



**Vivekanand Education Society's
College of Arts, Science and Commerce
(Autonomous)**

Sindhi Society, Chembur, Mumbai, Maharashtra-400071.

Accredited by NAAC "A Grade" in 3rd Cycle-2017

Best College Award – Urban Area, University of Mumbai (2012-13)

Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the

University of Mumbai

Syllabus for

Program: B.A. (Psychology)

(Program code: UMJBAPS5)

**As per Choice Based Semester and Grading System
(CBSGS) with effect from Academic Year 2023- 2024**

Program Outcomes (PO):

A learner completing B.A. will be able to:

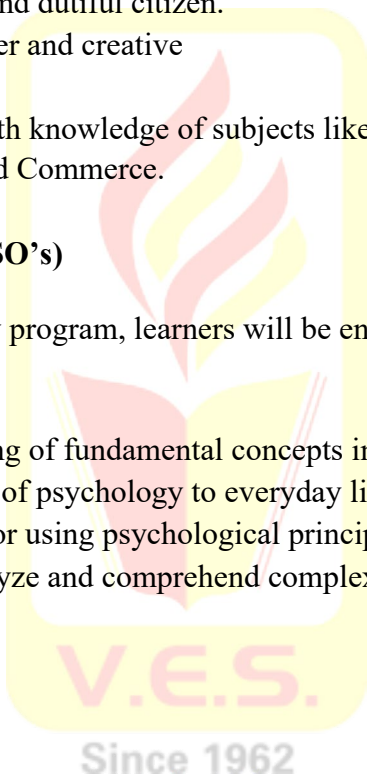
- PO1 Demonstrate analytical skills in applying appropriate arts principles and Methodologies to solve a wide range of problems.
 - PO2 Design, carry-out research and analyze results by accounting for uncertainties in Different quantities measured using various social/scientific instruments.
 - PO3 Demonstrate professional behavior of being unbiased, and truthful in all aspects of Work as an individual as well a team.
 - PO4 Be generally imbued with realization of human values.
 - PO5 Develop a sense of social service.
 - PO6 Become a responsible and dutiful citizen.
 - PO7 Develop a critical temper and creative
 - PO8 ability.
- Acquaint the learner with knowledge of subjects like Economics, Psychology, Sociology, Business and Commerce.

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Program Specific Outcomes (PSO's)

On completion of BA Psychology program, learners will be enriched with knowledge and be able to

- PSO1 Develop an understanding of fundamental concepts in Psychology.
- PSO2 Able to apply principles of psychology to everyday life.
- PSO3 Research human behavior using psychological principles.
- PSO4 Able to statistically analyze and comprehend complex psychological phenomenon empirically.





VIVEKANAND EDUCATION SOCIETY'S
College of Arts, Science and Commerce

(AUTONOMOUS)

NAAC Re-accredited 'A' Grade (2017)
Best College Award (Urban Area: Year 2012-13) University of Mumbai
Recipient of FIST Grant (DST) **Recipient of STAR College Grant (DBT)**

VIVEKANAND EDUCATION SOCIETY'S COLLEGE
OF ARTS, SCIENCE AND COMMERCE
(AUTONOMOUS)

NEP HOLISTIC DEVELOPMENT BASED
CURRICULUM FRAMEWORK

For T. Y. B. A. PSYCHOLOGY
Undergraduate Program

TERM I

From

Academic
year

Since 1962
2025-2026

Course Learning Objective

The objective of this course is:

1. To help students in building knowledge of the basic concepts and modern trends in Abnormal Psychology.
2. Educate about early and contemporary theories & research in Abnormal psychology
3. To facilitate understanding of human behavior.
4. To foster interest in Abnormal Psychology as a field of study.

Course Learning Outcomes

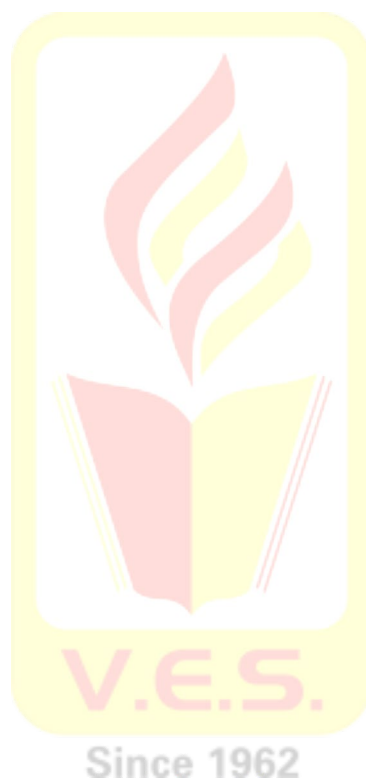
After completing the course:

- a) Learner will
 1. Develop understanding of the basic concepts and theories of Abnormal Psychology.
 2. Develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
 3. Become more sensitized to and equipped to deal with various issues related to Mental Health in society.
- b) Knowledge of Abnormal Psychology will help learner for higher education and also to pursue a professional career in Clinical Psychology.

Module 1	Name of the module	[60L]
<u>Unit 1:</u>	<u>Understanding Psychopathology: An Integrative Approach to Psychopathology</u> <ol style="list-style-type: none"> a) Understanding Psychopathology: What is a Psychological Disorder? The science & historical conceptions of abnormal behavior. b) One-Dimensional Vs Multidimensional Models c) Genetic contributions to Psychopathology d) Neuroscience and its Contribution to Psychopathology e) Behavioural & Cognitive Science. 	(15L)
<u>Unit 2:</u>	<u>Clinical Assessment & Diagnosis</u> <ol style="list-style-type: none"> a) Assessing Psychological Disorders: Key concepts, clinical interview, physical examination, behavioural assessment, psychological testing, neuropsychological testing, neuroimaging, psychophysiological assessment. b) Diagnosing Psychological Disorders: Classification issues, diagnosis before 1980, DSM-III to DSM-5, creating a diagnosis. 	(12L)

<u>Unit 3:</u>	<u>Anxiety, Trauma & Stressor related, and Obsessive Compulsive and related disorders</u> a) The complexity of Anxiety Disorders b) Anxiety Disorders: GAD, Panic and Agoraphobia, Specific Phobia, Social Anxiety Disorder. c) Post Traumatic Stress Disorder (PTSD) d) Obsessive –Compulsive Disorder (OCD) e) Body Dysmorphic Disorder f) Other Obsessive-compulsive and related disorders: Hording Disorder, Trichotillomania and Excoriation.	(18L)
<u>Unit 4:</u>	<u>Somatic Symptom & related Disorders and Dissociative Disorders</u> a) Somatic Symptom and Related Disorder: Somatic Symptom Disorder, Illness Anxiety Disorder, Psychological factors affecting medical condition, Conversion Disorder. b) Dissociative Disorders: Depersonalization-Derealization Disorder, Dissociative Amnesia, Dissociative Identity Disorder.	(15L)
<u>Ref:</u>	<u>Book for Study</u> Barlow, D. H., Durand, V.M., Hofman, S. G. (2021). <i>Abnormal Psychology: An Integrative Approach</i>. (8th Ed), CENGAGE Learning India. <u>Books for reference:</u> 1. Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). <i>Abnormal Psychology</i> . (16 th ed.). Pearson 2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). <i>Abnormal Psychology</i> . New Jersey: Pearson Prentice Hall 3. Bennet, P. (2003). <i>Abnormal and Clinical Psychology: An Introductory Textbook</i> . Open University Press 4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). <i>Abnormal Psychology</i> . (16th ed.). Pearson education 5. Dhanda, Amita. (2000). <i>Legal Order and Mental Disorder</i> . New Delhi, Sage publications pvt ltd 6. Hecker, J.E., & Thorpe, G.L. (2005). <i>Introduction to clinical Psychology: Science, practice, and ethics</i> . New Delhi, Pearson education, Indian reprint 2007 7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). <i>Abnormal Psychology</i> . (12th ed.). International student version, John Wiley & Sons, Singapore 8. Nolen-Hoeksema, S. (2014). <i>Abnormal Psychology</i> . (6th ed.). New York: McGraw-Hill. 9. Oltmanns, T. F., & Emery, R. E. (2010). <i>Abnormal Psychology</i> . 6th ed., New Jersey: Pearson Prentice Hall	

	<p>10. Ray, W.J. (2013). Abnormal Psychology: neuroscience perspectives on human behaviour and experience. Sage Publications, USA</p> <p>11. Whitbourne, S. K., &Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw</p>	
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Course Learning Objective

The objective of this course is:

1. To help students in building knowledge of the basic concepts and modern trends in Cognitive Psychology.
2. Educate about early and contemporary theories & research in Cognitive psychology.
3. To facilitate understanding of human cognition.
4. To foster interest in Cognitive Psychology as a field of study.

Course Learning Outcomes

After completing the course:

- a). Learner will
 1. Develop understanding of the basic concepts and theories of Cognitive Psychology.
 2. Develop insight into theoretical aspects of cognitive processes
- b). Knowledge of Cognitive Psychology will help learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

Module 1	Name of the module	[60L]
<u>Unit 1:</u>	<u>Perception: Recognizing Patterns and Objects</u> a) Introduction & Fundamental Concepts b) Human Perceptual Systems c) Recognition d) Social Perception	(15L)
<u>Unit 2:</u>	<u>Attention and Consciousness</u> a) Introduction b) Attention c) Consciousness	(12L)
<u>Unit 3:</u>	<u>Sensory, Short Term and Working Memory</u> a) Introduction b) Sensory Memory c) Short Term Memory d) Working Memory	(18L)
<u>Unit 4:</u>	<u>Long-Term Memory</u> a) Introduction b) Memory and amnesia c) The structure of LTM d) Non-declarative memory e) Declarative memory	(15L)

<p><u>Ref:</u></p>	<p><u>Book for Study</u></p> <p>Gilhooly, K.; Lyddy, F. & Pollick F. (2014). <u>Cognitive Psychology</u>, McGraw Hill Education</p> <p><u>Books for reference:</u></p> <ol style="list-style-type: none"> 1) Ashcraft, M. H. & Radvansky, G. A. (2009). <i>Cognition</i>. (5th ed), Prentice Hall, Pearson education 2) Francis, G., Neath, I., & VanHorn, D. (2008). <i>Coglab 2.0 on a CD</i>. Wadsworth Cengage Learning, international student edition 3) Galotti, K.M. (2014). <i>Cognitive Psychology: In and Out of the Laboratory</i>. (5th ed.). Sage Publications (Indian reprint 2015) 4) Goldstein, E. B. (2007). <i>Psychology of sensation and perception</i>. New Delhi: Cengage learning India, Indian reprint 2008 5) Matlin, M.W. (2013). <i>Cognitive Psychology</i>, 8thed., international student version, John Wiley & sons 6) Reed, S. K. (2004). <i>Cognition: Theory and Applications</i>. (6th ed.), Wadsworth/ Thomson Learning 7) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). <i>Cognitive Psychology – Applying the science of the Mind</i>. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd. 8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). <i>Advances in Cognitive Science</i>. Volume 1, New Delhi, Sage publications 9) Sternberg, R.J. (2009). <i>Applied Cognitive Psychology: Perceiving, Learning, and Remembering</i>. New Delhi: Cengage learning India, Indian reprint 2009 10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). <i>Cognitive Psychology</i>. Pearson education, New Delhi, first Indian reprint 2014 11) Surprenant, A.M., Francis, G., & Neath, I. (2005). <i>Coglab Reader</i>. Thomson Wadsworth 	
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Major /Core Course- I (PAPER 11)

COURSE TITLE: PRACTICALS IN COGNITIVE PROCESSES

AND PSYCHOLOGICAL TESTING: PART I

COURSE CODE: UMPYS5- 303 [CREDITS-02]

Course Learning Objective

The objective of this course is:

To facilitate the understanding of theoretical concepts of experimental psychology through experiential learning, learn the processes involved in scientific inquiry, develop critical approach and understand use of statistical analysis in psychological research by

1. Introducing the students to Practicals in Cognitive Processes and Psychological Testing: through practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data, using APA format for report writing.
2. Introducing the students to Psychological Testing: administration, scoring and interpretation of the psychological tests, understanding the concepts of reliability and validity and nuances of procedures and ethical issues.
3. Orienting the students to computer-based experiments (Coglab) and sensitize them to methodological issues, strengths and limitations of use of computers for conducting experiments in psychology.
4. Helping students develop skills for evaluation of a research paper and write a research report.

Course Learning Outcomes

After completing the course:

Learner will able to

1. Translate theoretical concepts into application-based experiments.
2. Conduct experiments following standardized procedure.
3. Apply statistical tests and analyze the data collected.
4. Write reports on research conducted using APA format.
5. Make sense of the research papers on any given topic

Module 1	Name of the module	
Unit 1:	<u>Introduction to Experimental Psychology and Statistics in Psychological Research</u>	
	<ol style="list-style-type: none">a) Variables – Types, Operational definitionb) Designs – Types (one IV and two IV), Sampling, Randomization and Counterbalancingc) Hypotheses – Types – Null and Alternatived) Statistical Analysis –Inferential statistics - t test, F Test, statistical significancee) Introduction to Scales of Measurementf) Report writing – APA format	

<u>Unit 2:</u>	<u>Practice Exercises – Two exercises</u> <ol style="list-style-type: none"> Experimental Situation given – Discuss design, hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues. Variables given – Design experiment, frame hypothesis, discuss Statistical Analysis, Ethical Issues. 	
<u>Unit 3:</u>	<u>Practice Experiment – One</u> <ol style="list-style-type: none"> Conduct the experiment Review Original Article Write result and discussion of group data using APA format 	
<u>Unit 4:</u>	<u>Two Experiments in Cognitive Processes</u> <ol style="list-style-type: none"> Conduct the experiments Pool group data Use appropriate statistics Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion 	
<u>Unit 5:</u>	<u>One Psychological Test</u> <ol style="list-style-type: none"> Administration, Scoring and Interpretation of the Test Writing report on the findings of the test Calculate Reliability / Validity of the test 	
	Books for reference: <ol style="list-style-type: none"> Anastasi, A. & Urbina, S. (1997). <i>Psychological Testing. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002</i> Aaron, A., Aaron, E. N., & Coups, E. J. (2006). <i>Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007</i> Cohen, J. R., & Swerdlik, M. E., (2018). <i>Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)</i> Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) <i>Research Methods in Psychology. (6th ed.) Brooks/Cole, Thomson Learning</i> Francis, G., Neath, I., & VanHorn, D. (2008). <i>Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition</i> Gilhooly, K.; Lyddy, F. & Pollick F. (2014). <i>Cognitive Psychology, McGraw Hill Education</i> Garrett, H.E. (1973). <i>Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.</i> Guilford, J.P. Fruchter, B. (1973). <i>Fundamental statistics in psychology and education. (5th ed.) New York : McGraw-Hill</i> 	

9. Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
10. Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3rd ed., Open University Press, McGraw-Hill Education
11. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
12. McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
13. Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
14. Martin, D. W. (2004). *Doing Psychology Experiments*. (6th ed.). Belmont: Thomson Wadsworth
15. Matlin, M. W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. ltd.
16. King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioural sciences*, John Wiley & sons.
17. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
18. Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
19. Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
20. Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7th ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
21. Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
22. Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Elective Course- I (PAPER 1)

COURSE TITLE: INTRODUCTION AND APPROACHES TO COUNSELLING I

COURSE CODE: UMEPYS5- 311 [CREDITS-04]

Course Learning Objective

The objective of this course is:

1. To have students develop an interest in and an understanding of Counselling concepts.
2. To have students understand counsellor's roles and responsibilities in practice environments.
3. To help students understand the theoretical foundations underlying different counselling and psychotherapeutic approaches.
4. To create a foundation in students for higher education in Counselling and a career as a professional counselor.
5. Developing sensibility towards varied socio-cultural contexts and appreciating diversity.

Course Learning Outcomes

After completing the course:

Learner will able to

1. Understand theoretical foundations underlying different counselling and Psychotherapeutic approaches
2. Critically evaluate the strengths, limitations associated with each Psychotherapeutic approach.
3. Conceptualize the human problems using various theories and approaches to counseling.
4. Identify unique features of Counselling as a profession.
5. Understand the process to be followed while helping people and roles and responsibilities of the counselor.

Module 1	Name of the module	[60L]
Unit 1:	<u>Introduction to Counselling</u> a) Counselling as a profession- Definition of counselling, The Counselor as a Therapeutic Person, Personal Characteristics and values of Effective Counselors, Personal Therapy for the Counselor, Issues faced by beginners. b) Multicultural counselling and its importance c) Ethical issues in counselling practice.	(15L)
Unit 2:	<u>Psychoanalytic and Humanistic Approaches</u> a) Psychoanalytic Therapy b) Adlerian Therapy c) Gestalt Therapy d) Person-Centered Therapy e) Existential Therapy	(12L)
Unit 3:	<u>Behavioural & Cognitive Approaches & Family System Therapy Approaches</u> a) Behavioral Therapy, CBT, REBT, Reality Therapy b) Bowen Systems theory& Structural family counselling	(18L)

Unit 4:	<u>Brief Counselling Approaches & Group Counselling</u>	(15L)
	<p>a) Strategic (Brief) Counseling, Crisis and trauma counselling approaches. Narrative therapy</p> <p>b) Group Counselling</p>	
<u>Ref:</u>	<p><u>Book for Study</u></p> <p>Corey.G. (2017). Theory and Practice of Counseling and Psychotherapy. 10 th Edition. New Delhi: Cengage Learning India.</p> <p>Gladding, S. T. & Batra, P. (2020). Counseling: A Comprehensive Profession. 8th Edition. Pearson India Education Services Pvt Ltd.</p> <p><u>Books for reference:</u></p> <ol style="list-style-type: none"> 1. Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education 2. Francis, G., Neath, I., & Van Horn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition 3. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015) 4. Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008 5. Matlin, M.W. (2013). Cognitive Psychology, 8thed., international student version, John Wiley & sons 6. Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning 7. Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd. 8. Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications 9. Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009 10. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014 11. Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth 	

COURSE TITLE: PSYCHOLOGY OF HUMAN BEHAVIOUR AT
WORK– I

COURSE CODE: UMNPSY5- 317 [CREDITS-04]

Course Learning Objective

The objective of this course is:

1. To help students understand work teams and how they can function.
2. To acquaint them with conflict management and negotiation skills.
3. To familiarize students with psychological concepts of emotion and mood and their impact on human behaviour at work.
4. To help students understand organizational change and stress management at work places.

Course Learning Outcomes

After completing the course:

Learner will able to

1. Develop understanding of the basic concepts and theories of Organizational Behaviour
2. Develop insight into theoretical aspects of attitudes, motivation, job satisfaction and leadership as applied to workplace.

Module 1	Name of the module	[60L]
<u>Unit 1:</u>	<u>What is Organizational Behaviour?</u> a) The importance of interpersonal skills b) What managers do - management functions, roles, and skills c) Defining organizational behaviour; Disciplines that contribute to the OB field d) Challenges and Opportunities for OB - Responding to globalization; managing workforce diversity; coping with “temporariness”; helping employees balance work–life conflicts; creating a positive work environment; improving ethical behaviour.	(15L)
<u>Unit 2:</u>	<u>Attitudes and Job Satisfaction</u> a) Attitudes - Main components of attitudes; Major Job Attitudes b) Job Satisfaction - Measuring job satisfaction. What causes job satisfaction? The impact of satisfied and dissatisfied employees on the workplace	(12L)
<u>Unit 3:</u>	<u>Motivation Concepts</u> a) Defining Motivation; 4 early theories of motivation b) Contemporary theories of motivation - Goal Setting Theory, Equity Theory/ Organizational justice, Expectancy Theory	(18L)
<u>Unit 4:</u>	<u>Leadership</u> a) What is Leadership? Trait theories, Behavioural theories b) Contingency Theory – The Fiedler Model	(15L)

	<p>c) Charismatic Leadership and Transformational Leadership - Key characteristics of a charismatic leader; characteristics of transactional leaders; characteristics of transformational leaders</p> <p>d) Leading for the future: Mentoring</p>	
Ref:	<p><u>Book for Study</u></p> <p>Robbins, S. P. Judge, T. A. & Vohra, N. (2013). Organizational Behavior. (15th ed.), Indian subcontinent adaptation, New Delhi: Pearson Education, Dorling Kindersley India pvt ltd.</p> <p><u>Books for reference:</u></p> <ol style="list-style-type: none"> 1. Aquinas, P. G. (2013). Organisational Behavior Concepts Realities Application and Challenges. (2nd ed.) New Delhi: Excel Books 2. Ashliegh, A. M. (2012). The psychology of people in organizations. Pearson Education 3. Baltus, R. (2012). Personal psychology for work and life. Tata McGraw Hill 4. Dash, C. (2013). Organisational behavior. New Delhi: International Book House 5. Gibson, J.L., Ivancevich, J. M., & Konopaske, R.(2013). Organisations: Behaviour, Structure, Processes. TataMcGraw Hill 6. Greenberg, J. (2013). Behaviour in organizations (10th ed.). PHI Learning Private Limited. 7. Luthans, F. (2013). Organisational behaviour: Evidence –based approach. Tata McGraw Hill 8. McShane, S. L., Glinow, M. A., Sharma, R. R. (2012) Organisational behavior. (5th ed.): Tata McGraw Hill, New Delhi. 9. Pareek, U. & Khanna, S. (2011). Understanding organizational behavior. Oxford University Press 10. Rajendra, P. Maheshwari, J. & Mahajan, P. (2012). Business organization management. (2nd Revised ed.) New Delhi: International Book House 	

T.Y.B.A. (Psychology) SEMESTER-V

VSC – (PAPER 4)

COURSE TITLE: INTRODUCTION TO INDUSTRIAL PSYCHOLOGY

COURSE CODE: UVSPYS5-326 [CREDITS-02]

Course Learning Objective

The objective of this course is:

1. To help learners understand and build knowledge about the basic concepts in the field of Industrial Psychology.
2. To help learners learn about the application of psychological principles in the world of work
3. To facilitate in learners a foundation for higher education and a professional career in Industrial Psychology.

Course Learning Outcomes

After completing the course:

Learner will able to

1. Explain the importance of psychology concepts used on recruitment and training process
2. Explain how performance appraisal and training programs are organized by psychologist
3. Apply course material to better understand work situations and role of industrial psychologists

Module 1	Name of the module	[30L]
Unit 1:	<u>Concepts and process in Industrial Psychology</u> A: Introduction to Industrial Psychology a) What Is I/O Psychology? b) I/O Psychology as a profession & as a science c) History of the field of I/O Psychology B: Job Analysis d) What is job analysis: The job-oriented approach & the person-oriented approach. e) Purposes of job analysis. f) How job analysis information is collected; approaches to collecting job analysis information C: Performance Appraisal g) Why do we appraise employees? Performance criteria h) Methods for assessing job performance: 360-degree feedback	(15L)
Unit 2:	<u>Assessment Methods for Selection & Training</u> A: Assessment Methods for Selection a) Job-Related characteristics. b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed c) Biographical information, interviews, work samples, assessment centers & electronic assessment.	(15L)

	<p>B. Training</p> <ul style="list-style-type: none"> d) Needs assessment e) Training design: trainee characteristics; design factors; work environment f) Training methods: Audiovisual instruction, auto instruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching 	
Ref:	<p>Book for study</p> <p><i>Spector, P. E. (2012). Industrial and organizational psychology: Research and practice. Singapore: Wiley. (Indian reprint 2016)</i></p> <p>Books for reference:</p> <ol style="list-style-type: none"> 1. Aamodt, M. G. (2016). <i>Industrial/organizational psychology: An applied approach</i>. Cengage Learning. 2. Conte, J. M., & Landy, F. J. (2013). <i>Work in the 21st century: an introduction to industrial and organizational psychology</i>. 3. Conte, J. M. (2024). <i>Work in the 21st Century, with EEPUB Access: An Introduction to Industrial and Organizational Psychology</i>. John Wiley & Sons. 4. Muchinsky, P. M. (2006). <i>Psychology applied to work: An introduction to industrial and organizational psychology</i>. Thomson Wadsworth. 5. Myers, C. S. (2013). <i>Industrial psychology</i>. Read Books Ltd. 6. Riggio, R. E. (2015). <i>Introduction to industrial and organizational psychology</i>. Routledge. 7. Spector, P. E. (2021). <i>Industrial and organizational psychology: Research and practice</i>. John Wiley & Sons 	

Since 1962

As per recommendation of the board of studies Indian psychology to be incorporated wherever possible



Vivekanand Education Society's College of Arts, Science and Commerce (Autonomous) Sindhi Society, Chembur, Mumbai, Maharashtra - 400 071.

Accredited by NAAC "A Grade" in 3rd Cycle-2017.

Best College Award- Urban Area, University of Mumbai (2012-13) Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the University of Mumbai

Evaluation Scheme

As per NEP 2020 with effect from Academic Year

2023-2024

Modality of Assessment

The performance of the learners for those exams having Semester End Examinations and Internal Assessment shall be evaluated in two parts as per the following ratio:

Semester End Examination: Internal Assessment [60:40]

The learner's performance shall be assessed by conducting the **Semester-end Examination with 60% marks** and **Continuous Internal Assessment (CIA) with 40% marks**. Practical Examination will consist of Semester-end examination.

Students will have to score 40% of marks INDIVIDUALLY in Internal assessment as well as Semester-end Examination to pass the course.

Internal Assessment: It is defined as the assessment of the learners on the basis of internal evaluation by way of participation of learners in various academic and correlated activities in the given semester of the programme.

Semester End Assessment: It is defined as the assessment of the learners on the basis of Performance in the Semester-end Theory/ Practical examination.

Table-1- Mode of Assessment under NEP 2020

Name of the course	Nature of Evaluation & Mode of Assessment	Credits	Duration	Marks
Major/ Minor Subject Course (Theory)	1. Internal (40%) (Table 2)	4-Credit	-	40
	2. Semester-end Examination (60%)		2 hrs	60
Major/ Minor Subject Course (Theory)	1. Internal (40%) (Table 2)	2-Credit		20
	2. Semester-end Examination (60%)		90 min	30
Major (Practical)	Semester-end Examination	2-Credit	-	50
Minor Course	a. Theory-Semester-end Examination	1 -Credit	60 min	25
	b. Option 1-Internals(Table-2) OR b. Option 2-Practicals (Table-3)	1 -Credit	-	25
Open Electives (OE)	Continuous Internal Evaluation Assignments/ Presentations/ Group Discussion/ Case Studies etc. Any two modes of assessment with evaluation at Department level (25 Marks Each)	2-Credit	-	50
Vocation Skill Course (VSC) - Option 1(Theory OR Practical)	a. Theory-Semester end examination	2-Credit	90 min	50
	b. Option 1-Internals(Table-2) OR b. Option 2-Practicals (Table-3)			
Vocational Skill Course (VSC) - Option 2 (Theory & Practicals/Internals)	a. Theory-Semester-end examination)	1 -Credit	60 min	25
	b. Option 1-Internals(Table-2) OR B. Option 2-Practicals (Table-3)	1 -Credit	-	25
Skill Enhancement Course (SEC) - Option 1(Theory OR Practicals)	a. Theory-Semester end examination)	2-Credit	90 min	50
	b. Option 1-Internals (Table-2) OR b. Option 2-Practicals (Table-3)			
Skill Enhancement Course (SEC) - option 2 (Theory & Practicals/Internals)	a. Theory-Semester end examination)	1 -Credit	60 min	25
	b. Option 1-Internals(Table-2) OR b. Option 2-Practicals (Table-3)	1 -Credit	-	25
VSC & SEC-	1. Internal (40%) - Table 2	4-Credit	-	40

VSEC (Combined Commerce(Aided) & SFC/Autonomous courses)	2. Semester-end Examination (60%)		2 hrs	60
Ability Enhancement Course (AEC)	Semester-end examination	2-Credit	90 min	50
Value Education Course (VEC)	Continuous Internal Evaluation - Assignments/ Presentations/ Group Discussion/ Case Studies etc. Any two modes of assessment with evaluation at Department level (25 M Each)	2-Credit	-	50
Indian Knowledge system (IKS)	CIE-Assignments/ Presentations/ Group Discussion/ Case Studies/ Home Assignments etc. Any two modes of assessment with evaluation at Department level (25 M Each)	2-Credit	-	50
On Job training (OJT) /NSS / NCC/ Co-curricular Course (CC)/ Field project (FP)/ Internship	CIE-Tests, Essays, Articles, Group assignments/ Reports/ Journals/ Diaries/ Reviews/ Dissertations/ Observations of Students (As per the nature of the course)	2-Credit	-	

Note: CC-Co-curricular Courses include involvement/ participation in various areas such as Cultural Activities, Departmental activities, Fine/ Applied/ Visual/ Performing Arts, Sports and fitness, NSS/ NCC, DLLE, The Sunday School (TSS), Health & Wellness, Yoga education etc. Record of involvement /participation by students has to be documented with signatures of staff concerned in students' CC Cards.

Table - 2

Theory - Mode of assessment-Continuous Internal Assessment [40%]

Evaluation type
<ol style="list-style-type: none"> 1. Assignments. 2. Project based learning activities (Group Discussion Research/ Case studies/ Reports / Assignments / Presentations / Skit / Poster / etc.). 3. Class Test (Objective - Multiple Choice Questions/ Subjective). 4. Active participation in class activities. 5. Overall conduct as a responsible student with respect to good behaviour, leadership qualities, interpersonal skills etc.

Table-3**Semester End Examination for Practical Assessment -50 marks (2-Credit)-****Major/Minor**

[To be conducted at departmental level]

A	Any one/ more experiment/s	35
B	Viva	10
C	Journal	05
	Total	50 Marks

External Evaluation Paper pattern (Total 30 Marks, Duration 90 Minutes)

Attempt all questions

(Short notes can be asked in any two out of the four questions in Part B)

Q.1 Essay Type: A or B (based on Module 1)	10 Marks
Q.2 Essay Type: A or B (based on Module 2 & 3)	10 Marks
Q.3 Short Notes any 2 out of 4 (two from each module)	10 Marks

External Evaluation Paper pattern (Total 60 Marks, Duration 2 Hours)

Attempt all questions

(Short notes can be asked in any two out of the four questions in Part B)

Q.1 Essay Type: A or B (based on Module 1)	10 Marks
Q.2 Essay Type: A or B (based on Module 2)	10 Marks
Q.3 Essay Type: A or B (based on Module 3)	10 Marks
Q.4 Essay Type: A or B (based on Module 4)	10 Marks
Q.5 Short Notes any 4 out of 8 (two from each module)	20 Marks

PRACTICAL EXAMINATION – PAPER – 11 & 13

Marking scheme

Sl no	Section	Marks assigned	Remarks	
Laboratory conduct of experiment				20
1.	Instructions	10	Details shared	
2.	Conduction	10	Details shared	
Report writing				30 (11+12+7)
3.	IV & DV	3		
4.	Controls	4	(any four)	
5.	Hypothesis	2	(Null/alternative)	
6.	Design	2		
Individual discussion				
7.	Purpose			
8.	Results			
9.	Graph			
10.	Theory	2		
11.	Research	2	Any related research	
12.	Aux observation	3	From ptq, speed accuracy ,other obs	
Group data discussion				
13.	Results	2		
14.	Inferential stats	3	(any 2 reasons for using it)	
15.	Conclusion	2	Connect to theory	
VIVA				25
16.	Introduction	5		
17.	Practice expt	5		
18.	Practice exercise	5		
19.	Theory of other expt	5		
20.	Psychological test	5		

