8. Lokprabha

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara
(Autonomous)
Choice Based Credit System
B.A. Part - III SEMESTER - VI
Psychology Course-16
June 2021 onwards
Practical (Psychological Test)
Subject Code: (PSYP2)
(Credit 04)

Preamble: Practical Knowledge and Skills are important in psychology. Therefore, the present course includes psychological testing. Incorporating psychological testing into this course will help students to gain knowledge and skills of the experiments. Similarly, the inclusion of psychological testing in the course will help students to gain knowledge and skills in test administration and their report writing.

Course Outcomes:

CO-1. Introduction with psychological tests.

CO-2. Impart the knowledge and skills for conducting tests and writing their report.

CO-3. Introduction of some statistical methods.

CO-4. Practical experience through IT software Online testing.

Expected Skills impartation (Through theory and practical's)

1. Conducting test skill
2. Comprehension skill
3. Analytical skill
4. Report Writing Skills

Module No.	Contents	Periods	Cos
Module I	1. Interest Inventory 2. Attitude Scale 3. Anxiety Scale	15	CO1,2

	4. Personality Inventory 5. Adjustment Inventory 6. Self-concept Test 7. Test of Intelligence 8. Achievement Test 9. Leadership Scale 10. Secularism Scale 11. Locus of Control Scale 12. Stress Scale 13. Aggression Scale 14. Superstition Scale 15. Women Freedom Scale 16. Social Change Scale 17. Stress Management Scale		
Module- II	Statistical Problems A. Pearson's product moment correlation (Calculations from actual scores) B. Rank correlation C. Independent 't' test (Write the calculated values are significant at the 0.01 / 0.05 level or not)	15	CO3
Practical work: Case Study / Field Survey / Field Visits / Project <ol style="list-style-type: none"> 1. Reviewing a psychological test. 2. Conducting different types of psychological tests i.e. Verbal test, performance test, non-verbal test etc. 3. Conducting a group test in a school or college. 			
Reference Books: <ol style="list-style-type: none"> 1. Anastasi, Anne & Urbina, Susana, (1997). <i>Psychological Testing</i>. Seventh 			

Edition, New Delhi: Prentice-Hall of India Pvt. Ltd.

2. Garrette, H. E and Woodworth, R. S., (1981). *Statistics in Psychology and Education*, Tenth Edition Reprint, Bombay: Vakils and SimanLtd.,
3. Barlingeani Latkar (2000). *Upayojit Manasashatra*, Nagpur: Shri Sainath Prakashan,
4. Barve, B.N. (2007). *Shaikshanik Manasashastriy Sankhyashastra*, Nagpur: Vidya Prakashan
5. Desai, B. & Abhyankar, S.C. (2001). *Prarayogik Manasashastra aani Samshodhan Paddhati*. Pune: Narendra Prakashan.
6. Desai, Bharat & Abhyankar, Shobhana (2001). *Manasashastriya Mapana*, Pune: NarendraPrakashan.
7. Narake, Himmatani Barve, Bapurao (1999). *Manomapan va Sankhyashastra*, Aurangabad: Prerana Agencies.
8. Andrade, Jackie & May, Jan (2004). *Cognitive Psychology*. New Delhi: Bios Scientific Publishers.
9. Friederiberg, J. & Silverman, G. (2006). *Cognitive Science: An Introduction to the study of mind*. London: Sage Publishers.
10. Galloti, K.M. (2004). *Cognitive Psychology in and out of the Laboratory*. USA: Thomson Wadsworth.
11. Kothurkar & VAnarase (1986). *Experimental Psychology -A Systematic Introduction*. Wiley Eastern Ltd.
12. Nunn, J. (1998). *Laboratory Psychology: A beginner's guide*. Psychology Hove: Press ltd.
13. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*. Vol. 1 and 2, New Delhi: Concept Publishing Company

Suggested Research Journal

1. Journal of Experimental Psychology: General
2. Journal of Experimental Psychology: Animal Learning and Cognition.

3. Journal of Experimental Psychology: Applied.

4. Journal of Experimental Psychology: Human Perception and Performance.

CONDUCT OF PRACTICAL EXAMINATION:

1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time of practical examination.
3. Each batch of practical's will consist of a maximum of 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 4 hours per batch.
6. The practical paper will carry 60 marks.
7. Question paper of theory will be set in the view of the /in accordance with the entire syllabus and preferably covering each unit of syllabi
8. The student has to bring his/her subject for practical examination.

SCHEME OF MARKING FOR PRACTICAL EXAMINATION

SEMESTER END EXAMINATION: SEE (60 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by External Examiners)
2. Instructions and conduct= 10 Marks (External Examiners)
3. Report writing= 20 Marks (External Examiners)
4. Oral=10 Marks (External Examiners)
5. Statistics= 10 Marks (External Examiners)

INTERNAL EVALUATION: IE (40 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by Internal Examiners)
2. Instructions and Report writing = 10 Marks (HOD/ Concerned teacher /Internal Examiners)

3. Statistics= 10 Marks (HOD/ Concerned teacher /Internal Examiners)

4. Oral=10 Marks (HOD/ Concerned teacher /Internal Examiners)

Additional readings:

1. Journal of Experimental Psychology: Learning, Memory, and Cognition.
2. Applied Psychological Measurement

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
Department of Psychology
Revised Question Paper Pattern
Semester End Examination
Under Graduate: B.A. in Psychology

Instruction:

1. All Questions are Compulsory.
2. All Questions carry equal marks.
3. Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time:



Q. 1. Objective Questions

- | | |
|--|----|
| A) Choose the correct alternatives from the following. | 10 |
| B) Answer in one sentence, | 05 |

Q.2. Write short Notes (*Three out of Five*) 15

- A)
- B)
- C)
- D)
- E)

Q.3. Write short answer (*Three out of Five*)

15

- A)
- B)
- C)
- D)
- E)

Q.4. Answer following questions.

A) Answer following question in broad.

15

OR

B) Answer following question in short.

Instruction for paper setting:

1. Question paper should be set on three units of the syllabus.
2. One unit should be kept for Class Test (Internal Evaluation).
3. Equal weightage should be given to all the three units.
4. **Question 3** is dedicated to Reference to Context, translation, interview, definitions, meaning of concepts, tree diagram, reasoning, advertisement writing, telephonic conversation, do as directed, mention characteristics, highlights, stylistics, story writing, role playing, abstract writing, paraphrasing.
(*choose one of the formats*)



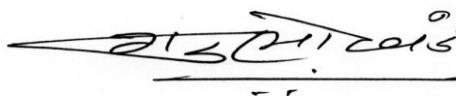
Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
Department of Psychology
Internal Evaluation Methods
Total Marks: 40

Sr. No.	Social Sciences
A	Class Test (20 Marks)
1	Written Test
2	Online Test
3	Open-book Test
4	Surprise Test
B	Assignment- B.A.-I (10 Marks)
	Group Discussion-B.A.-II
	Seminar/Project-B.A.-III
	Book Review/ Seminar-M.A.-I
	Research Paper/ Research Project-M.A.II
C	Subject Specific Activities (10 Marks)
1	Article writing in news paper
2	Blog Writing
3	Collection of Climatic Data
4	Debate

5	Downloading of Satellite Imageries
6	Excursion
7	Field Survey
8	Flip
9	Google Classroom
10	Industrial Visit
11	Internship
12	Kahoot
13	Mapwork
14	MOOC
15	Online Course
16	Out rich Programme-IIRS
17	Participation in Seminar, Conference
18	Participation in Celebration of Days and weeks
19	Poster
20	Quiz
21	Report Writing
22	Societal Activities
23	Surveying
24	Theme Based-Paper cutting
25	Unmanned Vehicle Survey-Drone

26	Use of ICT for collection of information, Data
27	Wall Paper
28	Participation in NSS/NCC
29	Achievement in Sport/Cultural/Extra Curricular Activities/ Participation in Departmental Activities
30	SWAYAM

Note: Class test will be devoted to one of the Unit from the syllabus it carries 20 Marks



Dr. Ganesh Lokhande
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Satara (Autonomous)