

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

CATEGORY	CREDITS	TITLE
MAJOR	4	Testing and Assessment in Psychology
MAJOR	4	Applications of Statistics in Psychology
MAJOR	4	Psychological Testing and Practical I
MAJOR	2	Psychology of Gender
MAJOR ELECTIVE	4	Cognitive Psychology and Applications
RESEARCH METHODOLOGY	4	Research Methodology in Psychology

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	Testing and Assessment in Psychology
Semester	I
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Testing and Assessment in Psychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Describe the fundamental assumptions underlying psychological testing and assessment ● Analyze the importance of standardization in ensuring consistent administration and interpretation of psychological tests ● Apply the concepts of reliability, validity, item analysis and norming to develop psychological tests ● Use psychological tests in various settings ● To understand ethical issues and biases in psychological testing
Module 1 (Credit 1)	Introduction to Psychological Testing and Assessment
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define psychological testing and assessment, highlighting their distinctions and applications ● Understand the history of the field of psychological testing and assessment ● Apply knowledge of classification to select appropriate psychological tests for specific assessment needs

Content Outline	<p>1.1 Definition & Assumptions of Psychological testing and Assessment</p> <p>1.2 Characteristics of Psychological Tests</p> <p>1.3 History of Psychological Testing</p> <p>1.4 Classification of Psychological Tests, Computer based Assessments</p>
Module 2 (Credit 1) Test Standardisation and Construction	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define item analysis and its significance in evaluating the quality of test items ● Differentiate between different types of reliability, including test-retest, internal consistency, and inter-rater reliability ● Distinguish between different types of validity, such as content validity, criterion-related validity, and construct validity ● Describe the concept of norms and their relevance in psychological testing ● Outline the sequential steps involved in the construction of a psychological test ● Apply the principles of test construction to develop a reliable and valid assessment tool for a specific purpose
Content Outline	<p>2.1 Reliability: definition, types and importance</p> <p>2.2 Validity: definition, types and importance</p> <p>2.3 Norms: types and interpretation, Item Analysis</p> <p>2.4 Steps in Test construction</p>
Module 3 (Credit 1) Applications of Psychological Testing	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe the role of psychological tests in different settings ● Discuss ethical considerations when using psychological tests in clinical and developmental settings ● Apply comprehensive understanding of how psychological tests are applied across various settings, including clinical, developmental, educational, organizational, and career contexts
Content Outline	<p>Application of psychological tests in different settings–</p> <p>3.1 Clinical and Developmental setting</p> <p>3.2 School and educational setting</p> <p>3.3 Organisational settings</p> <p>3.4 Career and Vocational Guidance settings</p>
Module 4 (Credit 1) Ethical Issues in Psychological Testing and Assessment	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe the importance of ethical guidelines in maintaining the integrity and fairness of psychological testing ● Apply ethical guidelines to hypothetical scenarios involving psychological

	<p>testing dilemmas</p> <ul style="list-style-type: none"> • Identify strategies for mitigating biases in test development, administration, and interpretation • Explain challenges related to culturally biased items and norms in tests and assessment
Content Outline	<p>4.1 Sources of biases in psychological testing</p> <p>4.2 Cultural issues in test adaptation and assessments</p> <p>4.3 Ethical Issues in Computerised Testing and Assessments</p> <p>4.4 Ethical guidelines to Psychological Testing</p>

Comprehensive Continuous Evaluation (CCE):

1. Construction of a psychological test and measurement of reliability
2. Evaluation of psychometric properties of psychological tests
3. Group projects on applications of testing to various settings

Semester End Examination (SEE) Paper pattern:

References:

- Anastasi, A. & Urbina, S. (2002). *Psychological testing*. New Delhi: Pearson Education Asia
- Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd.
- Cohen, R.J., & Swerdlik, M.E. (2005). *Psychological testing and assessment: An introduction to tests and measurement* (6th Ed.). New York: McGraw-Hill.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cengage.
- Murphy, K.R., & Davidshofer, C.O. (2001). *Psychological testing: Principles and applications* (5th ed.). New Jersey: Prentice Hall.
- Gary Groth-Marnat (2016) *Handbook of Psychological Assessment* (6th Ed), John Wiley & Sons, Inc.
- Gregory, R. J. (2015). *Psychological testing: History, Principles, and Applications* (7th Ed). Pearson.
- Irving B. Weiner, Roger L. Greene (2017) *Handbook of Personality Assessment* (2nd ed) John Wiley & Sons, Inc.
- Kline, P. (2000). *The Handbook of Psychological Testing* (2nd Ed). Routledge: Taylor Francis Group London and New York.

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	Application of Statistics in Psychology
Semester	I
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Application of Statistics in Psychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Define key statistical terms, including population, sample, variable, and data distribution ● Explain concepts related to probability distributions, including normal and calculate z scores and percentiles ● Perform and interpret t-tests and chi-square tests for different research scenario ● Calculate and interpret correlation coefficients and regression equations and apply regression analysis to predict outcomes and understand variable interactions ● Calculate and interpret data using ANOVA ● Understand various software packages used for quantitative and qualitative data analysis
Note	Unit IV only theoretical questions are to be asked in the Internal and Semester End examination.
Module 1 (Credit 1)	Introduction to Descriptive Statistics

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define various concepts of statistics ● Understand the concept of normal distribution ● Calculate measures of central tendency (mean, median, mode) and variability (range, variance, standard deviation) ● Calculate probabilities using z-scores and percentiles in the context of the normal distribution.
Content Outline	<p>1.1 Definition and use of statistics, Scales of measurement</p> <p>1.2. Descriptive statistics Measures of central tendency and measures of variability.</p> <p>1.3 Concept of normality and normal distribution</p> <p>1.4. Concept of standard scores, levels of significance, power and effect</p>
Module 2 (Credit 1) Measures of Association, Prediction and Other methods	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Define correlation and regression and their roles in exploring relationships between variables ● Calculate and interpret correlation coefficients and regression equations ● Apply regression analysis to predict outcomes and understand variable interactions
Content Outline	<p>2.1. Correlation: product moment, partial</p> <p>2.2. Non-parametric correlations: Kendall's Tau, Spearman's Rho, Other measures</p> <p>2.3. Linear Regression, Multiple Regression and Logistic Regression</p> <p>2.4. Chi-Square</p>
Module 3 (Credit 1) Inferential Statistics- Univariate & Multivariate	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Explain the purpose of analysis of variance (ANOVA) in comparing group means ● Differentiate between one-way ANOVA, factorial ANOVA, and repeated measures ANOVA ● Understand the applications of Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Wallis test ● Calculate and infer data using one way and two way ANOVA

Content Outline	<p>3.1. Two group differences: t-test: independent and dependent samples</p> <p>3.2. Multigroup differences: One-way ANOVA: Independent and dependent samples</p> <p>3.3 Multigroup differences: Two-way ANOVA: Independent and Dependent samples</p> <p>3.4 Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Wallis test</p>
Module 4 (Credit 1) Factor Analysis and Software Packages	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of Factor analysis and its methods ● Distinguish between open and paid software for data analysis ● Explore the various software available for quantitative and qualitative data analysis ● Use MS Excel and JAMOVI for data analysis
Content Outline	<p>4.1 Factor analysis: basic concepts, methods of extraction and methods of rotation</p> <p>4.2 Confirmatory factor analysis</p> <p>4.3 Introduction to Software Package for Data Analysis (Quantitative and Qualitative)- SPSS, Microsoft Excel, nVivo, AtlasTi, MAXQDA</p> <p>4.4 Introduction to Open source packages for Data Analysis- R, JAMOVI, JASP</p>

Comprehensive Continuous Evaluation (CCE):

1. Internal Tests and Quizzes
2. Group projects on software used for data analysis (quantitative and qualitative)
3. Test on Data Analysis

References:

Mangal, S. (2004). *Statistics in Psychology and Education*. PHI Learning.

Howell, D. (2009) *Statistical Methods for Psychology*, 7th Edition, Wadsworth.

Aron & Aron (2008). *Statistics for Psychology 5/e*. Pearson: New Delhi. – Singapore: John-Wiley.

Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley.

Gourch, R. L. (1983). *Factor Analysis*. NJ: Lorrence Erlbaum.

Gravetter, F. J. & Wallnau, L. B. (2012). *Statistics for the Behavioral Sciences*. Wadsworth Publishing; 9 edition.

Guilford, J. P., & Fructore, B. (1978). *Fundamental Statistics for Psychology and Education*. N.Y.: McGraw-Hill.

Wilcox, R. R. (2017). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction* (2nd ed). Chapman and Hall, New York

Gupta S.P. (2022). *Statistical Methods* (48th Ed), Sultan Chand, New Delhi.

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	Psychological Testing and Cognitive Psychology Practical- I
Semester	I
Course Credit	4
No. of Lecture per week	8
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Psychological Testing and Cognitive Psychology Practical- I

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
Note	<p>Students will administer any 5 psychological tests from Unit 1 and 2</p> <p>Students will conduct any 5 experiments from Unit 3 and 4</p>
Module 1 (Credit 1)	Tests of Intelligence
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define & understand the basic construct of 'Intelligence'

	<ul style="list-style-type: none"> • Differentiate between individual, group, verbal and performance intelligence tests • Develop skills to administer, score and interpret intelligence tests
Content Outline	1.1 Cattell's Culture Fair Intelligence Scale (Indian adaptation) 1.2 Non-Verbal Test of Intelligence (NVTI) 1.3 Standard Progressive Matrices 1.4 Weschler Adult Performance Intelligence Scale (WAPIS)
Module 2 (Credit 1) Personality Assessment and Other Tests	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Define & understand basic constructs underlying the term 'Personality' • Understand the application of personality trait theories for the creation of personality tests • Understand the administration, scoring and interpretation of emotional intelligence and locus of control tests • Carry out administration, scoring and interpretation of personality tests & assessments
Content Outline	2.1 Cattell's 16 PF 2.2 Multi-Dimensional Assessment of Personality (MAP)- A 2.3 NEO – PI/FFI 2.4 Emotional Intelligence Test 2.5 Locus of control/ Bems Sex Role Inventory/ Bells Adjustment
Module 3 (Credit 1) Learning and Memory	
Learning Outcomes	After learning the module, learners will be able to: <ul style="list-style-type: none"> • Understand the theories of learning and memory • Apply the theories of learning and memory • Conduct the experiments of learning and memory
Content Outline	1. Verbal Operant Conditioning 2. Paired Associate Learning 3. Eyewitness Testimony 4. Nature of Stimulus and Memory
Module 4 (Credit 1) Decision Making and Problem-Solving	
Learning Outcomes	After learning the module, learners will be able to: <ul style="list-style-type: none"> • Understand the theories of decision-making • Apply the theories of decision-making • Conduct the experiments of decision-making
Content Outline	1. Framing Effect 2. Anchoring Effect 3. The influence of incentives on performance

	4. Achievement Motivation 5. Mental Set 6. Problem-Solving as a Function of Instructions
--	--

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:

- A. Essential Reading

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.

Sternberg R.J ‘*Cognitive Psychology*’ (2009), 5th Edition, Harcourt Brace College Publishers.

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	Psychology of Gender
Semester	I
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Psychology of Gender

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Analyze the concept of gender and its distinction from sex ● Explain the origins and impact of gender stereotypes ● Discuss the influence of gender roles on behaviour and identity ● Identify key theories and perspectives in the psychology of gender ● Recognize how cultural, social, and intersectional factors shape gender experiences ● Critically evaluate contemporary issues related to gender, diversity, and social justice
Module 1 (Credit 1)	Introduction to Psychology of Gender
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Understand the various theories explaining gender identification, gender role development ● Explore the history of psychology of gender ● Apply the concept of gender stereotyping and role behaviour to understand the socialisation process

	<ul style="list-style-type: none"> Analyse the role of media in development of gender roles, attitudes and stereotypes
Content Outline	1.1 Theories of Gender in psychology 1.2 History of Psychology of Gender 1.3 Gender Role Attitudes and stereotypes 1.4 Sexuality and Fluidity
Module 2 (Credit 1) Implications of Gender differences	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> Explore the gender differences in experiences across areas of mental health, work, and culture Analyse the experiences in various settings through the gendered lens Explore the concept of sexuality and gender fluidity Evaluate the issues related to gender in different settings
Content Outline	2.1 Gender and Mental Health 2.2 Gender and Work 2.3 Gender and Culture 2.4 Gender and Media

Comprehensive Continuous Evaluation (CCE):

Group assignment on role of contemporary media on gendered role expectations

Assignment on critically evaluating issues related to gender in field of healthcare, judiciary, entrepreneurship and politics

Semester End Examination (SEE) Paper pattern:

References:

Rudman L. & Glick P. (2021) *The Social Psychology of Gender*, 2nd Edition, Routledge.

Helgeson V. S. (2017) *Psychology of Gender*, 5th Edition, Routledge.

Eagly A., Bealle A., Sternberg R., (2004) *The Psychology of Gender*, 2nd Edition, The Guilford Press.

Rogers, W. S., & Rogers, R. S. (2001). *The Psychology Of Gender And Sexuality: An Introduction*. Open University Press.

Bosson J., Buckner C., Vandello J., (2021)*The Psychology of Sex and Gender*, 2nd Edition, Sage Publications.

Valentine-French, S., & Lally M., (2023) *The Psychology of Gender*, 2nd Edition, College Lake County.

Wood, G., (2018) *Psychology of Gender*, 1st Edition, Routledge.

Else-Quest, N. M., & Hyde, J. S. (2018). *The Psychology of Women and Gender: Half the Human Experience*, 9th edition. SAGE Publications.

McCreary, D., (2010) *Handbook of Gender Research in Psychology*, Vol 1. Springer.

Davis, K., Evans, M., Lorber, J., (2006) *Handbook Gender and Women Studies*, 1st Edition. Sage Publications

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	Cognitive Psychology and Applications
Semester	I
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Cognitive Psychology and Application

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Define cognition and explain its significance in understanding human mental processes ● Identify and discuss the key components of cognition, including perception, attention, memory, emotion, language, and problem-solving ● Discuss the interdisciplinary nature of cognitive research and its applications in various fields
Module 1 (Credit 1)	Attention, Perception & Visual Imagery
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Describe the various theories explaining the cognitive process related to perception, and attention ● Analyse the various factors affecting the mental process of visual imagery ● Apply the concept of cognitive science to thinking and concept formation

Content Outline	1.1 Perception- theories 1.2 Attention- theories 1.3 Visual Imagery- Theories 1.4 Thinking and Concept Formation
Module 2 (Credit 1) Learning, Memory and Language	
	After learning the module, learners will be able to <ul style="list-style-type: none"> ● Understand the various theories related to domains of learning, memory and language ● Apply theories of memory to techniques of memory improvement
	2.1 Theories of Learning, 2.2 Models of Memory 2.3 Memory Improvement techniques 2.4 Theories of Language
Module 3 (Credit 1) Reasoning, Decision Making, Problem Solving and Emotions	
	After learning the module, learners will be able to <ul style="list-style-type: none"> ● Explain the various theories explaining decision making ● Apply the various approaches of problem solving ● Understand the relationship between emotions and cognitions
	3.1 Reasoning- theories 3.2 Stages and theories of Decision Making, Cognitive Illusions 3.3 Problem Solving Cycle, approaches, obstacles 3.4 Emotion and Cognition
Module 4 (Credit 1) Applications of Cognitive Psychology to various domains	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> ● Understand the application of cognitive psychology to various fields ● Apply the concepts of cognition to product designing, and user experience research ● Explore the various cognitive assessments used with adults and children ● Apply the perspective of cognition to psychotherapy
Content Outline	4.1 Ergonomics, User Experience Research, Instructional Design 4.2 Artificial Intelligence 4.3 Cognitive Assessments 4.4 Cognition and Psychotherapy

Comprehensive Continuous Evaluation (CCE):

1. Assignment on application of cognitive principles to AI in various settings
2. Review articles on the application of cognitive ergonomics
3. Group presentations on cognitive assessments for children and geriatric populations

Semester End Examination (SEE) Paper pattern:

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

Question N	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 5	22

References:

- Robinson-Riegler, G., & Robinson-Riegler, B. (2016). Cognitive psychology : applying the science of the mind. In *Allyn and Bacon eBooks*. <https://ci.nii.ac.jp/ncid/BA6752956X>
- Groome, D., & Eysenck, M. W. (2016). An introduction to applied cognitive Psychology. In *Psychology Press eBooks*. <https://doi.org/10.4324/9781315732954>
- 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.
- Janhnke J.C, Nowaczyk R.H 'Cognition',(1998), Prentice-Hall Inc. New Jersey.
- 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.
- Sternberg R.J 'Cognitive Psychology'(2009), 5th Edition, Harcourt Brace College Publishers.
- Brown. A., Green. T., (2016) *The Essentials of Instructional Designs: Connecting Fundamental Principles with Process and Practice*, 3rd Edition, Routledge.
- Salvendy, G., (2012) *Handbook of Human Factors and Ergonomics*, 4th Edition, John Wiley & Sons, Inc
- Norman. D., (2014) *The Design of Everyday Things*. Basic Books

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	Research Methodology
Level	6.0
Course Title	Research Methodology in Psychology
Semester	I
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Research Methodology in Psychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> ● Define research methodology and its significance in psychological inquiry ● Describe the stages of the research process, including problem identification, literature review, hypothesis formulation, data collection, analysis, and interpretation ● Identify different sampling methods (random, stratified, convenience) and understand their strengths and limitations ● Describe common methods of data collection in psychology, including surveys, interviews, observations, and psychological tests ● Recognize potential ethical dilemmas and risks in psychological research and apply APA Guidelines ● Create academic writing samples using APA Guidelines
Module 1 (Credit 1)	Introduction to Research in Psychology
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> ● Define research methodology and its significance in psychological inquiry. ● Describe the stages of the research process, including problem identification, literature review, hypothesis formulation, data collection, analysis, and interpretation. ● Recognize ethical considerations in psychological research and their implications for study design and participant welfare.

Content Outline	1.1 Meaning, objectives and characteristics of Research in Psychology, 1.2 Basic concepts –Types of variables, Problems and Hypotheses <ul style="list-style-type: none"> • Variables: Meaning and types • Research Problem: Meaning and characteristics • Hypothesis: Meaning, objectives, types and characteristics 1.3 Steps in Research Process 1.4 Ethical considerations in Research (APA Guidelines)
Module 2 (Credit 1) Sampling and Methods of Data Collection	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • Identify different sampling methods and understand their strengths and limitations. • Justify the selection of a specific research design and sampling technique based on research objectives and constraints. • Describe common methods of data collection in psychology
Content Outline	Sampling: 2.1 Probability Sampling 2.2 Non-probability sampling Data collection: 2.3 Experimental methods 2.4 Non– Non-experimental methods
Module 3 (Credit 1) Research Designs	
Learning Outcomes	After learning the module, learners will be able to: <ul style="list-style-type: none"> • Understand the various types of research designs • Differentiate between various research designs, such as experimental and quasi-experimental • Understand the principles of Qualitative Research Methods • Apply the knowledge of types of research designs in creating and planning a research in psychology
Content Outline	3.1 a. Between group design b. Within group design c. Factorial design 3.2 Quasi–experimental design 3.3 Qualitative research- principles and types 3.4 Qualitative Data Analysis
Module 4 (Credit 1) Academic Writing	
Learning Outcomes	After learning the module, learners will be able to: <ul style="list-style-type: none"> • Explain the components of a research report, including abstract, introduction, methods, results, discussion, and references. • Format a research report according to established guidelines (e.g., APA style) for academic writing in psychology. • Communicate research findings effectively through written reports, oral

	presentations, and visual aids.
Content Outline	<p>4.1 Introduction to Academic Writing- Objectives</p> <p>4.2 Steps in Writing a Research Report, Forms of Academic Writing</p> <p>4.3 APA Referencing and Citation, Plagiarism</p> <p>4.4 Research Dissemination- Publication Process (Journal Metrics, Author Metrics)</p>

Comprehensive Continuous Evaluation (CCE):

4. Small scale Research: Actual data Collection, scoring and section 1.4 (Sample size min. 30)
5. Identifying variables, hypothesis, appropriate design etc. for a research problem
6. Assignment based on psychological research ethics

Semester End Examination (SEE) Paper pattern:

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

Question N	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 5	22

References:

American Psychological Association. *Publication Manual of the American Psychological Association*, Latest Edition. APA.

Christensen, L. B., Johnson, B., Turner, L. A. (2021). *Research Methods, Design, and Analysis* (13th ed) Pearson Publication

Elmes, D. G. (2011). *Research Methods in Psychology*. 9th Edition, Wadsworth Publishing

Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*, Sage Publication

Goodwin, J. (2009). *Research in Psychology: Methods in Design*. Wiley (6th edition).

Kerlinger, F. N. (1995). *Foundations of Behavioural Research*. New Delhi: Surjeet Publication.

Kumar, R. (2011). *Research Methodology- a step by step guide for beginners* (3rd ed) Sage publications

Kothari, C. R. (1985). *Research methodology: Methods and Techniques*. New Delhi: Wiley Eastern Ltd.

McBurney, D. H., White, T.L (2013). *Research Methods*. (8th Ed.). Wadsworth Publishing.

Neumen, L. W. (1997). *Social Research Methods - Qualitative and Quantitative Approaches*. 3rd edition. Allyn and Bacon.

Shaughnessy, J. J., Zechmeister, E. B. Zechmeister, J. (2012). *Research Methods in Psychology*. (Ninth Edi.). NY: McGraw Hill.

Singh, A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

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	Foundations of Psychology
Semester	I
Course Credit	4
No. of Lecture per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title: Foundations of Psychology

Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Define basic concepts of psychology. 1. Gain knowledge of key principles and research techniques used in psychological studies. 2. Describe the various theoretical approaches in Psychology. 3. Understand practical applications of psychology in everyday life. 4. Gain an overview of the different subfields and areas of specialization within psychology
Module 1 (Credit 1)- Introduction to Psychology	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the historical roots of psychology 2. Explain contemporary and modern approaches to Psychology. 3. Describe the scope of Psychology. 4. Perceive day-to-day behaviours using a psychological lens.

Content Outline	<ul style="list-style-type: none"> ● History and definition ● Classic approaches (with emphasis on Freud’s theory of personality) ● Contemporary Approaches to understanding humans ● Indian Perspectives on Psychology ● Areas of Specialization and Professionals in the Field ● Application: Understanding daily behaviours from different perspectives using a psychological lens
Module 2 (Credit 1)- The Science of Psychology	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand various research methods used in psychology 2. Differentiate between quantitative and qualitative research methods. 3. Evaluate the importance of ethical considerations in research 4. Explain the significance of statistics in research
Content Outline	<ul style="list-style-type: none"> ● Research methods (Quantitative & Qualitative) ● Non-experimental methods ● The experimental method and designs ● Ethics in research ● Statistics in psychological research ● Application: Design a study with operationally defined variables
Module 3 (Credit 1) - Motivation and Emotion	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Describe the major theoretical perspectives that address motivated behaviour & their limitations 2. Explain the principle motives of behaviour 3. Understand emotions and their origin through various theoretical perspectives 4. Describe the mechanisms of emotion
Content Outline	<ul style="list-style-type: none"> ● Nature, Components, and Theories of Motivation ● Types of Motivation- Physiological and Social ● Theories of Emotions ● Basic Emotions ● Application (to motivation): Sleep management <p>Application (to emotion): Using emotional intelligence</p>
Module 4 (Credit 1)- Personality Psychology	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Explain the main theories and approaches in personality psychology and their foundational principles. 2. Evaluate the strengths and limitations of different personality theories and models. 3. Discuss the influence of various factors on personality development. 4. Explore various personality assessment tools.
Content Outline	<ul style="list-style-type: none"> ● Analysis of major theories and Approaches in personality psychology

	<ul style="list-style-type: none"> ● Study of different perspectives on personality, including trait theories, psychodynamic theories, and humanistic theories ● Examination of the influence of genetics, environment, and culture on personality development ● Exploration of personality assessment techniques ● Application: Self-administration of any one personality assessment, analysis, and interpretation of the results.
--	--

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

1. Prepare Crosswords/quizzes.
2. Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit.
3. Posters/charts along with their explanation,
4. Prepare Mind Maps
5. Completion of assigned readings and independent study of course materials.
6. Group projects or presentations to encourage collaboration and application of knowledge.

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q2 to Q5. Q1 and Q6 are compulsory

Question No.	Question Type	Marks
Q1	Objectives	10
Q2	Essay type Question from Module I	10
Q3	Essay type Question from Module II	10
Q4	Essay type Question from Module III	10
Q5	Essay type Question from Module IV	10
Q6	Short notes any 2 out of 4	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.
- Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). *Psychological Science* (5th ed.). W.W. Norton & Company.
- Kalat, J. W. (2013). *Biological Psychology* (11th ed.). Cengage Learning India.
- Lahey, B. (2009). *Psychology: An Introduction* (10th ed.). McGraw-Hill Higher Education.
- Morgan, C., King, R., Weisz, J., & Schopler, J. (1993). *Introduction To Psychology* (7th ed.). Tata McGraw-Hill Education.
- Myers, D. G. (2013). *Psychology* (10th ed.). Worth Publishers.
- Passer, M., & Smith, R. (2011). *Psychology: The Science of Mind and Behavior* (5th ed.). McGraw-Hill.
- Wertheimer, M. (2014). *A Brief History of Psychology* (5th ed.). Psychology Press.
- Wood, S. E., Wood, E. G., & Boyd, D. (2011). *The World of Psychology* (7th ed.). Allyn and Bacon.
- Zimbardo, P. G., Johnson, R. L., & McCann, V. (2009). *Psychology: Core Concepts* (6th ed.). Pearson Education India.

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	Developmental Psychology - Infancy to Adolescence
Semester	I
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	–
Marks of Semester End Examination	50

Course Title: Developmental Psychology - Infancy to Adolescence

Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. Describe basic human development processes. 2. Develop a foundation of basic theoretical perspectives and trends in Developmental Psychology. 3. Understand the process of social and emotional development across age groups. 4. Explain the factors influencing psychosocial development.
Module 1 Introduction to Developmental Psychology	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Understand the theoretical perspectives of Developmental Psychology. 2. Identify and describe the basic emotions experienced during various life stages. 3. Discuss the role of social relationships, and peer interactions in the physical and technological world in shaping emotional experiences during these stages.

Content Outline	<ul style="list-style-type: none"> ● Introduction to Developmental Psychology & Theoretical Perspectives: Freud and Erikson (Shaffer) ● Contexts of development: Family, Peers, School and technology (Shaffer) ● Development of emotions in Infancy and Early childhood (Santrock) ● Development of emotions in Middle Childhood and Adolescence (Santrock)
Module 2 Development of Psycho-social Self	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Examine the development of attachment relationships. 2. Discuss the development of self-concept from infancy to adolescence. 3. Understand the factors that influence moral development.
Content Outline	<ul style="list-style-type: none"> ● Development of Attachment from Infancy to Adolescence (Santrock) ● Understanding Self and Others from Infancy to Adolescence (Santrock) ● Development of Self-esteem from infancy to adolescence (Shaffer) ● Development of Moral Thought from early childhood to Adolescence (Santrock)

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

1. Group Presentations
2. Utilizing stories and children's story books to depict various facets of development
3. Introspective/ Reflexive reports

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q2 to Q5. Q1 and Q6 are compulsory

Question No.	Question Type	Marks
Q1	Objectives	10
Q2	Essay type Question from Module I	10
Q3	Essay type Question from Module II	10
Q4	Essay type Question from Module III	10
Q5	Essay type Question from Module IV	10
Q6	Short notes any 2 out of 4	10

References

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.

Santrock, J. W. (2020). *A Topical Approach to Life-span Development*. McGraw-Hill.

Shaffer, D. R., & Kipp, K. (2012). *Developmental Psychology: Childhood and Adolescence* (9th ed.).

Wadsworth Cengage Learning.

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	VSC
Level	4.5
Course Title	Emotional Intelligence-Basic Concepts
Semester	I
Course Credit	2
No. of Lecture per week	2
Marks of Comprehensive Continuous Evaluation	-
Marks of Semester End Examination	50

Course Title: Emotional Intelligence-Basic Concepts

Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Define emotional intelligence and explain the models of emotional intelligence. 2. Understand and evaluate their own emotional competencies. 3. Identify the importance of accurate emotional perception for effective communication. 4. Recognise and perceive emotions to build better relationships.
Module 1 Introduction to Emotional Intelligence	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Define emotional intelligence and explain its significance in personal and social contexts. 2. Identify the components and dimensions of emotional intelligence. 3. Compare various models of emotional intelligence in terms of their focus and implications.

Content Outline	<ul style="list-style-type: none"> • Emotional Intelligence • Models of Emotional Intelligence • EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills • Importance of Emotional Intelligence
Module 2 Emotional awareness	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Understand the universality of certain emotional expressions. 2. Differentiate between various levels of emotional awareness. 3. Effectively perceive others' emotions.
Content Outline	<p>I can know my own and others' emotions!</p> <ul style="list-style-type: none"> • Levels of emotional awareness • Recognizing emotions in oneself • The universality of emotional expression • Perceiving emotions accurately in others

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

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

Semester End Examination (SEE) Paper pattern:

Student has to answer any 2 questions from Q2 to Q5. Q1 and Q6 are compulsory

Question No.	Question Type	Marks
Q1	Objectives	10
Q2	Essay type Question from Module I	10
Q3	Essay type Question from Module II	10
Q4	Essay type Question from Module III	10
Q5	Essay type Question from Module IV	10
Q6	Short notes any 2 out of 4	10

References

Bar-On, R., & Parker, J. D. A. (2010). *The Handbook of Emotional Intelligence: The Theory and Practice of Development, Evaluation, Education, and Application--at Home, School, and in the Workplace.*

Jossey-Bass.

Goleman, D. (2005). *Emotional Intelligence: The 10th Anniversary Edition.* Bantam.

<https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf>

Singh, D. (2015). *Emotional Intelligence at Work.* Sage.