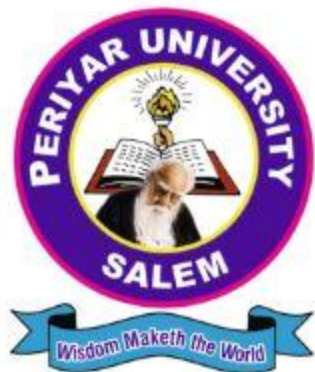




பெரியார் பல்கலைக்கழகம்

அரசு பல்கலைக்கழகம், சேலம்.

PERIYAR UNIVERSITY

State University - NAAC 'A++' Grade - NIRF Rank 94 State Public  
University Rank 40 - SDG Institutions Rank Band: 11-50  
Salem - 636 011, Tamil Nadu, India.

# **M.SC. APPLIED PSYCHOLOGY**

## **REGULATIONS AND SYLLABUS**

**CHOICE BASED CREDIT SYSTEM (CBCS) &**

**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK  
(LOCF)  
(SEMESTER PATTERN)**

**EFFECTIVE FROM THE ACADEMIC YEAR  
2026-2027**

| <b>LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Programme</b>                                                               | <b>M.Sc., Applied Psychology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Programme Code</b>                                                          | <b>PSY01</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Duration</b>                                                                | <b>PG-2 YEARS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Programme Outcomes (Pos)</b>                                                | <p><b>PO1: Problem-Solving Skill</b><br/>Apply knowledge of Management theories and Human Resource practices to solve business problems through research in a Global context.</p> <p><b>PO2: Decision-Making Skill</b><br/>Foster analytical and critical thinking abilities for data-based decision-making.</p> <p><b>PO3: Ethical Value</b><br/>Ability to incorporate quality, ethical, and legal value-based perspectives into all organizational activities.</p> <p><b>PO4: Communication Skill</b><br/>Ability to develop communication, managerial and interpersonal skills.</p> <p><b>PO5: Individual and Team Leadership Skill</b><br/>Capability to lead themselves and the team to achieve organizational goals.</p> <p><b>PO6: Employability Skill</b><br/>Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p><b>PO7: Entrepreneurial Skill</b><br/>Equip with skills and competencies to become an entrepreneur.</p> <p><b>PO8: Contribution to Society</b><br/>Succeed in career endeavors and contribute significantly to society.</p> <p><b>PO 9 Multicultural competence</b><br/>Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p><b>PO 10: Moral and ethical awareness/reasoning</b><br/>Ability to embrace moral/ethical values in conducting one's life.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Programme Specific Outcomes (PSOs)</b></p> | <p><b>PSO1 – Placement</b><br/>To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, and beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur</b><br/>To create effective entrepreneurs by enhancing their critical thinking, problem-solving, decision-making, and leadership skill that will facilitate startups and high-potential organizations.</p> <p><b>PSO3 – Research and Development</b><br/>Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization toward growth and development.</p> <p><b>PSO4 – Contribution to Business World</b><br/>To produce employable, ethical, and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society</b><br/>To contribute to the development of society by collaborating with stakeholders for mutual benefit.</p> |

## **Vision**

“To holistically develop students who would be contented and successful in dealing with the psychological challenges at personal, professional, and social level”.

## **Mission**

- To provide Counselling for various emotional and behavioral problems and facilitate the development of a healthy personality.
- To conquer the heights of personal and professional excellence.
- To develop students and scholars with the competencies necessary to face the challenges in their personal and professional life, in turn, they help others in society.
- To ignite the spark in the students to reach their fullest potential.
- To impart value-based knowledge through teaching and research.

## **Candidate's eligibility for admission**

A candidate who has passed any UG (bachelor) degree of this University or an examination of any other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the MSc. Applied Psychology.

## **Duration of the programme**

The two-year full-time Master's Programme in Applied Psychology comprises four semesters under the Choice Based Credit System (CBCS).

## **Examinations**

Examinations are conducted in a semester pattern. The examination for Semesters I & III will be held in November/December and for Semesters II and IV will be in April/May.

Candidates failing in any subject (theory, practical, and skill) will be permitted to appear for such failed subjects in the same syllabus structure at subsequent examinations within the next 5 years. Failing this, the candidate has to complete the course in the present existing syllabus structure.

## **Scheme for Evaluation and Attainment Rubrics**

Evaluation will be done continuously and will be evaluated four times during the course work. The first evaluation will be in the 7<sup>th</sup> week, the second in the 11<sup>th</sup> week, the third in the 16<sup>th</sup> week, and the end-semester examination in the 19<sup>th</sup> week. The evaluation may be by objective type questions, short answers, essays, or a combination of these, but the end semester examination is a University theory examination with a prescribed question paper pattern.

*i. Attainment Rubrics for Theory Courses***a. Internal (Max. Marks - 25)****(No Internal Minimum Evaluation of End Semester Examinations)****Evaluation of Internal Assessment**

- Test : 5 Marks (Best of the Two Tests)
- Model Examination : 5 Marks
- Seminar : 5 Marks
- Assignment : 5 Marks
- Attendance : 5 Marks
- Total : 25 Marks**

**b. External (Max. Marks - 75)****Question Paper Pattern (Theory)**

| Section | Approaches                                                | Mark Pattern                          | K Level |
|---------|-----------------------------------------------------------|---------------------------------------|---------|
| A       | One word (Answer all questions)                           | 20X1 = 20 (Multiple Choice Questions) | K1-K3   |
| B       | 100 to 200 words (Answer any three out of five questions) | 3X5 = 15 (Analytical type questions)  | K3-K4   |
| C       | 500 to 1000 words                                         | 5X8 = 40 (Essay type questions)       | K5-K6   |

*ii. Attainment Rubrics for Research*

Project &amp; Internship training:

- Project report : 150 marks
- Viva Voce : 50 marks
- Total : 200 marks**

**Grading System**

Evaluation of the performance of students is based on a ten-point scale grading system as given below.

| Ten Point Scale |              |              |             |
|-----------------|--------------|--------------|-------------|
| Grade of Marks  | Grade points | Letter Grade | Description |
| 90-100          | 9.0-10.0     | O            | Outstanding |
| 80-89           | 8.0-8.9      | D+           | Excellent   |
| 75-79           | 7.5-7.9      | D            | Distinction |
| 70-74           | 7.0-7.4      | A+           | Very Good   |
| 60-69           | 6.0-6.9      | A            | Good        |
| 50-59           | 5.0-5.9      | B            | Average     |
| 00-49           | 0.0          | U            | Re-appear   |
| ABSENT          | 0.0          | AAA          | ABSENT      |

## Template for P.G. Programmes

| Semester-I                         | Credit | Hrs | Semester-II                                 | Credit | Hrs | Semester-III                                                | Credit | Hrs | Semester-IV                                              | Credit | Hrs |
|------------------------------------|--------|-----|---------------------------------------------|--------|-----|-------------------------------------------------------------|--------|-----|----------------------------------------------------------|--------|-----|
| 1.1. Core-I                        | 4      | 4   | 2.1. Core-V                                 | 4      | 4   | 3.1. Core – IX                                              | 4      | 4   | 4.1. Project with viva voce                              | 8      | 6   |
| 1.2 Core-II                        | 4      | 4   | 2.2 Core – VI                               | 4      | 4   | 3.2 Core – X                                                | 4      | 4   | 4.2. a) Internship/Industrial Training*<br><b>(OR)</b>   | 12     |     |
| 1.3 Core – III                     | 4      | 4   | 2.3 Core-VII                                | 4      | 4   | 3.3 Core-XI                                                 | 4      | 4   | 4.2.b)**                                                 |        |     |
| 1.4. Core-IV                       | 4      | 4   | 2.4. Core-VIII (Psychological Assessment-I) | 4      | 6   | 3.4. Core-XII (Psychological Assessment-II)                 | 4      | 6   | Internship/Industrial Activity                           |        |     |
| 1.5 Discipline Centric Elective -I | 4      | 4   | 2.5 Discipline Centric Elective – III       | 4      | 4   | 3.5 Discipline-Centric Elective - V                         | 4      | 4   | Industry/ Entrepreneurship (20% Theory 80% Practical)    |        |     |
| 1.6 Generic Elective-II:           | 4      | 4   | 2.6 Generic Elective -IV:                   | 4      | 4   | 3.6 NME II (Supportive course offered by other departments) | 3      | 3   | Skill Enhancement course / Professional Competency Skill |        |     |
|                                    |        |     | 2.7. NME I ‡                                | 1      |     |                                                             |        |     | Extension Activity                                       |        |     |
|                                    |        |     | Human Rights                                | 2      |     |                                                             |        |     |                                                          |        |     |
|                                    |        |     |                                             |        |     |                                                             |        |     |                                                          |        |     |
| <b>Total Credit Points -94</b>     |        |     |                                             |        |     |                                                             |        |     |                                                          |        |     |

\*Students undergoing 4.2. a (Internship/Industrial Training) will learn Industry/Entrepreneurship skills, Professional Competency Skills and will do extension activities during their internship.

\*\* College/University can decide to opt either 4.2. a) **or** 4.2.b).

‡ Online Course from the Platform such as SWAYAM, MOOC, NPTEL etc.

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits, and Hours Distribution System for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

| <b>Part</b> | <b>List of Courses</b>                                                 | <b>Credits</b> | <b>No. of Hours</b> |
|-------------|------------------------------------------------------------------------|----------------|---------------------|
|             | Core – I Theories of Personality                                       | 4              | 4                   |
|             | Core – II Human Development                                            | 4              | 4                   |
|             | Core – III Psychopathology                                             | 4              | 4                   |
|             | Core – IV Research Methods and Applied Statistics                      | 4              | 4                   |
|             | Elective – I Relationship Counselling / Consumer Psychology            | 4              | 4                   |
|             | Elective – II Computer Assisted Research Skills/ Corporate Counselling | 4              | 4                   |
|             |                                                                        |                |                     |

**Semester-II**

| <b>Part</b> | <b>List of Courses</b>               | <b>Credits</b> | <b>No. of Hours</b> |
|-------------|--------------------------------------|----------------|---------------------|
|             | Core – V Psychometry                 | 4              | 4                   |
|             | Core – VI Behaviour Modification     | 4              | 4                   |
|             | Core – VII Neuropsychology           | 4              | 4                   |
|             | Core – VIII OB & Training            | 4              | 6                   |
|             | Core – IX Experimental Psychology- I | 4              | 4                   |
|             | Elective – III Ecopsychology/ HRM    | 4              | 4                   |
|             | NME-I SWAYAM/MOOC/NTPL               | 1              |                     |
|             | Fundamentals of Human Rights         | 2              |                     |
|             |                                      |                |                     |
|             |                                      |                |                     |

**Second Year – Semester – III**

| <b>Part</b> | <b>List of Courses</b>                     | <b>Credits</b> | <b>No. of Hours</b> |
|-------------|--------------------------------------------|----------------|---------------------|
|             | Core – X Applied Social Psychology         | 4              | 4                   |
|             | Core – XI Advanced Cognitive Psychology    | 4              | 4                   |
|             | Core – XII Psychotherapy                   | 4              | 4                   |
|             | Core – XIII Experimental Psychology- II    | 4              | 4                   |
|             | Elective – IV Cyberpsychology/ Gerontology | 4              | 4                   |
|             | Supportive (NME)                           | 3              | 3                   |
|             | Peace Education                            | NA             |                     |

**Semester-IV**

| <b>Part</b> | <b>List of Courses</b>          | <b>Credits</b> | <b>No. of Hours</b> |
|-------------|---------------------------------|----------------|---------------------|
|             | Project with VIVA VOCE          | 8              | 6                   |
|             | Internship/ Industrial Training | 12             |                     |
|             |                                 |                |                     |

**Total \_\_\_\_Credits for PG Courses**

**Note:** Internship/ Industrial Training provides in-depth understanding and honing of student's professional competency skills that are essential for a smooth transition from academics to vocation. Hence, it has been decided to have complete three months internship in the final semester

| Semester – I   |                                                             |                                                                      |             |        |      |
|----------------|-------------------------------------------------------------|----------------------------------------------------------------------|-------------|--------|------|
| S No           | Course No – Category                                        | Title of the course                                                  | CODE        | Credit | Hour |
| 1              | 1.1 Core -I                                                 | Theories of Personality                                              | 26UPPSY1C01 | 4      | 4    |
| 2              | 1.2. Core-II                                                | Human Development                                                    | 26UPPSY1C02 | 4      | 4    |
| 3              | 1.3 Core - III                                              | Psychopathology                                                      | 26UPPSY1C03 | 4      | 4    |
| 4              | 1.4 Core - IV                                               | Research Methods and Applied Statistics                              | 26UPPSY1C04 | 4      | 4    |
| 5              | 1.5 Elective I                                              | Relationship Counselling / Consumer Psychology                       | 26UPPSY1E01 | 4      | 4    |
| 6              | 1.6 Elective - II(Practical)                                | Computer Assisted Research Skills/ Corporate Counselling             | 26UPPSY1E02 | 4      | 4    |
|                |                                                             |                                                                      | TOTAL       | 24     | 24   |
| Semester – II  |                                                             |                                                                      |             |        |      |
| 7              | 2.1 Core -V                                                 | Psychometry                                                          | 26UPPSY1C05 | 4      | 4    |
| 8              | 2.2 Core-VI                                                 | Behaviour Modification                                               | 26UPPSY1C06 | 4      | 4    |
| 9              | 2.3 Core - VII                                              | Neuropsychology                                                      | 26UPPSY1C07 | 4      | 4    |
|                | 2.4. Core – VIII                                            | OB & Training                                                        | 26UPPSY1C08 | 4      | 4    |
|                | 2.5. Core – IX (Practical/Lab)                              | Experimental Psychology- I                                           | 26UPPSY1L01 | 4      | 6    |
| 10             | 2.6 Elective III                                            | Ecopsychology/ HRM                                                   | 26UPPSY1E03 | 4      | 4    |
| 12             | 2.7. NME-I                                                  | MOOC/SWAYAM/NTPL                                                     | 26UPPSY1N01 | 1      |      |
| 13             |                                                             | Fundamentals of Human Rights                                         | 26UPPGC1H01 | 2      |      |
|                |                                                             |                                                                      | TOTAL       | 27     | 26   |
| Semester – III |                                                             |                                                                      |             |        |      |
| 14             | 3.1 Core -X                                                 | Applied Social Psychology                                            | 26UPPSY1C09 | 4      | 4    |
| 15             | 3.2 Core-XI                                                 | Advanced Cognitive Psychology                                        | 26UPPSY1C10 | 4      | 4    |
| 16             | 3.3 Core - XII                                              | Psychotherapy                                                        | 26UPPSY1C11 | 4      | 4    |
| 17             | 3.4. Core – XIII (Practical/Lab)                            | Experimental Psychology- II                                          | 26UPPSY1L02 | 4      | 4    |
| 18             | 3.5 Elective IV                                             | Cyberpsychology/ Gerontology                                         | 26UPPSY1E04 | 4      | 4    |
| 19             | 3.6. NME-II                                                 | Supportive (NME)                                                     | 26UPPSY1N02 | 3      | 3    |
|                |                                                             | Peace Education (Extra Credit Paper: 2 cts.)                         | 26UPGEN1V01 | NA     |      |
|                |                                                             |                                                                      | TOTAL       | 23     | 23   |
| Semester – IV  |                                                             |                                                                      |             |        |      |
| 20             | 4.1. Project Dissertation                                   | Project with Viva Voce (Dissertation)                                | 26UPPSY1P01 | 8      | 6    |
| 21             | 4.2. a) Internship/ Industrial Training (Three Months) (OR) | Internship Viva (OR)                                                 | 26UPPSY1I01 | 12     |      |
|                |                                                             | Internship/ Industrial Activity (2 credits)                          |             |        |      |
|                |                                                             | Industry/ Entrepreneurship (20% Theory 80% Practical) (3 credits)    |             |        |      |
|                |                                                             | Skill Enhancement course / Professional Competency Skill (2 credits) |             |        |      |
|                | 4.2. b Internship (Optional)                                | Extension Activity (1 credit)                                        |             |        |      |
|                |                                                             |                                                                      | TOTAL       | 20     |      |
| Total Credits  |                                                             |                                                                      |             | 94     |      |

| Course                                                    | Course Code | *Category                       | Number of Credits | Hours Per Week | Exam Duration (hrs) | Marks |      |       |
|-----------------------------------------------------------|-------------|---------------------------------|-------------------|----------------|---------------------|-------|------|-------|
|                                                           |             |                                 |                   |                |                     | IA    | ESA  | Total |
| <b>Semester I</b>                                         |             |                                 |                   |                |                     |       |      |       |
| Theories of Personality                                   | 26UPPSY1C01 | 1.1 Core -I                     | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Human Development                                         | 26UPPSY1C02 | 1.2. Core-II                    | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Psychopathology                                           | 26UPPSY1C03 | 1.3 Core – III                  | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Research Methods and Applied Statistics                   | 26UPPSY1C04 | 1.4 Core – IV                   | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Relationship Counselling / Consumer Psychology            | 26UPPSY1E01 | 1.5 Elective I                  | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Computer Assisted Research Skills / Corporate Counselling | 26UPPSY1E02 | 1.6 Elective - II(Practical)    | 4                 | 4              | 3                   | 25    | 75   | 100   |
| <b>Semester II</b>                                        |             |                                 |                   |                |                     |       |      |       |
| Psychometry                                               | 26UPPSY1C05 | 2.1 Core -V                     | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Behaviour Modification                                    | 26UPPSY1C06 | 2.2 Core-VI                     | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Neuropsychology                                           | 26UPPSY1C07 | 2.3 Core – VII                  | 4                 | 4              | 3                   | 25    | 75   | 100   |
| OB & Training                                             | 26UPPSY1C08 | 2.4. Core – VIII                | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Experimental Psychology- I                                | 26UPPSY1L01 | 2.4. Core – IX (Practical/Lab)  | 4                 | 6              | 3                   | 25    | 75   | 100   |
| Ecopsychology/ HRM                                        | 26UPPSY1E03 | 2.6 Elective – III              | 4                 | 4              | 3                   | 25    | 75   | 100   |
| MOOC/SWAYAM/NTPL                                          | 26UPPSY1N01 | 2.7. NME-I                      | 1                 |                |                     |       |      |       |
| Fundamentals of Human Rights                              | 26UPPGC1H01 |                                 | 2                 |                |                     |       |      |       |
| <b>Semester III</b>                                       |             |                                 |                   |                |                     |       |      |       |
| Applied Social Psychology                                 | 26UPPSY1C09 | 3.1 Core -IX                    | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Advanced Cognitive Psychology                             | 26UPPSY1C10 | 3.2 Core-X                      | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Psychotherapy                                             | 26UPPSY1C11 | 3.3 Core – XI                   | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Experimental Psychology- II                               | 26UPPSY1L02 | 3.4. Core – XII (Practical/Lab) | 4                 | 6              | 3                   | 25    | 75   | 100   |
| Cyberpsychology/ Gerontology                              | 26UPPSY1E04 | 3.5 Elective V                  | 4                 | 4              | 3                   | 25    | 75   | 100   |
| Supportive (NME)                                          | 26UPPSY1N02 | 3.6. NME-II                     | 3                 | 4              | 3                   | 25    | 75   | 100   |
| Peace Education (Extra Credit Paper: 2 cts.)              | 26UPGEN1V01 |                                 |                   |                |                     |       |      |       |
| <b>Semester IV</b>                                        |             |                                 |                   |                |                     |       |      |       |
| Project Dissertation                                      | 26UPPSY1P01 | 4.1. Project Dissertation       | 8                 | 6              |                     | 50*   | 150# | 200   |
| Internship/ Industrial Training (Three Months)            | 26UPPSY1I01 | 4.2. Internship Viva            | 12                |                |                     | 50*   | 150# | 200   |

\* viva voce, # report, IA – Internal assessment, ESA – External single assessment  
 ^Minimum 1/3 of the students should opt for the elective



# **SEMESTER-I:**

**Course Name: THEORIES OF PERSONALITY**

**Course Code:** 26UPPSY1C01

**Year and Semester:** I & I

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 4           | 1            | 0             | 0           |

### **OBJECTIVES:**

**The major objectives of this course are:**

1. To make the student understand personality and its determinants
2. To know the fundamentals of personality theory and its emergence to gain insight into human behavior.
3. To understand the significance of each school of thought in psychology
4. To compare and contrast the conceptual framework of various theories of personality
5. To know the recent trends in personality theories and how it is applied in the field of psychology

### **LEARNING OUTCOMES: -**

**On successful completion, the students will be able to:**

CO1(K2): Understand the determinants of psychology and how it emerged as the significant concept of psychology

CO2 (K2): Classify and compare various personality theories' basic principles and approaches to understanding human nature.

CO3(K4): Explain a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive, humanistic, and contemporary theories.

CO4(K5): Apply different personality theory perspectives by engaging students in a discussion about the everyday applications of various personality theories.

CO5(K5): Adapt to apply principles of personality in counseling practices.

### **Lesson - Units**

**Unit – I: Introduction to personality Theory** - Nature of Personality- Personality theory and history. Definitions- Personality, Paradox of human nature. Personality in perspective: genetic, environmental, learning, parental, developmental factors.

**Unit – II: Psychodynamic Approach:** Sigmund Freud- Psychoanalysis, Alfred Adler- Individual Psychology, Carl Jung- Analytical Psychology, Klein- Object Relations Theory

**Unit – III: Neo Psychoanalytic Approach:** Karen Horney- Psychoanalytic Social Theory, Erich Fromm- Humanistic Psychoanalysis, Sullivan- Interpersonal Theory, Erikson- Post-Freudian Theory

**Unit – IV: Humanistic Approach/ Type/Cognitive /Dispositional:** Abraham Maslow- Holistic Dynamic theory. Carl Rogers- Person-Centered theory, May – Existential Psychology, Eysenck -Trait and factor theory, Allport -Psychology of the Individual, BIG 5 Theory

**Unit – V: Behavioristic Approach/ Recent Theory:** Skinner- Behavioral Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach

**Recap:** Factors contribute to constituting personality, chronological and emergence of various personality theories, concept of humans from Various theories, understanding of human nature from birds' eyes views with interpretations of significant theorists in personality.

**Learning Resources:**

**Recommended Text books:**

1. Duanep, Schultz & Sydney Ellen Schultz (2012). Theories of Personality (10<sup>th</sup> Ed.) New Delhi: Thomson Publishers
2. Hall, S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John Wiley & sons: US 137 (H)
3. Jess Feist and Gregory j Feist (2008) Theories of personality, 7<sup>th</sup> edition, McGraw Hill

**References:**

1. Donna M, Ashcraft (2015). Personality Theories Workbook, Cengage Learning, USA.
2. Allen, B. P. (1997). Personality theories: Development, growth, and diversity, (2nded.). London: Alyn and Bacon.
  1. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons



**Course Name: Human Development**

**Course Code:** 26UPPSY1C02

**Year and Semester: I Year; II Semester**

**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

### **OBJECTIVES:**

**The major objectives of this course are:**

- To develop a comprehensive understanding of human development across the life span, integrating biological, cognitive, psychosocial, and environmental influences from conception to late adulthood.
- To equip students with the ability to analyse developmental processes, transitions, and challenges at different life stages, including adolescence, adulthood, aging, and end-of-life issues, within theoretical and research-based frameworks.

### **Course Objectives:**

- To provide students with a comprehensive understanding of the principles, theoretical perspectives, and research methods underlying the scientific study of human development across the life span.
- To examine the interaction of heredity and environment in shaping physical, cognitive, and psychosocial development from conception through early childhood.
- To analyse the biological, cognitive, emotional, and social changes during adolescence, with special emphasis on identity formation, mental health, sexuality, and interpersonal relationships.
- To develop an in-depth understanding of developmental tasks, challenges, and transitions during emerging, young, and middle adulthood in relation to health, cognition, work, family, and social roles.
- To critically explore the processes of aging and late adulthood, including well-being, social relationships, ethical concerns, and psychological perspectives on death, dying, and bereavement.

### **UNIT I: INTRODUCTION**

The Study of Human Development – Influences on Development –The Life-Span Development Approach – Theoretical Perspectives: Psychoanalytic Perspective - Learning Perspective - Cognitive Perspective - Evolutionary/Socio-biological Perspective - Contextual Perspective – Developmental Research Methods

### **UNIT – II FORMING A NEW LIFE TO EARLY CHILDHOOD**

Mechanisms Of Heredity: The Genetic Code - Sex Determination– Studying the Influences of Heredity and Environment – Prenatal Development –Birth Process – New Born Baby – Complications of Birth – Survival and Health –Early Physical Development – Motor Development – Cognitive - Psychosocial Development

### **UNIT- III ADOLESCENCE**

Physical Development: Puberty – Adolescence Brain – Physical and Mental health – Cognitive development: Aspects of Cognitive Maturation – Psychosocial Development: The Search for Identity – Sexuality – Relationships with Family, Peers, and Adult Society – Antisocial Behaviour and Juvenile Delinquency

### **UNIT –IV EMERGING YOUNG ADULTHOOD TO MIDDLE ADULTHOOD**

Emerging Adulthood – Physical Development: Health and Fitness – Sexual Issues – Cognitive Development: Perspectives on Adult Cognition – Education and Work – Psychosocial Development in Emerging and Young Adulthood: Developmental Tasks of Emerging Adulthood – Personality Development views –Relationships in Emerging Adulthood – Marital and Nonmarital Lifestyles – Parenthood – When Marriage Ends - Physical and Cognitive Development in Middle Adulthood – Psychosocial Development in Middle Adulthood

### **UNIT –V LATE ADULTHOOD TO DEATH AND DYING**

Physical Development in Late Adulthood: Old Age Today - Longevity and Aging - Physical Changes - Physical and Mental Health – Cognitive Development: Cognitive Changes – Psychosocial Development in Late Adulthood: Personality Development in Late Adulthood - Well-Being in Late Adulthood - Practical and Social Issues Related to Aging - Personal Relationships in Late Life - Marital and Long-Term Relationships - Nonmarital Lifestyles and Relationships - Nonmarital Kinship Ties - Dealing with Death and Bereavement: The Meaning of Death and Dying - Facing Death and Loss - Significant Losses - Medical, Legal, and Ethical Issues - Finding Meaning and Purpose in Life and Death

### **TEXT BOOK**

- **Papalia, D. E., & Martorell, G. (2021).** *Experience human development* (14th Ed.). McGraw-Hill Education.
- **Santrock, J. W. (2023).***Life-Span Development* (18th Ed.). McGraw-Hill Education. *Comprehensive coverage of development from prenatal to late adulthood, integrating physical, cognitive, and psychosocial domains across the lifespan.*
- **Berk, L. E. (2022).***Development through the Lifespan* (8th Ed.). Pearson. *Focuses on developmental theories, research methods, and applied issues from infancy through late adulthood.*

### **Reference Books**

1. **Shaffer, D. R., & Kipp, K. (2021).** *Developmental Psychology: Childhood and Adolescence* (10th Ed.). Cengage Learning. *Detailed exploration of early childhood, adolescence, and psychosocial development, including health, cognition, and identity formation.*
2. **Papalia, D. E., Olds, S. W., & Feldman, R. D. (2021).***Human Development* (14th Ed.). McGraw-Hill Education. *Comprehensive resource covering life-span development with emphasis on physical, cognitive, and psychosocial aspects of each stage.*

3. **Baltes, P. B., Reuter-Lorenz, P., & Rösler, F. (2019).** *Lifespan Developmental Psychology: Introduction to Research Methods* (2nd Ed.). Springer. *Advanced coverage of research methods and theoretical approaches in lifespan development.*
4. **Cowan, P. A., & Hetherington, E. M. (2018).** *Family, Peer, and Community Influences on Human Development*. Routledge. *Focuses on environmental and social influences across different stages of life.*
5. **Kail, R. V., & Cavanaugh, J. C. (2020).** *Human Development: A Life-Span View* (9th Ed.). Cengage Learning. *Integration of biological, cognitive, and psychosocial processes with contemporary research across the lifespan.*

| <b>Semester 1 - Human Development</b> |                                                                                                                                |                                                                      |           |           |           |           |           |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Course Outcomes (CO)</b>           |                                                                                                                                | On the successful completion of the course, students will be able to |           |           |           |           |           |
|                                       |                                                                                                                                | <b>K1</b>                                                            | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>K5</b> | <b>K6</b> |
| CO1                                   | Explain major theories, concepts, and research methods in human development                                                    | ✓                                                                    | ✓         |           |           |           |           |
| CO2                                   | Analyse heredity–environment influences in early Development                                                                   | ✓                                                                    | ✓         | ✓         | ✓         |           |           |
| CO3                                   | Evaluate adolescent developmental changes                                                                                      | ✓                                                                    | ✓         | ✓         | ✓         | ✓         |           |
| CO4                                   | Assess developmental tasks from emerging to middle Adulthood                                                                   | ✓                                                                    | ✓         | ✓         | ✓         | ✓         |           |
| CO5                                   | Critically examines aging and end-of-life issues, including Well-being, ethical concerns, and perspectives on death and dying. | ✓                                                                    | ✓         | ✓         | ✓         | ✓         | ✓         |

| <b>Mapping Course Outcome (CO) &amp; Program Outcome (PO)</b> |                                                                                                                                | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|------------|
| CO1                                                           | Explain major theories, concepts, and research methods in human development                                                    | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| CO2                                                           | Analyse heredity–environment influences in early development                                                                   | ✓          | ✓          |            |            |            | ✓          |
| CO3                                                           | Evaluate adolescent developmental changes                                                                                      | ✓          | ✓          | ✓          | ✓          |            | ✓          |
| CO4                                                           | Assess developmental tasks from emerging to middle adulthood                                                                   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| CO5                                                           | Critically examines aging and end-of-life issues, including well-being, ethical concerns, and perspectives on death and dying. | ✓          | ✓          | ✓          | ✓          |            | ✓          |

### Web Sources

- <https://www.ncbi.nlm.nih.gov/pmc/?term=human+development>– *PubMed Central Open Access Articles on Human Development* (Research studies covering all stages of life-span development, cognition, and psychosocial aspects)
- <https://www.apa.org/topics/development>– *American Psychological Association: Human Development Resources* (Theoretical perspectives, developmental tasks, and research methods)
- <https://www.verywellfamily.com/developmental-milestones-4157216> – *Very well Family: Developmental Milestones Across Life Stages* (Practical information on physical, cognitive, and psychosocial development from birth to late adulthood)
- <https://www.coursera.org/learn/lifespan-development> – *Coursera Free Course: Life-Span Human Development* (Self-paced lectures covering prenatal, childhood, adolescence, adulthood, and aging)
- <https://www.simplypsychology.org/development.html> – *Simply Psychology: Developmental Psychology Overview* (Overview of theoretical perspectives, stages, cognitive and psychosocial development, and aging)

### Self-Study Component

- Observation and analysis of videos illustrating developmental milestones from newborns to older adults, including physical, cognitive, and psychosocial domains.
- Case study analysis of adolescent identity formation, peer and family relationships, and juvenile behavior to understand psychosocial challenges.
- Reflection exercises on emerging and middle adulthood, focusing on career, education, personality, and family roles, including marital and nonmarital lifestyles.
- Self-directed study on late adulthood and aging, including cognitive changes, well-being, personal relationships, and coping with death and bereavement.
- Critical review of research methods and theoretical perspectives, applying them to real-life developmental scenarios and lifespan analysis.

**Course Name: PSYCHOPATHOLOGY**

**Course Code:** 26UPPSY1C03

**Year and Semester:** I Year; I Semester

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

### **OBJECTIVES:**

**The major objectives of this course are:**

- To introduce students to the historical conceptions and perspectives of psychopathology
- To acquaint students with various anxiety and mood disorders with their causal factors and intervention
- To orient students to the types of somatic, dissociative, and sex-related disorders
- To provide insight into the clinical features of various personality disorders
- To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

### **LEARNING OUTCOMES:**

**On successful completion, the students will be able to:**

CO1 (K2) To introduce students to the historical conceptions and perspectives of psychopathology

CO2 (K5) To acquaint students with various anxiety and mood disorders with their causal factors and intervention

CO3 (K4) To orient students to the types of somatic, dissociative, and sex-related disorders

CO4 (K5) To provide insight into the clinical features of various personality disorders

CO5 (K6) To impart knowledge and skills required for the diagnosis of schizophrenia, neurodevelopmental and neurocognitive disorders

### **UNIT I HISTORY OF ABNORMAL PSYCHOLOGY, CLINICAL ASSESSMENT & DIAGNOSIS**

Abnormal Psychology – DSM 5 – Classification and Diagnosis – Historical conceptions of abnormal behavior – Perspectives to understand the causes – Biological, Humanistic, Existential, Social and Cultural.

Clinical Assessment and Diagnosis: Basic elements in assessment – Physical assessment – Psychosocial assessment – Integration of assessment data – Classifying abnormal behavior.

## **UNIT II STRESS, ANXIETY, OBSESSIVE-COMPULSIVE DISORDER & MOOD DISORDERS**

Stress disorders – Prevention and treatment – Overview of anxiety disorders: Specific Phobias, Social anxiety disorder, Panic disorder and Agoraphobia, GAD, Obsessive-Compulsive and Related disorders

Mood disorders: Unipolar and Bipolar disorders – Causal Factors – Treatments and Outcomes – Suicide: Clinical picture and causal pattern – Factors associated with suicide – Prevention and intervention.

## **UNIT III SOMATIC, DISSOCIATIVE, AND SEX-RELATED DISORDERS**

Somatic Symptom and Related disorders: Illness anxiety disorder, Conversion disorder, Factitious disorder – Dissociative disorders: Depersonalization, Dissociative amnesia, and Dissociative identity disorder.

Paraphilic disorders – Types – Causal factors and treatment – Gender dysphoria – Pedophilia – Different sexual dysfunctions.

## **UNIT IV PERSONALITY DISORDERS**

Clinical features of personality disorders – Challenges – Cluster A personality disorders: Paranoid, Schizoid, Schizotypal personality disorder. Cluster B personality disorders: Histrionic, Narcissistic, Antisocial, Borderline, personality disorder. Cluster C personality disorders: Avoidant, Dependent, Obsessive-compulsive personality disorder.

## **UNIT V SCHIZOPHRENIA, NEURODEVELOPMENTAL AND NEUROCOGNITIVE DISORDERS**

Borderline, personality Schizophrenia: Clinical Picture – Positive symptoms, Negative symptoms – Subtypes – Other psychotic disorders – Causal factors and Treatment of schizophrenia.

Neurodevelopmental disorders: Attention-Deficit/Hyperactivity Disorder, Autism spectrum disorder – Specific Learning Disorder – Intellectual disability Neurocognitive disorders: Delirium, Parkinson's disease, Huntington's disease, and Alzheimer's disease.

## **TEXT BOOK**

Butcher, J.N., Hooley, J.M. & Mineka, S. (2019). *Abnormal Psychology* (17<sup>th</sup> edition). Pearson India Education Services Pvt. Ltd.

## **REFERENCE BOOKS**

Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology – An Integrative Approach* (7<sup>th</sup> ed). New Delhi: Cengage Learning.

Sarason and Sarason. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th edition). New Delhi: Prentice-Hall of India Pvt Ltd.

Carson and Butcher. (2010). *Abnormal Psychology* (13th edition). New Delhi: Pearson Education, Inc.

Hecker. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.

Sadock and Sadock. (2003). Kaplan and Sadock's *Synopsis of psychiatry: Behavioural sciences/ Clinical Psychiatry* (9th edition). Philadelphia: Lippincott Williams & Wilkins.





**Course Name: RESEARCH METHODS AND APPLIED STATISTICS**

**Course Code:** 26UPPSY1C04

**Year and Semester:** I Year; I Semester

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

## **OBJECTIVES:**

**The major objectives of this course are:**

1. To understand the processes of scientific research.
2. To gain knowledge in ethics in research
3. To explore the use of appropriate research design.
4. To familiarize with various types of sampling techniques
5. To gain knowledge in research report writing

## **LEARNING OUTCOMES:**

**On successful completion, the students will be able to :**

CO1(K2): Describe the elements of research, sampling, and hypothesis formulation.

CO2(K3): Develop research report in APA Style.

CO3(K3): Apply knowledge for the selection of appropriate research design.

CO4(K4): Analyze ethical issues in conducting research

CO5(K5): Explain the steps in conducting psychological research.

## **Lesson - Units**

**Unit- I: Foundations of Research** -Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.

**Unit- II: Hypothesis, variables, and sampling-** Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity. Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research –Survey research.

**Unit- III: Research Design:** Experimental design: Independent group designs – Completely randomized group designs, randomized factorial groups design. Dependent group designs: Within-participants design, matched groups design – Mixed Designs – Single-participant

design – Baseline designs. Non- experimental designs: Quasi-experiments – Time-series design, nonequivalent group designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

**Unit- IV: Statistics:** Organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency – Measures of variation – Types of distributions. Inferential statistics: z test – t test – Analysis of Variance – Correlation– Concepts related to correlation – Correlation coefficient – Regression. Non-parametric statistics: Mann-Whitney test – Wilcoxon Chi-square – Spearman Rank correlation – Kruskal-Wallis test. Analysis of data using SPSS

**Unit- V: Report Writing and computers in research:** Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

### **Learning Resources**

#### **Recommended Text books**

1. Evans, A.N., &Rooney, B. J. (2011). Methods in psychological research. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2015). Research methods and statistics. New Delhi, India: Cengage Learning India Pvt. Ltd.
3. Kothari, C. R. (2004). Research methodology, (2<sup>nd</sup> ed). Chennai: New Age International Publishers.
4. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2006). Research Methods in Psychology. (7th ed.). Singapore: McGraw-Hill.

#### **REFERENCE BOOKS**

1. Coaley, K. (2009). An introduction to psychological assessment and psychometrics. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Coolican, H. (2009). Research methods in statistics in psychology. New Delhi, India: Rawat Publications.
3. Gravetter, F.J., & Forzana, L.A.B. (2009). Research methods for behavioral sciences. Boston, MA: Wadsworth Cengage learning.
4. Mohanty, B., & Misra, S. (2019). Statistics for behavioural and social sciences. New Delhi, India: Sage Publications.
5. Myers, J. (2008). Methods in psychological research. New Delhi, India: Sage Publications.
6. Ruyon, R.P, Haber, A, Pittenger, D.J., & Coleman, K.A. (2010). Fundamentals of behavioural statistics. New York, NY: McGraw Hill.
7. Singh, A.K. (2006). Tests, measurements, and research methods in behavioural sciences. Patna, India: Bharati Bhavan Publishers.

### **Recap**

- Reviewing of Psychological research done using various research designs, sampling techniques

### **Web source:**

- <https://www.sciencedirect.com/topics/psychology/psychological-research>
- <https://opentextbc.ca/researchmethods/chapter/qualitative-research/>
- <https://www.studysmarter.us/explanations/psychology/research-methods-in-psychology/>
- <https://www.verywellmind.com/introduction-to-research-methods-2795793>
- <https://apaformat.org/apa-format-overview/>

### **Out of Syllabus: Self Study**

- Difference Between qualitative and quantitative research
- Recent research in the area of the specialization

Students can submit a research proposal in their area of interest

[illegible]

**Course Code: RELATIONSHIP COUNSELING****Year and Semester:** 26UPPSY1E01**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

**OBJECTIVES:**

On successful completion of the syllabus students will be able to:

1. Familiarize concepts, models, and theories related to Relationship counseling
2. Acquire an advanced theoretical understanding of Counseling with Children and Young People, integrating opportunities to develop professional and practical counseling skills.
3. Apply Relationship counseling skills in real-time scenarios
4. To learn competencies based on professional body standards to work with children and young people
5. Identifying the ways in which children and young people manage and process their emotions, including the ability to recognize situations where they are finding it difficult to access these

**LEARNING OUTCOMES: -**

**On successful completion, the students will be able to:**

CO1(K3): Demonstrate counseling techniques to help the child explore relationships

CO2(K3): Employ strategies to address children and young people's relationships with significant others

CO3(K3): Apply relationship counseling techniques to attend to a young person's relationships.

CO4(K3): Apply family therapy practice focusing on child and adolescence

CO5(K3): Implement evidence-based practice that is ethically oriented and ensures the safety of the clients

**Lesson - Units**

**Unit- I: Helping and Exploring Child's Relationship:** Helping the Child to Talk about Their Relationships- Contracting with Parents, The Purpose of Individual Counseling, Attributes of the Child's Counsellor, Combining Media and Activity with Counseling Skills, Joining with the Child. Combining Media and Activity with Counselling Skills, **Exploring the Child's Relationships with Parents and Siblings-** Working with Children of Age 7 Upwards Using Miniature Animals, Working with Children of Age 5–7 Using Symbols in the Sand Tray, Working with Children of Below Age 5 Using Imaginative Pretend Play, Integration of Individual Counselling Work for the Child with Family Counselling,

**Unit- II: Addressing Child Relationship:** Addressing the Child's Relationships with Parents and Siblings- Whole Family Counselling, Counselling for Individual Children, Group Counselling for the Children Concerned, Using Clay to Address Relationship Issues between Siblings, Counselling for the Parent/s and Child/Children, Family Counselling to Integrate and Complete the Work, Addressing the Child's Relationships with Peers, Teachers, and Other Adults- The Role of Parents, The Development of Social Skills, Relationship Counselling for the Child,

**Unit- III: Young person's relationship with Family:** Helping Young People to Talk About their Relationships- Being Authentic and Open, Drawing on Existentialist Philosophy and Constructivist Thinking, Being Proactive in Introducing Creative, Experiential, Cognitive, and Psycho-educational Strategies, Responding to the Young Person's Developmental Needs, Working Within the Young Person's Constructs, Matching an Adolescent Style of Communication, Relevant Counselling Skills, Transitional, Choice and Guru Questions, Normalizing, **Attending to the Young Person's Relationships within the Family-** Ways to Attend to the Young Person's Relationships in the Family, Family Counselling, Individual Counselling, Young Person-Sibling Subgroup Counselling, Young Person-Parent Subgroup Counselling, Integration into Whole Family Counselling.

**Unit -IV: Young Person relationship with Significant Others: Focusing on the Young Person's Relationships with Peers-** Building and Maintaining Relationships, The Influence of Peer Pressure, Dealing with Sexuality Issues, Individual Counselling, Group Counselling, **Addressing a Young Person's Relationships with Teachers, Employers, and Other Adults-** Expectations of Teachers and Employers, Counselling Strategies.

**Unit- V: Family Therapy practice with Child and Adolescent focused problems:** Family Therapy for Child physical abuse-Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Child sex abuse - Contracting for Assessment, Assessment, Contracting for treatment: Family treatment interventions. Family therapy for Conduct problems - Contracting for Assessment, Assessment, Contracting for treatment, treatment. Family therapy for Drug abuse in Adolescence- Contracting for Assessment, Assessment, Contracting for treatment, treatment

**RECAP:** Addressing child and young people's relationship with peers and parents can be discussed with the help of role play, Different assessment methods can be reviewed

### **Learning Resources:**

#### **Recommended Textbooks:**

1. Alan Carr (2006). Family therapy - Concepts, Process, and Practice. 2<sup>nd</sup> edition, John Wiley & Sons Ltd, New York
2. Kathryn Geldard and David Geldard (2009). Relationship Counselling for Children, Young People and Families, SAGE Publications India Pvt Ltd, New Delhi

### **References:**

1. Andreozzi, L.L. (1996) Child-centered Family Therapy. New York: Wiley

2. Bailey, C.E. and Sori, C.E.F. (2005) Involving parents in children therapy. In C.E. Bailey (ed.), *Children in Therapy: Using the Family as a Resource*. New York: W.W. Norton.
3. Beasley-Smith, C. (2007) *Adapting family therapy for step-families*
4. Geldard, K. (2006) *Adolescent peer counselling*. Unpublished doctoral dissertation. Queensland University of Technology, Brisbane, Queensland, Australia
5. Geldard, K. and Geldard, D. (2008b) *Personal Counseling Skills: An Integrative Approach*. Springfield, IL: Thomas
6. Donald, C., & Atkinson, R. D. (2002). *Counselling across the life span*, Sage Publications
7. Gutstein, S., & Sheely, R. K. (2002). *Relationship development intervention with children, adolescents, and adults: Social and emotional development activities for Asperger syndrome, autism, PDD and NLD*. Jessica Kingsley Publishers.
8. Nelson-Jones (2010). *The theory and practice of counselling and Therapy* (5<sup>th</sup>ed). Sage.
9. Rosemary A Thompson (2016). *Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3<sup>rd</sup>ed. Routledge.
10. Sederholm, G. H. (2002). *Counselling young people in school*. Jessica Kingsley Publishers.

### Web Resources:

- [Extended demonstration of school-based humanistic counselling: Sophia](#)
- [Child Counseling Skills](#)

### Out of Syllabus- Self Study

- To prepare a complete case history of the client

To conduct a Mental status examination for a client and submit a summarized report

| Course Outcomes (CO)                                                                                                                                                                                                            | K1 | K2 | K3 | K4 | K5 | K6 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| <b>CO1:</b> Explain the theoretical foundations, concepts, models, and principles of relationship counselling for children, adolescents, and families.                                                                          | ✓  | ✓  |    |    |    |    |
| <b>CO2:</b> Apply counselling skills and therapeutic techniques to address relationship issues involving children, adolescents, parents, siblings, peers, and significant others.                                               |    | ✓  | ✓  | ✓  |    |    |
| <b>CO3:</b> Analyse developmental, interpersonal, and family relationship dynamics affecting the emotional and psychological well-being of children and young people.                                                           |    |    | ✓  | ✓  | ✓  |    |
| <b>CO4:</b> Evaluate the effectiveness of family therapy approaches and counselling interventions for child- and adolescent-focused behavioural, emotional, and relationship problems.                                          |    |    |    | ✓  | ✓  | ✓  |
| <b>CO5:</b> Design and implement ethical, evidence-based relationship counselling and family intervention plans that promote healthy relationships and ensure the safety and well-being of children, adolescents, and families. |    |    |    |    | ✓  | ✓  |

## Mapping of Course Outcomes (CO) with Programme Outcomes (PO)



**Course Name: CONSUMER PSYCHOLOGY**

**Course Code:**

**Year and Semester: I Year; II Semester**

**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

## **OBJECTIVES:**

**The major objectives of this course are:**

1. To develop a comprehensive understanding of psychological, social, cultural, and technological factors that influence consumer behavior, enabling students to analyze how individuals and groups perceive, evaluate, and respond to marketing stimuli.
2. To equip students with the ability to apply consumer psychology theories, ethical principles, and research methods to real-world marketing contexts, supporting informed decision-making, responsible marketing practices, and effective consumer engagement strategies.

## **Course Objectives:**

- Understand the nature, scope, and strategic relevance of consumer psychology, including segmentation, targeting, positioning, and technology-driven consumer behavior
- Examine individual psychological processes influencing consumer behavior such as motivation, personality, perception, learning, self-concept, and attitudes
- Analyze the role of communication and social influence in shaping consumer behavior through persuasion, advertising, reference groups, and word-of-mouth
- Evaluate the impact of social, cultural, and cross-cultural factors on consumer behavior in local and global markets
- Apply consumer decision-making models, ethical frameworks, and consumer research methods to assess marketing practices and design responsible marketing strategies

## **UNIT I CONSUMERS, MARKETERS, AND TECHNOLOGY**

Consumer Behavior: Nature and scope of Consumer Behavior, Consumer Research  
Technology driven consumer behavior: The marketing concept, Consumer values, satisfaction, and retention - Segmentation, Targeting, and Positioning – Market segmentation and effective targeting, bases for segmentation, behavioral targeting, positioning and repositioning.

## **UNIT II: THE CONSUMER AS AN INDIVIDUAL**

Consumer motivation and personality – the dynamics of motivation, systems of needs, measurement of motives, personality traits and consumer behavior, product & brand personification, the self and self-image.

Customer perception – elements of perception, perceptual selection, perceptual organization, perceptual interpretation: stereotyping, customer imagery, perceived quality & risk.

Customer learning – elements of consumer learning, classical condition, instrumental learning, observational learning.

Consumer attitude formation and change – attitudes and their formation, tri-component attitude model, multi-attribute model.

### **UNIT III: COMMUNICATION AND CONSUMER BEHAVIOR**

Persuading consumers – the communication process, broadcasting versus narrowcasting, designing persuasive messages, persuasive advertising appeals, measures of message effectiveness.

Reference groups & word-of-mouth – source credibility and reference groups, types of reference groups, consumption related reference groups, factors affecting reference group influence, reference groups, self-concept, and brand associations, credibility of spokespersons, endorsers, and other formal sources, word-of-mouth and opinion leadership, strategic applications of word-of-mouth.

### **UNIT IV: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS**

The family and its social standing, family decision making and consumption-related roles, the family life cycle, nontraditional families and non-family households, social standing and consumer behavior, measuring social class, social classes characteristics and consumer behaviour.

Culture's influence on consumer behavior – culture's role and dynamics, learning cultural values, measuring cultural values, Indian core values, cultural aspects of emerging markets.

Cross-cultural consumer behavior – cross-culture analysis, localization versus standardization, global marketing opportunities.

### **UNIT V: CONSUMER DECISION MAKING, MARKETING ETHICS, AND CONSUMER RESEARCH**

Consumer decision making model, consumer gifting behavior, diffusion and adoptions of innovations.

Marketing ethics and social responsibility–exploitative marketing, crafty promotional messages, provocative marketing promoting social causes.

Consumer research – collecting secondary data, designing primary research – qualitative research and quantitative research.

## **TEXT BOOKS**

1. **Schiffman, L. G., & Wisenblit, J. L.** (2019). *Consumer behavior* (12th ed.). Pearson Education. (Core text covering consumer motivation, perception, learning, attitudes, decision making, and social influence.)
2. **Solomon, M. R.** (2020). *Consumer behavior: Buying, having, and being* (13th ed.). Pearson Education. (Strong focus on psychological, social, cultural, and symbolic aspects of consumption.)

## **REFERENCE BOOKS**

1. **Blackwell, R. D., Miniard, P. W., & Engel, J. F.** (2018). *Consumer behavior* (10th ed.). Cengage Learning. (Classic reference on consumer decision-making models and marketing applications.)
2. **Peter, J. P., & Olson, J. C.** (2016). *Consumer behavior and marketing strategy* (9th ed.). McGraw-Hill Education. (Integrates consumer psychology with strategic marketing decisions.)

3. **Hawkins, D. I., Mothersbaugh, D. L., & Best, R. J.** (2019). *Consumer behavior: Building marketing strategy* (14th ed.). McGraw-Hill Education. (Comprehensive coverage of ethics, culture, communication, and consumer research.)
4. **Belch, G. E., & Belch, M. A.** (2021). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill Education. (Useful for persuasion, advertising appeals, spokesperson credibility, and communication effectiveness.)
5. **Kotler, P., & Keller, K. L.** (2016). *Marketing management* (15th ed.). Pearson Education. (Reference for segmentation, targeting, positioning, ethics, and global marketing.)

| Semester 2 - Consumer Psychology                                                                  |                                                                                                                                                                       |    |    |    |    |    |    |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| Course Outcomes (CO): <i>On the successful completion of the course, students will be able to</i> |                                                                                                                                                                       | K1 | K2 | K3 | K4 | K5 | K6 |
| CO1                                                                                               | Understand the nature, scope, and strategic relevance of consumer psychology, including segmentation, targeting, positioning, and technology-driven consumer behavior | ✓  | ✓  |    |    |    |    |
| CO2                                                                                               | Examine individual psychological processes influencing consumer behavior such as motivation, personality, perception, learning, self-concept, and attitudes           | ✓  | ✓  | ✓  |    |    |    |
| CO3                                                                                               | Analyze the role of communication and social influence in shaping consumer behavior through persuasion, advertising, reference groups, and word-of-mouth              | ✓  | ✓  | ✓  | ✓  |    |    |
| CO4                                                                                               | Evaluate the impact of social, cultural, and cross-cultural factors on consumer behavior in local and global markets                                                  | ✓  | ✓  | ✓  | ✓  |    |    |
| CO5                                                                                               | Apply consumer decision-making models, ethical frameworks, and consumer research methods to assess marketing practices and design responsible marketing strategies    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |

### Consumer Psychology

| <b>Mapping Course Outcome (CO) &amp; Program Outcome (PO)</b> |                                                                                                                                                                       | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
| <b>CO1</b>                                                    | Understand the nature, scope, and strategic relevance of consumer psychology, including segmentation, targeting, positioning, and technology-driven consumer behavior | ✓          | ✓          |            |            |            |
| <b>CO2</b>                                                    | Examine individual psychological processes influencing consumer behavior such as motivation, personality, perception, learning, self-concept, and attitudes           | ✓          | ✓          |            |            |            |

|            |                                                                                                                                                                    |   |   |   |   |   |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>CO3</b> | Analyze the role of communication and social influence in shaping consumer behavior through persuasion, advertising, reference groups, and word-of-mouth           |   | ✓ |   | ✓ |   |
| <b>CO4</b> | Evaluate the impact of social, cultural, and cross-cultural factors on consumer behavior in local and global markets                                               | ✓ | ✓ |   | ✓ |   |
| <b>CO5</b> | Apply consumer decision-making models, ethical frameworks, and consumer research methods to assess marketing practices and design responsible marketing strategies | ✓ | ✓ | ✓ | ✓ | ✓ |

### Web Sources

- <https://www.apa.org/topics/consumer-behavior> — *American Psychological Association: Consumer Behavior* (Articles and resources on psychological aspects of consumer behavior, motivation, perception, and decision-making)
- <https://www.coursera.org/learn/consumer-psychology> — *Coursera Free Course: Introduction to Consumer Psychology* (Self-paced modules covering core concepts, attitudes, motivation, and behavior)
- <https://pubmed.ncbi.nlm.nih.gov/?term=consumer+behavior> — *PubMed Open-Access Research on Consumer Behavior* (Scholarly articles on perception, learning, attitudes, and decision-making processes)
- <https://www.simplypsychology.org/consumer-behaviour.html> — *Simply Psychology: Consumer Behaviour Overview* (Clear explanations of motivation, personality, perception, learning, and attitudes)
- <https://www.marketing91.com/consumer-behaviour/> — *Marketing91 – Consumer Behaviour Concepts* (Free, comprehensive breakdown of determinants of consumer behavior, culture, reference groups, and decision making)

### Self-Study Component

- Observe and critically analyze videos or real-case studies demonstrating **consumer buying behavior and decision-making processes**, focusing on internal psychological influences such as perception, motivation, and attitudes.
- Conduct self-directed explorations of **advertisements and persuasive messaging** to assess how different ad appeals influence consumer attitudes and purchase decisions.
- Reflective journaling on **personal consumption choices**, identifying motivational drivers, perceived risks, and cultural or social influences in decision making.
- Small group discussions or peer reviews on **reference groups, opinion leadership, and word-of-mouth impact** in shaping preferences for brands and products.

Undertake a mini self-project to **design a simple consumer survey** (qualitative or quantitative) on a product category of interest and interpret the findings in terms of consumer behavior concepts.

**Course Name: COMPUTER ASSISTED RESEARCH SKILLS**

**Course Code:** 26UPPSY1E02

**Year and Semester:** I & I

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

**OBJECTIVES:**

**The major objectives of this course are:**

1. To have hands-on training on state-of-the-art technology developments in research.
2. To gain knowledge in various statistical tests using SPSS
3. To identify appropriate statistical analysis for the research
4. To gain familiarity with various concepts in SPSS
5. To Interpret data output in SPSS

**COURSE OUTCOME:**

**On successful completion of the course, the students will be able to**

CO1(K2): Comprehend the basics in research methodology and fundamentals of using SPSS

CO2(K2): Acquire knowledge on an overview of statistical tests in SPSS

CO3(K3): Create graphical representations and charts.

CO4(K4): Statistically Analyze given research data and represent in the required format

CO5(K5): Apply knowledge acquired in preparing a research report.

**Lesson - Units**

**Unit- I: Basics in Research methodology** -Variable, data format, coding, measurement, research questions, hypothesis, statistics, interpretation, discussion. Computers - operating system, on- line off-line usage, scope, and utilities in every stage of research. Online database Psy-INFO Direct, Reference manager software - Mendeley, Papership, EndNote, Zotero.

**Unit- II: Fundamentals of Using SPSS** - Introduction to what SPSS can do, Descriptive information and statistics, An overview of statistical tests in SPSS, Exploring data with graphics, Reading Raw Data into SPSS, Input of raw data into SPSS, Input of data directly into the SPSS Data Editor.

**Unit- III: Basic Data Management in SPSS** - Creating and recoding variables, Using SPSS functions for making/recoding variables, Subsetting variables and observations, and Analysis of a subset of data. Labeling and documenting data, SORT, and SPLIT BY, Missing data in SPSS.

**Unit- IV: Data Analysis: Creating and editing graphs and charts, Exploratory data analysis:** scale data, Probability, and inferential statistics, Comparing categorical variables, Mean differences between groups: “t” test, ANOVA, ANCOVA, MANOVA, MANCOVA, correlation, regression, multiple and hierarchical regression, factor analysis – exploratory and confirmatory - structural model.

**Unit- V: Interpretation and presentation:** Prepare the report on statistical data analysis in the appropriate formats, Use the related software (Word, Excel) as an additional tool for preparing a good report.

**Recap:** Demonstration of online database and reference managing software can be done.

**Learning Resources:****Recommended Textbooks:**

1. McCormick, K., & Salcedo, J. (2020). SPSS statistics for dummies. John Wiley & Sons.
2. Aldrich, J. O. (2018). Using IBM SPSS statistics: An interactive hands-on approach: Sage Publications.

**References:**

1. Brace, K., Kemp, R. & Snelgar R (2009) Spss for Psychologist – a guide to data analysis using SPSS. Palgrave Macmillan
2. Mayers, A. (2013) Introduction to statistics and SPSS in Psychology. Pearson Education

**Web Source:**

- <https://www.youtube.com/watch?v=rBj3gyNaTW4>
- <https://www.youtube.com/watch?v=zFBUfZEBWQ>
- <https://www.youtube.com/watch?v=GQP47ijt4LI>

**Out of Syllabus- Self Study**

With the help of hypothetical data students can do various statistical tests and report in appropriate formats Students can explore AMOS and R Software



**Course Name: CORPORATE COUNSELLING**

**Course Code: 23UPPSY1E10**

**Year and Semester:**

**Credits: 3**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 2           | 1            | 0             | 0           |

### **OBJECTIVES:**

**The main objectives of the course are:**

1. Updated knowledge of Corporate Counseling in the context
2. Understand various workplace models and distinguish the importance of each model
3. Explain the skills and processes related to professional practices in work setup
4. Discuss various factors that contribute towards work stress and its effect on the organization
5. Make students apply various psychological principles to employee well-being.

### **LEARNING OUTCOMES: -**

**On successful completion, the students will be able to :**

CO1(K1): Outline differentiate counseling in workplace setup and relate to different models

CO2(K2): Discuss occupational factors to identify the need for counseling

CO3(K3): Apply skills and process of counseling in the corporate setup

CO4(K4): Describe different methods of employee group counseling and identify skills for dealing with problem behaviors in the workplace

CO5(K3): Apply various counseling interventions for employee-specific issues in the workplace

### **Lesson - Units**

**Unit- I: Understanding workplace counseling-** Concept of workplace counseling- history of workplace counseling- faces of workplace counseling- professional relationships in counseling in the Workplace – Ethics and ethical issues in workplace counseling.

**Unit- II: Overview of Models of Workplace counseling:** Counseling-oriented models, brief therapy models, problem-focused models, work-oriented models, manager-based models- Externally based models, Internally based models, welfare-based models, organizational change-based models

**Unit- III: Setting up counseling in the workplace-** preparation- assessment- contracting - Engaging in counseling- termination- evaluation- Integrative model of individual employee counseling - Training for Workplace Counselors.

**Unit- IV: Work Stress-** Stressful job factors, Occupational Stress; dealing with difficult people, sexual harassment, and unethical behaviour in the workplace, Travel stress, Time stress, Work stress, and families. Group Counseling: Conflict resolution, interpersonal, familial, team building, negotiation, and arbitration skills.

**Unit- V: Impact of the organization on workplace counseling-** Employee Problem specific Counseling – Problems of absenteeism turnover, Burnout, Depression, Substance abuse.

**Recap:** Importance of counseling in a corporate setup, professional relationship between counselor and employee in the workplace, various models of workplace counseling and its significance, group counseling techniques and process used in a corporate setup, and application of counseling in workplace-related issues.

**Learning resources:**

**Recommended textbooks:**

1. Michael, C. (1996). Workplace counseling – a Systematic approach to employee care, Sage Publications.
2. Jacobs, Ed. E., Masson, R. L., & Harvill, R.L. (2002). Group counseling – strategies and skills. (7th ed.). Pacific Grove: Brooks/Cole.
3. Adrian Coles, A (2003). Counseling in the Workplace. Open University Press, McGraw-Hill Education (UK)

**References:**

1. Vardi, & Weitz, E. (2004). Misbehavior in the organization – theory research and management. New Jersey: Lawrence Erlbaum associates.
2. Cartwright, S. & Cooper, C. (1997). Managing Workplace Stress, Sage Publications.
3. Patterson, L. E. & Welfel, E. R. The counseling process, 5th edition. Brooks/Cole, Thomson Learning.
4. Nelson-Jones, R. (2002). Essential counseling and therapy skills, Sage Publications
5. Rosemary A Thompson (2016). Counseling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3rd ed. Routledge.

**Web Sources:**

- Counselling a staff member to improve performance
- How To Improve Communication Skills? 12 Effective Tips To Improve Communication Skills
- Corporate Counselling
- Stress in the Workplace
- [https://trijog.com/corporate-wellness/?utm\\_term=employee%20assistance%20program&hsa\\_acc=2784775574&hsa\\_cam=11137618726&hsa\\_grp=117644457268&hsa\\_ad=466177713049&hsa\\_src=s&hsa\\_tgt=kwd-12843221&hsa\\_kw=employee%20assistance%20program&hsa\\_mt=b&hsa\\_net=adwords&hsa\\_ver=3](https://trijog.com/corporate-wellness/?utm_term=employee%20assistance%20program&hsa_acc=2784775574&hsa_cam=11137618726&hsa_grp=117644457268&hsa_ad=466177713049&hsa_src=s&hsa_tgt=kwd-12843221&hsa_kw=employee%20assistance%20program&hsa_mt=b&hsa_net=adwords&hsa_ver=3)

**Out of Syllabus (Self Study):**

- Trends in corporate counseling
- Recent Issues and Challenges for corporate employees
- Digital detoxification
- Stress management group techniques – yoga, mindfulness meditation, Taichi, Zumba, etc.
- Solution-focused models in a corporate set

**Semester I – Corporate Counselling**

### Course Outcomes (CO)

**On successful completion of the course, the students will be able to:**

| Course Outcomes (CO)                                                                                                                                                          | K1 | K2 | K3 | K4 | K5 | K6 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| <b>CO1:</b> Explain the concepts, principles, models, ethical issues, and professional practices of workplace and corporate counselling.                                      | ✓  | ✓  |    |    |    |    |
| <b>CO2:</b> Apply appropriate counselling models, skills, and processes to assess and address employee concerns in workplace settings.                                        |    | ✓  | ✓  | ✓  |    |    |
| <b>CO3:</b> Analyse workplace stressors, organisational challenges, and employee behavioural issues affecting psychological well-being and organisational effectiveness.      |    |    | ✓  | ✓  | ✓  |    |
| <b>CO4:</b> Evaluate individual and group counselling interventions for conflict resolution, stress management, employee assistance, and organisational development.          |    |    |    | ✓  | ✓  | ✓  |
| <b>CO5:</b> Design evidence-based corporate counselling programmes and employee wellness interventions to promote mental health, productivity, and organisational well-being. |    |    |    |    | ✓  | ✓  |

### Mapping of Course Outcomes (CO) with Programme Outcomes (PO)

[illegible]

# **SEMESTER-II:**

**Course Name: PSYCHOMETRY**

**Course Code:** 26UPPSY1C05

**Year and Semester:**

**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

Course objectives:

- To have a complete understanding on test construction
- To gain knowledge in standardization of tests
- To acquire knowledge in constructing intelligence & personality tests
- To acquire knowledge in constructing objective, projective, and attitude tests

history of psychometrics - John Rust and Susan Golombo

#### **UNIT I Introduction**

Defining the test – History of psychometrics – Criterion referenced tests and norm referenced tests – Classification of tests – Uses of testing – Standardisation procedure in test administration – Desirable procedures for test administration –Scaling: Selecting a scaling method – Representative scaling methods – Unidimensional scaling model (Shultz)

#### **UNIT II TEST CONSTRUCTION**

Specifications in item writing (Shultz) Kline Approaches to item construction – continuous responses – item analysis (classical test theory ): difficulty level, discrimination index, item to total correlation, item to criterion correlation, differential item weighting – Modern test theory

#### **UNIT III TEST STANDARDISATION**

Types of reliability. Factors affecting reliability and validity-Generalizability of test scores. Using reliability information. Factors affecting reliability estimates. Special issues in reliability. Interpretation of reliability coefficient. Types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test - obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups.

Norms -Meaning and purpose of norms. Raw score transformation. Percentile and percentile ranks, standardized scores. Normalizing standard scores .T scores, stanines, sten scores and C scale. Selecting a norm group--age and grade norms. Local and sub group norms.

#### **UNIT IV CONSTRUCTION OF INTELLIGENCE TESTS**

Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing.

Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.

### UNIT V CONSTRUCTING OTHER TYPES OF TESTS

Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential motivation of different subjects. The influence of ability and achievement on objective test scores. Group vs Individual tests. Objective test dimensions. Projective tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

### References

1. Kline, T. J. B. (2005). Psychological Testing: A practical approach to design and evaluation. Vistaar Publications.
2. Anastasi, A., Urbina, S. (2017)-Psychological Testing,(7<sup>th</sup> edition). Pearson India Education Services Pvt. Ltd.
3. Gregory, R.J. (2017)-Psychological Testing, (7<sup>th</sup> edition). Pearson India Education Services Pvt. Ltd.
4. Husain, A. (2012)-Psychological Testing, Dorling Kindersley (India) Pvt. Ltd.
5. Kline ,P.( 2015).A Hand book of Test Construction: Introduction to psychometric design

On the successful completion of the course, students will be able to:

| Semester 2: Counselling Psychology |                                                                             |    |    |    |    |    |    |
|------------------------------------|-----------------------------------------------------------------------------|----|----|----|----|----|----|
|                                    |                                                                             | K1 | K2 | K3 | K4 | K5 | K6 |
| CO1                                | know the basics in test construction                                        | ✓  | ✓  |    |    |    | ✓  |
| CO2                                | develop knowledge in constructing intelligence & personality tests          | ✓  | ✓  |    | ✓  |    |    |
| CO3                                | acquire knowledge in constructing objective, projective, and attitude tests | ✓  | ✓  |    | ✓  |    |    |
| CO4                                | have a complete understanding on item analysis                              | ✓  | ✓  | ✓  |    |    |    |
| CO5                                | gain knowledge in standardization of tests                                  | ✓  | ✓  |    | ✓  |    |    |

|     |                                                                             | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| CO1 | know the basics in test construction                                        | ✓   | ✓   |     |     | ✓   |
| CO2 | develop knowledge in constructing intelligence & personality tests          | ✓   | ✓   |     | ✓   |     |
| CO3 | acquire knowledge in constructing objective, projective, and attitude tests | ✓   | ✓   |     | ✓   |     |
| CO4 | have a complete understanding on item analysis                              | ✓   | ✓   |     |     | ✓   |
| CO5 | gain knowledge in standardization of tests                                  | ✓   | ✓   |     |     | ✓   |

**Course Name: BEHAVIOR MODIFICATION**

**Course Code:** 26UPPSY1C06

**Year and Semester:** I Year; II Semester

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

### **OBJECTIVES:**

**The major objectives of this course are:**

1. To develop a comprehensive understanding of the principles, theories, and ethical foundations of behavior modification, and to apply scientific methods for the assessment and analysis of human behavior.
2. To equip students with advanced skills in designing, implementing, and evaluating evidence-based behavior change interventions to promote desirable behaviors and reduce maladaptive behaviors across clinical, educational, and organizational settings.

### **LEARNING OUTCOMES:**

**On successful completion, the students will be able to:**

**CO1 (K1)** To introduce core concepts, historical foundations, and ethical practices of behavior modification.

**CO1 (K1)** To understand and apply basic behavioral principles such as reinforcement, extinction, punishment, and stimulus control.

**CO1 (K1)** To develop skills in establishing new behaviors using shaping, prompting, chaining, and behavioral skills training.

**CO1 (K1)** To analyse problem behaviors through functional assessment and implement evidence-based behavioral interventions.

**CO1 (K1)** To evaluate advanced behavior change procedures, including self-management, token economy, habit reversal, and cognitive behavior modification.

### **UNIT - I INTRODUCTION TO BEHAVIOR MODIFICATION**

Defining Human Behavior - Examples of Behavior-Defining, Characteristics of Behavior Modification - Historical Roots of Behavior Modification - Areas of Application - Professional Practice, Certification, and Ethics - New Directions in Behavior Modification - Measurement of Behavior and Behavior Change: Direct and Indirect Assessment - Defining the Target Behavior - The Logistics of Recording - Choosing a Recording Method - Choosing a Recording Instrument – Reactivity - Interobserver Agreement

### **UNIT –II BASIC PRINCIPLES**

**Reinforcement:** Defining, Positive and Negative Reinforcement - Escape and Avoidance Behaviors - Conditioned and Unconditioned Reinforcers - Factors that Influence the

Effectiveness of Reinforcement - Schedules of Reinforcement – **Extinction**: Defining, Extinction Burst- Spontaneous Recovery - Procedural Variations of Extinction - Common Misconception about Extinction - Factors that Influence Extinction–**Punishment**:Defining, Common Misconception about Punishment - Positive and Negative Punishment - Factors that Influence the Effectiveness of Punishment - Problems with Punishment - **Stimulus Control: Discrimination and Generalization**: Examples, Definition - Developing Stimulus Control: Stimulus Discrimination Training - The Three-Term Contingency – Research - Generalization - **Respondent Conditioning**: Examples, Definition – Timing of the NS and US Higher-Order Conditioning–Conditioned Emotional Responses - Factors that Influence Respondent Conditioning

### **UNIT– III PROCEDURES TO ESTABLISH NEW BEHAVIOR**

**Shaping**: Examples, Defining, Applications - Research on Shaping - How to Use Shaping - Shaping of Problem Behaviors - **Prompting and Transfer of Stimulus Control**: Example, defining, Types - Transfer of Stimulus Control - How to Use Prompting and Transfer of Stimulus - Prompting and Transfer of Stimulus Control in Autism Treatment Control - Verbal Behavior– **Chaining**: Example - Analyzing Stimulus–Response Chains - Task Analysis – Backward, Forward Chaining– Total Task Presentation –Other Strategies for Teaching Behavioral Chains - How to Use Chaining Procedures - **Behavioral Skills Training Procedures**: Example, Components - Enhancing Generalization after Behavioral Skills Training - In Situ Assessment - In Situ Training - Behavioral Skills Training in Groups – Applications

### **UNIT– IV PROCEDURES TO INCREASE DESIRABLE BEHAVIOR AND DECREASE UNDESIRABLE BEHAVIOR**

Understanding Problem Behaviors through Functional Assessment – Examples, Defining, Methods, Functional Analysis Research – Conducting a Functional Assessment, Functional Interventions - Differential Reinforcement: Differential Reinforcement of Alternative Behaviour - Differential Reinforcement of other behaviour - Differential Reinforcement Low Rates of Responding - Antecedent Interventions–Examples, Defining, Research, Using – Functional Interventions for Problem Behaviours - Time-Out - Response

### **UNIT – V: Other Behaviour Change Procedures**

Self-Management: Examples, Defining, Types, Steps- Habit Reversal Procedures: Examples, Defining, Applications, Why Do Habit Reversal Procedures Work - Other Treatment Procedures- Token Economy: Examples, Defining, Implementing, Practical Considerations & Applications, Advantages and Disadvantages-Behavioral Contracts: Examples, Defining, Applications, Components and Types - Fear and Anxiety Reduction Procedures: Examples, Defining, Procedures, Clinical Problems - Cognitive Behavior Modification: Examples, Defining, Procedures and Clinical Problems.

### **Recommended Textbooks**

1. **Miltenberger, R. G. (2016).** *Behavior Modification: Principles and Procedures* (6th ed.). Cengage Learning. *Core textbook covering foundations of behavior modification,*

*measurement, reinforcement, extinction, punishment, stimulus control, shaping, prompting, chaining, functional assessment, and advanced procedures (Units I–V).*

2. **Martin, G., & Pear, J. (2019).***Behavior Modification: What It Is and How to Do It* (11th ed.). Routledge. *Comprehensive and application-oriented text emphasizing ethical practice, assessment, reinforcement, punishment, generalization, self-management, token economy, and cognitive behavior modification (Units I–V).*

### Reference Books

1. **Cooper, J. O., Heron, T. E., & Heward, W. L. (2020).***Applied Behavior Analysis* (3rd ed.). Pearson. *Authoritative reference for measurement, functional assessment, reinforcement schedules, extinction, punishment, stimulus control, and evidence-based behavioral interventions (Units I–IV).*
2. **Kazdin, A. E. (2013).***Behavior Modification in Applied Settings* (7th ed.). Waveland Press. *Strong emphasis on assessment, treatment planning, behavior change procedures, and clinical applications (Units I, IV, and V).*
3. **Baer, D. M., Wolf, M. M., & Risley, T. R. (1968).***Some Current Dimensions of Applied Behavior Analysis. Journal of Applied Behavior Analysis.* *Classic foundational reading explaining the conceptual and ethical basis of behavior modification and ABA (Unit I).*
4. **Alberto, P. A., & Troutman, A. C. (2013).***Applied Behavior Analysis for Teachers* (9th ed.). Pearson. *Useful for understanding prompting, chaining, shaping, behavioral skills training, and classroom-based interventions (Units III & IV).*
5. **Corey, G. (2017).***Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning. *Supplementary reference for cognitive behavior modification, fear and anxiety reduction, and clinical behavior change procedures (Unit V).*
6. **Wolpe, J. (1990).***The Practice of Behavior Therapy* (4th ed.). Pergamon Press. *Classic text on fear reduction, systematic desensitization, and anxiety-related behavior change techniques (Unit V).*

| Semester II – Behaviour Modification                                                       |                                                                                                                         |    |    |    |    |    |    |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| Course Outcomes (CO): On the successful completion of the course, students will be able to |                                                                                                                         | K1 | K2 | K3 | K4 | K5 | K6 |
| CO1                                                                                        | To introduce core concepts, historical foundations, and ethical practices of behavior modification                      | ✓  | ✓  |    |    |    |    |
| CO2                                                                                        | To understand and apply basic behavioral principles such as reinforcement, extinction, punishment, and stimulus control | ✓  | ✓  | ✓  |    |    |    |
| CO3                                                                                        | To develop skills in establishing new behaviors using shaping, prompting, chaining, and behavioral skills training      | ✓  | ✓  | ✓  | ✓  |    |    |
| CO4                                                                                        | To analyse problem behaviors through functional assessment and implement evidence-based behavioral interventions.       | ✓  | ✓  | ✓  | ✓  | ✓  |    |
| CO5                                                                                        | To evaluate advanced behavior change procedures, including self-management, token economy, habit                        | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |

|  |                                                |  |  |  |  |  |  |
|--|------------------------------------------------|--|--|--|--|--|--|
|  | reversal, and cognitive behavior modification. |  |  |  |  |  |  |
|--|------------------------------------------------|--|--|--|--|--|--|

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 – Create

| Semester II – Behaviour Modification                 |                                                                                                                                                 |    |   |   |   |   |   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|---|---|
| Mapping Course Outcomes (CO) & Program Outcomes (PO) |                                                                                                                                                 | PO |   |   |   |   |   |
|                                                      |                                                                                                                                                 | 1  | 2 | 3 | 4 | 5 | 6 |
| CO1                                                  | To introduce core concepts, historical foundations, and ethical practices of behavior modification                                              | ✓  | ✓ | ✓ | ✓ |   | ✓ |
| CO2                                                  | To understand and apply basic behavioral principles such as reinforcement, extinction, punishment, and stimulus control                         | ✓  | ✓ |   |   |   | ✓ |
| CO3                                                  | To develop skills in establishing new behaviors using shaping, prompting, chaining, and behavioral skills training                              | ✓  | ✓ |   | ✓ | ✓ | ✓ |
| CO4                                                  | To analyse problem behaviors through functional assessment and implement evidence-based behavioral interventions.                               | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO5                                                  | To evaluate advanced behavior change procedures, including self-management, token economy, habit reversal, and cognitive behavior modification. | ✓  | ✓ | ✓ | ✓ | ✓ | ✓ |

### Web Sources

- <https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description> – *SAGE Journals: Behavior Modification* (Research articles, case studies, and interventions in applied behavior analysis)
- [https://onlinecourses.swayam2.ac.in/cec22\\_ed04/preview](https://onlinecourses.swayam2.ac.in/cec22_ed04/preview) – *Swayam Free Online Course on Behavior Modification* (Self-paced learning on behavioral principles and applications)
- <https://www.appliedbehavioranalysisprograms.com/resources/> – *Applied Behavior Analysis Resources* (Free articles, research, and practical guides for behavior modification techniques)
- <https://www.bacb.com/> – *Behavior Analyst Certification Board (BACB)* (Ethics, standards, and professional practice in behavior modification and ABA)

### Self-Study Component

- Observation and analysis of video case studies demonstrating the use of **shaping, prompting, chaining, and behavioral skills training** in various applied settings.
- Critical review of **functional assessment and differential reinforcement strategies** for increasing desirable behaviors and decreasing problem behaviors.

- Self-directed practice in **self-management, habit reversal, token economy, and cognitive behavior modification** techniques using simulated or guided exercises.
- Study and reflection on **ethical considerations, measurement methods, and recording procedures** in behavior modification research.
- Exploration of **real-life examples and applications** of fear and anxiety reduction procedures, behavioral contracts, and other advanced behavior change techniques.

**Course Name: Neuropsychology****Course Code:** 26UPPSY1C06**Year and Semester:** I Year; II Semester**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

**Programme Learning Outcomes (PLOs)**

On successful completion of the M.Sc. Applied Psychology programme, students will be able to:

**PLO1:** Demonstrate advanced theoretical knowledge of psychological concepts and biological bases of behaviour.

**PLO2:** Apply psychological principles to assess, diagnose, and intervene in applied settings.

**PLO3:** Integrate interdisciplinary perspectives from neuroscience, health sciences, and social sciences.

**PLO4:** Employ scientific reasoning, research methods, and ethical practices in psychology.

**PLO5:** Develop professional competencies relevant to clinical, counselling, educational, and organizational settings.

**PLO6:** Engage in lifelong learning and evidence-based professional practice.

**Course Outcomes (COs): Neuropsychology**

On successful completion of this course, the student will be able to:

**CO1:** Explain the foundations, scope, and methods of human neuropsychology.

**CO2:** Describe the structural and functional organization of the human nervous system and brain.

**CO3:** Analyse sensory, motor, and integrative neural systems in relation to behaviour.

**CO4:** Interpret the neuropsychological basis of cognition, emotion, language, and executive functions.

**CO5:** Apply neuropsychological knowledge to understand brain disorders, assessment, and rehabilitation.

**3. CO–PLO Mapping Matrix**

(Indicative mapping: 3–High, 2–Moderate, 1–Low)

| Course Outcomes | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
|-----------------|------|------|------|------|------|------|
| CO1             | 3    | 1    | 2    | 2    | –    | –    |
| CO2             | 3    | 1    | 2    | –    | –    | –    |
| CO3             | 3    | 2    | 2    | –    | 1    | –    |
| CO4             | 3    | 2    | 2    | 1    | 1    | –    |
| CO5             | 2    | 3    | 2    | 2    | 3    | 1    |

**Overall Contribution:**

✓ Strong alignment with **PLO1, PLO2, and PLO5**, meeting applied and professional expectations of the programme.

### **Course Objectives**

- To introduce students to the fundamental concepts, scope, and historical development of human neuropsychology.
- To enable students to understand the structural and functional organization of the human nervous system and its role in behaviour.
- To develop conceptual clarity on sensory, motor, and integrative neural systems underlying human functioning.
- To facilitate understanding of the neuropsychological basis of cognition, emotion, language, and executive processes.
- To equip students with applied knowledge of neuropsychological disorders, assessment methods, and rehabilitation approaches.

### **UNIT I: Foundations of Neuropsychology**

Nature and scope of neuropsychology- Historical development and major theoretical approaches- Research methods: experimental, clinical, and case study approaches- Ethical issues in neuropsychological practice

### **UNIT II: Organization of the Human Nervous System**

Neurons and neural communication - Central and peripheral nervous systems - Structure and functions of cerebral cortex -Hemispheric specialization and lateralization - Brain development and neuroplasticity

### **UNIT III: Sensory, Motor, and Integrative Systems**

Sensory pathways and cortical processing - Motor systems: motor cortex, basal ganglia, cerebellum - Sensorimotor integration - Disorders of movement and perception

### **UNIT IV: Neuropsychology of Cognition and Emotion**

Attention and consciousness - Learning and memory systems - Language and aphasia - Executive functions and frontal lobe - Neural basis of emotion and motivation

### **UNIT V: Clinical and Applied Neuropsychology**

Brain injury and recovery - Neuropsychological disorders: stroke, epilepsy, dementia - Principles of neuropsychological assessment - Rehabilitation and intervention - Applications in clinical, educational, and forensic psychology

### **Teaching Methods**

- Lectures and case discussions
- Brain diagrams and functional mapping
- Clinical illustrations and video demonstrations
- Seminar presentations

### **Text Books**

Bryan Kolb. & Ian Q. Whishaw, (2015) Fundamentals of Human NEUROPSYCHOLOGY (7 th Ed) Worth Publishers. New York.

### **References:**

1. Zillmer, E. A., & Spiers, M. V. (2001). Principles of neuropsychology. Belmont, CA, US: Wadsworth/Thomson Learning.
2. Beaumont, J. G. (1983). Introduction to neuropsychology. Oxford: Blackwell Scientific Publications
3. Martin, G. N. (2006). Human neuropsychology. London: Prentice Hall



**Course Name:** ORGANIZATIONAL BEHAVIOUR AND TRAINING

**Course Code:** 26UPPSY1C08

**Year and Semester:** I & I

**Credits:**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 4            | 0             | 0           |

## **OBJECTIVES:**

**The major objectives of this course are:**

1. To familiarize students with the models, contributing disciplines, and the role of managers in organizations.
2. To expose the students to the group factors that contribute to achieving organizational effectiveness,
3. To orient how change happens in organizations and the need to manage stress for effective organization.
4. To understand the need and types of training and development concepts.
5. To expose students to understand how training is designed for modern work force and the role of psychological instruments incorporated in training programs.

## **LEARNING OUTCOMES: -**

**On successful completion, the students will be able to :**

CO1 (K3) Demonstrate the effect of various OB models and individual factors on performance

CO2 (K6) Possess knowledge for understanding group factors and its dynamics in organizations.

CO3 (K5) Demonstrate the knowledge of group formation and the role of stress management.

CO4 (K4) Differentiate the types of training and ways to design and implement.

CO5 (K5) Enabled to apply psychological concepts and tools in the training process. organizational development

## **ORGANIZATIONAL BEHAVIOUR AND TRAINING**

### **UNIT I ORGANIZATIONAL BEHAVIOUR AND THE INDIVIDUAL IN WORKPLACE**

Definition. Models of OB; autocratic, custodial, supportive, collegial and system. Historical evolution of OB. What managers do? Contributing disciplines to OB. Challenges and

Opportunities. Implications for managers. Foundations of Individual behaviour. Diversity. Attitudes and Job satisfaction. Emotions and Moods. Personality and values. Perception and individual decision making. Motivation concepts and applications.

## **UNIT II THE GROUP AND THE ORGANIZATION**

Foundations of Group behaviour. Group development and properties, Group Decision making. Understanding work teams. Communication: Process, Direction, Formal and informal, Modes, choices and Persuasive and barriers of communication. Leadership: Basic approaches and contemporary issues. Power and politics. Conflict and negotiation. Foundations of Organization structure. Work design. Organizational culture.

## **UNIT III ORGANIZATIONAL CHANGE AND STRESS MANAGEMENT**

Organizational Change – Forces for Change. Managing planned change. Resistance to change. Approaches to managing Organizational change, Contemporary change issues. Organizational Development. Stress: sources of stress, individual and cultural differences, consequences, wellness programs.

## **UNIT IV TRAINING AND DEVELOPMENT**

Introduction to Training and Development – Concept, Need and the Process. On-the job training methods and off-the-job training. Training climate and techniques checklist and evaluation. Organization development interventions: Concept, Classification, target groups, process and structural interventions. Executive development interventions. Emerging developments: Case study, Mentoring, Assessment and Development Centre, Competency development, Knowledge management and factors for success of Training.

## **UNIT V TRAINING DESIGNS AND INSTRUMENTS**

Training for Expatriates, cultural diversity, call centers, team building, interim staff, anger management, self-esteem. Training instruments: Psychometric tests MBTI, TST, PAA, FIRO-B, Audio visual aids, room arrangements and training tools.

## **TEXT BOOKS**

- Bhatia, S. K. (2005). Training & Development: Concepts & Practices: Emerging Developments, Challenges and Strategies in HRD. New Delhi: Deep & Deep Publications Pvt Ltd.
- Robbins, P. S., Judge, A. T and Vohra, N. (2017). Organizational Behaviour (16<sup>th</sup> edition). Noida: Pearson India Education Services Pvt. Ltd.

## **REFERENCE BOOKS**

- Luthans, F. (2011). Organizational behaviour: An Evidence Based Approach. (12<sup>th</sup> edition). New Delhi: McGraw Hill Publishing Company Ltd.
- Noe, R. A., &Kodwani, A. D. (2015). Employee Training and Development. (5th Edn.). New Delhi: McGraw Hill Education (India) Pvt Ltd.



**Course Name:** Experimental Psychology- I (Practical/Lab)

**Course Code:** 26UPPSY1L01

**Year and Semester:** I Year; II Semester

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 0           | 0            | 6             | 0           |

### **OBJECTIVES:**

**The major objectives of this course are:**

1. To assist in the selection of appropriate tests.
2. To develop competence in Various types of Psychometric tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

### **LEARNING OUTCOMES:**

**On successful completion, the students will be able to :**

CO1(K2): Explain the conceptual framework of psychological testing.

CO2(K2): Identify the appropriate psychological test

CO3(K3): Determine how to discuss the obtained individual data.

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

**At least 10 tests have to be conducted from the following list:**

1. Raven's progressive matrices
2. Weschler's Adult Intelligence
3. Differential Aptitude tests
4. Adolescent Interest scale

5. David's Battery of Differential aptitude test III
6. Myers Briggs Type Indicator (MBTI)
7. Cattell's 16 Personality Factor Questionnaire (16PF)
8. Multiple Anxiety Inventory
9. Beck Depression Scale
10. Memory Scale
11. Assessment of Learning disability
12. Career maturity
13. Assertive Questionnaire
14. Students Stress Scale
15. Marital Adjustment Questionnaire

**Recap:** The test can be discussed along with the process of construction and validation

**Recommended Textbooks:**

1. Anastasi. A. & Urbina.S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA
2. Gregory. R.J. (2005). *Psychological testing, history, principles, and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

**Reference:**

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi : Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

**Web resource:**

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

**Self-study:**

- Students can refer to the psychological research done using the above test. They can conduct a research study using the tests.





**Course Title: Ecopsychology**

**Course Code:** 26UPPSY1E03

**Category:** Core

**Credits:** 4

**Contact Hours:** Lecture: 4 Hours/Week Total: 60–75 Hours/Semester

### **UNIT I – Introduction to Ecopsychology**

Meaning, scope, and significance of ecopsychology. Historical roots of ecopsychology with reference to depth psychology, humanistic psychology, and indigenous traditions. Philosophical foundations including ecology, systems thinking, and the biophilia hypothesis. Ecopsychology as an interdisciplinary field integrating psychology and environmental studies.

### **UNIT II – Human–Nature Relationship**

Psychological perspectives on human–nature connectedness. Environmental perception, attitudes, and values influencing behaviour. Concept of place attachment and development of ecological identity. Cultural and indigenous perspectives on nature and environment. Impact of urbanization and technological lifestyles on disconnection from nature.

### **UNIT III – Environmental Crisis and Mental Health**

Psychological consequences of environmental degradation and climate change. Climate anxiety, eco-grief, solastalgia, and related emotional responses. Stress, trauma, and mental health issues arising from natural and human-made disasters. Environmental injustice and its psychological impact on vulnerable populations. Role of media and risk perception in shaping environmental awareness.

### **UNIT IV – Ecopsychology, Wellbeing, and Sustainability**

Role of nature in promoting psychological wellbeing and mental health. Ecotherapy and nature-assisted psychological interventions. Mindfulness, spirituality, and development of ecological consciousness. Psychological determinants of pro-environmental behaviour and sustainable lifestyles. Education and awareness for environmental responsibility and sustainability.

### **UNIT V – Applied Ecopsychology**

Application of ecopsychological principles in counselling and psychotherapy. Community-based and organizational interventions grounded in ecological awareness. Role of ecopsychology in education, social policy, and environmental planning. Environmental activism, resilience, and collective wellbeing. Emerging trends and future directions in ecopsychological research and practice.

### **Teaching Methods**

- Lectures and guided discussions
- Case studies and field-based reflections
- Experiential learning and nature immersion activities
- Student seminars and presentations

## Reference Books

Clayton, S. D. (Ed.). (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press.

Roszak, T. E., Gomes, M. E., & Kanner, A. D. (1995). *Ecopsychology: Restoring the earth, healing the mind*. Sierra Club Books.

Fisher, A. (2012). *Radical ecopsychology: Psychology in the service of life*. State University of New York Press.

Buzzell, L., & Chalquist, C. (2010). *Ecotherapy: Healing with nature in mind*. Catapult.

Albrecht, G. A. (2019). Earth emotions: New words for a new world. In *Earth Emotions*. Cornell University Press.

## Course Outcomes (CO)

**Course Title:** Ecopsychology

**On successful completion of the course, the students will be able to:**

| Course Outcomes (CO)                                                                                                                                                                           | K1 | K2 | K3 | K4 | K5 | K6 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| <b>CO1:</b> Explain the concepts, theories, historical development, and interdisciplinary foundations of ecopsychology and the human–nature relationship.                                      | ✓  | ✓  |    |    |    |    |
| <b>CO2:</b> Apply psychological principles to understand human–nature connectedness, ecological identity, environmental attitudes, and pro-environmental behaviour.                            |    | ✓  | ✓  | ✓  |    |    |
| <b>CO3:</b> Analyse the psychological impacts of environmental degradation, climate change, environmental injustice, and ecological crises on mental health and well-being.                    |    |    | ✓  | ✓  | ✓  |    |
| <b>CO4:</b> Evaluate ecopsychological approaches, nature-based interventions, and sustainability practices for promoting psychological well-being and environmental responsibility.            |    |    |    | ✓  | ✓  | ✓  |
| <b>CO5:</b> Design evidence-based ecopsychological interventions, educational programmes, and community initiatives that promote ecological consciousness, resilience, and sustainable living. |    |    |    |    | ✓  | ✓  |

## Mapping of Course Outcomes (CO) with Programme Outcomes (PO)

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b>      | ✓   | ✓   | ✓   | ✓   |     | ✓   |     | ✓   | ✓   | ✓    |



|                              |             |            |   |  |  |  |  |  |
|------------------------------|-------------|------------|---|--|--|--|--|--|
| MOOC/SWAYAM/NTPL             | 26UPPSY1N01 | 2.7. NME-I | 1 |  |  |  |  |  |
| Fundamentals of Human Rights | 26UPPGC1H01 |            | 2 |  |  |  |  |  |

# **Semester-III**

**Course Name: APPLIED SOCIAL PSYCHOLOGY****Course Code:** 26UPPSY1C09**Year and Semester:** II & III**Credits:**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
|             |              |               |             |

**OBJECTIVES: The main objectives of this Course are:**

1. To understand the key issues and theoretical concepts of applied social psychology and examine the roles of applied social psychologists.
2. To analyze the intricacies underlying the theories of attribution and social cognition and gain insight into the formation of attitudes and analyze its impact on behavior.
3. Examine the causes of prejudice and explore techniques to prevent them.
4. To gain an understanding of the cognitive, affective, and behavioral processes of individuals as influenced by group interaction.
5. To understand the applications of applied social psychology to social issues in the field of media, legal system, politics, work settings, community, health, and environment.

**LEARNING OUTCOMES: On successful completion, the students will be able to :**

CO1 Delineates the theoretical concepts of applied social psychology and appraises the role of applied social psychologists.

CO2 Explain the attribution concept and relate the information in a social context to explain and predict others' behavior.

CO3 Explore the influence of social indicators on the formation of attitudes and examine the attitude- behavior relationship.

CO4 Demonstrate ability to articulate group behavior, prejudice, and its influence on individuals' behavior.

CO5 Apply the principles of social psychology in various fields like media, legal system politics, work settings, community, health, and environment.

**Unit- I: Introduction:** Definition of Social Psychology and Applied Social Psychology, Advances and boundaries, Research Methods: Systematic observation, correlation, experimental method and meta-analysis. Role of Theory in social psychology.

**Unit- II: Understanding Others & Social Cognition:** Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Asch's Research, Cognitive perspective. Social Cognition- Heuristics, Schemas, Processes in social thought, sources of error in social cognition, affect and cognition.

**Unit- III: Attitude & Prejudice:** Attitude: Meaning – three components – Attitude Formation: Social Learning, Genetic Factors, Attitude Functions, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales. Prejudice: Nature, Sources, Consequences, Techniques for minimizing prejudice.

**Unit- IV: Group Dynamics & Leadership:** Group: Nature, functions, types of group, theories of group formation, Social facilitation, Social loafing, Group Think, Influence of the minority. Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional, and other types of leadership.

**Unit V: Applying Social Psychology to arenas of life and one's own life:** Applying social psychology: In Media, Legal Systems, Politics, Work settings, Community/Culture, Health, and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to the classroom and good life - balance optimism and pessimism.

#### **Recommended texts**

1. Nyla R. Branscombe, Robert A. Baron and Kapur Preethi (2017), 14th Edition, Pearson Education.
2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10 edition, McGraw Hill Education (India) Private Limited.
3. Robert S. Feldman, (2001). Social Psychology 3rd Edition, Pearson.

#### **References:**

1. Schultz, W., Oskamp, S. (2000). Social Psychology: An applied perspective, Upper saddle River, NJ Prentice Hall.
2. Frank W. Schneider., Jamie A. Gruman., Larry M. Coutts. (2005) Applied social Psychology- Understanding and Addressing Social and Practical Problems, Sage publications.
3. Gruman J, A., Schneider, F. W. & Coutts, L.M. (2017). Applied Social Psychology: Understanding and Addressing Social and Practical problems. 3rd edition. New Delhi: Sage Publications.

#### **Web resources**

- <https://www.youtube.com/watch?v=9VIWm6OJA4k> scope of social psychology in India
- <https://www.youtube.com/watch?v=tcvouz1v12M> social psychology



**Course Name: ADVANCED COGNITIVE PSYCHOLOGY**

**Course Code: 26UPPSY1C10**

**Year and Semester: II Year; III Semester**

**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

**OBJECTIVES: -**

**The main objectives of this Course are:**

1. To develop an understanding of Cognitive Psychology and its methods
2. To develop an understanding of Cognitive Processes behind perception and attention
3. To develop an understanding of Cognitive Processes behind memory, imagery, and spatial cognition
4. To develop the concept behind language, thinking & problem solving, reasoning, and decision making
5. To provide the understanding of brain functions related to development, differences, and culture in cognition

**LEARNING OUTCOMES:**

**On successful completion, the students will be able to :**

- CO1(K1): Recognize the importance of cognitive psychology  
 CO2(K2): Explain Cognitive Processes behind perception and attention  
 CO3(K2): Understand Cognitive Processes behind memory, imagery, and spatial cognition  
 CO4(K4): Discuss the importance of cognitive bases of behind language, thinking & problem solving, reasoning, and decision making  
 CO5(K3): Explain the neural background brain functions related to development, differences, and culture in cognition

**UNIT I: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

**History, Methods, and Paradigms:** Influences on the Study of Cognition- *Research Methods in Cognitive Psychology*: Observation -Introspection - Controlled Observation and Clinical Interviews -Experiments and Quasi-Experiments. *Paradigms of Cognitive Psychology*: Information-Processing Approach - Connectionist Approach - Evolutionary Approach - Ecological Approach  
**Brain:** Structure - Localization of Function-Lateralization of Function -Brain Imaging Techniques.

**UNIT II: COGNITIVE PROCESSES: PERCEPTION & ATTENTION**

**Perception:** Gestalt Approaches to Perception - Bottom-Up Processes -Top-Down Processes-Direct Perception - Disruptions of Perception: Visual Agnosia.

**Attention:** Selective Attention- Neural underpinnings of attention- Automaticity and the Effects of Practice- Divided Attention

### **UNIT III: COGNITIVE PROCESSES: MEMORY, VISUAL IMAGERY, AND SPATIAL COGNITION**

**Memory:** Traditional Approaches to the Study of Memory - Working Memory- Executive Functioning- Neurological Studies of Memory Processes. *Retrieving Memories from Long-Term Storage:* Aspects of Long-Term Memory- Subdivisions of Long-Term Memory- The Levels-of-Processing View- Reconstructive Nature of Memory- Amnesia. *Knowledge Representation (Storing and Organizing Information in Long-Term Memory):* Organizing Knowledge- Forming Concepts and Categorizing New Instances

**Visual Imagery and Spatial Cognition:** Codes in Long-Term Memory- Empirical Investigations of Imagery- Nature of Mental Imagery-Neuropsychological Findings- Spatial Cognition

### **UNIT IV: COGNITIVE PROCESSES: LANGUAGE, THINKING & PROBLEM SOLVING, REASONING, AND DECISION MAKING**

**Language:** The Structure of Language-Language Comprehension and Production -Language, and Cognition.

**Thinking and Problem Solving:** Classic Problems and General Methods of Solution-Blocks to Problem-Solving- Problem Space Hypothesis-Expert Systems- Finding Creative Solutions- Critical Thinking

**Reasoning and Decision Making:** *Reasoning-Types of Reasoning -Decisions Making- Cognitive Illusions in Decision Making- Utility Models of Decision Making- Descriptive Models of Decision Making Neuropsychological Evidence on Reasoning and Decision Making*

### **UNIT V: DEVELOPMENT, DIFFERENCES, AND CULTURE IN COGNITION**

**Cognitive Development through Adolescence:** Piagetian Theory- Non-Piagetian Approaches to Cognitive Development- Post-Piagetian View

**Individual Differences in Cognition:** Individual Differences in Cognition- Gender Differences in Cognition

**Cognition in Cross-Cultural Perspective:** Examples of Studies of Cross-Cultural Cognition- Effects of Schooling and Literacy- Situated Cognition in Everyday Settings

### **Learning Resources:**

#### **Recommended Text Books:**

1. Kathleen M. Galotti (2015). Cognitive Psychology: In and Out of the Laboratory (5<sup>th</sup> Ed.). NEW DELHI: SAGE Publications India Pvt. Ltd.
2. Goldstein, B. (2018). Cognitive Psychology: Connecting Mind, Research and Everyday Experience (5<sup>th</sup> Ed.). BOSTON: WADSWORTH Cengage Learning.
3. Robert J. Sternberg. (2006). Cognitive Psychology (4<sup>th</sup> Ed.). BELMONT: Thomson Wadsworth.
4. Margaret W. Matlin & SUNY Geneseo. (2013) Cognition (8<sup>th</sup> Ed.). NEW JERSEY: Wiley.
5. Jamie Ward (2015), "The Student's Guide to Cognitive Neuroscience"- Third Edition, Psychology Press, London NewYork
6. Liro P. Jaaskelainen (2015)," Introduction to Cognitive Neuroscience" – bookboon.com

**References:**

7. Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
8. Smith, E., Kosslyn, S., & Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
9. Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
10. Reed, S. K. (2010). Cognition - Theories and Applications. UK: Wadsworth Cengage Learning.

**Web Sources:**

- <https://www.youtube.com/watch?v=EtxibYcyDz0>
- <https://www.youtube.com/watch?v=plm9tmkOV88>
- <https://www.youtube.com/watch?v=ZudHhIDG3M4>
- [https://www.youtube.com/watch?v=kVollCt4\\_dQ](https://www.youtube.com/watch?v=kVollCt4_dQ)
- <https://www.youtube.com/watch?v=gdzmNwTLakg>
- [https://www.youtube.com/watch?v=tFHL1\\_DStY8](https://www.youtube.com/watch?v=tFHL1_DStY8)

**Outside Syllabus: Self Study**

- Trends in cognitive neuroscience research
- Hemispheric Specialization
- Brain damage and neurological disorder
- Neuroimaging and EEG
- Reflection of Neurological issues in cognition, affect and action

Social Cognition. Personality. Evolutionary Psychology and brain

**Semester II – Advanced Cognitive Psychology****Course Outcomes (CO)**

On successful completion of the course, the students will be able to:

| Course Outcomes (CO)                                                                                                                                               | K1 | K2 | K3 | K4 | K5 | K6 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| <b>CO1:</b> Explain the historical development, theoretical approaches, research methods, and neuroscientific foundations of cognitive psychology.                 | ✓  | ✓  |    |    |    |    |
| <b>CO2:</b> Apply cognitive theories to explain the processes of perception, attention, memory, visual imagery, and spatial cognition.                             |    | ✓  | ✓  | ✓  |    |    |
| <b>CO3:</b> Analyse the cognitive mechanisms underlying language, thinking, problem solving, reasoning, and decision-making using contemporary cognitive theories. |    |    | ✓  | ✓  | ✓  |    |
| <b>CO4:</b> Evaluate the influence of brain functions, cognitive development, individual differences, and cultural factors on human cognition.                     |    |    |    | ✓  | ✓  | ✓  |
| <b>CO5:</b> Design evidence-based applications of cognitive psychology and cognitive neuroscience to solve real-world                                              |    |    |    |    | ✓  | ✓  |



**Course Name: PSYCHOTHERAPY (Core 11)****Course Code: 26UPPSY1C11****Year and Semester: II Year; III Semester****Credits: 5**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 4           | 1            | 0             | 0           |

**Course Objectives**

- To demonstrate the importance of theories in therapies
- To understand the theoretical background of therapies
- To analyse various steps in therapeutic process
- To evaluate various strategies and techniques specific to classical theories
- To differentiate & escalate the differences in Gestalt theories

**UNIT I: INTRODUCTION TO THERAPIES, TRAINING AND SUPERVISION OF THERAPISTS**

Psychotherapy: Meaning, Definition and Nature - Importance of Theories - Problems faced by the beginners. Dimensions of Therapy: Preparation- Therapeutic Relationship - Therapeutic contents- Goals of therapy - Steps in therapeutic process - Therapeutic interactions.

Training of Therapists: Objectives of training - Motivating factors in therapists - Selection of therapists for training. Cardinal elements in training: Theoretical learning - Supervised practice -Personal therapy - Evaluation - Supportive therapy.

**UNIT II: FREUDIAN THERAPY, GESTALT THERAPY AND TRANSACTIONAL ANALYSIS**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

**UNIT III: PERSON CENTRED THERAPY, BEHAVIOUR AND RATIONAL EMOTIVE BEHAVIOUR THERAPIES**

Theoretical assumptions: The person – Conceptualization of psychological disturbance and health – Perpetuation – Change. Practice: Goals – Selection criteria – Qualities of therapists – Therapeutic relationship – Strategies and techniques – Change process – Limitations.

**UNIT IV: COGNITIVE BEHAVIOUR THERAPY AND SOLUTION FOCUSED THERAPY**

Cognitive Behaviour Therapy [CBT]: Introduction- Cognitive Model- Principles of CBT- Socratic Questions- Core Values and Beliefs- Automatic Thoughts- Cognitive Distortions- Major Cognitive and Behavioural Strategies- Essential CBT Techniques and Activities.

Solution Focused Therapy: Introduction- Solution-oriented brief therapy and single session therapy - Assumptions and Basic concepts- Core Concepts- Stages in Treatment- Therapeutic Alliance and Techniques- Process and Techniques- Limitations.

**UNIT V: ACCEPTANCE AND COMMITMENT THERAPY AND CREATIVE THERAPIES**

Acceptance and Commitment Therapy [ACT]: Introduction- Assumptions and Beliefs- Six Principles of ACT- Techniques and Exercises- Accepting Unpleasant- Taking Commitment-Limitations.

Creative Therapies: Overview- Unique Characteristics of Creative Therapies- Art Therapy- Music therapy- Dance/Movement Therapy- Drama therapy- Bibliotherapy/ Poetry therapy.

### TEXT BOOK

Dryden, W., & Reeves, A. (2013). *The Handbook of Individual Therapy (6<sup>th</sup> Edn.)*. New Delhi: Sage Publications.

The Eclectic Therapists (2018). Australian Institute of Professional Counsellors.

### REFERENCE BOOKS

Jack Martin., Jeff Sugarman., & Kathleen L. Slaney (Eds.). (2015). *Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. New York: John Wiley & Sons, Ltd.

Wills, F. (2008). *Skills in Cognitive Behavior Counselling and Psychotherapy*. New Delhi : Sage Publications.

Capuzzi. (2010). *Counselling and Psychotherapy (4<sup>th</sup> Edn.)*. New Delhi: Pearson Education Inc.

| <b>Course Outcomes (CO):</b><br><i>On the successful completion of the course, students will be able to</i> |                                                                           | <b>K1</b> | <b>K2</b> | <b>K3</b> | <b>K4</b> | <b>K5</b> | <b>K6</b> |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>CO1</b>                                                                                                  | demonstrate the importance of theories in therapies                       |           |           | ✓         |           |           |           |
| <b>CO2</b>                                                                                                  | understand the theoretical background of therapies                        |           | ✓         |           |           |           |           |
| <b>CO3</b>                                                                                                  | analyse various steps in therapeutic process                              |           |           |           | ✓         |           |           |
| <b>CO4</b>                                                                                                  | evaluate various strategies and techniques specific to classical theories |           |           |           |           | ✓         |           |
| <b>CO5</b>                                                                                                  | differentiate & escalate the differences in Gestalt theories              |           |           |           | ✓         | ✓         |           |

### Out of Syllabus- Self Study

- Case examples particularly pertaining to the Indian context.
- Videos of psychotherapeutic methods
- The use of psychodrama in therapeutic change.

**Course Name:** Experimental Psychology- II (Practical/Lab)

**Course Code:** 26UPPSY1L02

**Year and Semester:** II Year; III Semester

**Credits:** 4

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 0           | 0            | 6             | 0           |

**OBJECTIVES: -**

**The main objectives of this Course are:**

1. To gain knowledge in assessment used at the workplace
2. To familiarize with the Psychometric properties of tests
3. To Administer psychological tests according to the guidelines
4. To understand and interpret the person's test scores
5. To understand and solve the ethical issues in Psychological assessment.

**LEARNING OUTCOMES:**

**On successful completion, the students will be able to:**

CO1(K2): Explain the application of psychological testing at work place.

CO2 (K2): Identify the appropriate psychological test in recruiting and managing employees

CO3(K3): Determine how to discuss the obtained individual data and write a report

CO4(K4): Evaluate the ethical issues in psychological testing.

CO5(K6): Infer the Individual differences through psychological testing.

**At least 10 tests have to be conducted from the following list**

1. Communication Skills Assessment
2. Emotional Intelligence
3. Work Motivation
4. Organizational Commitment

5. Job Involvement
6. Organizational Stress
7. Fundamental Interpersonal Relationship Organization Behavior
8. Work Motivation Questionnaire (WMQ)
9. Conflict Style Inventory
10. Managing by Motivation
11. Daftuar Types at Work (DTAW)
12. Leadership Effectiveness Scale
13. Employee Engagement Scale
14. Working Styles Assessment
15. Organization Effectiveness Scale

**Recap:** The test can be discussed along with the process of construction and validation

**Recommended Text Books:**

1. Anastasi. A. & Urbina. S. (2002), *Psychological testing*, 7<sup>th</sup> Edition, Pearson Education, USA
2. Gregory. R.J. (2005). *Psychological testing, history, principles, and applications*. 4<sup>th</sup> Edition, Pearson Education, USA.

**References:**

1. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi: Oxford and IBH Publishing Co.
2. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
3. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

**Web resources:**

- <https://www.psychologydiscussion.net/essays/essay-on-the-uses-of-psychological-test/742>
- <https://www.youtube.com/watch?v=6HtnBBmuZpI>
- <https://www.verywellmind.com/psychometric-properties-425262>

**Outside Syllabus: Self Study**

- Students can refer to the psychological research done using the above test. They can conduct a research study using the tests.

**Semester II – Experimental Psychology – II (Practical/Laboratory)**

**Course Outcomes (CO)**



**Course Name: Cyber Psychology**

**Course Code: 26UPPSY1E04**

**Year and Semester: II Year; III Semester**

**Credits: 4**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 3           | 1            | 0             | 0           |

**OBJECTIVES:**

**The major objectives of this course are:**

3. To develop an advanced understanding of psychological theories, research methods, and ethical issues related to human behavior, identity, interaction, and mental health in digital and online environments.
4. To critically analyze the impact of emerging technologies (internet, social media, gaming, virtual reality, artificial intelligence, and online workspaces) on individuals, groups, and society, and apply cyber psychological principles to education, health, forensic, organizational, and consumer contexts.

**LEARNING OUTCOMES:**

**On successful completion, the students will be able to:**

- CO1 (K1)** Explain and critically evaluate key concepts, theories, research methods, and ethical issues in cyber psychology, including online research practices, computer-mediated communication, and digital identity formation.
- CO1(K2)** Describe knowledge of human–computer interaction, gaming psychology, virtual/augmented reality, and artificial intelligence to assess their psychological applications, risks, and future implications.
- CO1 (K3)** Apply principles of social influence, persuasion, privacy, and trust to understand cybercrime, forensic cyber psychology, and technology-related psychopathologies, including problematic internet use and nomophobia.
- CO1 (K4)** Analyze the psychological processes underlying online behaviors such as trolling, cyber harassment, online relationships, attention and multitasking, and group dynamics in virtual environments.
- CO1 (K5)** Assess the impact of digital technologies on learning, consumer behavior, youth, and older adults, and propose evidence-based strategies to address cyber bullying, digital well-being, and ethical online engagement.

**UNIT - I Foundations of Cyber Psychology and Online Identity**

Key Terms – Cyber psychology: Brief Synopsis – Good Research –The Internet and Research – Secondary & Primary Research Online, Observation – Internet Research Ethics -

Human Interaction Online: Computer-Mediated Communication and Online Media – Key Terms – Communication Tools – A Very Short History – Language and Online Communication – Communication Theories – Related Concepts – Self and Identity in Cyberspace: Key Terms – Online Behaviour Theories – Impression Management – Identifiable Online Environments.

### **UNIT –II Online Risks, Relationships, Attention, and Group Dynamics**

The Dark Side of the Internet: Key Terms – The Internet and Trolling – Prejudice and Stereotyping Online – Sexual Harassment Online – Cyber stalking – Griefing, Toxic Gamer Cultures, and Dark Participation – Love and Relationships Online: Key Terms – Seeking Love Online – Meeting Online: Where, Who, and Why – Experiences and Outcomes – Online Dating Profiles – CMC and Its Effect on Online Romance – Self-Presentation and Deception – Shifting Modalities: Moving Offline – Maintaining Relationship Online – Attention and Distraction Online: Studying in a Multitasking Environment – High Multitasks Compare Light Multitaskers – Attention – Developing Self-Control – Dynamics of Groups Online: Groups: What, How, and Why – Reliance on Online Group Membership - Specific Feature of Group Dynamics

### **UNIT– III Social Influence, Psychopathology, and Applied Cyber Psychology**

Persuasion and Compliance in Cyberspace: Key terms – Social Influence – Compliance – Obedience and Authority – Conformity – Persuasion – Privacy and Trust Online – Key Terms – Sharing Information Online – Removing Our Data Online – Forensic Cyber Psychology: An Overview – Key Terms- Cybercrime – Cyber psychology and Psychopathology: Key Terms - DSM-5-TR and How It Views the Internet - What Is the Range of Internet Based Disorders? - Nomophobia and Mobile Phone Usage - Pathological Internet Usage - Treatment Options - The Online Workplace: Key Terms - Organisations Today: The Online Workplace - Challenges Technology Poses - New World: The Virtual Environment - Challenges That Technology Poses for Modern People, The Future of Work.

### **UNIT– IV Cyber Psychology in Education, Marketing, and Lifespan Development**

The Internet as an Educational Space: Key Terms, the Internet and Its Impact on Learning - Learning Using the Internet - Interrogating Learning and the Internet - Future Trends - Consumer 16 Cyberpsychology and Online Marketing: Key Terms, Who Shops Online, Factors Affecting Online Shopping Acceptance, Consumer–Brand Relationships, Persuasion - Young People and the Internet: Key Terms, Positive Role of Technology – Gaming – Cyber bullying - Psychological Effects of Cybervictimisation - Tackling Cyberbullying - Older Adults in the Digital Age - Key Terms - Technology Adoption - Positive & Negative Impacts of Technology on Older Adults

### **UNIT – V: Human–Computer Interaction, Gaming, VR, and Artificial Intelligence**

Human–Computer Interaction: Key Terms - Human–Computer Interaction in Practice - Cyber psychology and Human Computer Interaction – Gaming: Key Terms, Introduction to Video Gaming, Psychology of Video Gaming - Psychological Applications of Virtual and Augmented/ Mixed Reality: Key Terms, Virtual Reality Equipment, Presence, Virtual Reality as a Treatment Tool, Virtual Reality as a Diagnostic Tool, Pain Management, Psychological Research - The Psychology of Artificial Intelligence: Key Terms - Defining and Testing Artificial Intelligence - Social Robotics - Applications of Artificial Intelligence - Artificial Intelligence in the Future

### **Recommended Textbooks**

1. Kirwan, G., Connolly, I., Barton, H., & Palmer, M. (2024). *An Introduction to Cyberpsychology* (2nd ed.). Routledge. A comprehensive overview of cyberpsychology including online interaction, research methods, HCI, gaming, VR, and AI — ideal as a core textbook for the course.
2. Power, A., & Kirwan, G. (Eds.). (2014). *Cyberpsychology and New Media: A Thematic Reader*. Routledge. Thematic collection of research on online communication, social networking, dating, deception, and technology's effect on behaviour.

### References:

1. Norman, K. L. (2017). *Cyberpsychology: An Introduction to Human-Computer Interaction*. Cambridge University Press. Focuses on human-computer interaction and behaviour in digital contexts — excellent for HCI and online interaction topics.
2. Whitty, M. T., & Young, G. (2016). *Cyberpsychology: The Study of Individuals, Society and Digital Technologies* (BPS Textbooks in Psychology). Wiley. A foundational text exploring online behaviour, identity, relationships, and broader social influences of digital technology.
3. Joinson, A. (Ed.). (2009). *Oxford Handbook of Internet Psychology*. Oxford University Press. In-depth handbook covering internet research methods, online identity, persuasion, addiction, privacy, and interpersonal online behaviour.

| Semester II – Cyber Psychology                                                                |                                                                                                                                                                               |    |    |    |    |    |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|
| Course Outcomes (CO):<br>On the successful completion of the course, students will be able to |                                                                                                                                                                               | K1 | K2 | K3 | K4 | K5 |
| CO 1                                                                                          | To introduce core concepts, theoretical foundations, research methods, and ethical issues in cyber psychology, including online communication and digital identity            | ✓  | ✓  |    |    |    |
| CO 2                                                                                          | To understand and analyze online behaviors such as trolling, cyber harassment, online relationships, attention, multitasking, and virtual group dynamics                      | ✓  | ✓  |    | ✓  |    |
| CO 3                                                                                          | To apply principles of social influence, persuasion, privacy, and trust to cybercrime, forensic cyber psychology, and internet-related psychopathologies                      |    |    | ✓  | ✓  |    |
| CO 4                                                                                          | To analyze and evaluate the psychological impact of digital technologies on learning, consumer behavior, youth, and older adults, and propose strategies for cyber well-being |    |    | ✓  | ✓  | ✓  |
| CO 5                                                                                          | To evaluate and design insights into human-computer interaction, gaming, virtual/augmented reality, and artificial intelligence for psychological applications and future use |    |    |    | ✓  | ✓  |

K1 - Remember, K2 - Understand, K3 - Apply, K4 - Analyze, K5 - Evaluate, K6 – Create

| Semester II – Cyber Psychology |                                                                                                                                                 |                       |   |   |   |   |   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---|---|---|---|---|
| Mapping Course Outcomes (CO)   |                                                                                                                                                 | Program Outcomes (PO) |   |   |   |   |   |
|                                |                                                                                                                                                 | 1                     | 2 | 3 | 4 | 5 | 6 |
| <b>CO1</b>                     | To introduce core concepts, historical foundations, and ethical practices of behavior modification                                              | ✓                     | ✓ | ✓ | ✓ |   | ✓ |
| <b>CO2</b>                     | To understand and apply basic behavioral principles such as reinforcement, extinction, punishment, and stimulus control                         | ✓                     | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>CO3</b>                     | To develop skills in establishing new behaviors using shaping, prompting, chaining, and behavioral skills training                              | ✓                     | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>CO4</b>                     | To analyse problem behaviors through functional assessment and implement evidence-based behavioral interventions.                               | ✓                     | ✓ | ✓ | ✓ |   | ✓ |
| <b>CO5</b>                     | To evaluate advanced behavior change procedures, including self-management, token economy, habit reversal, and cognitive behavior modification. | ✓                     | ✓ | ✓ | ✓ | ✓ | ✓ |

### Web Resources

- <https://cyberpsychology.eu/> — *Cyber psychology: Journal of Psychosocial Research on Cyberspace* (open access research on online behaviour, identity, cyber interactions, and more)
- <https://iscience.uni-konstanz.de/archive/ulf/Lab/WebExpPsyLab.html> — *Web Experimental Psychology Lab* (participate in or learn about web-based psychological experiments)
- <https://pubpsych.zpid.de/pubpsych/search.jsf> — *Pub Psych* (open-access psychological research retrieval portal with links to full-text where available)
- <https://thenetpsychology.com/en/servicios/ciberbullying/> — *Cyber bullying and online behaviour insights* (free educational content on cyber bullying psychology and digital wellbeing)
- <https://tus.libguides.com/cyber> — *Cyber Psychology Library Guide*

### Self-Study Component

- Observation and analysis of video case studies on online behavior, cyberbullying, trolling, and digital addiction across different cyber contexts.
- Review of strategies for managing attention, multitasking, and digital distraction to promote psychological well-being in online environments.
- Self-study on online identity formation, self-presentation, and impression management through social media platforms.
- Exploration of ethical issues, privacy concerns, and responsible digital citizenship through real-world cyber cases.

- Critical reflection on the psychological applications of virtual reality, artificial intelligence, and gaming in assessment, intervention, and everyday life.

## GERONTOLOGY

### OBJECTIVES:

- To give an insight on the theories of aging
- To understand the physiological and psychological aspects of aging
- To orient on the need for care of the elderly
- To know the policies and programmes for the aged

### UNIT-I GERONTOLOGY AND AGING PROCESS

Emergence and Scope of Gerontology: Historical Perspective and Current status of Elderly - Concept of Ageing - *Ageing Process*: Biological and Physiological aspects of Aging - Psychological and Sociological aspects of Aging.

Theories of Aging: *Social theories*: Social-Role theory of aging - Social Stratification theory of aging - Indian theory of Ashram Dharma's. *Psychosocial theories*: Buhler and Jung's theory of aging - Levinson's seasons of life theory - Disengagement theory of aging - socio Emotional selectivity theory of aging - Continuity theory of aging - Havighurst Activity theory of aging. *Biological theories*: Genetic cellular theory – Non Genetic cellular theory- Physiological system process theory.

### UNIT-II PSYCHOLOGICAL ASPECTS OF AGEING

Philosophy - Development & scope of geriatrics in India - Understanding ageing scenario - Factors responsible for ageing - Events taking place during the ageing process -Physical changes, Quality of life and Longevity, and Person-Environment interactions - Methods in aging studies.

Ageing and Brain: Neuroscience and Neuro plasticity -Attention processes - Types of Memory, Intelligence, and Social cognition - Changes in Personality with Age - Psychological and Cognitive disorders - Relationships throughout the Lifespan -Death and Dying, End of life care.

### UNIT-III PHYSIOLOGICAL AND PSYCHOLOGICAL PROBLEMS OF ELDERLY

Physiological condition of old age in contexts: Life style - Socio Economic condition - Gender - Old age from an Old age perspective - Old age from Society's perspective -Life expectancy in India and Abroad - Sensory Problem: Vision and Eye Diseases -Hearing loss -Problem in Movement and Balance - Parkinson's Disease- Alcohol Abuse - Sexual Activity -Heart Diseases – Arthritis – Diabetes -Changes in nervous system - Immune system.

Psychological problems: Symptoms of Mental illness in old age - Stress- Different forms of Stressors in old age - Depression, Alzheimer's and Dementia -Confusions due to Multiple Medications – Loneliness - Panic Disorder –Anxiety- Fear of Dying - Fear of Crime -Fear of Falling. Reduced Mental and Cognitive Ability – Insomnia -Substance Abuse -Suicidal Tendency. Psychosocial issues: Violence - Neglect- Abuse- Crimes- Empty nest syndrome.

### UNIT- IV CARE AND WELFARE NEEDS OF THE OLD AGE

Needs: Physical Needs - Healthcare Needs –Psychological - Social and Economic Needs - Retirement- Singleness - Adjustment

Care: Elderly care and Management- Knowledge and Skills essential for old age care Planning – Assessment-Reviewing Financial - Legal and Medical issues – Referrals –Advocacy -Schemes available for Effective Rehabilitation of Elderly -Geriatric Counseling and Guidance (Factors Contributing to the Emergence of Counseling, Introduction to Basic Principles of Counseling, Effective approaches in counseling, Basic counseling techniques, Confidentiality, Process and Skills of addiction counseling, Therapeutic relationship with the client, Goal setting) - Relaxation Therapies.

#### UNIT-V POLICIES AND PROGRAMMES FOR AGED

Areas of concern for ageing: Health and Nutrition - Protection of Elderly Consumers - Housing and Environment - Family -Social Welfare - Income security and Employment – Education - Recommendations for Implementation. International Programmes: International Federation on Aging - United Nation's Principles for Older Persons - WHO and Old age - International day of older persons.

National Programme for the health care of the elderly (NPHCE): *Activities at National Level*: Vision, Objectives and Expected outcome. Packages of services - Sub Centre, Primary Health Centre, Community Health Centre. Selection of States and Districts, Information, Education and Communication, Support to Regional Geriatric Centers, Training, Monitoring Evaluation and Research. *Activities at State Programme for the Health Care of the Elderly*: Community Awareness, Planning Monitoring and Supervision, Training of Human Resources, Financial Management.

#### REFERENCES:

- Robert,T.Woods. (2005). *Psychological problems of ageing*. British library publication.
- Malcom, L. Johnson.(2005)*The Cambridge Handbook of Age and Ageing*. Cambridge University. NewYork.
- Shelley,E.Tailor. (2014).Health psychology,(9<sup>th</sup> edition).McGrawHill-Humanities/Social Sciences.USA.
- Narendar, K. Maltani. (2007). *Principles of geriatric physiotherapy*. Jaypee Brothers publication, New Delhi.

### Semester II/III – Gerontology

#### Course Outcomes (CO)

On successful completion of the course, the students will be able to:

| Course Outcomes (CO)                                                                                                                                                                        | K1 | K2 | K3 | K4 | K5 | K6 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| <b>CO1:</b> Explain the concepts, theories, processes, and multidisciplinary foundations of gerontology and ageing from biological, psychological, sociological, and cultural perspectives. | ✓  | ✓  |    |    |    |    |
| <b>CO2:</b> Apply knowledge of physiological, psychological, cognitive, and psychosocial changes associated with ageing to understand the needs and challenges of older adults.             |    | ✓  | ✓  | ✓  |    |    |



**Course Title: Life Skills Training (Based on UNICEF Framework)****Programme:** (All PG Students)**Course Type:** Value added course**Credits:** Non-Credit

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 15          | 15           | 0             | 0           |

**Contact Hours:** 30 Hours (5 Units × 6 Hours)**Course Rationale**

Life skills are essential psychosocial abilities that enable individuals to deal effectively with the demands and challenges of everyday life. The UNICEF life skills framework emphasizes holistic development through cognitive, emotional, and social competencies. This course is designed for postgraduate psychology students to develop theoretical understanding and practical competence in life skills education, training design, and intervention delivery across educational, health, community, and organizational settings.

**Major Objectives**

1. To provide in-depth theoretical and applied knowledge of life skills as conceptualized by UNICEF and related international frameworks.
2. To equip students with competencies to design, implement, and evaluate life skills training programmes for diverse populations.

**Course Objectives (COs)**

CO1 (K2): Understand the conceptual foundations, principles, and models of life skills education.

CO2 (K4): Analyze core life skills such as self-awareness, empathy, communication, and interpersonal skills.

CO3 (K3): Apply decision-making, problem-solving, and critical thinking skills in real-life contexts.

CO4 (K5): Develop life skills training modules using participatory and experiential methods.

CO5 (K6): Evaluate life skills interventions and training outcomes using psychological tools and indicators.

**Programme Objectives (POs)**

PO1: Develop advanced psychological knowledge relevant to individual and social well-being.

PO2: Apply psychological principles to design evidence-based interventions.

PO3: Demonstrate ethical, culturally sensitive, and socially responsible practice.

PO4: Enhance research, analytical, and evaluative competencies in psychology.

PO5: Strengthen professional skills for employability in health, education, and community settings.

**Unit I: Introduction to Life Skills and UNICEF Framework (6 Hours)**

- Concept and definition of life skills
- Historical evolution of life skills education
- UNICEF life skills framework: domains and principles
- WHO and UNESCO perspectives on life skills
- Relevance of life skills in contemporary society

**Unit II: Self-Awareness, Empathy, and Emotional Intelligence (6 Hours)**

- Self-awareness: self-concept, self-esteem, identity
- Empathy and perspective-taking
- Emotional intelligence: components and models
- Emotional regulation and coping strategies
- Activities for enhancing emotional competence

**Unit III: Communication and Interpersonal Skills (6 Hours)**

- Effective communication: verbal and non-verbal
- Assertiveness and negotiation skills
- Interpersonal relationships and social competence
- Conflict management and teamwork
- Role-plays and group-based exercises

**Unit IV: Decision-Making, Problem-Solving, and Critical Thinking (6 Hours)**

- Decision-making models and biases
- Problem-solving strategies
- Creative and critical thinking
- Stress management and resilience
- Case-based and experiential learning approaches

**Unit V: Life Skills Training Design and Evaluation (6 Hours)**

- Needs assessment for life skills training
- Designing life skills curricula and modules
- Training methods: participatory, experiential, and reflective
- Monitoring and evaluation of life skills programmes
- Ethical considerations and best practices

**Mapping of Course Objectives with Bloom's Taxonomy (K1–K6)**

| Course Objective |                                                                                            | K1 | K2 | K3 | K4 | K5 | K6 |
|------------------|--------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| CO1              | Understand the conceptual foundations, principles, and models of life skills education     | ✓  | ✓  |    |    |    |    |
| CO2              | Analyze core life skills such as self-awareness, empathy, communication, and interpersonal |    |    |    | ✓  |    |    |

|            |                                                                                                   |  |  |   |  |   |   |
|------------|---------------------------------------------------------------------------------------------------|--|--|---|--|---|---|
|            | skills                                                                                            |  |  |   |  |   |   |
| <b>CO3</b> | Apply decision-making, problem-solving, and critical thinking skills in real-life contexts        |  |  | ✓ |  |   |   |
| <b>CO4</b> | Develop life skills training modules using participatory and experiential methods                 |  |  |   |  | ✓ |   |
| <b>CO5</b> | Evaluate life skills interventions and training outcomes using psychological tools and indicators |  |  |   |  |   | ✓ |

### Mapping of Course Objectives (COs) with Programme Objectives (POs)

| CO \ PO     |                                                                                                   | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------------|---------------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| <b>CO 1</b> | Understand the conceptual foundations, principles, and models of life skills education            | ✓   |     |     | ✓   |     |
| <b>CO 2</b> | Analyze core life skills such as self-awareness, empathy, communication, and interpersonal skills | ✓   |     | ✓   |     |     |
| <b>CO 3</b> | Apply decision-making, problem-solving, and critical thinking skills in real-life contexts        |     | ✓   |     |     | ✓   |
| <b>CO 4</b> | Develop life skills training modules using participatory and experiential methods                 |     | ✓   | ✓   |     | ✓   |
| <b>CO 5</b> | Evaluate life skills interventions and training outcomes using psychological tools and indicators |     |     | ✓   | ✓   | ✓   |

### Teaching–Learning Methods

- Lectures and interactive discussions
- Case studies and simulations
- Role-play and group activities
- Reflective journaling
- Field-based and community exposure

### Assessment Pattern

- Continuous Internal Assessment: 40% (**Assignments, presentations, activities, reflections**)
- End Semester Examination: 60%

### Self-Study Component

- Review UNICEF life skills manuals and training toolkits
- Reflective journal on personal life skills development
- Design a mini life skills training module for a chosen population
- Analysis of case studies related to life skills interventions
- Online certification or MOOC on life skills or socio-emotional learning

### Text Books

1. WHO. (1997). *Life Skills Education for Children and Adolescents in Schools*. World Health Organization.
2. UNICEF. (2019). *Global Framework on Transferable Skills*. UNICEF.

### References

1. Corey, G. (2017). *Theory and Practice of Group Counseling*. Cengage Learning.
2. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
3. Nelson-Jones, R. (2014). *Practical Counselling and Helping Skills*. Sage Publications.
4. Singh, M. (2012). *Life Skills Education*. Rawat Publications.

### Web Resources

- UNICEF Life Skills: <https://www.unicef.org>
- WHO Life Skills Education: <https://www.who.int>
- UNESCO Education for Life Skills: <https://www.unesco.org>

|                                                 |             |
|-------------------------------------------------|-------------|
| Supportive (NME)                                |             |
| Peace Education<br>(Extra Credit Paper: 2 cts.) | 26UPGEN1V01 |

# **SEMESTER-IV:**

**SEMESTER-IV:****Course Name: PROJECT WITH VIVA VOCE (DISSERTATION)****Course Code: 26UPPSY1P01****Year and Semester: II Year; IV Semester****Credits: 7**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|-------------|--------------|---------------|-------------|
| 0           | 1            | 2             | 0           |

**OBJECTIVES:****The major objectives of this course are:**

1. Identify the research problem on the basis of relevant literature review
2. Adopt the appropriate research design to undertake the research study
3. Apply research methodology in the selection of the sample, finalization of tools for research
4. Collect data and analyze the results
5. Present the research work in the form of a dissertation

**LEARNING OUTCOMES: -****On successful completion, the students will be able to:**

- CO1(K2): Identify the gap in knowledge in the existing literature
- CO2(K3): Apply appropriate sampling techniques and research design
- CO3(K2): Choose appropriate psychological tools for data collection
- CO4(K6): Design a research plan and carry out independent research
- CO5(K6): Prepare a research report

## **SUGGESTED FORMAT FOR DISSERTATION**

### **Lesson - Units**

#### **Unit- I: Introduction:**

- 1.1. Conceptual Framework / Theoretical Framework
- 1.2. Need of the study

#### **Unit- II: Review of Related Literature (Last ten years)**

- 2.1. Introduction (Brief)
- 2.2. Studies on variables, samples, and related variables and samples
- 2.3. Critical analysis of reviews collected

#### **Unit- III: Method of Investigation**

- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 Objectives
- 3.4 Hypotheses
- 3.5 Research Design (Methodology)
- 3.6 Sample (Sample, Sample Size, Sampling technique & Delimitation)
- 3.7 Variables
- 3.8 Tools (Description of the Tools – Author(s), Year, Target Group, No of items, Scoring, Norms, Reliability & Validity)
- 3.9 Statistical techniques

#### **Unit- IV: Results and Discussion**

- 4.1 Introduction
- 4.2 Tables followed by discussion

#### **Unit- V: Summary and Conclusion**

- 5.1 Summary (one and a half pages)
- 5.2 Findings
- 5.3 Suggestions & Recommendations
- 5.4 Implications
- 5.5 Conclusion

### **Reference (APA FORMAT)**

### **Appendices (Tools used, item analysis if any, special diagrams, photographs if any)**



**SEMESTER-IV:**

**Course Name** Internship/Industrial Training\*

**Course Code:** 26UPPSY1101

**Year and Semester:** II Year; IV Semester

**Credits:** 8

**INTERNSHIP REPORT**

**Course Objectives**

- To obtain direct field experience in real-life settings such as hospitals, counseling centers, mental health centers, community clinics industries, and organizations.
- To decide the direction of their career by providing an opportunity to obtain hands-on experience.
- To provide a meaningful educational opportunity that will help students to establish themselves in their preferred area of practice.

**Guideline for Internship:**

1. A Candidate undertaking Internship should be equipped with theoretical knowledge in the discipline and practical skills in Psycho-diagnostics including administration and interpretation of cognitive and personality tests involving objective and projective materials.
2. During the Internship the candidate may be permitted, under supervision, to participate in diagnostic testing and to attend clinical/organizational conferences wherein the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed. The candidate may be guided to pursue fifteen case studies in detail.
3. Besides, the candidates may be required to collect information regarding the following:
  - The history of the organization, the vision, and mission statement of the organization, the personality sketch of the pioneers in the organization, and the historical development of the Department of Psychology/ Psychiatry/ Mental Health/ Counselling/ HR in the organization.
  - The demands and expectations of the role of the psychologist.
  - The privileges of the Psychiatrist/Mangers/Psychologists in the hospital/ organization.
  - The functional domain and demarcations of Psychologists vs. Psychiatrists/ HR
  - The organizational chart of the Organization and the status of the HR team/ Department.
  - The test privileges available at the Hospital/Industry. The test approved for administration in the clinical/HR settings by the team, procedures followed in administering the tests in diagnosis and management, and follow-up of the use of the various tests, if any.

- The therapeutic privileges/ employee privileges available at the Hospital/Industry especially, those approved by the clinical team to provide psychotherapies/counseling and group therapies/ HR trainers.
- The details about the hospital/ organization routines, mainly about the admission procedures, documents maintained, regular clinical/organizational conferences, meetings, and the follow-up of the cases in detail.

4. After completion of the internship, the report should be submitted to the Department within the stipulated date prescribed by the Department. The Report should adequately reflect the exposure to the training and experience gained by the candidates during the internship.

5. In case a candidate could not submit the report within the date specified he/she may be granted an extension of time of three months at once for submitting their report.

6. The candidates are required to maintain a work diary/logbook for their three months of Clinical/Industrial internship. Candidates are required to report to the concerned guide allotted at the department after completing 70 working days of Clinical/Industrial internship by the 3<sup>rd</sup> week of March. Further, the candidates are required to maintain attendance at the department after completing the internship till the date of the viva voce examination. The candidates should submit the Clinical/Industrial internship Report [with a minimum of 15 cases] within 20 days (inclusive of holidays) after completion of the clinical/industrial internship.

#### CRITERIA OF EVALUATION OF INTERNSHIP REPORT

|                                                  |           |
|--------------------------------------------------|-----------|
| 1. Introduction, Objectives and work carried out | 25 Marks  |
| 2. Case Studies                                  | 75 Marks  |
| 3. Summary and Conclusion                        | 25 Marks  |
| 4. Attendance                                    | 25 Marks  |
|                                                  | -----     |
| Total for the Report                             | 150 Marks |
| Viva -Voce Examination:                          | 50 Marks  |
|                                                  | -----     |
| Total Marks for Internship                       | 200 Marks |
|                                                  | -----     |

**Expected Outcomes:*****1. Career Direction***

It helps students to decide what direction they could like to take in their career by giving them the chance to obtain direct experience. Completing an internship can give them an opportunity chance to work in the field, helping people and offering services to different populations in various settings. Students can choose their preferred field and setting, such as working in a school by counselling children and adolescents or in a mental health clinic by counselling adults, couples, and families, or in a substance abuse facility by helping patients with addiction issues. Gaining 'hands-on' experience that can help them to choose the path of their career is one of the most important outcomes of a psychology internship.

***2. Increased Competence***

Gaining direct experience makes the student become a competent practitioner. Increasing students' competence by developing their skills, values, and ideas is an essential part of the psychology internship. They will develop competence in a variety of areas, such as increased experience with multiculturalism and diversity, developing their knowledge of ethical practices, learning to maintain professional relationships, and becoming more competent in providing direct services, such as counselling, psychotherapy, and crisis intervention.

***3. Enhanced Marketability***

An internship may increase the students' value in the job market as they are equipped with hands-on experience in a specific area of practice. Completing an internship shows an employer that they can apply the theories and principles they have learned in the classroom to a real-life situation. Sometimes, an internship can develop into a full-time post-graduation job, while other times, it can give a foot in the door when students put their applications seeking jobs.

***4. Formation of Work Habits***

During the internship, students will develop professional work habits and begin to make that transition from student to professional. As psychology interns, they will - ideally - be treated as a professional, so they will be expected to adhere to the same guidelines required for other clinical/ HR staff. They will develop direct accountability and take responsibility to report to their supervisor about the place of internship.

| Semester 4 – Internship                                                                                |                                                                                          |    |    |    |    |    |    |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| Course Outcomes (CO):<br><i>Upon the successful completion of the course, students will be able to</i> |                                                                                          | K1 | K2 | K3 | K4 | K5 | K6 |
| CO1                                                                                                    | choose their career by way of experimenting in the field services                        |    |    | ✓  |    |    |    |
| CO2                                                                                                    | gain increased diagnostic and therapeutic competencies                                   |    | ✓  |    |    |    |    |
| CO3                                                                                                    | follow ethical practices in their profession                                             |    |    |    | ✓  | ✓  |    |
| CO4                                                                                                    | do professional networking                                                               |    |    | ✓  |    |    | ✓  |
| CO5                                                                                                    | get enhanced their professional marketability                                            |    |    | ✓  |    |    | ✓  |
| CO6                                                                                                    | develop professional work habits and make a smooth transition from student to profession |    |    | ✓  | ✓  | ✓  | ✓  |

| Semester 4 – Internship                              |                                                                                          |     |     |     |     |     |
|------------------------------------------------------|------------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| Mapping Course Outcomes (CO) & Program Outcomes (PO) |                                                                                          | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1                                                  | choose their career by way of experimenting in the field services                        | ✓   |     |     |     | ✓   |
| CO2                                                  | gain increased diagnostic and therapeutic competencies                                   |     | ✓   | ✓   | ✓   |     |
| CO3                                                  | follow ethical practices in their profession                                             |     |     |     |     | ✓   |
| CO4                                                  | do professional networking                                                               |     |     |     |     | ✓   |
| CO5                                                  | get enhanced their professional marketability                                            | ✓   |     |     |     | ✓   |
| CO6                                                  | develop professional work habits and make a smooth transition from student to profession | ✓   |     |     |     | ✓   |