

# **SHIVAJI UNIVERSITY, KOLHAPUR.**



**Accredited By NAAC with 'A' Grade  
Revised Syllabus For  
B.A. Part-III**

**Psychology**

**Syllabus to be implemented from  
June, 2020 onwards.**

**Shivaji University, Kolhapur**  
**New/Revised Syllabus (CBCS)**  
**For**  
**Bachelor of Arts**  
**(B.A. Part- III)**  
**Semester –V**  
**Paper- VII to XI**

1. **TITLE: Subject Psychology**  
**Optional under the Faculty of Humanities**
2. **YEAR OF IMPLEMENTATION:** - New/Revised Syllabus (CBCS) will be implemented from June, 2020 onwards.
3. **PREAMBLE:-**  
The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.
4. **GENERAL OBJECTIVES OF THE COURSE/ PAPER/: (As applicable to the Degree /Subject- Paper concerned)**
  - 1) To make students familiar with the field of cognitive psychology.
  - 2) To make aware students with the field of Cross cultural psychology.
  - 3) To make students familiar with the various psychological disorders.
  - 4) To acquaint the students with Current Trends in Psychology.
  - 5) To make students familiar with experiments and statistical methods.
5. **DURATION**
  - The course shall be a full time course.
  - The duration of course shall be of Three years.
6. **PATTERN:-**  
Pattern of Examination will be Semester.
7. **FEE STRUCTURE: - (as applicable to regular/self supporting course) As per Government / University rules/norms.**
8. **ELIGIBILITY FOR ADMISSION:-**  
As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

**9. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned.)

**10. INTERNAL ASSESSMENT**

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ pannel discussion / Review of books, movies, websites etc.

**11. STRUCTURE OF COURSE:**

(Note –The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.)

**THIRD YEAR SEMESTER V (NO.OF PAPERS 05)**

Sr. No.	Course	Course Code	Theory Marks	Practical Marks	Internal Marks	Total Marks
1	Cognitive Psychology	DSE – E –86	40	--	10	50
2	Cross Cultural Psychology	DSE – E –87	40	--	10	50
3	Psychopathology	DSE – E –88	40	--	10	50
4	Current Trends in Psychology	DSE – E –89	40	--	10	50
5	Practical: Experiments	DSE – E –90	--	40	10	50
<b>Total</b>			160	40	50	250

**12. SCHEME OF TEACHING AND EXAMINATION:-**

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

**THIRD YEAR / SEMESTER – V Scheme of Teaching and Examination**

Sr. No.	Course	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Cognitive Psychology	4			4	40	---	10	50
2	Cross cultural Psychology	4			4	40	---	10	50
3	Psychopathology	4			4	40	---	10	50
4	Current Trends in Psychology	4			4	40	---	10	50
5	Practical: Experiments	-		8*	8*	--	40	10	50
<b>Total</b>		16	-	8*	24	160	40	50	250

\*Two practical of four periods each per week per batch consisting of 10 students.

**SCHEME OF EXAMINATION:-**

- The examination shall be conducted at the end of each term.
- The Theory/Practical paper shall carry 40 marks.
- The evaluation of the performance of the students in theory papers shall be on the basis of Semester Examination of 40 marks.
- 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.

**STANDARD OF PASSING:-**

**As Prescribed under rules & regulation for each degree/ programme.**

**NATURE OF QUESTION PAPER AND SCHEME OF MARKING**

**(Theory):- Total Marks: 40**

<b>Que.1. Multiple Choice Questions</b>	<b>5 marks</b>
<b>Que.2. Short Notes (Any three out of five)</b>	<b>15 marks</b>
<b>Que.3. A) Essay Type Questions</b>	<b>10 marks</b>
<b>Or</b>	
<b>B) Essay Type Questions</b>	
<b>Que.4. A) Essay Type Questions</b>	<b>10 marks</b>
<b>Or</b>	
<b>B) Essay Type Questions</b>	

**EQUIVALENCES IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)**

<b>Old Course</b>	<b>New Course</b>
<b>Cognitive Psychology</b>	<b>Introduction to Cognitive Psychology</b>
<b>Social Psychology</b>	<b>Cross cultural Psychology</b>
<b>Psychopathology</b>	<b>Introduction to Psychopathology</b>
<b>Educational Psychology</b>	<b>Current Trends in Psychology</b>
<b>Practical: Experiments</b>	<b>Practical: Experiments</b>

**REVISED SYLLABUS FOR  
B.A. (Part - III)  
Choice Based Credit System  
(Introduced from June, 2020 onwards)  
SEMESTER-V Course Code: DSE – E –86**

- (i) **Paper** VII
- (ii) **Title of Paper** : **Introduction to Cognitive Psychology**
- (iii) **Learning Objectives:** This paper has four main learning objectives. Upon successful completion of the course students should:
1. Gain an understanding of key concepts and research techniques in cognitive psychology.
  2. Gain an understanding of the basic processes of sensation attention and perception.
  3. Gain an understanding of the memory processes.
  4. Be able to broadening the horizons of cognitive psychology.
- (iv) **Module** **No. of Credits**
- |   |    |
|---|----|
| Module 1: Approaches to Human Cognition   | 01 |
| Module 2: Visual Perception and Attention | 01 |
| Module 3: Memory                          | 01 |
| Module 4: Broadening Horizons             | 01 |
- (v) **Recommended Reading:**
- a) Basic Reading:**  
Eysenck, M., & Keane, M. (2015). *Cognitive Psychology A Student's Handbook* (7<sup>th</sup> Ed.). New York: Psychology Press, (Taylor and Francis)
- b) References:**  
Galotti, Kathleen M. (1999). "Cognitive Psychology In and Out of the Laboratory", Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).

**SHIVAJI UNIVERSITY, KOLHAPUR**

**B.A. (Part - III)**

**Choice Based Credit System**

**(Introduced from June, 2020 onwards)**

**SEMESTER-V Course Code: DSE – E –86**

**PAPER -VII: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

**Module 1: Approaches to Human Cognition**

Introduction

Cognitive Psychology and Cognitive Neuropsychology

The Cognitive Neuroscience: The Brain in Action

Computational Cognitive Science

Comparison of Major Approaches

**Module 2: Visual Perception and Attention**

Basic Process in Visual Perception

a) Vision and the Brain

b) Two Visual Systems: Perception and Actions

c) Depth Perception

Object and Face Recognition

a) Pattern Recognition

b) Perceptual Organization

c) Approaches to Object Recognition

Perception Motion and Action

a) Direct Perception

b) Perception of Human Motion

c) Change Blindness

Attention and Performance

a) Focused Auditory Attention

b) Focused Visual Attention

c) Divided Attention: Dual Task Performance

**Module 3: Memory**

Learning Memory

a) Architecture of Memory

b) Working Memory and Working Memory Capacity

c) Levels of Processing and Learning through Retrieval

Long Term Memory System

a) Declarative Memory and Non-declarative Memory

b) Episodic Memory and Semantic Memory

Everyday Memory

- a) Autobiographical Memory: Introduction
- b) Memories across the Lifetime
- c) Theoretical Approaches to Autobiographical Memory
- d) Eyewitness Testimony and Enhancing Eyewitness Memory

**Module 4: Broadening Horizons**

Cognition and Emotions

- a) Appraisal Theories
- b) Emotion Regulation
- c) Affect and Cognition: Attention and Memory
- d) Cognitive Bias Modification

Consciousness

- a) Functions of Consciousness

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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**SHIVAJI UNIVERSITY, KOLHAPUR**

**B.A. (PART- III)**

**Choice Based Credit System**

**(Implemented from June, 2020 Onwards)**

**Semester – V Course Code: DSE – E –87**

**i. Paper VIII**

**ii. Title of paper : CROSS-CULTURAL PSYCHOLOGY**

**iii. Specific Objectives :**

1. To acquaint students with emerging field of Cross-Cultural Psychology
2. To make students aware of global v/s relativistic approaches to study human behavior
3. To sensitize students recognize cultural aspects of individual development and socialization
4. To understand socio-cultural influences in development of abnormality and its treatment
5. To introduce the importance of multiculturalism in globalized world
6. To enhance understanding of indigenous psychologies

**iv. Module**

**No. of credits**

Module- 1: Introduction to Cross-cultural Psychology and key concepts	01
Module- 2: Ethics, Emics, Ethnocentrism and Indigenous Psychology	01
Module- 3: Culture and Intelligence, Prejudice and Parental Practices	01
Module- 4: Culture and Abnormality	01

**v. Recommended reading**

**a) Basic Reading:**

Stevenson, Andrew (2010): Cultural Issues in Psychology: A Student's Handbook; Routledge Publication, Taylor and Francis Group (Psychology Press), USA; First edition; 2010 (ISBN: 978-0-415-42922-1; ISBN: 978-0-415-42923-8)

**b) References:**

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

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

**SHIVAJI UNIVERSITY, KOLHAPUR**

**B.A. (PART- III)**

**Choice Based Credit System**

**(Implemented from June, 2020 Onwards)**

**Semester - V Course Code: DSE – E –87**

**PAPER -VIII: CROSS-CULTURAL PSYCHOLOGY**

**MODULE 1: Introduction to Cross-cultural Psychology and key concepts**

Charles Darwin and the age-old search for cultural universals

Introducing cross-cultural psychology

Later trends: Cross-cultural psychology or cultural psychology?

What do we talk about when we talk about culture? - Dual influence,

Limitations of eco-cultural model

The dynamic process of cultural transmission

Culture and individual levels of analysis and the reliability of culture-level analyses

**MODULE 2: Ethics, Emics, Ethnocentrism and Indigenous Psychology**

Where is psychology?

a. Whereabouts of the written word in psychology

b. Where about of psychology's practitioners

a. Ethics, Emics and ethnocentrism in psychological research

b. Limitations of Ethic-Emic Model

a. Beyond ethnocentrism: Indigenous psychologies

b. Indigenous psychology in the developing world

Indigenous methods

a. Complimentary with mainstream

b. Limitations of indigenous psychology movement

**MODULE 3: Culture and Intelligence, Prejudice and Parental Practices**

Culture and intelligence

a. What is intelligence?

b. The 'nature' of intelligence: the heritability hypothesis

c. The 'nurture' of intelligence: the environmental-cultural hypothesis

- d. Can intelligence tests be culture-fair?
- e. Indigenous intelligence
- f. Everyday intelligence and cognition

#### Culture and prejudice

- a. Social psychological theories on the origins of prejudice
- b. Global support for theories of prejudice: Minimal groups, Contact, Social dominance, realistic conflict

#### Culture and parenting practices

- a. Cultural variations in parenting: bedtime, playtime, doing as you're told
- b. Cultural commonalities in parenting
- c. Culturally diverse parental styles and ethno theories
- d. Parenting is a two-way street: the role of temperament

### **MODULE 4: Culture and Abnormality**

- a. Culture, abnormality and psychopathology
  - b. The debate between Universalists and relativists
- a. Universalism, relativism and Schizophrenia
  - b. Universalism, relativism and culture-bound syndromes
  - C. Limitations of culture-bound syndrome research

#### Culture, psychotherapy and healing

- 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

Recent developments in culture and psychotherapy: Multiculturalism, globalization and healing

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October 2020 and April 2021 for the benefit of repeater students.)

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**Shivaji University, Kolhapur**  
**B. A. (Part - III)**  
**Choice Based Credit System**  
**(Introduced From June, 2020 onwards)**

**Semester – V Course Code: DSE – E –88**

- i) Paper No. IX**  
**ii) Title of Paper : INTRODUCTION TO PSYCHOPATHOLOGY**  
**iii) Specific Objectives :**

- 1) To make the students familiar with the field of Psychopathology.
- 2) To acquaint students with various perspectives of Psychopathology.
- 3) To make the students understand Anxiety and Obsessive Compulsive Disorder.
- 4) To acquaint students with Mood Disorders and Suicide.

<b>iv) Module</b>	<b>No. of Credits</b>
Module - 1: Psychopathology: An Overview	01
Module - 2: Perspectives of Psychopathology	01
Module - 3: Anxiety and Obsessive-Compulsive Disorder	01
Module - 4: Mood Disorders and Suicide	01

**v) Recommended Reading:**

**a) Book for Study:**

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 17<sup>th</sup> edition, Pearson Education Inc.

**b) Books for Reference:**

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 16<sup>th</sup> edition, Pearson Education Inc.

Carson, R. C., Butcher, J. N. and Mineka, S. (1996). Abnormal Psychology and Modern Life. 10<sup>th</sup> edition, New York: Harper Collins

Comer, R. J. (2013). Abnormal Psychology. 8<sup>th</sup> edition, New York: worth Publishers.

Sarason, I. G. And Sarason, B. R. (2009). Abnormal Psychology: The Problem of Maladaptive Behaviour. 11<sup>th</sup> edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)

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**B. A. (Part - III)**  
**Choice Based Credit System**  
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**PAPER- IX: INTRODUCTION TO PSYCHOPATHOLOGY**  
**DSE – E 88**

**Module 1: Psychopathology: An Overview**

- Indicators of Abnormality
  - A) Subjective Distress
  - B) Maladaptiveness
  - C) Statistical deviancy
  - D) Violation of the Standards of Society
  - E) Social Discomfort
  - F) Irrationality and Unpredictability
  - G) Dangerousness
- The DSM – 5 and the Definition of Mental Disorder
- Classification and Diagnosis
  - A) Advantages and Disadvantages of Classification
  - B) How can we reduce prejudicial attitudes toward people who are mentally ill
- How common are Mental Disorders
  - A) Prevalence and Incidence
  - B) Prevalence estimates for Mental Disorders
  - C) The Global burden of disease
  - D) Treatment
  - E) Mental Health Professionals

**Module 2: Perspectives of Psychopathology**

- The Biological Perspective
  - A) Genetic Vulnerabilities
  - B) Brain Dysfunction and Neural Plasticity
  - C) Imbalances of Neurotransmitters and Hormones
  - D) Temperament
- The Freud's Psychoanalytic Perspective
  - A) The Structure of Personality
  - B) Defense Mechanisms
  - C) Psychosexual Stages of Development
  - D) The Oedipus complex and the Electra complex
- The Behavioural Perspective
  - A) Classical Conditioning
  - B) Operant Conditioning

- C) Generalization and Discrimination
- D) Observational Learning
- The Social Perspective
  - A) Early Deprivation or Trauma
  - B) Problems in Parenting Style
  - C) Marital Discord and Divorce
  - D) Low Socio-economic Status and Unemployment

### **Module 3: Anxiety and Obsessive-Compulsive Disorder**

#### Anxiety Disorders

- A) Specific Phobia
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments
- B) Social Phobia
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments
- C) Agoraphobia (Panic Disorder)
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments
- D) Generalized Anxiety Disorder
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments

#### Obsessive-Compulsive Related Disorder

- A) Obsessive-Compulsive Disorder
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments
- B) Body Dysmorphic Disorder
  - i) Prevalence, Age of Onset and Gender Differences
  - ii) Causal Factors
  - iii) Treatments

### **Module 4: Mood Disorders and Suicide**

- Unipolar Depressive Disorders
  - A) Major Depressive Disorder
  - B) Persistent Depressive Disorder
  - C) Causal Factors
    - i) Biological Causal Factors
    - ii) Psychological Causal Factors

- Bipolar and Related Disorders
  - A) Cyclothymic Disorder
  - B) Bipolar Disorders (I and II)
  - C) Causal Factors
    - i) Biological Causal Factors
    - ii) Psychological Causal Factors
- Treatments of Mood Disorders
  - A) Pharmacotherapy
  - B) Alternative Biological Treatments
  - C) Psychotherapy
- Suicide
  - A) Psychological Disorder
  - B) Factors Associated with Suicide
  - C) Theoretical Models of Suicidal Behaviour
  - D) Suicide Prevention and Intervention

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October 2020 and April 2021 for the benefit of repeater students.)

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**SHIVAJI UNIVERSITY, KOLHAPUR**

**B.A. (PART III)**

**(Implemented From June, 2020 Onwards)**

**SEMESTER- V Course Code: DSE – E –89**

**i. Paper X**

**ii. Title of paper : CURRENT TRENDS IN PSYCHOLOGY**

**iii. Specific Objectives :**

1. To acquaint students with emerging new trends in Psychology
2. To make students aware of health risk behaviour and their causes
3. To sensitize students recognize developmental factors related to criminal behaviour
4. To understand psychological, family and social influences in development of criminality
5. To introduce work carried out in the field of cyber psychology
6. To learn about psychological processes behind digital Usage, cyber bullying, gaming and gambling
7. To make students aware of online crimes such as scams, fraud, illegal downloads etc.

<b>iv. Module</b>	<b>No. of credits</b>
Module- 1: Health Psychology	01
Module- 2: Criminal Psychology	01
Module- 3: Cyber Psychology - I	01
Module- 4: Cyber Psychology - II:	01

**v. Recommended reading**

**a) Basic Reading:**

Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1-292-15771-9, ISBN-10: 1-292-15771-2) **(For Module II)**

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)**

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)**

**b) References:**

Connolly Irene, Palmer Marion, Barton Hannah, Kirwanitle Grainne (Ed.) (2016). An Introduction to Cyber Psychology; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)

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)

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 243835)

**SHIVAJI UNIVERSITY, KOLHAPUR**  
**B.A. (PART III)**  
**Choice Based Credit System**  
**(Implemented from June, 2020 Onwards)**  
**SEMESTER V Course Code: DSE – E –89**  
**PAPER X: CURRENT TRENDS IN PSYCHOLOGY**

**MODULE 1: Health Psychology: Health-Risk Behavior**

What is Health Behavior?

Smoking, Drinking and Illicit Drug Use

Unprotected Sexual Behavior

Obesity

**MODULE 2: Criminal Psychology: Origins of Criminal Behavior and Developmental Risk Factors**

Social Risk Factors:

- a. Peer Rejection and Association with Antisocial Peers

Parental and Family Risk Factors

- a. Parental Styles and Practices
- c. Parental Monitoring
- d. Parental Psychopathology

Psychological Risk Factors

- a. Lack of Attachment
- b. Lack of Empathy
- c. Attention Deficit Hyperactivity Disorder and ADHD - Criminal Behavior link
- d. Conduct Disorder
- e. Oppositional Defiant Disorder

**MODULE 3: Cyber Psychology - I: Digital Usage, Cyber bullying, Gaming and Gambling**

Children's and teens' use of digital technologies

- a. Internet usage
- b. Digital technologies: Harmful or empowering for young people?
- c. Illegal content and illegal activities

- a. Cyber bullying and cyber-harassment
  - b. Scams, Children and Teens
- a. Activism
  - b. Radicalization

Online Gaming and Gambling

- a. Internet addiction
- b. Internet Gaming addiction
- c. Aggressive video games
- d. Games for learning

**MODULE 4: Cyber Psychology - II: Online Crimes (Scams, Fraud and Illegal Downloads)**

- a. Phishing and Vishing
  - b. Why are people tricked by phishing?

Mass-Marketing Fraud

- a. Cognitive and Motivational Errors
- b. What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?

Stages involved in the online dating romance scam

Illegal downloads

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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## **SCHEME OF PRACTICAL EXAMINATION:-**

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates experiments, and statistical problems.
- The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 40 marks.
- Experiments and statistical problems should be set for semester – V
- In the semester practical examination, the candidate has to conduct one experiment allotted to him / her and solve one statistical problem.
- The candidate has to bring his / her own subject for practical examination.

## **STANDARD OF PASSING:**

As Prescribed under rules & regulation for each degree / programme.

## **NATURE OF QUESTION PAPER**

The candidate will be asked to conduct one experiment allotted to him / her and to write its full report.

The candidate in a practical batch will have to solve one statistical problem.

As a different statistical problem has to be set, separate question paper will be set for each batch of each practical.

## **SCHEME OF MARKING**

1. Journal	: 10 Marks
2. Statistical Problem	: 10 Marks
3. Conduct	: 07 Marks
4. Report Writing	: 08 Marks
5. Oral (Experiment)	: 05 Marks

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**TOTAL : 40 Marks**

**NOTE:**

1. There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
2. Six experiments should be conducted from the list given for Semester V.
3. The student has to submit a journal duly signed by the course teacher and the head of the department before practical examination.
4. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.



**SHIVAJI UNIVERSITY, KOLHAPUR**  
**B. A. PART – III**  
**(Implemented from June, 2020 onwards)**  
**SEMESTER –V Course Code: DSE – E –90**  
**PAPER –XI: PRACTICAL (EXPERIMENTS)**

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 Problem Solving
12. Maze Learning
13. Change Blindness
14. Depth Perception

**• Statistical Problems**

Measures of Central Tendency

- A) Mean (Short method)
- B) Standard Deviation

**Shivaji University, Kolhapur**  
New/Revised Syllabus CBCS)  
For  
**Bachelor of Arts**  
**(B.A. Part - III)**  
**Paper- XII to XVI**  
**Sem.VI**

**1. TITLE: Subject Psychology**

**Optional under the Faculty of Humanities**

**2. YEAR OF IMPLEMENTATION:** - New/Revised Syllabus will be implemented from June, 2020 onwards.

**3. PREAMBLE:-**

The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.

**4. GENERAL OBJECTIVES OF THE COURSE/ PAPER/: (As applicable to the Degree /Subject- Paper concerned)**

- 1) To make students familiar with the field of Psychological Testing.
- 2) To make aware students with the field of Counseling Psychology.
- 3) To make students familiar with the various Developmental Psychology.
- 4) To acquaint the students with Psychology of Organizational Behavior.
- 5) To make students familiar with Psychological tests and statistical methods.

**5. DURATION**

- **The course shall be a full time course.**
- **The duration of course shall be of Three years.**

**6. PATTERN:-**

Pattern of Examination will be Semester.

**7. FEE STRUCTURE: - (as applicable to regular/self supporting course) As per Government / University rules/norms.**

**8. ELIGIBILITY FOR ADMISSION:-**

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

## 9. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned.)

## 10. INTERNAL ASSESSMENT

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ pannel discussion / Review of books, movies, websites etc.

## 11. STRUCTURE OF COURSE-

(Note – The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.

### THIRD YEAR SEMESTER VI (NO.OF PAPERS 05)

Sr. No.	Course	Course Code	Theory Marks	Practical Marks	Internal Marks	Total Marks
1	Psychological Testing	DSE – E –211	40	--	10	50
2	Counselling Psychology	DSE – E –212	40	--	10	50
3	Developmental Psychology	DSE – E –213	40	--	10	50
4	Psychology of Orgazational Behaviour	DSE – E –214	40	--	10	50
5	Practical: Psychological Tests	DSE – E –215	--	40	10	50
Total			160	40	50	250

## 12. SCHEME OF TEACHING AND EXAMINATION:-

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

### THIRD YEAR / SEMESTER – VI Scheme of Teaching and Examination

Sr. No.	Course	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Psychological Testing	4			4	40	--	10	50
2	Counselling Psychology	4			4	40	--	10	50
3	Developmental Psychology	4			4	40	--	10	50
4	Psychology of Organizational Behaviour	4			4	40	--	10	50
5	Practical: Psychological Tests	-		8*	8*	---	40	10	50
Total		16	-	8*	24	160	40	50	250

\*Two practical of four periods each per week per batch consisting of 10 students.

**SCHEME OF EXAMINATION:-**

- The examination shall be conducted at the end of each term.
- The Theory/Practical paper shall carry 40 marks.
- The evaluation of the performance of the students in theory papers shall be on the basis of Semester Examination of 40 marks.
- Question Paper of Theory will be set in the view of the /in accordance with the entire Syllabus and preferably covering each module of syllabi.

**STANDARD OF PASSING:**

As Prescribed under rules & regulation for each degree / programme.

**NATURE OF QUESTION PAPER AND SCHEME OF MARKING (Theory):**

<b>Que.1. Multiple Choice Questions</b>	<b>5 marks</b>
<b>Que.2. Short Notes (Any three out of five)</b>	<b>15 marks</b>
<b>Que.3. A) Essay Type Questions</b>	<b>10 marks</b>
<b>Or</b>	
<b>B) Essay Type Questions</b>	
<b>Que.4. A) Essay Type Questions</b>	<b>10 marks</b>
<b>Or</b>	
<b>B) Essay Type Questions</b>	

**EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)**

<b>Old Course</b>	<b>New Course</b>
<b>Psychological Testing</b>	<b>Psychological Testing</b>
<b>Counselling Psychology</b>	<b>Counselling Psychology</b>
<b>Personal Psychology</b>	<b>Developmental Psychology</b>
<b>Psychology of Organizational Behaviour</b>	<b>Psychology of Organizational Behaviour</b>
<b>Practical: Psychological Tests</b>	<b>Practical: Psychological Tests</b>

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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**Semester-VI Course Code: DSE – E –211**

**i) Paper** **XII**

**ii) Title of the paper** **: PSYCHOLOGICAL TESTING**

**iii) Specific Objectives** **:**

- 1) To make the students familiar with the field of psychological testing in general.
- 2) To acquaint the students with the nature, types, applications, reliability and
- 3) To make the students to understand the nature and other description of personality tests.

<b>iv) Module</b>	<b>No. of Credits</b>
Module 1: The nature and uses of psychological testing	01
Module 2: Reliability and Validity: Basic concepts	01
Module 3: Individual tests of Intelligence and Achievement	01
Module 4: Psychological Assessment and Personality Tests	01

**V. Recommended reading**

**a) Book for Study:**

Aiken, Lewis, R. (2009). Psychological Tests and Assessment. 12th Ed. Pearson Education.

Anastasi, Anne & Urbina, Susana (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice- Hall of India Pvt. Ltd., (2003)

**b) Books for Reference:**

Gregory, Robert, J. (2014). Psychological Testing: History, Principals and Applications. Sixth Ed., Pearson Education.

Kaplan, Robert, M. & Saccuzzo, Dennis, P. (2005). Psychological Testing: Principles, Applications and Issues. 6th Ed., Canada: Wordsworth Cengage Learning.

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.

Barve, B.N. & Narake, H.J. (2008). Manomapan, Nagpur: Vidya Prakashana.

Desai, B. & Abhyankar, Shobhana (2007). Manasashatriya Mapan, Pune: Narendra Prakashana.

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**PAPER- XII: Psychological Testing**  
**DSE – E - 211**

**Module 1: The nature and uses of psychological testing**

Definition of a test

Types of tests

Uses of testing

Influence of the Examiner

**Module 2: Reliability and Validity: Basic concepts**

Reliability

a) Meaning of Reliability

b) Types of Reliability

i. Test -Retest Reliability

ii. Alternate- Form Reliability

iii. Split-Half Reliability

iv. Scorer Reliability

Reliability of speeded test

Validity

a) Meaning of validity

b) Content-description Procedures

c) Criterion- Prediction Procedures

d) Construct- Identification Procedures

**Module 3: Individual tests of Intelligence and Achievement**

The Wechsler scales of Intelligence

The Wechsler subtests: Description and analysis

Stanford-Binet intelligence scales (SBIT): Fifth edition

Individual tests of Achievement

#### **Module 4: Psychological Assessment and Personality tests**

##### A) Personality tests-Expression Techniques

- i) The draw- A - person test
- ii) The house- tree - person test (H-T-P)

##### B) Projective Techniques

- i) Rorchach Ink Blot Test
- ii) Thematic Apperception Test

##### Assessment of normality

##### A) Sixteen Personality Factor Questionnaire (16 PF)

##### B) NEO personality inventory - revised (NEO-PI-R)

##### Measures of emotional Intelligence

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**Semester-VI Course Code: DSE – E –212**

**(i) Paper: XIII**

**(ii) Title of the paper: Counselling Psychology**

**(iii) Specific Objectives:**

1. To make the students familiar with the field of Counselling Psychology.
2. To acquaint students with the applications of Counselling Psychology in the fields of Career, School, College Counselling and student-life services.

<b>(iv) Module</b>	<b>No. of Credits</b>
Module 1: Introduction and Professional Aspects of Counselling Psychology	01
Module 2: Career Counselling	01
Module 3: Professional School Counselling	01
Module 4: College Counselling and Student- life Services	01

**V. Recommended reading**

**a) Book for Study:**

Gladding, S.T.,and Batra Promila (2018). Counselling : A Comprehensive Profession. Eighth Edition. Third Impression, Pearson Education Inc.

**(vi) Books for Reference:**

David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers,  
Gladding, S.T.(2014). Counseling : A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.

Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.

Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited,.

Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.

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**PAPER- XIII: COUNSELLING PSYCHOLOGY**

**DSE – E - 212**

**MODULE 1. Introduction and Professional Aspects of Counselling**

Introduction

- A. Definition of Counselling
- B. Guidance
- C. Psychotherapy

Current Trends in 21st Century

- A. Dealing with Violence, Trauma and Crises
- B. The Challenge of Managed Care
- C. Promoting Wellness
- D. Concern for Social Justice and Advocacy
- E. Greater Emphasis on Technology

Professional Aspects of Counselling

- A. Inspection
- B. Registration
- C. Certification
- D. Licensing

**MODULE 2. Career Counseling**

The Importance and Scope of Career Counselling

- A. Important Aspects of Career Counselling
  - B. The Scope of Career Counseling and Careers
- Career Development Theories and Counselling

- A. Trait-and –Factor Theory
- B. Developmental Theories
- C. Social-Cognitive Career Theory

Career Counseling with Diverse Populations

- A. Career Counselling with Children
- B. Career Counselling with Adolescents
- C. Career Counselling with College Students

### **MODULE 3. Professional School Counselling**

The ASCA Model

- A. The ASCA Model Areas
- B. School Counselors at Various Levels

Elementary School Counselling

- A. Emphases and Roles
- B. Activities
- C. Prevention

Middle School Counselling

- A. Emphases and Roles
- B. Activities
- C. Prevention

Secondary School Counselling

- A. Emphases and Roles
- B. Activities
- C. Prevention

### **MODULE: 4 College Counselling and Student-Life Services**

The Beginning of Student-Life-Services and College Counselling

The Theoretical Bases and Professional Preparation for Working With  
College Students

- A. Theoretical Bases
- B. Professional Preparation

College Counseling

- A. Emphases and Roles
- B. Activities

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

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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**PAPER- XIV: DEVELOPMENTAL PSYCHOLOGY**

**DSE – E- 213**

**Module 1: An Introduction to Lifespan Development**

An orientation of life span development

- A. Defining Lifespan Development
- B. The scope of the field of lifespan development

Research Methods

- A. Experiments: Determining Cause and Effect
- B. Measuring Developmental Change

Earliest Development

- A. Genes and Chromosomes: The Code of Life
- B. Multiple Births: Two- or More- for the Genetic Price of life
- C. Boy or Girl? Establishing the sex of the Child

Prenatal Growth and Change

- A. Fertilization: The moment of Conception
- B. The Stages of the Prenatal Period: The Onset of Development
- C. Pregnancy Problems

**Module 2: Infancy and Childhood**

Developing the Roots of Sociability

- A. Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?
- B. Stranger Anxiety and Separation Anxiety: It's Only Natural
- C. Social Referencing: Feeling What Others Feel

Intellectual Development

- A. Piagetian Approaches to Cognitive Development
- B. Information Processing in Middle Childhood
- C. Vygotsky's Approach to Cognitive Development

The Developing Self

- A. Psychosocial Development in Middle Development
- B. Self-esteem: Developing a Positive – or Negative – View of the Self

### **Module 3: Adolescence**

Identity: Asking “Who Am I?”

- A. Self –Concept and Self- Esteem
- B. Identity Formation: Changes or Crisis?
- C. Depression and Suicide : Psychological Difficulties in Adolescence

Relationships : Family and Friends

- A. Family Ties : Changing Relations with Relations
- B. Relationship with Peers : The Importance of Belonging

Dating and Sexual Behavior

- A. Dating and sexual relationships in the twenty- first century.
- B. Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

### **Module 4: Adulthood**

Choosing a Career

- A. Career Choices, Skill Development and Government Policies in India
- B. Gender and Career Choices
- C. Why Do People Work? More Than Earning a Living

Health

- A. Wellness and Illness: The Ups and Downs of Middle Adulthood
- B. Individual Variations in Health: Socioeconomic Status and Gender Difference

Personality Development

- A. Two Perspectives on Adult Personality Development: Normative Crisis versus Life events
- B. Erikson’s Stage of Generativity versus Stagnation

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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**Semester-VI Course Code: DSE – E –214**

- (i) **Paper** **XV**
- (ii) **Title of Paper** **: Organizational Behaviour**
- (iii) **Learning Objectives:** This paper has four main learning objectives. Upon successful completion of the course students should:
1. Gain an understanding of key concepts in organizational behaviour.
  2. Gain an understanding of the idea of personality, job satisfaction and leadership.
  3. Gain an understanding of the group processes.
  4. Be able to understand the fundamental change processes of organization.
- (iv)
- | <b>Module</b>                            | <b>No. of Credits</b> |
|--|-----------------------|
| Module 1: Organizational Behaviour (OB)  | 01                    |
| Module 2: The Individual                 | 01                    |
| Module 3: Foundations of Group Behaviour | 01                    |
| Module 4: Organizational Change          | 01                    |
- (v) **Recommended Reading:**  
Robbins, S., Timothy A., Vohra, N. (2013). *Organizational Behavior* (15<sup>th</sup> Edition). Delhi: Pearson Education, Inc.

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**PAPER-XV: ORGANIZATIONAL BEHAVIOR**  
**DSE – E- 214**

**Module 1: Organizational Behavior (OB)**

Importance of Interpersonal Skills

What managers do?

- A) Management functions and roles
- B) Management skills
- C) Effective versus successful managerial activities

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

**Module 2: The Individual**

Personality

- A) What is personality?
- B) The Myer-Briggs Type indicator
- C) The Big Five Personality Model

Attitudes and Job Satisfaction

- A) What are the major Components of Attitudes?
- B) What are the major job attitudes?
- C) Measuring Job Satisfaction, How Satisfied are people in their Jobs?  
What Causes Job Satisfaction?
- D) The Impact of Satisfied and Dissatisfied Employees on the Workplace?

Leadership

- A) What is Leadership: Trait Theories?
- B) Behavioral Theories
- C) Contingency Theories.
- D) Charismatic Leadership and Transformational Leadership

**Module 3: Foundations of Group Behaviour**

Defining and classifying groups

Stages of Group Development: Five-Stage model

Group properties

- A) Roles and Norms

- B) Cohesiveness and Diversity
- Group Decision Making
  - A) Group versus Individual
  - B) Group Decision Making Techniques

**Module 4: Organizational Change**

- Forces for Change and planned change
- Resistance to change
- Approaches to manage organizational change
  - A) Lewin's three-step model
  - B) Kotter's Eight-step plan for implementing change
- Creating a culture for change
  - A) Stimulating a culture of innovation
  - B) Creating a learning organization

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2020 and April, 2021 for the benefit of repeater students.)

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## **SCHEME OF PRACTICAL EXAMINATION:-**

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates psychological tests, and statistical problems.
- The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 40 marks.
- Psychological tests and statistical problems should be set for semester -VI
- In the semester practical examination, the candidate has to administer one psychological test allotted to him / her and solve one statistical problem for Semester-VI
- The candidate has to bring his / her own testee/subject for practical examination.

## **STANDARD OF PASSING:**

As Prescribed under rules & regulation for each degree / programme.

## **NATURE OF QUESTION PAPER**

The candidate will be asked to administer one psychological test allotted to him / her and to write its full report.

The candidate in a practical batch will have to solve one statistical problem. As a different statistical problem has to be set, separate question paper will be set for each batch of each practical.

## **SCHEME OF MARKING**

1. Journal	:	10 Marks
2. Statistical Problem	:	10 Marks
3. Conduct	:	07 Marks
4. Report Writing	:	08 Marks
5. Oral (Tests)	:	05 Marks
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<b>TOTAL</b>	<b>:</b>	<b>40 Marks</b>

**NOTE:**

1. There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
2. Six psychological tests should be conducted from the list given for Semester –VI.
3. The student has to submit a journal duly signed by the course teacher and the head of the department before practical examination.
4. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.



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**PAPER – XVI: PRACTICAL (PSYCHOLOGICAL TESTS)**  
**DSE – E - 215**

1. Interest Inventory
2. Attitude Scale
3. Anxiety Scale
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. Attitude toward Sex
17. Social Change Scale
18. Stress Management Scale

**• Statistical Problems**

A) Pearson's product moment correlation (Calculations from actual scores)

B) Independent 't' test

(Write the calculated values are significant at the 0.01 / 0.05 level or not)