

SAVITRIBAI PHULE PUNE UNIVERSITY



TYBA Psychology Syllabus

From the academic year 2021-22

Outcome Based Syllabus

	Semester-V	Semester-VI	
G-3 35223	SEC- 1C (Industrial and Organizational Psychology) (3)	SEC- 1D (Applied Psychology) (3)	
S-3 35221	DSE-1C (Psychological Testing) (Theory) (3)+(1) Testing Project	DSE-1D Experimental Psychology (Theory) (3)+(1) Testing Project	
S-4 35222	DSE-2C (Psychological Tests) (Practical) (3)+(1) Statistics	DSE-2D (Psychological Experiments) (Practical) (3)+(1) Statistics	
35224	SEC-2C (Personality Development-1) (2) (Value/skill based course)	SEC-2D (Personality Development-2) (2) (Value/skill based course)	
	G.E. 1 (2)	G.E.2 (2)	

- One credit is equal to one clock hour
- It is expected to refer Bloom's taxonomy

SEMESTER-V

SEC 1 C (3) : INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

After completing the course, student should be able to:

CO1: Describe the concept of industrial and organizational psychology, selection and training, evaluation and motivation at workplace.

CO2: Explain job profile, job analysis, recruitment techniques and employee training.

CO3: Identify and classify the appraisal rating system.

CO4: Compare different theories of motivation.

CO5: Evaluate the training programme and job performance.

UNIT-1: INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY- NATURE AND SCOPE

1.1: I/O Psychology: Meaning, subject matter and functions of Industrial Psychology

1.2: The history of I/O Psychology

1.3: I/O Psychology in the present

1.4: Future of I/O Psychology

UNIT-2: PERSONNEL SELECTION AND TRAINING

2.1: Job Profile, job analysis and Recruitment techniques

2.2: Interviews, psychological testing and Needs assessment for training

2.3: Psychological Principles in training and training for knowledge and skill

2.4: Evaluation of Training Programme

UNIT- 3: EVALUATING JOB PERFORMANCE, JOB SATISFACTION

3.1: Uses of performance evaluation: Downsizing, promotion, seniority

3.2: Sources of evaluation: The evaluator and performance appraisal

3.3: Appraisal rating and non-rating evaluation methods

3.4: Job satisfaction: Concept and theories

UNIT-4: MOTIVATION AND LEADERSHIP AT THE WORKPLACE

4.1: Work motivation: Concept, Self-discipline – seven step process

4.2: Need and cognitive theories: McClelland, Herzberg, Goal Setting Theory, Self Efficacy Theory

4.3: Leadership- Styles, Theories

4.4: Communication: Concept, Process

READING:

- Aamodt, M.G. (2007). *Industrial and organizational psychology: An applied approach*. US: Thomson & Wadsworth.
- Berry, L.M. (1998), reprint 2010. *Psychology at work: An introduction to Industrial and Organizational Psychology*. N.Y.: McGraw-Hill International Editions.
- French (2015). *Organization Development: Behavioral Science Interventions for Organization Improvement*, 6/e , Pearson, Education
- Gadekar, Jamale, Rasal (2013), *Audyogik va Sanghatanatmak Manasshastra*
- Luthans, F. (1995). *Organizational behavior (7th ed)*. New York: McGraw- Hill, inc.
- McShane, et al. (2006). 1st reprint. *Organizational behavior*. N.D.: Tata McGraw-Hill
- Miner, J.B. (1992). *Industrial-Organizational Psychology*. N.Y.: McGraw-Hill
- Pandit, R., Kulkarni, AV. & Gore, C. (1999). *Manasashastra: Audyogik aani vyavasayik upayojan*. Nagpur: Pimpalpure & Co.
- Robbins, S.P. & Sanghi, S. (2007). *Organizational behavior (11th Ed.)*. New Delhi: Pearson Education.
- Robbins, S.P.; Judge, T.A; and Sanghi, A (2009). *Organizational behavior*. N.D.: Pearson Prentice Hall.
- Schultz, D. and Schultz, S. E. (2006). *Psychology and work today*. 8th ed. N.D.: Pearson Edu.
- Singh (2015). *Organizational Behaviour : Text and Cases*, 2/e - Pearson, Education
- Warren (2015). *Occupational Psychology: An Applied Approach*, 1/e, Pearson Education

DSE 1 C (3): PSYCHOLOGICAL TESTING (THEORY) + (1) TESTING PROJECT

After completing the course, student should be able to:

CO1: Describe the concept of psychological test, reliability, validity and norms.

CO2: Classify and categorize psychological tests, reliability- validity-norms types.

CO3: Identify the reliability and validity of psychological tests,

CO4: Evaluate the types of norms.

CO5: Conduct testing project for behaviour analysis.

UNIT-1: INTRODUCTION OF PSYCHOLOGICAL TESTS

1.1: What is psychological test? History

1.2: Classification, characteristics

1.3: Steps in test construction

1.4: Ethical issues in test construction

UNIT-2: RELIABILITY OF TESTS

2.1: Reliability: Meaning, true score estimation

2.2: Types: Test-retest, Split-half, Parallel-form and Scorer reliability

2.3: Standard error of measurement

2.4: Reliability- Influencing factors and improvement techniques

UNIT-3: VALIDITY OF TESTS

3.1: Validity: Meaning,

3.2: Types: Content, criterion and construct

3.3: Convergent and discriminant validity

3.4: Validity: Statistical calculation method

UNIT-4: NORMS AND ITEM ANALYSIS

4.1: Meaning of norms, Norm-referencing and Criterion-referencing tests

4.2: Types of norms: Age, grade, percentile and standard-score norms

4.3: Item Analysis: Item difficulty and Item discrimination

4.4: Item response theory

FOR 1 CREDIT: GROUP TESTING:

1. For group testing, a small sample (n=30 at least) should be taken.
2. Any one standardized psychological test should be administered to the sample.
3. Responses should be scored as per the instructions given in the manual.
4. Report for group testing should be structured as follows:
 - a. Purpose of the group testing
 - b. Description of the test, e.g. author, psychometric properties, uses of test.
 - c. Tabular presentation of scores and results
 - d. Qualitative analysis, if applicable
 - e. Interpretation at group level
- f. Any other relevant finding
- g. Conclusion
- h. References

READING

Anastasi, A. & Urbina, S. (2009). Psychological testing. N.D.: Pearson Education.

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31- 35.

Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.

Hechter, M. and Opp, K. D. (2001). *Social Norms*. New York: Russell Sage Foundation.

Kaplan R.M.& Saccuzzo D.P.(2005) *Psychological Testing,Principles ,Applications and Issues*.Sixth Ed. Cengage Learning India, Pvt Ltd.

Sherif, M. (1936). *The Psychology of Social Norms*. New York: Harper and Row. Asch, S. (1952). *Social Psychology*. (Englewood Cliffs, NJ: Prentice Hall)

Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.

DSE 2 C (3): PSYCHOLOGICAL TESTS + (1) STATISTICS

After completing the course, student should be able to:

CO1: Describe mapping of human behaviour.

CO2: Explain general ability testing, personality, adjustment and attitude.

CO3: Identify and classify the intellectual ability and personality patterns.

CO4: Conduct testing and evaluate intellectual ability, personality traits, adjustment and attitudes of participant.

CO5: Analyze statistical methods employed in behaviour analysis.

I] GENERAL AND SPECIAL ABILITY TESTING (any two)

1. Malin's Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Binet Kamath Test
4. Test of Creativity
5. Differential Aptitude Tests (DAT)- Any two sub tests
6. Dexterity test

II] PERSONALITY (any two)

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test
4. 16 PF
5. Introversion-Extraversion Test
6. Interest inventory
7. Type A and Type B personality test.

IV] ADJUSTMENT (any one)

1. Family
2. School
3. Marriage
4. Expectations from the Life partner Scale

V] TESTING OF ATTITUDE (any one)

1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale.

FOR 1 CREDIT: STATISTICS:

1. Frequency distribution, Normal Probability curve
2. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data
3. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped data.

READINGS:

Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.

Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.

Chadha N.K.(2009),*Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.

Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.

Garrett, Henry E. (2006). *Statistics in Psychology and Education*(1st Indian reprint).Surjeet Publications, Delhi-7.

Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.

Kaplan R. M. & Saccuzzo D.P.(2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.

Mangal, S. K. (2009).*Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

SEC 2 C (2) (VALUE/SKILL-BASED COURSE) : PERSONALITY DEVELOPMENT-1

After completion of this course, student should be able to:

CO1: Describe the concept of personality.

CO2: Identify and classify various personality traits.

CO3: Correlate real life behavioural patterns with theoretical assumptions.

CO4: Apply psychological skills in daily life situations.

UNIT-1: PERSONALITY

- Concept and Role of Personality: Definitions,
- Factors affecting personality

UNIT -2: TRAITS

- Personality Traits
- The 7 habits of highly effective people

UNIT -3: FIVE PILLARS OF PERSONALITY DEVELOPMENT

- Introspection,
- Self- Assessment,
- Self-Appraisals,
- Self-Development,
- Self-Introduction

READINGS:

Covey Stephen (2004). The 7 habits of highly effective people. Franklin Covey Co.

Hurlock Elizabeth (1988). Personality Development, McGraw Hill

Natu, S.A, (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune

SEMESTER-VI

SEC 1 D (3): APPLIED PSYCHOLOGY

After completing the course, student should be able to:

CO1: Describe the concept of applied psychology, educational psychology, family structure and developmental patterns.

CO2: Know the clinical psychology related mechanisms, social issues, and criminal behavior.

CO3: Classify the intellectual ability, abnormality, criminal behavior.

CO4: Identify the problems and solutions in the field of education,

CO5: Evaluate the interpersonal relations.

CO6: Apply psychological remedies to assess abnormal behaviour, to tackle the social issues and to rectify the problematic behaviour.

UNIT-1: INTRODUCTION APPLIED PSYCHOLOGY

1.1 Definition, Nature and Scope of applied Psychology

1.2 Fields of Applied psychology

1.3 Clinical applications (classification of mental disorders DSM V , ICD 10 , therapies – CBT, Client centered therapy, REBT)

1.4 Cognitive Neuro Science (nature and major applications – PNI, EEG, MRI, CT, PET etc)

UNIT-2: APPLICATIONS IN EDUCATION

2.1 Definition, Nature and Scope of Educational Psychology

2.2 Effective Teaching – Learning Methodologies / Pedagogies (group discussions, projects, presentations, interactive methods)

2.3 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, Intellectual Disabilities (ID)

2.4 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education, Ashramshalas

UNIT-3: FAMILY AND DEVELOPMENTAL APPLICATIONS

3.1 Definition, Nature and Scope of Developmental Psychology

3.2 Issues of Adolescents (stress and strain, identity crisis, adjustment to physiological and psychological changes)

3.3 Family and Marital Problems and Solutions

3.4 Love, Relationships (dating, live in) and Break Ups

UNIT-4: SOCIAL ISSUES AND NEW TRENDS IN APPLIED PSYCHOLOGY

4.1 Role of Psychologists in tackling Social Issues (interventions, research, policy level work)

4.2 Psychology of Terror, Psychology of Corruption

4.3 Definition, Nature and Fields (correctional, investigative)

4.4 Criminal Psychology, Cyber Crimes, Violence (meaning and types), Investigative Procedures (role of the psychologist) Law – contribution of Psychology to law

READINGS: :-

Bayne and Horton (2003). *Applied psychology*, Sage Publications

Weiten and Lloyd (2004). *Psychology applied to Modern Life and Adjustment in 21st Century*, Thomas Wadsworth Publications.

Sharma, R (2009). *Applied Psychology*, Atlantic Publications

Bachhav, A. M. (2012). *Applied Psychology*, Chandralok Prakashan, Basant Vihar, Kanpur-21

David F. Marks, Michael Murray, Brian Evans, Carla willing Cailine Woodall & Catherine E Sykes, (2006). *Health Psychology*, Sage Publications

Richard H. Cox (2002). *Sport Psychology*, McGraw –Hill Higher Education

DSE 1 D (3): EXPERIMENTAL PSYCHOLOGY (THEORY) + (1) RESEARCH PROJECT

After completing the course, student should be able to:

CO1: Describe the process of experiment in psychology, concept of psychophysics.

CO2: Explain problem, hypothesis, variables, sampling in experiment.

CO3: Identify and classify the learning system, methods of psychophysics.

CO4: Compare laws of psychophysics, types of hypotheses.

CO5: Conduct research based project.

UNIT-1: INTRODUCTION AND HISTORY OF EXPERIMENTAL PSYCHOLOGY

1.1: What is experiment? Characteristics, types

1.2: Contribution of eminent psychologists in experimental psychology

1.3 Scientific method: definition, nature

1.4: Social scientific research

UNIT-2: PROBLEM AND HYPOTHESIS IN RESEARCH

2.1: What is problem? Definitions, origin, sources and selection

2.2: Statement of problem

2.3: Hypothesis: Definition, formulation, sources

2.4: Types of hypotheses

UNIT-3: VARIABLES AND SAMPLING

3.1: What is variable? Definitions, types

3.2: Controlling of variables

3.3: Sampling: Meaning and types

3.4: Sampling distribution and sampling error

UNIT-4: PSYCHOPHYSICS AND HUMAN LEARNING

4.1: What is psychophysics? Methods of psychophysics

4.2: Weber's law and Fechner's law, Signal detection theory (SDT)

4.3: Definition and nature of Human learning.

4.4: Methods of Human learning.

1. Serial Learning, 2. Distributed Vs Undistributed, 3. Partial Vs Whole 4 Structured

For 1 Credit: PROJECT:

1. For project, a sample of at least 30 subjects should be taken
2. Project report should be structured as follows
 - a. Introduction and definition of basic concepts
 - b. Rationale/significance of the study
 - c. Hypothesis / Or Exploratory Study if Qualitative
 - d. Sample
 - e. Tools for data collection
 - f. Statistical analysis / Qualitative Analysis
 - g. Results, discussion and conclusion
 - h. Limitations and suggestions
 - i. References

READING

Christensen, L. B.; Johnson, R. B.; Turner, L. A (2014). Research Methods, Design and Analysis. Pearson

D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.

Kerlinger, F.N. (1995). Foundations of behavioral research. New York: Rinehart Winston. Inc. Surjeet Publications.

Kothari, C.R. (reprint 2009). Research methodology: Methods and techniques. New Delhi: Wiley Eastn Ltd.

McBurney, D.H. and White, T.L. (2007). Research methods. US: Cengage

Singh, A.K. (2006). Tests, Measurements and research methods in behavioural sciences. Patna: Bharati Bhavan.

Solso, R.L., MacLin, M.K. (2008). Experimental psychology: A case approach. N.D.: Dorling Kindersley Pvt. Ltd.

Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). Essentials of research methods in psychology. N.D.: Tata McGraw-Hill.

DSE 2 D (3): PSYCHOLOGICAL EXPERIMENTS + 1 STATISTICS

After completing the course, student should be able to:

CO1: Explain psychophysics, various cognitive processes of human being.

CO2: Classify and compare psychological experiments.

CO3: Conduct laboratory experiments.

CO4: Analyse statistical base of human behavior.

I] PSYCHOPHYSICS (any one)

1. Method of Limits- RL or DL
2. Method of Constant Stimuli- RL or DL
3. Method of Average Error: PSE and CE

II] ATTENTION (any one)

1. Divided attention
2. Span of attention
3. Stroop effect

III] PERCEPTUAL PROCESSES (any one)

1. Illusion
2. Size constancy
3. Retinal color zones
4. Reaction time
5. Depth perception

IV] THINKING AND PROBLEM SOLVING (any one)

1. Effect of mental set on problem solving
2. Maze learning
3. Problems solving- Pyramid puzzle / Wiggly Blocks / Heart-and-Bow puzzle

V] LEARNING (any one)

1. Bilateral transfer
2. Effect of knowledge of results
3. Habit interference
4. Serial learning

VI] MEMORY (any one)

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short Term Memory

FOR 1 CREDIT: Statistics:

1. Rank Difference Correlation and Chi-square.

2: Product moment correlation

READINGS:

D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.

Desai, B. and Abhyankar, S.C. (2001). Prayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.

Jalota, S. (1962). Experiments in psychology. Asia Publishing House.

Mohanthy. Experiments in psychology.

Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.

Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House.

Postman, L. & Egan, J.P. (1949), reprint 2009. Experimental psychology: An introduction. ND: Kalyani Publication.

Ranjit Kumar (2014). Research Methodology: A step by step guide for beginners. Pearson

Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.

Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton – Century Crofts.

Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

SEC 2 D (2) (VALUE/SKILL-BASED COURSE) : PERSONALITY DEVELOPMENT-2

After completion of this course, student should be able to:

CO1: Describe the concept of self-esteem and personality development.

CO2: Identify and classify behavioural assessment techniques.

CO3: Evaluate personality of individuals.

CO4: Apply psychological skills to develop owns personality.

UNIT -1: CORE ASPECT OF PERSONALITY: SELF

- Self Esteem and Personality Development: Definitions,
- Negative and Positive Self Esteem

UNIT -2: ASSESSMENT TECHNIQUES

- Personality Development and its Applications: Mind mapping, Competency mapping, 360-degree assessments

Unit -3: DEVELOPMENT PROCESS

- Development of an Ideal Personality: Communication, Decision making, Ethics, Time management

READINGS:

Hurlock Elizabeth (1988). Personality Development. McGraw Hill

Natu, S.A, (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune

Sanghi Seema (2016). The Handbook of Competency Mapping (3rd Edn) . Sage

SN: Examination and evaluation pattern will be announced soon by BOS- Psychology

Examination and evaluation pattern for the subject:

DSE- 2C (Semester-V) : (Psychological Tests) (Practical)

DSE- 2D (Semester-VI) : (Psychological Experiments) (Practical)

GENERAL GUIDELINES:

- 1: For the above 2 subjects, practical examination will be conducted at the time of semester-end for 100 marks. There will be no internal examination.
2. For the regular practical conduction and practical examination each batch of students should consist of 08 students.
- 3: Workload distribution will be based on credit structure.
- 4: Each batch will conduct practical twice per week.
5. The concerned teacher should verify the completion of practical journal (Tests and Experiments) and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (SEMESTER-END EXAMINATION)

1. One chairman will be appointed for semester end practical examination by SPPU. Two or three district coordinators will assist him. They will prepare the total examination program. They will decide the internal and examiners panel.
- 2: While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
3. The examiners should set one question paper (6 tests/ experiments with statistical example) on the spot.
4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper is as follows:

Journal (Tests or Experiments)	Statistics	Instructions	Report	Oral examination	Total
20 Marks	20 Marks	20 Marks	20 Marks	20 Marks	100

- 8: The duration for practical examination will be of three clock hours per batch.
- 9: Assessment of statistics and practical report should be done by the external examiner only.
- 10: Practical Journal, Instructions, Oral examination be assessed by the internal and external examiners. Average marks of the two examiners should be considered as final assessment.
- 11: The following items should be considered for billing purpose, as per the revised rates of examiners' remuneration of S P Pune University.

Sr. No.	Particulars
1	Paper setting (Per batch)
2	Candidate evaluation – Each examiner
3	Model answer (Per batch)
4	Scheme of marking (Per batch)
5	Translation - (Per batch)

12. Total remuneration for the examination should be equally divided between the two examiners.
Admissible staff – Lab supervisor, expert assistant and Peon.
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SAVITRIBAI PHULE PUNE UNIVERSITY
TYBA - SEMESTER END PRACTICAL EXAMINATION IN PSYCHOLOGY

DSE 2 C (Semester-V): **(Psychological Tests)**

DSE 2 D (Semester-VI): **(Psychological Experiments)**

Name of the College and exam centre:

Date and Time:

Batch:

Sr. No.	Seat No.	Journal (Tests or Experiments) 20 Marks				Statistics 20 Marks	Instructions 20 Marks				Report 20 Marks	Oral examination 20 Marks				Total 100
		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.	
1																
2																
3																
4																
5																
6																
7																
8																

Internal Examiner (Name and Sign)

External Examiner (Name and Sign)