



HSNC Board's
Smt. Chandibai Himathmal Mansukhani College
(Autonomous)



(Affiliated to the University of Mumbai)

University College Code : 217-JD Office : T14

Principal : Dr. Manju Lalwani Pathak

Ref No: CHM (A) AC/C/01/2025

Date: 18th June 2025

CIRCULAR

The immediate attention of all concerned is invited to this office Circular No. CHM (A) AC 05/2025 dated 19th May, 2025 regarding the Choice Based and Credit Based Syllabus (CBCS) for all subjects of F.Y.B.A & T.Y.B.A. in Psychology SEM - I & SEM – V respectively.

It is hereby communicated that the recommendations of the syllabus made by the Ad-hoc Board of Studies in Psychology coordinated by the Dean, Faculty of Social Sciences in the meeting of Academic Council held on 23rd May, 2025 vide item No. 4.3, have been accepted and subsequently passed.

In accordance, therewith, the syllabus as per the CBCS has been brought into force with effect from the academic year 2025 – 2026 and accordingly the same is attached for reference and is available on the College's website www.chmcollege.in

Ulhasnagar - 421 003

18th June, 2025

Dr. Manju Lalwani Pathak

Principal & Chairperson, Academic Council

Copy forwarded for information to:-

- 1) The Dean, Faculty of Humanities.
- 2) The Chairperson, Ad-hoc Board of Studies.
- 3) The Controller of Examination.
- 4) The Registrar



HSNC Board's
Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar
(Autonomous)
Affiliated to the University of Mumbai

Bachelor of Arts
(Psychology)
(Aided Course)

Semester – V

Choice Based and Credit Based syllabus
with effect from the
Academic Year 2025-2026

PREAMBLE

The B.A. Psychology program introduces students to the scientific study of human behavior and mental processes. The program builds a strong foundation in understanding human behavior across individual, social, and organizational contexts.

Through a blend of theory, research, and applied learning, the three-year course nurtures critical thinking, empathy, and scientific inquiry. Students graduate with skills that are not only academically enriching but also deeply relevant to real-world challenges and personal growth.

The course also fosters ethical awareness, cultural sensitivity, and scientific enquiry preparing students for a foundation for advanced studies and diverse career paths in mental health, education, research, human resource and social services.

PROGRAMME SPECIFIC OUTCOME (PSOs)

PSO1: Gain foundational knowledge in core areas of psychology including Cognitive, Developmental, Social, Industrial, Counselling and Abnormal psychology.

PSO2: Understand the application of psychological principles to real-life settings such as education, mental health, industry, and community.

PSO3: Develop understanding of psychological testing, data analysis, and basic research methodology.

PSO4: Develop cultural sensitivity, ethical reasoning, and social responsibility in understanding and addressing behavioral issues.

PSO5: Prepare for higher education or professional careers in psychology-related fields like counseling, HR, research, and social work.

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

Title: Psychological Testing and Statistics I

Paper IV -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Psychological Testing and Statistics I

Course Code: CHM(A)UAPS501

Sr. No.	Heading	Particulars
1	Description of the Course:	The Psychological Testing and Statistics paper for TYBA Psychology is designed to provide students with foundational knowledge and practical skills in psychometric assessment and statistical analysis. Students are expected to have a comprehensive understanding of the tools and techniques used in psychological assessment and the ability to apply statistical methods to analyze and interpret psychological data.
2	Vertical	----
3	Type	Theory + Practicum (Teaching Method: Lectures/ Problem Solving Exercises/Discussion/Research Design Exercises etc.)
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: 1. Understand the nature, uses, technical features, and construction process of psychological tests. 2. Gain knowledge in statistics, focusing on descriptive statistics, their characteristics, and methods of calculation, uses, and applications. 3. Build a foundation for advanced learning in psychological testing, assessment, and statistics.	
8	Learning Outcomes: Student will be able to LO1: Students will be able to define key concepts in psychological testing and statistics, including reliability and validity. LO2: Students will be able to apply the knowledge of reliability and validity to evaluate the characteristics of a psychological test. LO3: Students will be able to apply basic statistical techniques such as mean, median, mode, and standard deviation to analyze data in psychological research.	
9	Syllabus UNIT I: Psychological Testing And Assessment • Definition of testing and assessment; the process and tools involved. • Parties and types of settings involved in testing. • Norms: sampling to develop norms, types of norms, norm-referenced vs. criterion-	

referenced evaluation, culture and inference.

UNIT II: Reliability and Types

- Concept of reliability; Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability.
- Using and interpreting a coefficient of reliability – purpose, nature of the test.
- True score model of measurement, and alternatives

UNIT III: Validity and Types

- Concept of validity; Face and Content validity.
- Criterion-related validity and Construct validity.
- Validity, bias, and fairness

UNIT IV: Measures Of Central Tendency, Measures Of Variability, Frequency Distribution, Graphical Representations

- Calculation of mean, median, and mode of a frequency distribution; the assumed mean method for calculating the mean, calculation of range and standard deviation.
- Preparing a frequency distribution; advantages and disadvantages; smoothed frequencies: method of running averages.
- Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

External Examination: Semester End External – 100 marks Time: 3:00 hours

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Based on Unit 1 (Any one)	20
Q2	Based on Unit 2 (Any one)	20
Q3	Based on Unit 3 (Any one)	20
Q4	Based on Unit 4 (Any one)	20
Q5	Short Notes Based on Unit 1,2,3 & 4 (Any two)	20
		Total 100

11

REFERENCE BOOKS:

1. Cohen, R. J., & Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education. (Indian reprint 2018)
2. Aiken, L. (2006). Psychological testing and assessment (12th ed.). Pearson Education.
3. Anastasi, A. (1997). Psychological testing (7th ed.). Prentice Hall.
4. Aaron, R. (Ed.). (2006). Psychological testing and assessment (5th ed.). McGraw-Hill.
5. Cohen, R. J. (2013). Psychological testing and assessment: An introduction to tests and measurement (8th ed.). McGraw-Hill Education.
6. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.

	7. Gregory, R. J. (2013). Psychological testing: History, principles, and applications (6th ed.). Pearson Education. 8. Gupta, S. P. (1991). Statistical methods (26th ed.). Sultan Chand & Sons. 9. Hogan, T. P. (2015). Psychological testing: A practical introduction (2nd ed.). Wiley. 10. Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning. 11. Mangal, S. K. (1987). Statistics in psychology and education. Tata McGraw-Hill.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

Title: Abnormal Psychology I

Paper V -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Abnormal Psychology I
Course Code: CHM(A)UAPS502

Sr. No.	Heading	Particulars
1	Description of the Course:	The Abnormal Psychology paper for TYBA Psychology offers students an in-depth exploration of psychological disorders, their underlying causes, and various treatment modalities. Structured across two semesters, this course provides a comprehensive understanding of abnormal behavior from multiple perspectives.
2	Vertical	---
3	Type	Theory + Practicum (Teaching Method: Lectures/ Role Play/ Case Study/ Group Discussion/ Presentation etc.)
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: 1. To understand the basic concepts and theories in abnormal psychology. 2. To learn about various psychological disorders, including their symptoms, causes, and treatments. 3. To lay the groundwork for further studies and careers in clinical psychology	
8	Learning Outcomes: Student will be able to LO1: Define and differentiate normal and abnormal behavior and understand the historical and contemporary approaches of abnormality. LO2: Use DSM-5 classification system for identification of specific disorders covered in the syllabus. LO3: Describe symptoms, causes, and treatments for specific disorders covered in the syllabus	
9	Syllabus UNIT I: Understanding Abnormal Behavior, Diagnosis And Assessment • Understanding Abnormal Behavior. Role of DSM-5 in diagnosing mental disorders. • Prominent Views (Historical & Contemporary) in Abnormal Psychology. • Psychological Assessment: Clinical Interviews, Mental Status Examination,	

	• Neuroimaging techniques and Neuropsychological Assessment UNIT II: Theoretical Perspectives In Abnormal Psychology • Biological perspective • Psychological perspective • Psychological causal factors • Sociocultural perspective UNIT III: Anxiety, Obsessive-Compulsive, And Trauma- And Stressor-Related Disorders • Generalized Anxiety Disorder and Panic Disorder • Specific Phobia and Social Phobia • Obsessive-Compulsive and Related Disorders • PTSD and Acute Stress Disorder UNIT IV: Somatic Symptom Disorders, Dissociative Disorders And Neurodevelopmental Disorders • Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder • Dissociative amnesia, Depersonalization/ Derealization disorder, Dissociative Identity Disorder • Intellectual Disability and ADHD • Pervasive Developmental Disorders and Learning Disorders																					
10	Scheme of Examination and Assessment Pattern Paper – 100 Marks External Examination: Semester End External – 100 marks Time: 3:00 hours Format of Question Paper <table border="1"><thead><tr><th>Question No</th><th>Nature of Questions</th><th>Marks</th></tr></thead><tbody><tr><td>Q1</td><td>Based on Unit 1 (Any one)</td><td>20</td></tr><tr><td>Q2</td><td>Based on Unit 2 (Any one)</td><td>20</td></tr><tr><td>Q3</td><td>Based on Unit 3 (Any one)</td><td>20</td></tr><tr><td>Q4</td><td>Based on Unit 4 (Any one)</td><td>20</td></tr><tr><td>Q5</td><td>Based on Unit 1,2,3 & 4 (Any two)</td><td>20</td></tr><tr><td colspan="2"></td><td>Total 100</td></tr></tbody></table>	Question No	Nature of Questions	Marks	Q1	Based on Unit 1 (Any one)	20	Q2	Based on Unit 2 (Any one)	20	Q3	Based on Unit 3 (Any one)	20	Q4	Based on Unit 4 (Any one)	20	Q5	Based on Unit 1,2,3 & 4 (Any two)	20			Total 100
Question No	Nature of Questions	Marks																				
Q1	Based on Unit 1 (Any one)	20																				
Q2	Based on Unit 2 (Any one)	20																				
Q3	Based on Unit 3 (Any one)	20																				
Q4	Based on Unit 4 (Any one)	20																				
Q5	Based on Unit 1,2,3 & 4 (Any two)	20																				
		Total 100																				
11	REFERENCE BOOKS: 1. Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2020). Abnormal Psychology (17th ed.). Pearson Education. 2. Barlow, D. H., & Durand, V. M. (2005). Abnormal Psychology: An Integrative Approach (4th ed.). Wadsworth Cengage Learning. 3. Beidel, D. C., Bulik, C. M., & Stanley, M. A. (2010). Abnormal Psychology. Pearson Prentice Hall. 4. Bennet, P. (2003). Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press. 5. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to Clinical Psychology: Science, Practice, and Ethics. Pearson Education.																					

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| | <ol style="list-style-type: none">6. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2013). <i>Abnormal Psychology</i> (12th ed.). John Wiley & Sons.7. Nolen-Hoeksema, S. (2014). <i>Abnormal Psychology</i> (6th ed.). McGraw-Hill.8. Oltmanns, T. F., & Emery, R. E. (2010). <i>Abnormal Psychology</i> (6th ed.). Pearson Prentice Hall.9. Ray, W. J. (2013). <i>Abnormal Psychology: Neuroscience Perspectives on Human Behaviour and Experience</i>. Sage Publications.10. Whitbourne, S. K., & Halgin, R. P. (2014). <i>Abnormal Psychology: Clinical Perspectives on Psychological Disorders</i> (7th ed.). McGraw-Hill.11. Dhanda, Amita. (2000). <i>Legal Order & Mental Disorder</i>. New Delhi, Sage publications pvt. ltd. |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

**Title: Industrial & Organizational
Psychology I**

Paper VI -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Industrial & Organizational Psychology I

Course Code: CHM(A)UAPS503

Sr. No.	Heading	Particulars
1	Description of the Course:	The Industrial/Organizational (I/O) Psychology paper for TYBA Psychology offers students a comprehensive understanding of psychological principles applied to the workplace. The course focuses on foundational concepts such as job analysis, performance appraisal, and assessment methods for selection and placement, and training and also delves into advanced topics including theories of employee motivation, job satisfaction, leadership, power in organizations, and organizational development.
2	Vertical	-
3	Type	Theory +Practicum (Teaching Method: Lectures /Case Study/ Group Discussion/ Presentation etc.)
4	Credit	4 Credits
5	Lectures allotted	45 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: 1. To impart knowledge and understanding of the basic concepts in Industrial and Organizational Psychology 2. To understand the role of Industrial Psychologists in the work setup 3. To create a foundation for higher education in I-O psychology	
8	Learning Outcomes: Student will be able to LO1: Understand the various areas of Industrial and Organizational Psychology and its theoretical framework LO2: To help examine the role and importance of I/O in the world of work LO3: To appraise the functions and application of I-O psychology with respect to human behavior in Industrial and organizational world	
9	Syllabus UNIT I: Introduction To Industrial/ Organizational Psychology & Job Analysis - What is I/O Psychology? I/O Psychology as a Profession. History in the field of I/O Psychology - What is Job Analysis: The Job oriented approach and the Person oriented approach. Purposes of job analysis.	

	- How job analysis information is collected; approaches to collecting job analysis information. Methods of job analysis. Job evaluation. UNIT II: Performance Appraisal - Why do we appraise employees? - Performance Criteria. - Methods of assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback UNIT III: Assessment Methods For Selection And Placement - Job related characteristics. Different types of psychological tests based on format: group vs. individual, close ended vs. open ended; paper-and-pencil vs. performance; power vs. speed. - Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability test, knowledge and skill test, personality test, emotional intelligence tests, integrity test, vocational interest test. - Biographical information, interviews, work samples, assessment centers & electronic assessment. UNIT IV: Training - Needs assessment and objectives of training. Training Design: trainee characteristics; design factors; work environment. - Training methods: Audio visual instruction, conference/ lecture, on-the-job training, modelling/ role playing/simulation, eLearning, mentoring/ executive coaching - Evaluation of Training program.
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Scheme of Examination and Assessment Pattern

Paper – 100 Marks

External Examination: Semester End External – 80 marks Time: 3:00 hours

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Based on Unit 1 (Any one)	20
Q2	Based on Unit 2 (Any one)	20
Q3	Based on Unit 3 (Any one)	20
Q4	Based on Unit 4 (Any one)	20
		Total 80

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation (Any 1 of the following)	Marks
1.	Small survey (using interviews/questionnaires)	20
2.	Field visit	20
3.	Presentation in class	20
4.	Conduct a workshop for a small group	20
5.	Literature review	20
6.	Preparation of charts/posters (educational aids and class presentation/exhibition)	20
7.	Case studies - 3 to 4	20
		Total 20

REFERENCE BOOKS:

1. Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)
2. Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8thed.). Boston, MA: Cengage Learning.
3. Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.). Chennai, India: McGraw Hill Education India.
4. Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
5. Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
6. Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
7. Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
8. Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
9. Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford University Press.
9. Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

Title: Cognitive Psychology I

Paper VII -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Cognitive Psychology I
Course Code: CHM(A)UAPS504

Sr. No.	Heading	Particulars
1	Description of the Course:	The Cognitive Psychology paper for TYBA Psychology provides students with a comprehensive understanding of the mental processes involved in perception, attention, memory, reasoning, and decision-making. It focuses on foundational concepts such as perception, attention, and memory systems, knowledge representation, problem-solving, and decision-making processes.
2	Vertical	-
3	Type	Theory + Practicum (Teaching Method: Lectures /Group Discussion/ Presentation/ Case Study etc.)
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: 1. To impart knowledge and understanding of the fundamental concepts of cognitive psychology and the basic cognitive processes. 2. To seek theoretical orientation for developing conceptual background to predict human behavior. 3. To help students understand through real life examples and think critically	
8	Learning Outcomes: Student will be able to LO1: : The learner will build foundational knowledge of Cognitive Psychology which will help the learner for higher education and also to pursue a professional career in any of the several areas of Psychology. LO2: To examine and illustrate various mental functions resulting in manifestation of behavior real world settings. LO3: To simplify working of human brain and its impact on human and animal behavior.	
9	Syllabus UNIT I: Cognitive Psychology: Methods And Paradigms • Research Methods in Cognitive Psychology • Paradigms of Cognitive Psychology • Individual Differences in Cognition • Influences on the study of cognition UNIT II: Perception: Recognizing Patterns And Objects • Gestalt Approaches to Perception • Bottom-Up Processes	

	• Top-Down Processes • Disruptions of Perception: Visual Agnosia UNIT III: Attention: Deploying Cognitive Resources • Selective Attention • Automaticity and the Effects of Practice • Divided Attention • Attention and Consciousness UNIT IV: Retrieving Memories From LTM • Traditional view of LTM • Levels of Processing view. • The reconstructive nature of memory. • Amnesia																					
10	Scheme of Examination and Assessment Pattern Paper – 100 Marks External Examination: Semester End External – 100 marks Time: 3:00 hours Format of Question Paper <table><tr><th>Question No</th><th>Nature of Questions</th><th>Marks</th></tr><tr><td>Q1</td><td>Based on Unit 1 (Any one)</td><td>20</td></tr><tr><td>Q2</td><td>Based on Unit 2 (Any one)</td><td>20</td></tr><tr><td>Q3</td><td>Based on Unit 3 (Any one)</td><td>20</td></tr><tr><td>Q4</td><td>Based on Unit 4 (Any one)</td><td>20</td></tr><tr><td>Q5</td><td>Based on Unit 1,2,3 & 4 (Any two)</td><td>20</td></tr><tr><td colspan="2"></td><td>Total 100</td></tr></table>	Question No	Nature of Questions	Marks	Q1	Based on Unit 1 (Any one)	20	Q2	Based on Unit 2 (Any one)	20	Q3	Based on Unit 3 (Any one)	20	Q4	Based on Unit 4 (Any one)	20	Q5	Based on Unit 1,2,3 & 4 (Any two)	20			Total 100
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Q3	Based on Unit 3 (Any one)	20																				
Q4	Based on Unit 4 (Any one)	20																				
Q5	Based on Unit 1,2,3 & 4 (Any two)	20																				
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11	REFERENCE BOOKS: 1. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015) 2. Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education 3. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition 4. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning 5. Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008 6. Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning 7. Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt. ltd. 8. Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons 9. Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning 10. Applying the science of the Mind. (2nd ed.). Pearson Education. New Delhi: Indian edition.																					

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

**Title: Practicals in Cognitive Processes and
Psychological Testing I**

Paper VIII -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Practicals in Cognitive Processes and Psychological Testing I

Course Code : CHM(A)UAPS505

Sr. No.	Heading	Particulars
1	Description of the Course:	This course provides students with hands-on experience in conducting, and interpreting experiments in psychology. Through structured lab work, students gain a scientific understanding of human behaviour and mental processes. Students will learn essential research methods, including hypothesis formulation, variable control, experimental design, data collection, and analysis. Students will also be able to apply psychological tools to understand human behaviour and cognitive functioning, especially within counselling settings.
2	Vertical	---
3	Type	Theory +Practicum (Teaching Method: Lectures/Discussion/ Experiment Conduction/Administration of Tests/Practice in Report Writing etc.)
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: 1. Introducing the students to practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data. 2. Teaching APA format for report writing to develop skills for evaluation of a research paper and write a research report. 3. Introducing the students to Psychological Testing: administration, scoring and interpretation of the psychological tests, understanding the concepts of reliability and validity.	
8	Learning Outcomes: Student will be able to LO1: Translate theoretical concepts into application-based experiments. LO2: Write reports on research conducted using APA format. LO3: Conduct experiments following standardized procedure& apply statistical tests and analyze the data collected.	

9

Syllabus

UNIT I: Introduction To Experimental Psychology And Statistics In Psychological Research

- Variables – Types, Operational definition
- Designs – Types (one IV and two IV), Sampling, Randomization and Counterbalancing
- Hypotheses – Types – Null and Alternative
- Statistical Analysis – Inferential statistics - t test, F Test, statistical significance
- Introduction to Scales of Measurement
- Report writing – APA format

UNIT II: Practice Experiment

- Conduct the experiment
- Review Original Article
- Write result and discussion of group data using APA format.

UNIT III: Experiment In Cognitive Processes

- Conduct two experiments
- Data Analysis using appropriate statistics
- Report writing

UNIT IV: Administration And Analysis Of One Psychological Test

- Administration, Scoring and Interpretation of the Test
- Writing report on the findings of the test
- Calculate Reliability / Validity of the test

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

External Examination: Semester End External – 60 marks Time: 2:00 hours

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Instructions, Conduct, and Report	40
Q2	Viva	20
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Checklist for Instructions	10
2.	Checklist for Conduct	10
3.	Report Writing	10
4.	Attendance	05
5.	Journal	05
		Total 40

REFERENCE BOOKS:

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. Cohen, J. R., & Swerdlik, M. E., (2018). Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)
4. Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) Research Methods in Psychology. (6th ed.). Brooks/Cole, Thomson Learning
5. Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, International student edition
6. Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education
7. Garrett, H.E. (1973). Statistics in Psychology and Education (6th ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
8. Guilford, J.P. Fruchter, B. (1973). Fundamental statistics in psychology and education. (5th ed.) New York : McGraw-Hill
9. Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
10. Harris, P. (2008). Designing and Reporting Experiments in Psychology. 3rd ed., Open University Press, McGraw-Hill Education

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Third Year B.A.
(Psychology)**

Semester- V

Title: Counselling Psychology I

Paper IX -4 Credits

**with effect from
Academic Year 2025-2026**

Title: Counselling Psychology I
Course Code: CHM(A)UAPS506

Sr. No.	Heading	Particulars
1	Description of the Course:	This course offers an in-depth understanding of the principles, techniques, and applications of counselling psychology. It explores the theoretical foundations of counselling, including major approaches such as psychodynamic, humanistic, cognitive-behavioural, and integrative models. Through lectures, case studies, discussions, and practical sessions, students will develop skills in active listening, empathy, goal setting, and problem-solving. Emphasis is placed on self-awareness and the development of personal qualities essential for effective counselling practice.
2	Vertical	---
3	Type	Theory + Practicum (Teaching Method: Lectures/ Case Study/ Group Discussion/ Role Play/ Presentation etc.)
4	Credit	4 Credits
5	Lectures allotted	45 Lectures
6	Marks allotted	100Marks
7	Course Objectives:	1. Develop an understanding of counselling concepts. 2. Build knowledge and understanding of basic skills in practice. 3. Understand the theoretical foundations underlying different counselling and psychotherapeutic approaches.
8	Learning Outcomes:	Student will be able to LO1: Students will be able to define and describe key concepts in counselling psychology LO2 : Students will be able to understand and respect diversity in client populations LO3: Students will be able to analyze and evaluate different counselling theories and apply them to real-life case studies
9	Syllabus UNIT I: Professional Foundations Of Counselling • Qualities of an effective helper. Key ingredients in Successful Helping. • Process-developing a working alliance, Ethics in Counselling • Counselling in diverse population-Culture, Gender, Sexual Orientation.	

UNIT II: Psychoanalytic, Adlerian, Humanistic Counselling Theories

- Psychoanalysis
- Adlerian theory
- Humanistic theories- Maslow & Roger

UNIT III: Behavioural, Cognitive- Behavioural & Brief Counselling

- Behavioural Counselling
- Cognitive-Behavioural Counselling.
- Brief Counselling

UNIT IV: Crisis, Addiction And Group Counselling

- Crisis and Trauma counselling
- Addiction Counselling
- Theoretical approaches in conducting groups and Stages in groups.

10**Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

External Examination: Semester End External – 80 marks Time: 3:00 hours**Format of Question Paper**

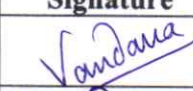
Question No	Nature of Questions	Marks
Q1	Based on Unit 1 (Any one)	20
Q2	Based on Unit 2 (Any one)	20
Q3	Based on Unit 3 (Any one)	20
Q4	Based on Unit 4 (Any one)	20
		Total 80

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation (Any 1 of the following)	Marks
1.	Small survey (using interviews/questionnaires)	20
2.	Field visit	20
3.	Presentation in class	20
4.	Conduct a workshop for a small group	20
5.	Literature review	20
6.	Preparation of charts/posters (educational aids and class presentation/exhibition)	20
7.	Case studies - 3 to 4	20
		Total 20

11	REFERENCE BOOKS: 1. Gladding, S. T. (2018). Counseling: A comprehensive profession (8th ed.). Pearson Education 2. Corey, G. (2016). Theory and practice of counseling and psychotherapy (9th ed.). Cengage Learning. 3. Dryden, W. (2008). The handbook of individual therapy (5th ed.). Sage Publications. 4. Egan, G., & Reese, R. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning. 5. Gibson, R. L. (2008). Introduction to counseling and guidance (7th ed.). Pearson Education. 6. Henderson, D. A. (2015). Counseling and psychotherapy: A critical analysis (2nd ed.). Sage Publications. 7. Ivey, A. E. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society (10th ed.). Cengage Learning. 8. Nelson, T. L. (2012). Introduction to counseling: An art and science perspective (3rd ed.). Pearson Education. 9. Nugent, F. A. (2009). An introduction to the counseling profession (6th ed.). Cengage Learning. 10. Simmons, J. & Griffiths, R. (2009). CBT for Beginners. London: Sage Publications.
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Department of Psychology:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College	
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, C.H.M. College	

Name & Signature of the Ad hoc BoS Chairperson: Ms. Vandana N Solanki



Name & Signature of the Dean: Dr. Prashant Kelkar

