

**SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)**

Programme Name: BA Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	4.5
Course Title	Basic Sensory and Cognitive Processes
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Basic Sensory and Cognitive Processes

Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. Define basic cognitive processes in psychology 2. Gain knowledge of important concepts involved in the processes of learning, memory, perception, thinking and language. 3. Describe the various experiments used to understand basic cognitive processes. 4. Apply these basic cognitive processes in daily life.
Module 1 Learning	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Understand different approaches to learning 2. Summarise classic experiments conducted in the field of psychology 3. Examining the importance of reinforcement and punishment 4. Linking how the individual, their behaviour and environment interact with each other
Content Outline	<ul style="list-style-type: none"> ● Definition of learning ● Classical conditioning ● Operant conditioning ● Cognitive learning ● Observational learning
Module 2 Memory	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Compare different models of memory

	<ol style="list-style-type: none"> 2. Categorise different processes of memory 3. Chart the difference between short-term and long-term memory 4. Implement memory improvement techniques 5. Explain the nature of forgetting
Content Outline	<ul style="list-style-type: none"> ● Definition of Memory ● Processes and Models of Memory ● Retrieval from Long-Term Memory ● Theories of Forgetting ● Memory Improvement Techniques
Module 3 Sensation and Perception	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Review the visual and auditory sensory processes 2. Interpret the principles of Gestalt psychology 3. Explain depth and motion perception 4. Differentiate between and understand the various perceptual illusions
Content Outline	<ul style="list-style-type: none"> ● Sensation - Seeing and Hearing ● Gestalt Laws of Organisation ● Depth Perception and Motion Perception ● Perceptual Illusions
Module 4 Thinking and Language	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Discuss concepts and prototypes that aid the process of thinking 2. Articulate methods of problem solving and evaluate the different barriers to it 3. Explain the concept of creativity 4. Compare the various levels of language development
Content Outline	<ul style="list-style-type: none"> ● Concepts and Prototypes ● Problem Solving and Decision Making ● Creativity ● Language- Levels of Language Analysis, Language Development

Comprehensive Continuous Evaluation (CCE):

1. Essays and reflective questions
2. Posters/charts along with their explanation
3. Prepare Mind Maps
4. Completion of assigned readings and independent study of course materials
5. Group projects or presentations to encourage collaboration and application of knowledge

Semester End Examination (SEE) Paper pattern:

Student has to answer any 4 questions from Q1 to Q5. Q6 is compulsory

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	10
Q2	Essay type Question from Module II	10
Q3	Essay type Question from Module III	10
Q4	Essay type Question from Module IV	10
Q5	Essay type Question from any module	10
Q6	Short notes any 2 out of 3	10

References

- Baron, B. A., & Misra, G. (2016). *Psychology - Indian Subcontinent Edition* (5th ed.). Pearson Education India.
- Ciccarelli, S. K., Misra, G., & White, J. N. (2022). *Psychology* (6th ed.). Pearson Education India.
- Coon, D., & Mitterer, J. O. (2010). *Introduction to Psychology: Gateways to mind and behavior* (12th ed.). Wadsworth Publishing Company.
- Davis, S. F., Christopherson, K. M., & Palladino, J. J. (2013). *Psychology* (7th ed.). Pearson.
- Feldman, R. S. (2021). *Understanding Psychology* (15th ed.). McGraw-Hill.
- Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory*. Sage Publications.
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- Passer, M., & Smith, R. (2011). *Psychology: The Science of Mind and Behavior* (5th ed.). McGraw-Hill.
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Programme Name: BA Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	4.5
Course Title	Development through Adulthood
Semester	II
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	25

Course Title: Development through Adulthood

Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Identify key stages of cognitive development across adulthood. 2. Analyze the impact of physical changes and health factors on lifestyle choices and wellbeing across age groups. 3. Evaluate the dynamics of relationships and the factors that influence their formation and maintenance across different age groups. 4. Compare the different family structures and their cultural contexts. 5. Understand how individuals' career progressions 6. Know the importance of balancing between work and leisure.
Module 1 Physical and Cognitive Health Through Adulthood	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Describe the physical changes that occur in the course of adulthood. 2. Comprehend the cognitive changes occurring across adulthood. 3. Discuss cognitive impairments and ways to improve functioning.
Content Outline	<ul style="list-style-type: none"> ● Physical Changes in Middle Adulthood ● Physical Changes Late Adulthood ● Cognitive Impairments in Late Adulthood ● Healthy Aging

Module 2 Social and Career Development through Adulthood	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Discover the dynamics of close relationships and families 2. Recognize the different types of social support and their impact. 3. Explore the novelties of work and diversity in the workplace. 4. Understand the importance and strategies of maintaining a work-life balance. 5. Analyze the challenges of retirement.
Content Outline	<ul style="list-style-type: none"> ● Love, Marriage and Family in Early Adulthood, Middle Adulthood and Late Adulthood ● Managing Social Relationships in Late Adulthood ● Career Development in Young Adulthood ● Retirement in Late Adulthood

Comprehensive Continuous Evaluation (CCE):

- Group Presentations
- Utilizing stories and children's story books to depict various facets of development
- Introspective/ Reflexive reports
- Charts
- Quizzes

Semester End Examination (SEE) Paper pattern:

Student has to answer any 1 question from Q1 and Q2. Q3 is compulsory.

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	10
Q2	Essay type Question from Module II	10
Q3	Short notes any 3 out of 4	15

References

- Berk, L. E. (n.d.). *Exploring Lifespan Development*. SAGE Publications.
- Feldman, R. S. (2003). *Development across the lifespan*.
- Knight, E. B., & Lee, E. L. (2008). *A Guide to Teaching Developmental Psychology*. Wiley-Blackwell.
- Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2019). *Developmental Psychology* (2nd ed.). McGraw-Hill.
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- Santrock, J. W. (2020). *A Topical Approach to Life-span Development*. McGraw-Hill.

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Programme Name: BA Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	VSC
Level	4.5
Course Title	Happiness
Semester	II
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	25

Course Title: Happiness

Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand some basic concepts of happiness 2. Identify the cultural differences in the expression of happiness 3. Implement concepts of hope and optimism in practically 4. Reflect on the importance of being altruistic, empathetic and grateful to others
Module 1 Concept of Happiness	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the basic concept of Happiness 2. Discuss the cultural differences in expression of Happiness 3. Identify the need for cultivating Happiness 4. Apply the principles of happiness to different life domains
Content Outline	<ul style="list-style-type: none"> ● The Concept of Happiness - Meaning and Definitions ● The Need for Cultivating Happiness ● Cultural Differences in Expression of Happiness ● Expression of Happiness in different areas of life
Module 2 Happiness for Self and Others	

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of the strategies used to cultivate Happiness 2. Analyse theories of hope and optimism in cultivating Happiness 3. Describe the relationship between empathy, altruism, gratitude and Happiness 4. Discuss the importance of spreading happiness among others 5. Apply strategies to foster empathy, gratitude and altruism
Content Outline	<ul style="list-style-type: none"> ● Cultivating Happiness within Oneself through Hope ● Cultivating Happiness through Optimism ● Spreading Happiness among Others through Empathy and Altruism ● Understanding importance of Gratitude

Comprehensive Continuous Evaluation (CCE):

1. Quizzes
2. Group Presentations
3. Posters/charts
4. Introspective essays

Semester End Examination (SEE) Paper pattern:

All Questions are compulsory for the student to attempt.

Question No.	Question Type	Marks
Q1	Answer in One Sentence	10
Q2	Short notes any 1 out of 2	5
Q3	Essay type Question any 1 out of 2	10

References

- Abramson, A. (n.d.). Cultivating empathy. <https://www.apa.org>.
<https://www.apa.org/monitor/2021/11/feature-cultivating-empathy>
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- Seligman, M. E. P. (2011). *Authentic happiness*. William Heinemann.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (2nd ed.). SAGE Publications.
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**SEVA MANDAL EDUCATION SOCIETY'S
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Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	6.0
Course Title	Neuropsychology
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Neuropsychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Discover the historical development and significance of neuropsychology. ● Comprehend the organisation and operations of the nervous system. ● Investigate how neuropsychological assessment contributes to assessing cognitive functions and detecting neurocognitive impairments. ● Provide an overview of the functions associated with various lobes and hemispheres of the brain. ● Articulate the neural foundations underlying learning, memory, attention and language. ● Gain insight into different neurodevelopmental and neurodegenerative disorders. ● Examine neural plasticity and its involvement in various neurological disorders.
	Module 1 - Introduction to Neuropsychology
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Evaluate the development of the field of neuropsychology over the years. ● Explain the hierarchical organisation of the nervous system. ● Describe the anatomy of the brain and spinal cord.

	<ul style="list-style-type: none"> ● Comprehend the structure and function of neurons. ● Gain insight into the process of synaptic transmission and different types of neurotransmitters.
Content Outline	<p>1.1 The Evolution of Neuropsychology</p> <ul style="list-style-type: none"> - History of Neuropsychology <p>1.2 Brain Anatomy and Nervous System</p> <ul style="list-style-type: none"> - Divisions of CNS and PNS - Structure and function of the brain and spinal cord <p>1.3 Neurons</p> <ul style="list-style-type: none"> - Structure and function of neurons - Glial cells - Action potential <p>1.4 Synaptic Transmission and Neurotransmitters</p> <ul style="list-style-type: none"> - Structure of synapse - Types of neurotransmitters (Acetylcholine, Serotonin, Dopamine, Norepinephrine, Amino Acids, Peptides)
	Module 2 - Lobes and Hemispheres
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Explain the functions of different lobes (e.g., frontal, parietal, temporal and occipital). ● Discover hemispheric specialisation and its functions ● Analyse the communication between the hemispheres ● Review the implications of cortical disconnect.
Content Outline	<p>2.1 Structure and Function of Frontal lobes</p> <ul style="list-style-type: none"> - Subdivisions of frontal lobe - Functions of the prefrontal and motor cortex <p>2.2 Structure and Function of Temporal, Parietal and Occipital Lobes</p> <p>2.3 Hemispheric Specialization</p> <ul style="list-style-type: none"> - Differences between the left and right hemispheres - Anatomical asymmetry <p>2.4 Communication between Hemispheres</p> <ul style="list-style-type: none"> - Functions of the corpus callosum - Cortical disconnection - Split brain procedure and its consequences
	Module 3 - Neuropsychology of Cognitive Processes

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Analyse the neural mechanisms underlying attention learning and memory. ● Investigate memory disorders and their impact. ● Articulate the neural basis of language and language disorders. ● Examine the different neurocognitive assessment batteries.
Content Outline	<p>3.1 Learning and Memory</p> <ul style="list-style-type: none"> - Neural mechanisms of learning and memory <p>3.2 Attention</p> <ul style="list-style-type: none"> - Neural systems in attention <p>3.3 Language</p> <ul style="list-style-type: none"> - Neurobiology of language processing <p>3.4 Neurocognitive Assessment Batteries</p>
	Module 4 - Brain Disorders and Neuroplasticity
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe the concept of neuroplasticity. ● Understand different neural disorders and its implications on cognitive functioning. ● Discuss brain recovery from injuries. ● Examine the different neuroimaging techniques.
Content Outline	<p>4.1 Neuroplasticity</p> <p>4.2 Neurorehabilitation</p> <p>4.3 Neurodevelopmental Disorders (e.g., Autism Spectrum Disorder, ADHD)</p> <ul style="list-style-type: none"> - Etiology, symptoms, and cognitive impairments associated with developmental disorders <p>4.4 Neuroimaging Techniques and Neurological Assessment</p> <ul style="list-style-type: none"> - Different techniques of MRI, fMRI, PET and EEG

Comprehensive Continuous Evaluation (CCE):

1. Literature Review
2. Case Studies
3. Class Presentations
4. Critical Analysis of Research
5. Group Discussions
6. Quizzes and Assignments

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q1 to Q4. Q5 is compulsory

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	14
Q2	Essay type Question from Module II	14
Q3	Essay type Question from Module III	14
Q4	Essay type Question from Module IV	14
Q5	Short notes any 3 out of 4	22

References:

- Anderson, S. W., Damasio, H., & Tranel, D. (2016). *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. Oxford University Press.
- Bigler, E. D. (2017). *The Traumatized Brain: A Family Guide to Understanding Mood, Memory, and Behavior after Brain Injury*. Oxford University Press.
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- Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment (5th edition)*. Oxford University Press.
- Mesulam, M. M. (2000). *Principles of Behavioral and Cognitive Neurology*. Oxford University Press.
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- Spreen, O., & Strauss, E. (2006). *A Compendium of Neuropsychological Tests: Administration, Norms, and Commentary (3rd edition)*. Oxford University Press.
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- Stuss, D. T., & Knight, R. T. (2013). *Principles of Frontal Lobe Function (2nd edition)*. Oxford University Press.
- Tripathi, M., & Padma, M. V. (2013). *Neuropsychiatry and Behavioral Neurology: An Indian Perspective*. Jaypee Brothers Medical Publishers.

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Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	6.0
Course Title	Theories of Personality
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Theories of Personality

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Define key terms related to personality theories. ● List and describe the main components of various personality models. ● Summarize the key ideas of major personality theorists. ● Compare and contrast the similarities and differences between various personality theories. ● Critically evaluate the strengths and weaknesses of different personality theories. ● Compare and contrast the empirical evidence supporting or challenging various personality models. ● Apply personality theories to analyze and interpret real-life examples or case studies. ● Develop practical applications of personality theories in various contexts, such as counseling or organizational psychology.
	Module 1 - Introduction to Personality Theories and Psychodynamic Theories
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Compare and contrast Neo-Freudian theories with Freud's original psychoanalysis. ● Describe the key concepts of Karen Horney's Psychoanalytic Social Theory.

	<ul style="list-style-type: none"> ● Compare and contrast Klein's theory with other psychodynamic perspectives. ● Examine the emphasis on existential and humanistic aspects in Fromm's theory. ● Apply psychodynamic concepts to understand and address real-world psychological issues.
Content Outline	<p>1.1 Introduction to Personality Theory</p> <ul style="list-style-type: none"> - Characteristics of a Personality Theory - Research in Personality Theory <p>1.2 Psychodynamic Theories</p> <ul style="list-style-type: none"> - Psychoanalysis- Freud - Analytical Psychology- Jung - Adler- Individual Psychology <p>1.3 Neo-Freudian Theories</p> <ul style="list-style-type: none"> - Psychoanalytic Social Theory- Karen Horney - Object Relations Theory- Melanie Klein - Humanistic Psychoanalysis- Eric Fromm <p>1.4 Applications of Psychodynamic Theories</p>
	Module 2 -Humanistic and Existential Theories
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Outline the hierarchy of needs proposed by Abraham Maslow. ● Evaluate the role of self-concept and the conditions of worth in shaping personality according to Rogers. ● Evaluate the strengths and limitations of applying humanistic theories in diverse contexts. ● Evaluate the application of existential principles in the face of adversity and suffering, as emphasized by Frankl and May ● Apply existential concepts to understand and address real-world existential dilemmas and concerns.
Content Outline	<p>2.1 Humanistic Theories</p> <ul style="list-style-type: none"> - Needs-Hierarchy Theory- Abraham Maslow - Person-centered Theory- Carl Rogers <p>2.2 Applications of Humanistic Theories</p> <p>2.3 Existential Theories</p> <ul style="list-style-type: none"> - Rollo May - Viktor Frankl <p>2.4 Applications of Existential Theories</p>
	Module 3 - Learning and Cognitive Theories

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Describe the fundamental principles of operant conditioning and Observational Learning. • Examine the role of cognition, expectations, and values in shaping behavior according to Rotter and Mischel. • Outline the central principles of Cognitive Social Learning Theory and Personal Construct Theory • Apply learning and cognitive theories to design interventions for changing behavior in various contexts.
Content Outline	<p>3.1 Learning Theories - Operant Conditioning- B.F. Skinner</p> <p>3.2 Social Cognitive Theory- Albert Bandura</p> <p>3.3 Cognitive Social Learning Theory- Rotter and Mischel Personal Construct Theory- George Kelley</p> <p>3.4 Applications of Learning and Cognitive Theories</p>
	Module 4 - Trait and Factor Theories
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> • Outline the principles of type and trait theories • Analyze how type and trait theories inform personality assessment tools and methodologies. • Apply type and trait theories to enhance self-awareness and personal development.
Content Outline	<p>4.1 Trait Theories- Allport, Cattell</p> <p>4.2 Type Theories- Eysenck, Five Factor Model</p> <p>4.3 HEXACO- 6 Factor Model- Michael Ashton, Kibeom Lee</p> <p>4.4 Applications of Type and Trait Theories</p>

Comprehensive Continuous Evaluation (CCE):

1. Skit
2. Presentation on Indian theories of personality or Indian adaptation of theories
3. Class Presentations
4. Critically Evaluating Personality Theories- Essay
5. Group Discussions
6. Quizzes and Assignments

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q1 to Q4. Q5 is compulsory

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	14
Q2	Essay type Question from Module II	14
Q3	Essay type Question from Module III	14
Q4	Essay type Question from Module IV	14
Q5	Short notes any 3 out of 4	22

References:

- Cloninger S., (2008), *Theories of Personality*, 5th Edition., Pearson Education Pvt. Ltd. India.
- Feist, J., & Feist, G. J. (2009). *Theories of Personality*, 7th Edition, Mc Graw Hill.
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- Hall C. S., Lindzey. G & Campbell J. B., (1998) *Theory of Personality*, 4th Edition., John Wiley & Sons.
- Kottler, J. A., & Montgomery, M. J. (2010). *Theories of Counseling and Therapy: An Experiential Approach*. Sage Publications.
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Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	6.0
Course Title	Psychological Testing and Cognitive Practical II
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Psychological Testing and Cognitive Practical II

	Note: Students have to conduct 5 Psychological Tests and 5 cognitive experiments
Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Understand the need for Psychological Assessment. ● Comprehend different areas of psychological assessment. ● Administer Tests, scoring and interpretation of psychological tests. ● Develop skills for using different psychological tests. ● Understand different areas of experimentation in the field of Cognitive Processes. ● Design cognitive psychology experiments ● Write reports for test administration and experiments
	Aptitude tests, Interest Inventories and Health and Wellbeing Scales
	Any 5 tests from the following

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define & understand psychological variables of aptitude, and interest ● Understand the application of psychological variables like wellbeing, coping and stress ● Understand the administration, scoring and interpretation of various psychological tests ● Carry out administration, scoring and interpretation of tests & assessments
Content Outline	<p>A. Aptitude Tests</p> <ol style="list-style-type: none"> 1. Differential Aptitude Test Battery 2. General Aptitude Test Battery 3. DBDA <p>B. Interest Inventories</p> <ol style="list-style-type: none"> 4. Strong’s Vocational Interest Blank 5. Comprehensive Interest Schedule by Sanjay Vohra 6. Five Field Interest Inventory <p>C. Health and Wellbeing Scales</p> <ol style="list-style-type: none"> 7. Ryff’s Psychological Wellbeing 8. Coping Strategies Scale 9. General Health Questionnaire-28 10. Perceived Stress Scale
	<p>Attention, Perception, Concept Formation, Language</p>
	<p>Note: Any 5 experiments from the following</p>
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the theories of perception, attention, concept and language ● Apply the theories of attention, perception, concept formation and language ● Conduct the experiments of the various cognitive domains
Content Outline	<ol style="list-style-type: none"> 1. Semantic Priming 2. Visual & Acoustic confusion 3. Dual task performance 4. Effect of size and variable- distance on apparent motion 5. Emotional Stroop effect 6. Pattern recognition 7. Feature Integration 8. Concept Identification. 9. Concept attainment 10. Factors influencing language comprehension

Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test

1. Design cognitive experiments
2. Write a review of the literature for theories chosen for experiments
3. Conduct experiments and administer tests and submit reports and final journal submission

Semester End Examination (SEE) Paper pattern:

Students will be evaluated on the conduction of experiments or administration of tests, report writing and viva voce.

References:

Galotti, K. M. (2013). Cognitive psychology in and out of the laboratory. Sage Publications.

Kellogg R.T ‘*Cognitive Psychology*’ (2003), 2nd Edition. Sage Publications New Delhi.

Matlin M ‘*Cognition*’ 7th Ed, (2009), John Wiley & Sons Inc.

Michael W. Eysenck and Mark T. Keane, (2005), *Cognitive Psychology: A Student Handbook*,. Hove, Eng.,
Lawrence Erlbaum Associates,

Solso, Robert L. ‘*Cognitive Psychology*’(2009), 6th Edition, Allyn & Bacon Inc.

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**SEVA MANDAL EDUCATION SOCIETY'S
SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS & COMMERCE
(AUTONOMOUS)**

Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major
Level	6.0
Course Title	Community Psychology
Semester	II
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	25

Course Title: Community Psychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Define key terms from Community Psychology ● Identify and categorize different types of communities (geographical, virtual, cultural, etc.). ● Explore and evaluate various theories of community psychology, including ecological systems theory, social capital theory, and community development models. ● Analyze the impact of social determinants on community well-being and mental health. ● Develop skills in designing and implementing community-based programs and initiatives.
	Module 1 - Introduction to Community Psychology
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Analyze the impact of social determinants on community well-being and mental health. ● Examine and compare different models of mental health within the context of communities, including medical, psychosocial, and cultural models. ● Evaluate the effectiveness of community interventions using relevant outcome measures and assessments. ● Identify key components and best practices in effective community collaboration.

	<ul style="list-style-type: none"> ● Explore evidence-based community intervention strategies designed to promote mental health and well-being.
Content Outline	<p>1.1 Introduction to Community Psychology</p> <p>1.2 Types and Theories of Community</p> <p>1.3 Models of Mental Health</p> <p>1.4 Community Intervention Strategies</p>
	Module 2 - Community Mental Health
Learning Outcomes	<p>After learning the module, learners will be able to...</p> <ul style="list-style-type: none"> ● Define and distinguish between primary, secondary, and tertiary prevention in the context of mental health. ● Apply knowledge to design and evaluate prevention programs that address specific mental health concerns. ● Identify key factors contributing to positive mental health and well-being. ● Understand the process of needs assessment and how it informs the development of community-based mental health programs. ● Develop a comprehensive understanding of program planning, implementation, and evaluation. ● Demonstrate the ability to critically assess and apply lessons learned from case studies to new community contexts.
Content Outline	<p>2.1 Primary, Secondary, and Tertiary Prevention</p> <p>2.2 Mental Health Promotion Strategies</p> <p>2.3 Developing Community-based Programs</p> <p>2.4 Case studies in Effective Community Collaboration in India</p>

Comprehensive Continuous Evaluation (CCE):

1. Class Presentations- Evaluating community mental projects in India
2. Group Discussions
3. Quizzes and Assignments

Semester End Examination (SEE) Paper pattern:

Student has to answer any 1 question from Q1 and Q2. Q3 is compulsory

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	15
Q2	Essay type Question from Module II	15
Q5	Short notes any 2 out of 3	10

References:

Deb, Sibnath, Sunny, Aleena Maria, Sanyal, Nilanjana (2020). *Community Psychology: Theories and Applications*, Sage Publications.

Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). *Introduction to Community Psychology Subtitle: Becoming an Agent of Change*.

Moritsugu, J., Vera, E., Wong, F. Y., Duffy, K. G., (2014) *Community Psychology*, 5th Edition, Routledge..

Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons

Orshi J.O., Korb, K.O., (2019) *Introduction to Basic and Applied Psychology*, 4th Edition, Prime Glamour Publishers

Seidman, E., & Rappaport, J. (2000). *Handbook of Community Psychology*, Springerlink.

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Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Major Elective
Level	6.0
Course Title	Counselling in Diverse Areas
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Counselling in Diverse Areas

Course Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the various needs and concerns of children and different kinds of families ● Explore issues and challenges faced by communities belonging to gender and sexual minority, people with socio-economic minorities and people with disability ● Explain different kinds of models for the development of work ● Describe challenges faced in the workplace and strategies to maintain a work-life balance ● Evaluate losses leading to grief reactions and situations leading to trauma responses ● Discuss counselling for trauma and long term illnesses
	Module 1 (Credit 1) Children and Families
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Discover needs of children with emphasis on children with special needs ● Explain different kinds of family environments ● Understand different types of abuse ● Equip self to counsel children and families in terms of bullying, abuse and special needs

<p>Content Outline</p>	<p>1.1 Needs of Children</p> <ul style="list-style-type: none"> - Children at home and in school, caring for children with special needs. - <p>1.2 Different Kinds of Families</p> <ul style="list-style-type: none"> - Single parent, divorced/widowed, heteronormative and queer parents <p>1.3 Abuse in Families</p> <ul style="list-style-type: none"> - Physical, emotional, sexual, financial, marital <p>1.4 Counselling Parents and Children</p> <ul style="list-style-type: none"> - Counselling victims of bullying and abuse - Counselling for parents of neurodivergent children, children with special needs etc
	<p>Module 2 (Credit 1) Challenges and Inequities Faced by Minority Communities</p>
<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Understand needs of persons with physical and intellectual disabilities better ● Get an insight into issues faced by gender and sexual minorities ● Describe the concerns of socio-economic minorities
<p>Content Outline</p>	<p>2.1 Needs of Persons with Disabilities</p> <p>2.2 Women specific counselling</p> <p>2.3 Issues faced by Sexual Minorities</p> <ul style="list-style-type: none"> -Queer Affirmative Counselling Practices <p>2.4 Concerns of People Belonging to Socio-Economic Minorities</p>
	<p>Module 3 (Credit 1) Work and Career Related Issues</p>
<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe the different models of work and development ● Evaluate the changing trends in the workplace ● Implement coping strategies to maintain a work-life balance
<p>Content Outline</p>	<p>3.1 Models of Career Choice and Development</p> <p>3.2 Changing World of Work</p> <ul style="list-style-type: none"> - Workplace trends, changing workforce <p>3.3 Coping with Occupational Hazards</p> <ul style="list-style-type: none"> - Job stress, sexual harassment, un/underemployment

	<p>3.4 Balancing Work and Other Spheres - Workaholism, work and family roles, work- life balance</p>
	<p>Module 4 (Credit 1) Trauma and Grief</p>
<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Understand various trauma related conditions ● Equip themselves to deal with bereavement and special types of losses as individuals as well as counsellors ● Discuss the different long-term illnesses and how to prepare for them
<p>Content Outline</p>	<p>4.1 Trauma Related Conditions</p> <ul style="list-style-type: none"> - Psychosomatic and other health-related conditions - Acute Stress and Post Traumatic Stress Disorder <p>4.2 Bereavement and Grieving Special Types of Losses</p> <ul style="list-style-type: none"> - The mourning process, abnormal grief reactions- grieving sudden death - <p>4.3 Preparing for Long- Term Illness</p> <ul style="list-style-type: none"> - eg. HIV, Cancer, etc <p>4.4 Trauma and Grief Counselling</p> <ul style="list-style-type: none"> - Palliative counselling, caregiver counselling

Comprehensive Continuous Evaluation (CCE):

1. Literature Review
2. Case Studies
3. Class Presentations
4. Critical Analysis of Documentaries
5. Group Discussions
6. Quizzes and Assignments

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q1 to Q4. Q5 is compulsory

Question No.	Question Type	Marks
Q1	Essay type Question from Module I	14
Q2	Essay type Question from Module II	14
Q3	Essay type Question from Module III	14
Q4	Essay type Question from Module IV	14
Q5	Short notes any 3 out of 4	22

References:

- Hurlock. (2001). Child development. Tata McGraw-Hill Education.
- Ranade, K., & Chaturvedi, S. (2013). Gay-Affirmative Counselling Practice Resource and Training Manual. Saksham, TISS, Mumbai
- Ritter, K., & Terndrup, A. I. (2002). Handbook of affirmative psychotherapy with lesbians and gay men. Guilford Press.
- Sanderson, C. (2013). Counselling skills for working with trauma: Healing from child sexual abuse, sexual violence and domestic abuse. Jessica Kingsley Publishers.
- Sarason, B. R. (2005). Abnormal psychology: The problem of maladaptive behavior 11Th ed.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2016). Psychology applied to modern life: Adjustment in the 21st century. Cengage Learning.
- Worden, J. W. (2018). Grief counselling and grief therapy: A handbook for the mental health practitioner.

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Programme Name: MA Counselling Psychology

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	OJT
Level	6.0
Course Title	Field Work in Community Mental Health
Semester	II
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Field Work in Community Mental Health

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Integrate theoretical knowledge of community psychology within community settings ● Acquire and enhance skills necessary for conducting assessments, interventions, and evaluations in community mental health ● Demonstrate cultural sensitivity and competence in working with diverse populations ● Engage in advocacy efforts and community-based initiatives to promote mental health awareness and reduce stigma ● Cultivate reflective and self-awareness skills to enhance personal and professional growth
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Learn to create modules for conducting need-based workshops ● Conduct need-based workshops for different communities ● Facilitate group assessments, and mentoring for diverse groups ● Create small-scale advocacy projects for sensitising the community on the need of mental health ● Apply ethical principles in all aspects of community mental health work, including confidentiality, informed consent, and professional boundaries ● Collaborate effectively with professionals from various disciplines, fostering a holistic approach to mental health care.

	<ul style="list-style-type: none"> ● Manage small mental health related collaborative projects
Content Outline	<p>Learners will complete 120 hours of Field Work in Community-based settings.</p> <p>They may conduct the following activities:</p> <ul style="list-style-type: none"> ● Identifying needs of the community ● Need-based workshops ● Group assessments ● Individual testing ● Student mentoring ● Assisting Mental Health Professionals who work with people with special needs ● Community-based mental health advocacy projects ● Creating inclusive digital content on community based awareness ● Media interaction with professionals about Community Mental Health <p>These activities may be undertaken in urban and rural setups under the supervision of faculty members.</p> <p>At the end of the fieldwork, the Learner will be required to submit a project file documenting the work done.</p>

Comprehensive Continuous Evaluation (CCE):

1. Project Planning and Management
2. Class Presentations
3. Content Creation
4. Supervisor's evaluation on Performance Rubrics

Semester End Examination (SEE) Paper pattern:

The learner will undergo evaluation for the project file submission, and a practicum viva voce examination to evaluate their learnings from the fieldwork.

Guidelines for Project File

- Index - Project name and date
- Project Report
 - Title
 - Rationale
 - Module created
 - Report of the project conducted