



Resolution No.: Approved via item 01 BOS Meeting held on 16th Dec,2021
02 -AC Meeting held on Jan ,2022.

Bharatiya Vidya Bhavan's

**M. M. College of Arts, N.M. Institute of Science,
H.R.J. College of Commerce. (Bhavan's College)
Autonomous**

(Affiliated to University of Mumbai)



Syllabus for: T.Y.B.A PSYCHOLOGY

Program: B.A.

Program Code: BHA.BA

Course Code: (BH.UAPSY)

**Choice Based Credit System (CBCS)
with effect from academic year 2022-23**



PROGRAM OUTCOMES

	PO Description
	A student completing Bachelor's Degree in Arts program will be
PO	able to :
PO-1	Disciplinary Knowledge & Cognitive skills: Capable of demonstrating comprehensive knowledge and understanding of one or more other disciplines that form a part of an undergraduate programme of study. Students choosing combination of three subjects develop social, political, historic, economic and literary consciousness and will be better able to appreciate different civilizations, culture At the end of the programme, they usually will have advanced reading, writing, speaking, interpretive and composition skills in both languages.
PO-2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using appropriate media; confidently share one's views and express herself/ himself; demonstrate the ability to listen carefully; and present complex information in a clear and concise manner to different groups.
PO-3	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO4	Values and Ethical Awareness: Ability to embrace moral/ ethical values in conducting one's life, possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
PO5	Employability: On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental



	organizations.. They will also be able to appear for competitive examinations conducted for public sector jobs.
PO6	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life- long learning in the broadest context socio-technological changes. Critical sensibility to lived experiences, with self-awareness and reflexivity of both and society.
PO7	Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources
PO8	Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to apply one’s learning to real life situations.



PROGRAM SPECIFIC OUTCOMES

PSO	DESCRIPTION
	A student completing Bachelor's Degree in B.A. program in the subject of PSYCHOLOGY will be able to
PSO-1	Develop an understanding of the basic concepts and theories in Psychology
PSO-2	Describe the scientific research methods and ethics in psychological research
PSO-3	Apply the reasoning and critical thinking in understanding the psychological processes in human interaction
PSO-4	Critically evaluate the various perspectives of behavior development
PSO-5	Demonstrate awareness about the individual biological ,family related and global factors including economic ,political, social, cultural ethical factors influencing human behaviour
PSO-6	Design research, collect data ,analyse data and drawing logical conclusions, to develop understanding individual behavior in various contexts
PSO7	Apply the knowledge and skills in the discipline to develop awareness and sensitivity to issues faced by other individuals and to respond to them at a basic level
PSO8	Identify and compare various career or higher education options for a Psychology graduate

**PROGRAM OUTLINE**

YEAR	SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	BH.UAPSY 101	FUNDAMENTALS OF PSYCHOLOGY: PART I	3
FYBA	II	BH.UAPSY 201	FUNDAMENTALS OF PSYCHOLOGY: PART II	3
SYBA	III	BH.UAPSY 301	SOCIAL PSYCHOLOGY:PART I	3
SYBA	III	BH.UAPSY 302	DEVELOPMENTAL PSYCHOLOGY:PART I	3
SYBA	IV	BH.UAPSY 401	SOCIAL PSYCHOLOGY:PART II	3
SYBA	IV	BH.UAPSY 402	DEVELOPMENTAL PSYCHOLOGY:PART II	3
TYBA	V	BH.UAPSY 501	PSYCHOLOGICAL TESTING AND STATISTICS	4
TYBA	V	BH.UAPSY 502	ABNORMAL PSYCHOLOGY	4
TYBA	V	BH.UAPSY 503	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
TYBA	V	BH.UAPSY 504	COGNITIVE PSYCHOLOGY	4
TYBA	V	BH.UAPSY 505	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	4
TYBA	V	BH.UAPSY 506	COUNSELING PSYCHOLOGY	3
TYBA	VI	BH.UAPSY 601	PSYCHOLOGICAL TESTING AND STATISTICS	4



TYBA	VI	BH.UAPSY 602	ABNORMAL PSYCHOLOGY	4
TYBA	VI	BH.UAPSY 603	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
TYBA	VI	BH.UAPSY 604	COGNITIVE PSYCHOLOGY	4
TYBA	VI	BH.UAPSY 605	PRACTICALS IN COGNITIVE PROCESSES AND PSYCHOLOGICAL TESTING	4
TYBA	VI	BH.UAPSY 606	COUNSELING PSYCHOLOGY	3
			TOTAL	64

decisions about their future career preferences based on the learning during this course.

**PROPOSED SYLLABUS FOR T.Y.B.A PSYCHOLOGY
(to be implemented from 2022-23)**

Sr.No.	Title	Details
1.	Title of the course	TYBA PSYCHOLOGY <u>BH.UAPSY 504</u> SEM V- Cognitive Psychology: Part I <u>BH.UAPSY 604</u> SEM VI-- Cognitive



		Psychology: Part II
2.	Eligibility for admission	SYBA WITH PSYCHOLOGY AS AN ELECTIVE SUBJECT
3.	No.of semesters	02
4.	Credits per semester	04
5.	Number of lectures per week	04
6.	Passing marks	40
7.	Pattern 100 marks	60 Semester End Exam 40 Internal exam
8.	To be implemented from	AY 2022-23

DR.KRANTI GAWALI
CHAIRMAN ,
BOARD OF STUDIES IN PSYCHOLOGY

DEAN OF HUMANITIES

DETAILED SYLLABUS – SEMESTER V

PREAMBLE

Psychology is the science of human behavior and has several branches. Students learning the Cognitive Psychology course at the TYBA level shall acquire the fundamental knowledge of concepts in Cognitive Psychology as well as its applications in various areas in life. This course shall facilitate development to knowledge and ability to explain ,compare ,contrast and apply the various basic concepts in Cognitive Psychology and the theories related to human learning and cognition. The student will be able to demonstrate an understanding of the concepts like perception ,attention, memory ,problem solving and decision making. The students shall also develop the foundation for learning the role of Cognition and Emotions in human behaviour.

In present time there has been a rise in the requirements of the mental health professionals owing to various pressures in life, fast paced changes in social structures. This program caters to the need to create a orientation for further learning in the area of cognitive Psychology. It focuses on



knowledge and skill based learning. The students will discover their inclination in this discipline will be able to make decisions about their future career preferences for learning cognition and neurocognition based on the learning during this course.

Course Code BH.UAPSY 504		Course Title Cognitive Psychology: -Part I Sem 5 : 60 lectures			4 Credits	
Pre-requisites & Eligibility criteria: SYBA WITH PSYCHOLOGY AS A ELECTIVE SUBJECT						
Teaching Scheme				Evaluation Scheme(Theory)		
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous internal Assessment (CIA) (Marks - 40) CIA1 CIA2		Semester End Examination (ESE) (Marks: 60)
04	NIL	NIL	03	20	20	60
Learning Objectives	<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts in cognitive Psychology. 2. To introduce the learner to the theories of perception. 3. To introduce the learner to the concepts of Attention . 4. To have the learner build knowledge about the Working Memory. 5. To make the learner aware of the various theories of long-term memory. 6. To create a foundation for understanding of the various models of memory and forgetting. 7. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology 					
Course outcomes	<p>After the successful completion of the UNITS, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concepts in cognitive Psychology. 2. Explain the various theories of perception. 3. Explain the concepts related to sensory memory,short term memory and working memory . 4. Articulate the various models of long term memory. 5. Transfer the understanding related to the different in Psychological research into a plan for a small scale research of their own. 6. Discover their area of interest in the subject of cognitive Psychology . 					
TOPICS					(60 lectures)	
Unit I.	Unit I. Perception: Recognizing Patterns and Objects a. Gestalt approaches to perception b. Bottom-up processes and Top-down processes				15 lectures	



	c. Direct perception; Disruptions of perception: visual agnosia's	
UNIT II	Unit II. Attention: Deploying Cognitive Resources a) Selective Attention; Neural Underpinnings of Attention b) Automaticity and the effects of practice c) Divided Attention	15 lectures
UNIT III	Unit III. Working Memory: Forming and Using New Memory Traces a) Traditional Approaches to the study of memory; Working Memory b) Executive Functioning c) Neurological studies of memory processes	15 lectures
UNIT IV	Unit IV. Retrieving Memories from Long-Term Storage a) Aspects and Subdivisions of Long-Term Memory b) The Levels-of-Processing view c) The reconstructive nature of memory; Amnesia	15 lectures
	<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies - 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 1. Word Limit – 1000 to 2000 words, A-4 size paper 2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included) 3. Project report may be typed or handwritten. 4. Presentation of findings in survey to be done in the APA format. 5. Marking scheme. <p>TITLE PAGE CONTENTS 1mark DECLARATION ACKNOWLEDGEMENT 1mark INTRODUCTION 2mark LITERATURE REVIEW. (1 STUDIES) 3marks</p>	



	<p>METHODOLOGY-</p> <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks • TOOLS 3 marks <p>RESULT TABLE GRAPH,2 marks</p> <p>DISCUSSION,3 marks</p> <p>CONCLUSION.1mark</p> <p>REFERENCE.1mark</p>	
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Book for Study

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)

Additional Books for Reference

Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education

2) Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition

3) Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning

4) Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008

5) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning

6) Matlin, M.W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd.

7) Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons

8) Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning

9) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.

10) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications

11) Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009

12) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014

13) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

SELF STUDY –

Individual differences in cognition

**PROPOSED SYLLABUS FOR T.Y.B.A PSYCHOLOGY
(to be implemented from 2022-23)**

Sr.No.	Title	Details
1.	Title of the course	<p>TYBA PSYCHOLOGY</p> <p><u>BH.UAPSY 505</u> SEM V Practicals in Cognitive Processes and Psychological Testing - Part I</p>



		<u>BH.UAPSY 605</u> SEM VI Practicals in Cognitive Processes and Psychological Testing -- Part II
2.	Eligibility for admission	SYBA WITH PSYCHOLOGY AS AN ELECTIVE SUBJECT.
3.	No.of semesters	02
4.	Credits per semester	04
5.	Number of lectures per week	06 PER BATCH OF 08 STUDENTS.
6.	Passing marks	40
7.	Pattern 100 marks	60 Semester End Exam 40 Internal exam
8.	To be implemented from	AY 2022-23

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BOARD OF STUDIES IN PSYCHOLOGY

DEAN OF HUMANITIES

DETAILED SYLLABUS – SEMESTER V

PREAMBLE

Psychology is the science of human behavior and has several branches. Students learning the Psychology course at the TYBA level shall acquire the fundamental knowledge of Cognitive Processes and Psychological Testing as well as its applications through experimentation. This course shall facilitate development of knowledge and ability to explain, and apply the various basic concepts in Cognitive Processes and Psychological Testing. The student will be able to explain concepts related to experimentation and Psychological testing. The student shall also be able to conduct testing and prepare a report based on the data. The student will be able to demonstrate an understanding of the research design and be able to prepare and present a research



proposal. The students shall also develop the foundation for learning statistics and research in Psychology

This program caters to the need to create an orientation for further learning in the area of Research, and Psychological testing. It focuses on knowledge and skill based learning. The students who discover their inclination towards research and psychological testing.

Course Code BH.UAPSY 505	Course Title Practicals in Cognitive Processes and Psychological Testing:-Part I Sem 5 : 06 lectures per week per batch 120 LECTURES				4 Credits	
Pre-requisites & Eligibility criteria: SYBA WITH PSYCHOLOGY AS AN ELECTIVE OPTION						
Teaching Scheme				Evaluation Scheme(Theory)		
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous internal Assessment (CIA) (Marks - 40) CIA1 CIA2		Semester End Examination (ESE) (Marks: 60)
06 PER WEEK PER BATCH OF 8 STUDENTS.	NIL	NIL	03	20	20	60
Learning Objectives	<ol style="list-style-type: none"> 1.To introduce the learners to the basic concepts in experimentation and report writing. 2. To orient the learners to the administration ,scoring and interpretation of Psychological tests. . 3. To impart the knowledge about the cog lab experients to the learners. 4.To introduce the learner to the concept of research proposal writing. 					
Course outcomes	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1.Explain the basic concepts in experimentation and report writing. 2. Administer ,score and interpret the results obtained on a Psychological Test. 3.Conduct the cog lab experiment and write a report . 4. design a research proposal and write a report. 					
	TOPICS					(120 lectures)
UNIT 1	Basics of experimentation :Descriptive and Inferential statistics ,Experiment vs Correlational Methods Types of variables, Types of Hypotheses ,Types of Experimental					



	designs Randomization and Counterbalancing Confounding of Independent Variables Sampling Ethical Issues in Experiment .Report writing	
UNIT 2	Administration ,scoring and interpretation using one psychological test.	
UNIT 3	Conduction and report writing of one cog lab experiment.	
UNIT 4	Conduction of one experiment based on memory ,levels of processing .	

Examination pattern for internal exam 40 marks

1 class test MCQ TYPE 20 marks based on theory from 1 unit .
Preparation of a research proposal 20 marks.

EXTERNAL EXAMINATION 60 MARKS 2 HRS 30 MIN.

Conduction of 1 experiment any one (cog Lab or Experiment)
Viva 25 arks

**PROPOSED SYLLABUS FOR T.Y.B.A PSYCHOLOGY
(to be implemented from 2022-23)**

Sr.No.	Title	Details
1.	Title of the course	TYBA PSYCHOLOGY <u><i>BH.UAPSY 506</i></u> SEM 5- Counseling Psychology: Part I <u><i>BH.UAPSY 606</i></u> SEM 6-- Counseling Psychology: Part II
2.	Eligibility for admission	SYBA WITH PSYCHOLOGY AS ONE OF THE ELECTIVE
3.	No.of semesters	02
4.	Credits per semester	03
5.	Number of lectures per week	03



6.	Passing marks	40
7.	Pattern 100 marks	60 Semester End Exam 40 Internal exam
8.	To be implemented from	AY 2022-23

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DEAN OF HUMANITIES

DETAILED SYLLABUS – SEMESTER V

PREAMBLE

Psychology is the science of human behavior and has several branches. Students learning the Counseling Psychology course at the TYBA level shall acquire the fundamental knowledge of counselling skills and its applications in the counselling settings. This course shall facilitate development of knowledge and ability to explain, compare, contrast and apply the various basic concepts in various therapies, psychological assessment and counselling in groups. The student will be able to demonstrate an understanding of the counselling relationship, the professional ethics for a counsellor and, the different theories of counselling. The student shall also develop the foundation for learning the advanced skills in counselling.

In present time there has been a rise in the requirements of the mental health professionals owing to various pressures in life, fast paced changes in social structures. This program caters to the need to create an orientation for further learning in the area of counseling Psychology and Therapy. It focuses on knowledge and skill based learning. The students who discover their inclination in this discipline will be able to make decisions about pursuing a career in counseling and Psychotherapy.

Course Code BH.UAPSY 506	Course Title SEM 5- Counseling Psychology: Part I: 60 lectures	4 Credits
Pre-requisites & Eligibility criteria: SYBA WITH PSYCHOLOGY AS AN ELECTIVE OPTION.		
Teaching Scheme		Evaluation Scheme(Theory)



Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practica l)	Continuous internal Assessment (CIA) (Marks - 40) CIA1 CIA2		Semester End Examination (ESE) (Marks: 60)
04	NIL	NIL	03	20	20	60
Learning Objectives	<p>Objectives: -</p> <ol style="list-style-type: none"> 1.To impart knowledge and understanding of the nature, process, goals, techniques, ethical issues andmajor theories in Counseling Psychology 2.To generate interest in the various applications and fields of counseling 3.To create a foundation for higher education in Counseling and a career as a professional counselor 					
Course outcomes	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1.Describe the basic concepts and modern trends in counselling Psychology. 2.Discover their area of interest in the subject of Psychology and plan careers in counselling psychology. 3.Transfer the understanding related to various approaches to counselling and to plan for a small scale research of their own. 					
	TOPICS					(60 lectures)
UNIT 1	<p>Unit 1. Personal, Professional and Ethical concepts of Counseling</p> <p>a) Meaning of ‘Profession’, ‘Counseling’, ‘Guidance’ and ‘Psychotherapy’; The personality and background of the counselor – negative motivators, personal qualities, maintaining effectiveness; The 3 levels of helping relationships; Attribution and systematic framework of the counselor – attributes, systems of counseling; Engaging in professional counseling-related activities – continuing education, supervision, advocacy and social justice, portfolios</p> <p>b) Definitions of Ethics, Morality, and Law; ethics and counseling; professional codes of ethics and standards; making ethical decisions; educating counselors in ethical decision making; ethics in specific counseling situations; multiple relationships; working with counselors who may act unethically</p>					15 lectures
UNIT 2	<p><u>Unit 2. Counseling in Multicultural Society and with Diverse Populations</u></p> <p>a) Counseling across culture and ethnicity; defining culture and multicultural counseling; history of multicultural counseling; difficulties and issues in multicultural counseling; international counseling</p> <p>b) Counseling aged populations; gender-based counseling; counseling and sexual orientation;</p>					15 lectures



	counseling and spirituality	
UNIT 3	<p><u>Unit 3. Building a Counseling Relationship</u> a) The six factors that influence the counseling process b) Types of initial interviews; conducting the initial interview Exploration and the identification of goals</p>	15 lectures
UNIT 4	<p><u>Unit 4. Working in a Counseling Relationship</u> a) Various counselor skills in the understanding and action phases b) Transference and counter-transference; the real relationship</p>	15 lectures
	<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies - 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 5. Word Limit – 1000 to 2000 words, A-4 size paper 6. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included) 7. Project report may be typed or handwritten. 8. Presentation of findings in survey to be done in the APA format. <p>5. Marking scheme.</p> <p>TITLE PAGE CONTENTS 1mark DECLARATION ACKNOWLEDGEMENT 1mark INTRODUCTION 2mark LITERATURE REVIEW. (1 STUDIES) 3marks METHODOLOGY-</p> <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks 	



	<ul style="list-style-type: none">• TOOLS 3 marks <p>RESULT TABLE GRAPH,2 marks</p> <p>DISCUSSION,3 marks</p> <p>CONCLUSION.1mark</p> <p>REFERENCE.1mark</p> <p>The learner will be introduced to the various authorizing agencies and regulatory bodies in the field of Psychology ,through the guest talks ,seminar etc.</p>	
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Book for Study

Gladding, S. T. (2014). *Counselling: A Comprehensive Profession. (7th Ed.)*. Pearson Education.New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

Additional Books for Reference

1. Gladding, S. T & Kishore, R. (2017). *Counseling: A Comprehensive Profession. (7th Ed.)*.Pearson India Education Services Pvt Ltd.
2. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: TataMcGraw-Hill
3. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions. (4th ed.)*. Pearson Prentice Hall. First Indian reprint 2008 by Dorling KindersleyIndia pvt ltd.
4. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession. (5th ed.)*. NewJersey: Pearson Education
5. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy (7th ed.)*. Stamford,CT: Brooks/Cole
6. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by CengageLearning India
7. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
8. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London:Sage publications
9. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*.
First Indian reprint 2009 by Cengage Learning India
10. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance. 7th ed.*,Pearson Education, Dorling Kindersley India, New Delhi
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sagepublications, New Delhi
13. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley Indiapvt ltd.
14. McLeod, J. (2009). *An Introduction to Counseling. (4th ed.)*. Open University Press/McGraw-Hill Higher Education
15. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asiaedition



16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications
17. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
18. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

**SELF STUDY –
MENTAL HEALTH CARE ACT 2017.**

SEMESTER 6 SYLLABUS

Proposed syllabus for T.Y.B.A Cognitive Psychology-Part II Sem 6

Course Code BH.UAPSY 604	Course Title Cognitive Psychology-Part II Sem 6 : 60 lectures	4 Credits
Learning Objectives	<ol style="list-style-type: none"> 1.To introduce the learners to the different approaches to understanding Storing and Organizing Information in Long-Term Memory. 2. To make the learners aware of the Visual Imagery and Spatial Cognition 3. To impart the knowledge about the various theories of thinking and problem Solving. 4.To introduce the learner to the concept of reasoning and decision making. 	
Course outcomes	<p style="text-align: center;">After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1.Explain and compare the different approaches to understanding Storing and Organizing Information in Long-Term Memory. 2.describe the concepts Visual Imagery and Spatial Cognition. 3.the Thinking and Problem Solving . 4. Describe the concept of Reasoning and Decision Making . 	
	TOPICS	(60 lectures)



UNIT 1	Unit I. Knowledge Representation: Storing and Organizing Information in Long-Term Memory a) Organizing Knowledge b) Forming concepts and categorizing new instances	15 lectures
UNIT 2	Unit II. Visual Imagery and Spatial Cognition a) Codes in Long-Term Memory b) Empirical investigations of imagery; the nature of mental imagery c) Neuropsychological findings; Spatial cognition	15 lectures
UNIT 3	Unit III. Thinking and Problem Solving a) Classic problems and general methods of solution; Blocks to problem solving b) The Problem Space hypothesis c) Expert systems; Finding creative solutions; Critical thinking	15 lectures
UNIT 4	Unit IV. Reasoning and Decision Making a) Reasoning; Types of Reasoning b) Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making c) Neuropsychological evidence on reasoning and decision making	15 lectures
<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies - 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 9. Word Limit – 1000 to 2000 words, A-4 size paper 10. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included) 11. Project report may be typed or handwritten. 12. Presentation of findings in survey to be done in the APA format. <p>5. Marking scheme.</p> <p>TITLE PAGE CONTENTS 1mark DECLARATION ACKNOWLEDGEMENT 1mark</p>		



	<p>INTRODUCTION 2mark LITERATURE REVIEW. (1 STUDIES) 3marks METHODOLOGY-</p> <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks • TOOLS 3 marks <p>RESULT TABLE GRAPH,2 marks DISCUSSION,3 marks CONCLUSION.1mark REFERENCE.1mark</p> <p>The learner will be introduced to the applied aspects of learning eg music and cognition,Cognition and sports through guest talks ,seminar,presentations and assignments etc.</p>	
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Book for Study

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)

Additional Books for Reference

Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education

2) Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition

3) Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning

4) Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008

5) Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning

6) Matlin, M.W. (1995). Cognition. 3 rd ed., Bangalore: Prism Books pvt. ltd.

7) Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons

8) Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning

9) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.

10) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications

11) Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009

12) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014

13) Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth

SELF STUDY –

Cross cultural perspectives in cognition

**PROPOSED SYLLABUS FOR Practicals in Cognitive Processes and Psychological Testing
-Part II Sem 6**

<p>Course Code BH.UAPSY 605</p>	<p>Course Title Practicals in Cognitive Processes and Psychological Testing - Part II Sem 2 : 120 lectures</p>	<p>4 Credits</p>
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Learning Objectives	<ol style="list-style-type: none"> 1.To introduce the learners to the basic concepts in experimentation and report writing. 2. To orient the learners to the administration ,scoring and interpretation of Psychological tests. . 3. To impart the knowledge about the cog lab experients to the learners. 4.To introduce the learner to the concept of research proposal writing. 	
Course outcomes	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1.Explain the basic concepts in experimentation and report writing. 2. Administer ,score and interpret the results obtained on a Psychological Test. 3.Conduct the cog lab experiment and write a report . 4. design a research proposal and write a report. 	
	TOPICS	(120 lectures)
UNIT 1	<p>A. Introduction to Experimental Psychology and Statistics in Psychological Research</p> <ol style="list-style-type: none"> 1 Designs - Complex (Mixed) 2. Statistical Analysis – Inferential statistics – ANOVA, Chi Square 	
UNIT 2	Administration ,scoring and interpretation using one psychological test.	
UNIT 3	Conduction and report writing of one cog lab experiment.	
UNIT 4	Conduction of one experiment based on Problem solving , forgetting,	

Book for Study

Additional Books for Reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). _ Pearson Education, Indian reprint 2007
- 3) Carver, R. H., & Nash, J. G. (2009). *Data Analysis with SPSS version 16*. Brooks/Cole, Cengage Learning, first Indian reprint 2009
- 4) Cohen, B. H. (2013). *Explaining Psychological Statistics* (4th ed.). New Jersey. John Wiley & sons
- 5) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment:An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
- 6) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6th ed.). Brooks/Cole, Thomson Learning
- 7) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
- 8) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 9) Guilford, J. P. (1954). *Psychometric Methods* (2nd ed.). New York: McGraw-Hill



- 10) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5thed.) New York : McGraw-Hill
- 11) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 12) Gaur, A. J., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. 2nd ed., Response books, Sage Publications
- 13) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3rd ed., Open University Press, McGraw-Hill Education
- 14) Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
- 15) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
- 16) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 17) McBurney, D. H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
- 18) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 19) Martin, D. W. (2004). *Doing Psychology Experiments*. (6th ed.). Belmont: Thomson Wadsworth
- 20) Matlin, M. W. (1995). *Cognition*. 3rd ed., Bangalore: Prism Books pvt. Ltd.
- 21) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioral Sciences*, John Wiley & sons
- 22) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley

Examination pattern for internal exam 40 marks

1 class test MCQ TYPE 20 marks based on theory from any 1 unit.

Preparation of a research proposal ,collection of data, analysing it and presenting the findings.20 marks.

EXTERNAL EXAMINATION 60 MARKS 2 HRS 30 MIN.

Conduction of 1 experiment any one (cog Lab or Experiment)

Viva 25 arks

PROPOSED SYLLABUS FOR Counseling Psychology: Part II

Course Code BH.UAPSY 606	Course Title SEM 6- Counseling Psychology: Part II : 60 lectures	4 Credits
	TOPICS	(60 lectures)
UNIT 1	<u>Unit 1. Testing, Assessment, Diagnosis in Counseling; Closing Counseling Relationships</u> a) A brief history of the use of tests in counseling; tests and test scores; problems and potential of using tests; administration and interpretation of tests; assessment and diagnosis	15 lectures



	<p>b) Function, timing of and issues in closing counseling relationships; resistance to closing; premature closing; counselor-initiated closing; ending on a positive note; issues related to closing - follow-up and referral</p>	
UNIT 2	<p><u>Unit 2. Psychoanalytic, Adlerian, and Humanistic Theories of Counseling</u> a) Theory; importance of theory; theory into practice b) Psychoanalytic theories, Adlerian theory, Humanistic theories</p>	15 lectures
UNIT 3	<p><u>Unit 3. Behavioral, Cognitive, Systemic, Brief, and Crisis Theories of Counseling</u> a) Behavioral counseling; Cognitive and Cognitive-Behavioral counseling b) Systems theories; Brief counseling approaches; Crisis and trauma counseling approaches</p>	15 lectures
UNIT 4	<p><u>Unit 4. Groups in Counseling and Current trends in Counseling</u> b) A brief history of groups; misperceptions and realities about groups; the place of groups in counseling; benefits, drawbacks and types of groups c) Theoretical approaches in conducting groups; stages and issues in groups; Qualities of effective group leaders; the future of group work d) Current trends in Counseling - Dealing with violence, trauma and crises; promoting wellness; concern for social justice and advocacy; greater emphasis on use of technology</p>	15 lectures
	<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies - 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 13. Word Limit – 1000 to 2000 words, A-4 size paper 	



	<p>14. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)</p> <p>15. Project report may be typed or handwritten.</p> <p>16. Presentation of findings in survey to be done in the APA format.</p> <p>5. Marking scheme.</p> <p>TITLE PAGE</p> <p>CONTENTS 1mark</p> <p>DECLARATION</p> <p>ACKNOWLEDGEMENT 1mark</p> <p>INTRODUCTION 2mark</p> <p>LITERATURE REVIEW. (1 STUDIES) 3marks</p> <p>METHODOLOGY-</p> <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks • TOOLS 3 marks <p>RESULT TABLE GRAPH, 2 marks</p> <p>DISCUSSION, 3 marks</p> <p>CONCLUSION. 1mark</p> <p>REFERENCE. 1mark</p> <p>Interested students will be encouraged to complete internships in the field of counselling.</p>	
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Book for Study

Gladding, S. T. (2014). *Counselling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India pvt ltd.

Additional Books for Reference

1. Gladding, S. T & Kishore, R. (2017). *Counseling: A Comprehensive Profession*. (7th Ed.). Pearson India Education Services Pvt Ltd.
2. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: TataMcGraw-Hill
3. Capuzzi, D., & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
4. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counseling Profession*. (5th ed.). New Jersey: Pearson Education
5. Corey, G. (2005). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Stamford, CT: Brooks/Cole
6. Corey, G. (2008). *Group Counseling*. Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
7. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions*. Thomson Brooks/Cole
8. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action*. 2nd ed. London: Sage publications



9. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*.
First Indian reprint 2009 by Cengage Learning India
10. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counseling research*. Brooks/Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications*. Sage publications, New Delhi
13. Kinara, A. K. (2008). *Guidance and Counseling*. Pearson, New Delhi: Dorling Kindersley Indiapvt Ltd.
14. McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education
15. Nelson-Jones, R. (2008). *Basic Counselling Skills: A helper's manual*. 2nd ed., Sage South Asia edition
16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities*. 3rd ed., London: Sage publications
17. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counseling*. (5th ed.). New Jersey: Pearson Education
18. Rao, N. S. (1991). *Counseling and Guidance*. (2nd ed.). New Delhi: Tata McGraw-Hill. (17th reprint – 2004)
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners*. London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Thomson Brooks/ Cole

SELF STUDY

WORKS OF ANY 3 COUNSELING RELATED ORGANIZATIONS.

Modality of Assessment

Theory Examination Pattern:

A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1	Class test MCQ type on the unit declared .	20
2	One Assignment	20



	TOTAL	40

Assignment types can include:

1. **Small survey (using interviews/questionnaires)**
2. **Presentation in class**
3. **Conduct a workshop for a small group**
4. **Field visit report**
5. **Literature review**
6. **Preparation of charts/posters (educational aids and class presentation/exhibition)**
7. **Case studies - 3 to 4**
8. **Book review**
9. **Review of characters in movies depicting concepts and conditions learnt in Psychology.**

B) External Examination- 60%- 60 Marks

Semester End Theory Examination: 60 marks

1. Duration - These examinations shall be of 2 hours duration.
2. Paper Pattern:
 - There shall be **05** questions. Q1. TO Q4 of 10 marks and Q5.20 MARKS. On each unit there will be 05 questions.
 - All questions shall be compulsory with internal choice within some questions.

Paper Pattern:

Question	Options	Marks	Questions
			Based on



Q1	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit I</i>
Q2	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit II</i>
Q3	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit III</i>
Q4	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit IV</i>
Q5	<i>Any 4 out of 8</i>	<i>20</i>	<i>Units I ,II,III,&IV</i>

Overall evaluation Semester 5 & 6

Course	501-506			601 - 606			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Rubrics of evaluation for ESE

Unit	Knowledge	Understanding	Analysis & critical thinking	Total marks/unit
1	03	04	03	10
2	03	04	03	10
3	03	04	03	10
4	03	04	03	10
All units	04	08	08	20
Total per objective	16	24	20	60
% weightage	26	40	34	100

Rubrics of evaluation for CIA-2 assignment : Presentation/debate



Class: _____ **Roll No** _____ **Topic** _____

Parameter	Max Marks	80 – 100% Excellent	60 -80% Good	40 – 60% Satisfactory	20 – 40% Poor	0-20% very poor
CONTENTS	10					
Content: Introduction –	02					
Content: Development	03					
Content:– Conclusion -	03					
Content: - Bibliography	02					
Effective communication skill	10					
Language, Style and Structure;	05					
Teaching aids;	05					
Total	20					

Name of evaluator _____



