JAI HIND COLLEGE
BASANTSING INSTITUTE OF SCIENCE
&
J.T.LALVANI COLLEGE OF COMMERCE
(AUTONOMOUS)

"A" Road, Churchgate, Mumbai - 400 020, India.

Affiliated to
University of Mumbai

Program: B.A

Proposed Courses: Psychology

Semester VI

Credit Based Semester and Grading System (CBGS) with effect from the academic year 2020-21

T.Y.B.APsychology

Academic year 2020-21

Semester VI (60+40)

Course Code	Course Title	Credits	Lectures /Week
APSY601	PSYCHOLOGICAL TESTING AND STATISTICS	5	4
APSY602	CLINICAL PERSPECTIVE ON PSYCHOLOGICAL DISORDERS	5	4
APSY603	ORGANISATIONAL PSYCHOLOGY	4.5	3
APSY604	MEMORY AND PROBLEM SOLVING	5	4
APSY605	PRACTICALS IN COGNITION & PSYCHOLOGICAL TESTING	5	6 PRACS
APSY606	COUNSELING: THEORETICAL APPROACHES	4.5	3

APSY601 (CREDITS = 5)	SEMESTER VI PSYCHOLOGICAL TESTING AND STATISTICS: PART II 4 LECTURES PER WEEK	
Objectives	• To impart knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests	
	• To create awareness about measurement of intelligence and assessment of personality	
	• To impart knowledge and understanding of the concepts in Statistics andthevariousmeasuresofDescriptiveStatistics-theircharacteristics, uses, applications and methods of calculation	
	• To create a foundation for advanced learning of Psychological Testing, Assessment, and Statistics	
Outcomes:	The learner gains knowledge of psychological test assessment and basic statistical techniques	
Unit i	**CORRELATION**	**15L**
	a) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots b) Calculation of Pearson's product-moment correlation coefficient c) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient d) Simple Regression and Multiple Regression	
Unit II	**MEASUREMENT OF INTELLIGENCE, INTELLIGENCE SCALES, PROBABILITY, NORMAL PROBABILITY CURVE AND STANDARD SCORES**	**15L**
Unit III	**ASSESSMENT OF PERSONALITY**	15 L
	1. 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 2. Objective methods of personality assessment 3. Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective	

Unit IV	**MEASURES OF VARIABILITY, PERCENTILES, AND PERCENTILE**	15 L
	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.	
	SEE 60. Marks CA viva	

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 3
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
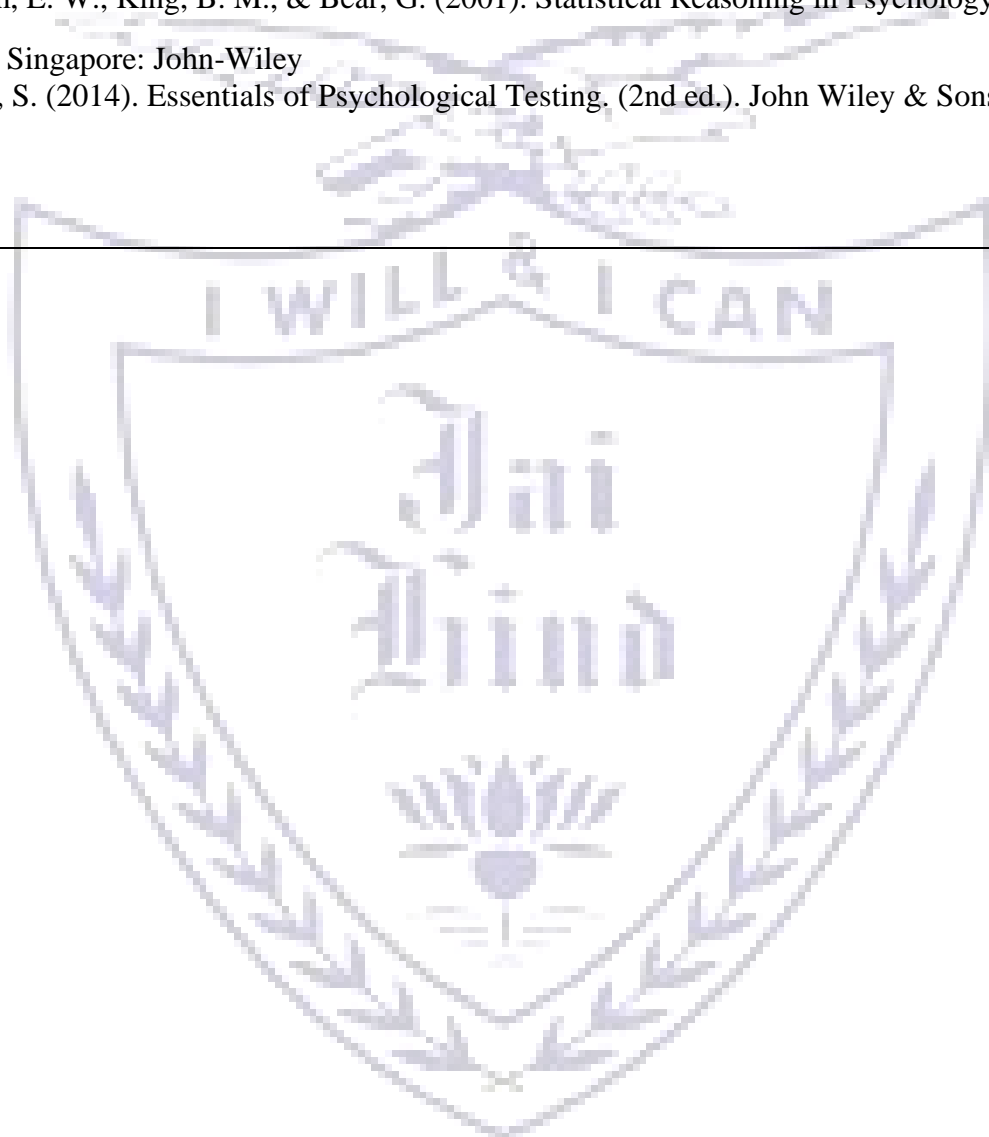
Course Code APSY602	Semester VI Course Title Clinical Perspective on Psychological Disorders -II	_5_Credits
Learning Objectives	➢ To understand the full spectrum of human behavior ➢ To appreciate the merging boundaries between 'normal' behavior and 'abnormal' behavior ➢ To capture the fundamental essence of Psychological Disorders ➢ Understand the interplay of Biological, Psychological and Sociocultural Factors in Psychological Disorders ➢ Make knowledge practically applicable for improving mental health	
Outcomes	Trace the course of Psychological Disorders by adapting a 'Scientific Theory to Practical Application' approach based on DSM V Categorization	
	THEORY	
Sub Unit	**Unit – I: Schizophrenia Spectrum and Other Psychotic Disorders**	15 L

1.	a) Course & Types of Schizophrenia
	
	    i. Diagnostic Features
	    ii. Types relating to constellation of symptoms	

2.	b) Biological Perspective
	    i. Theories
	    ii. Treatment	

3.	a) Psychological Perspectives
	    i. Theories
	    ii. Treatment	

4.	b) Sociocultural Perspectives
	    i. Theories
	    ii. Treatment	

Sub Unit	**Unit – II: Anxiety and Obsessive-Compulsive Disorders**	15 L

1.	a) Separation Anxiety Disorder
	    i. Theories
	    ii. Treatment	

2.	b) Specific Phobias
	    i. Theories
	    ii. Treatment	

3.	c) Generalized Anxiety Disorders
	    i. Theories
	    ii. Treatment	

4.	d) Obsessive-Compulsive Disorders i. Theories ii. Treatment	
Sub Unit	**Unit – III: Dissociative and Somatic Symptom Disorders**	15 L
1.	a) Major Forms of Dissociative Disorders i. Theories & ii. Treatment	
2.	b) Somatic Symptom Disorder & Illness Anxiety Disorders i. Theories ii. Treatment	
3.	c) Conversion Disorders i. Theories ii. Treatment	
4.	d) Conditions related to Somatic Symptom Disorders i. Theories ii. Treatment	
Sub Unit	**Unit – IV: Depressive and Bipolar Disorders**	15 L
1.	a) Depressive Disorders i. Types ii. Theories and Treatment	
2.	b) Disorders involving Alterations in Mood i. Bipolar Disorder ii. Cyclothymic Disorder	
3.	c) Causes and Treatment i. Psychological Perspective ii. Sociocultural Perspective	
	d) Suicide i. Biopsycosocial Perspective ii. The Buffering Hypothesis	
CA **(Continuous Assessment)**	a) Internal Test: MM 20 b) Assignment for 20 marks- Group Activities on Life Skills to enhance Mental Health, Positive Psychology, Life Style changes	
References:	Whitbourne, S.K., &Halgin, R.P. (2015). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw Hill Education (India) Private Limited Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An	

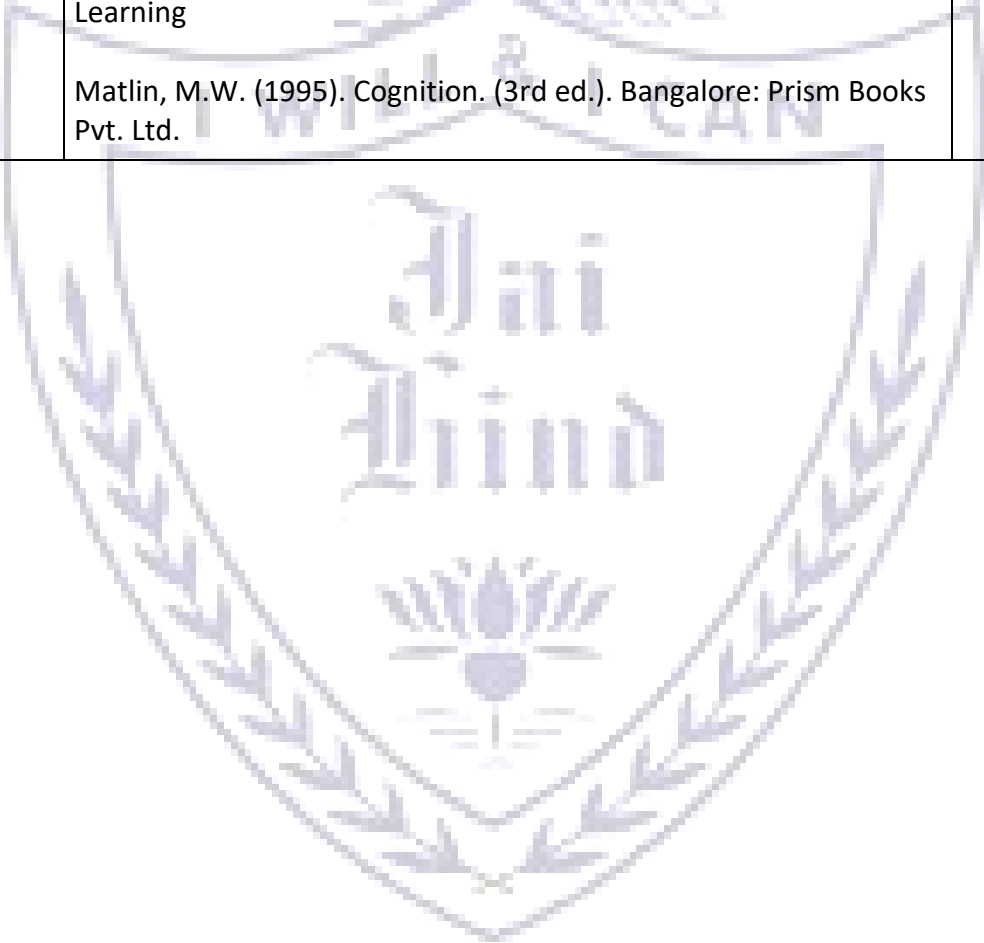| | integrative approach. (4th ed.). New Delhi: Wadsworth Cengage learning | |
| | Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology. (13th ed.). Indian reprint 2009 by Dorling Kindersley, New Delhi | |
| | Nolen-Hoeksema, S. (2008). Abnormal Psychology. (4th ed.). New York: McGraw Hill | |

APSY603 Credits 4.5	Course Title: Organisational Psychology SEM VI	45 lectures
	Objectives: • To orient students to psychology of the individual in a work place • To make students aware of current issues in a work setting that have a psychological basis **Outcomes:** • To familiarise students with some robust theoretical perspectives in organisational behaviour • To give students an opportunity to conduct research in OB	
Unit I	Employee Motivation	**12L**
	1.Need theories Reinforcement theory, expectancy theory self-efficacy theory; 2. Justice theories 3.Goal-setting theory, 4. Conducting Research in motivation in the field	
Unit II	Job satisfaction &commitment	**11L**
	1. Antecedents consequences measurement of job satisfaction (JS) 2. Theories of job satisfaction 3. Commitment in organisations (OC) 4. Conducting Research in js&oc	
Unit III	Leadership	
	4. Understanding leadership power abuse of leadership 5. Theoretical approaches to leadership 6. Gender differences &Cross cultural issues on leadership 7. Conducting Research in leadership	11L
Unit IV	Organisational theory ,structure and development	11 L
	1. Organisational theory 2. Organisational structures 3. Change and Organisational development (O D) 4. Conducting Research in organisation theory/ structure / OD	
	SEE 60. Marks CA knowledge and skill based learning and assessment through research projects	

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

14) McKenna, E. (2006). Business Psychology and Organisational Behaviour: A student's handbook. 4th ed., Psychology Press, 1st Indian reprint 2009

15) Miner, J.B. (2002). Organisational Behaviour: Foundations, theories, analyses. New York: Oxford university press

16) Muchinsky, P.M. (2003). Psychology Applied to Work.(7th ed.). Wadsworth/ Thomson Learning

17) Newstrom, J.W., & Davis, K. (2002). Organizational Behavior: Human Behavior at work (11thed.). Tata McGraw- Hill

18) Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai

19) Pareek, U., Rao, T.V., Pestonjee, D.M. (1981). Behavior Process in Organizations: Readings, Cases, Instruments. Oxford and IBH Publishing Co., New Delhi

20) Pareek, U. (2008). Understanding Organizational Behaviour. Oxford University Press, New Delhi

21) 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.

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

Course Code APSY604	Semester VI Course Title Memory and Problem Solving	5 Credits 4 L per week
Learning Objectives	➢ Understand the characteristics of Long Term Memory ➢ Gain insight about the storage and organization in Long Term Memory ➢ Learn about Visual Imagery and Spatial Cognition as storage codes In Long Term Memory ➢ Appreciate the efficiency and effectiveness of Long Term Memory ➢ Acquire in-depth understanding regarding the process and characteristics of Problem Solving	
Outcomes	Learn about the characteristics, organization and storage mechanism of Long Term Memory and various facets of Problem Solving	
	THEORY	
Sub Unit	**Unit – I: Retrieving Memories from Long Term Memory**	15 L

1.	a) Aspects of Long Term Memory
	   i. Capacity
	   ii. Coding
	   iii. Retention Duration and Forgetting	

2.	b) Subdivisions of Long Term Memory
	   i. Semantic Versus Episodic Memory
	   ii. Implicit Versus Explicit Memory
	   iii Declarative Versus Procedural Memory	

3.	c) The Reconstructive Nature of Memory
	   i. Autobiographical Memory
	   ii. Flashbulb Memory
	   iii. Eyewitness Memory	

Sub Unit	**Unit – II: Knowledge Representation: Storing and Organizing**	15 L

1.	a) The Levels of Processing View
	   i. LOP Model of Craik & Lockhart
	   ii. LOP Experiment of Craik & Tulving
	   iii. Critiques of LOP Model	

2.	b) Organizing Knowledge
	   i. Networks Model: Collins, Quillian, Loftus
	   ii. Networks Model: Meyer &Schvaneveldt
	   iii. Critiques of Network Model	

3.	c) Forming Concepts and Categorizing New Instances
	   i. The Classical View
	   ii. The Prototype View	

	iii. The Exemplar View	
Sub Unit	**Unit – III: Visual Memory and Spatial Cognition**	

1.	a) Codes in Long Term Memory
	i. Nature of Visual Imagery
	      ii. The Dual-Coding Hypothesis
	      iii. The Relational-Organizational Hypothesis
		15 L

2.	b) Empirical Investigations of Imagery
	      i. Experiments of Brooks, Moyer
	      ii. Mental Rotation of Images
	      iii. Scanning Images	

3.	c) Nature of Mental Imagery
	i. Principles of Visual Imagery: Implicit Encoding, Perceptual Equivalence, Spatial Equivalence, Transformational Equivalence, Structural Equivalence
	      ii. Critiques of Mental Imagery Research and Theory: Tacit Knowledge and Demand Characteristics, The Picture Metaphor, Propositional Theory
	      iii. Encoding across Cognitive Tasks	

Sub Unit	**Unit – IV: Thinking and Problem Solving**	15 L
1.	a) Classical Problems	
2.	b) Blocks to Problem Solving	
3.	c) Expert Systems	
4.	d) Creativity	
CA **(Continuous Assessment)**	a) Class Test: MM 20 b) Assignment for 20 Marks: Group Discussion and Presentation on topics: Reconstructive Nature of Memory, Subdivisions of Long Term Memory, Concept Formation, Visual Imagery, Anterograde Amnesia, Retrograde Amnesia	

References	Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). New Delhi: Sage Publications India Pvt. Ltd.	13
	Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention and Memory. Wadsworth New Delhi: Cengage Learning	
	Galotti, K.M. (2007). Cognitive Psychology: In and Out of the Laboratory. (4th ed.). Thomson Learning	
	Goldstein, E.B. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning India, Indian Reprint 2008	
	Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Wadsworth/Thomson Learning	
	Matlin, M.W. (1995). Cognition. (3rd ed.). Bangalore: Prism Books Pvt. Ltd.	

Course Code APSY605	Course Title Practicals in psychological testing and cognitive processes : 6 practicals per week	Credits 5
Learning Objectives	➢ 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. ➢ 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 ➢ To familiarize the students with computer-based experiments (Coglab) and sensitize them to aspects of control, precision of exposure &measurement ➢ 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	
Outcomes	Introduces the students to Experimentation through exposure to and experience of experimental designs, methodology and conduct of experiments, statistical analysis, interpretation and discussion of data.	
	Practicals **6 practical/ lectures per week per batch of 8 students**	
Sub Unit	**Unit – I: Basics of Experimentation in Psychological Research**	
1.	a) Experimental designs; Randomization and counterbalancing; types of variables, conceptual and operational definition of variables b) Identification of the research question, variables in studies, c) writing of Various types of hypotheses, d) 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, e) sampling error, f) significant difference, g) rejection of the null hypothesis, h) one-tailed vs. two-tailed tests, i) Type I and Type II decision errors	

Sub Unit	Unit – II: Basics of Inferential Statistics in Psychological Research	15
1.	Application of inferential statistics - The t test - Significance of difference between 2 means as applied to Repeated measures designs and Randomized group designs; The distinction between descriptive statistics and inferential statistics; sampling methods, correlations	
2.	Use of Excel or SPSS: data entry and basic statistical procedures;	
3	Correlation	
Sub Unit	Unit – III: Conduct of tests and experiments	
1.	Practice Exercises in Methodology and Statistics –	
2.	Discussion and understanding of research situations – 2 Practice exercises, 2 Practice experiments	
3.	Two Experiments in Cognitive Processes to be conducted and Group data to be collected and analysed using appropriate inferential statistics	
4.	Two Exercises in Psychological Testing	
Sub Unit	Unit – IV :	
1.	Report writing: APA style for research reports	
SEE : 60 CA 40 marks assignment		

Course Code APSY 606	Course Title Counseling –Theoretical Approaches	4.5 Credits 45 lectures
Learning Objectives	➢ give an understanding to early theoretical approaches to counseling ➢ give an understanding of newer theoretical approaches to counseling ➢ make students aware of group counseling in the Indian context ➢ orient students to career counseling	
Outcomes	This course orients the undergraduate psychology students to some major theoretical perspectives of counseling and gives them exposure to ideas behind group counseling and counseling diverse populations	
	THEORY	(45 lectures)
Sub Unit	Unit – I: Counseling theories	15 lectures
1.	Psychodynamic Humanistic	
2.	Cognitive Behavioural	
3.	System theory	
4.	Brief and crisis counseling and ecleticism	
Sub Unit	Unit – 2: Counseling and diversity	10 lectures
1.	Issues in multicultural counseling	
2.	Counselling the aged Counseling and spirituality	
3.	Counselling based on gender	
4.	Counselling and sexual orientation	

Sub Unit	Unit – 3: Group counseling	10 lectures
1.	Groups in counselling : history , realities and evaluation types	
2.	Stages of group work	
3.	Issues in groups and Indian context	
4.	Groups for children	
Sub Unit	Unit – 4: Career counseling	10 lectures
1.	Holland's theory	
2.	Supers development self concept approach	
3.	Social learning & socio cognitive approach	
4.	Career psychology across diverse populations	
Evaluation pattern	60 marks SEE 40 marks CA with knowledge concept testing and skill based learning through assignment and book review	

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

Tata McGraw-Hill

Capuzzi, D., & Gross, D. R. (2009). Introduction to the Counseling Profession. (5th ed.).

New Jersey: Pearson Education

Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (7th ed.).

Stamford, CT: Brooks/Cole

Corey, M.S & Corey, G (2002) Groups - Process & Practice (6th edition) Thomson learning

Ellis,A& Abrams, M (2009) Personality theories Sage publications

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

Intervention. First Indian reprint 2009 by Cengage Learning India

Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counseling and Guidance. 7th

ed., Pearson Education, Dorling Kindersley India, New Delhi

Gladding, S. T. (2014). Counseling: A Comprehensive Profession. (7th Ed.). Pearson
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McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/
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Nelson-Jones, R. (2008). Basic Counselling Skills: A helper's manual. 2nd ed., Sage
South Asia edition

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London: Sage publications

Nugent, F.A., & Jones, K.D. (2009). Introduction to the Profession of Counseling. (5th
ed.). New Jersey: Pearson Education

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

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