**Annamalai University**
*(Accredited with "A+' Grade by NAAC)*

**M.Sc. Applied Psychology**
**(Two-Year Programme)**

**Regulations & Curriculum-2023**

## REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMS UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Two-Year Master's Programs in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2023-2024 onwards.

## 1. Definitions and Nomenclature

**1.1 University** refers to Annamalai University.

**1.2 Department** means any of the academic departments and academic centres at the University.

**1.3 Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

**1.4 Program** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

**1.5 Course** is an individual subject in a Program. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

**1.6 Curriculum** encompasses the totality of student experiences that occur during the educational process.

**1.7 Syllabus** is an academic document that contains the complete information about an academic Program and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

**1.8 Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.

**1.9 Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.

**1.10 Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree Program.

**1.11 Core Course** is mandatory and an essential requirement to qualify for the Degree.

**1.12 Elective Course** is a course that a student can choose from a range of alternatives.

**1.13 Value-added Courses** are optional courses that complement the students' Knowledge and skills and enhance their employability.

**1.14 Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a Program. The credit value reflects the content and duration of a particular course in the curriculum.

**1.15 Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

**1.16 Programme Out-comes (POs)** are statements that describe crucial and essential knowledge; skills and attitudes that students are expected to achieve and can reliably manifest at the end of a Program.

**1.17 Program Specific Outcomes (PSOs)** are statements that list what the graduate of a specific Program should be able to do at the end of the Program.

**1.18 Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

**1.19 Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

**1.20 Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3.

**1.21 Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

**1.22 Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

**Programs Offered and Eligibility Criteria**
The various PG Programs offered by the University and the eligibility criteria for each of these Programs are detailed below.

| Faculty of Education | |
|---|---|
| **Program** | **Eligibility** |
| M.Sc., Applied Psychology | A Pass in Bachelor's Degree in Psychology (10+2+3 pattern) of this University or an examination of any other University accepted by the Syndicate as equivalent thereto. |

**2. In the case of SC/ST and Differently-able candidates, a pass is the minimum qualification for all the above Programs.**

**3. Reservation Policy**

Admission to the various Programs will be strictly based on the reservation policy of the Government of Tamil Nadu.

**4. Program Duration**

    4.1 The Two Year Master's Programs consist of two academic years.

    4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

    4.3 Each semester will have 90 working days (18 weeks).

**5. Program Structure**

5.1 The Two Year Master's Program consists of Core Courses, Elective Courses, ability enhancement course , skill enhancement course and project .

**5.2 Core courses**

5.2.1 These are a set of compulsory courses essential for each Program

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

**5.3 Elective courses**

5.3.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 **Ability enhancement courses** are the set of courses offered to enhance the ability of the student.

5.3.3 **Skill enhancement courses** are the set of courses offered to enhance the skill of the student.

**5.5 Project**

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognised institutions /industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

**5.7 Online Courses**

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

**5.8    Credit Distribution**

The credit distribution is organised as follows:

|  | **Credits** |
|---|---|
| Core Courses | 57 |
| Elective Courses | 18 |
| Skill enhancement courses | 06 |
| Project | 07 |
| Internship | 02 |
| Extension activity | 01 |
| Total  (Minimum requirement for award of Degree) | **91** |

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.

**5.9  Credit Assignment**

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

**6    Attendance**

6.1    Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.

6.2    The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3    The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4   At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5    The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6   Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7   Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

## 7    Mentor-Mentee System

7.1   To help the students in planning their course of study and for general advice on the academic Program, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2   The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

7.3   The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

## 8    Examinations

8.1   The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

8.2   There will be two CIA Tests and one ESE in each semester.

8.3   The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

### 8.4    Continuous Internal Assessment Tests

8.4.1   The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

8.4.2   The students are to be informed in advance about the assessment procedures.

8.4.3   The pattern of question paper will be decided by the respective faculty.

8.4.4   CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.

8.4.5   CIA Tests will be for two to three hours duration depending on the quantum of syllabus.

8.4.6   A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

### 8.5    End Semester Examinations (ESE)

8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.5.2   A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

## 9 Evaluation

### 9.1 Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

### 9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

|  | Marks |
|---|---|
| Test-I & Test-II | 15 |
| Seminar | 05 |
| Assignment | 05 |
| Total | 25 |

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

|  | Marks |
|---|---|
| Test-I | 15 |
| Test-II | 15 |
| Viva-voce and Record | 10 |
| Total | 40 |

### Assessment of End-Semester Examinations

9.3.1 Evaluation for the ESE is done by both External and Internal examiners (Double Evaluation).

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

### 9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation / field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

| Continuous Internal Assessment (25 Marks) | | End Semester Examination (75 Marks) | |
|---|---|---|---|
| Review-I 10 | Review-II: 15 | Project / Dissertation Evaluation | Viva-voce |
| | | 50 | 25 |

**Passing Minimum**

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.2 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

**10. Conferment of the Master's Degree**

A candidate who has secured a minimum of 50% marks in all courses prescribed in the Program and earned the minimum required credits shall be considered to have passed the Master's Program.

**11. Marks and Grading**

11.1 The performance of students in each course is evaluated in terms of Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{n} C_i}$$

Where,  $C_i$ is the Credit earned for the Course   in any semester;

$G_i$ is the Grade Point obtained by the student for the Course $i$  and

n is the number of Courses passed in that semester.

11.4    CGPA is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i}$$

Where,  $C_i$ is the Credit earned for the Course $i$  in any semester;

$G_{i\ is}$ the Grade Point obtained by the student for the Course $i$  and

n is the number of Courses passed in that semester.

m is the number of semesters.

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

| Letter Grade | Grade Points | Marks % |
|---|---|---|
| S | 10 | 90 and above |

| A | 9 | 80-89 |
|---|---|---|
| B | 8 | 70-79 |
| C | 7 | 60-69 |
| D | 6 | 55-59 |
| E | 5 | 50-54 |
| RA | 0 | Less than 50 |
| W | 0 | Withdrawn from the examination |

**11.6   Classification of Results.** The successful candidates are classified as follows:

11.6.1 **For First Class with Distinction:** Candidates who have passed all the courses prescribed in the Program in the first attempt with a CGPA of 8.25 or above within the Program duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 **For First Class**: Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11. 6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

**11.7    Course-Wise Letter Grades**

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

**12.    Provision for Withdrawal from the End Semester Examination**

12.1    The letter grade **W** indicates that a candidate has withdrawn from the examination.

12.2    A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.

12.3    **Permission for withdrawal from the examination shall be granted only once during the entire duration of the Program.**

12.3    Application for withdrawal shall be considered only if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.

12.4    The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.5    Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6    Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7    Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

## 13.    Academic misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitized on issues of academic integrity and ethics.

## 14.    Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. *Notwithstanding anything contained* in the above pages as Rules and Regulations governing the Two-Year Master's Programs at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.

**Annamalai University**
**Department of Psychology**
**M.Sc Applied Psychology (Two Year) Program**
**Program Code: UPSY-21**
**Program Structure**
**(For students admitted from the academic year 2023-2024)**

| Course Code | Course Title | Hours/Week | | | Marks | | |
|---|---|---|---|---|---|---|---|
| | | L | P | C | CIA | ESE | Total |
| **Semester-I** | | | | | | | |
| 23 PSYC 101 | Core I: Theory of Personality | 7 | | 5 | 25 | 75 | 100 |
| 23 PSYC 102 | Core II: Research Methods & Applied Statistics | 7 | | 5 | 25 | 75 | 100 |
| 23 PSYC 103 | Core III: Counselling Skills & Techniques | 6 | | 4 | 25 | 75 | 100 |
| CHOICE | Elective 1: Department Elective | 5 | | 3 | 25 | 75 | 100 |
| CHOICE | Elective 2: Department Elective | 5 | | 3 | 25 | 75 | 100 |
| | **Total Credits Semester I** | **30** | | **20** | **125** | **375** | **500** |
| **Semester-II** | | | | | | | |
| 23PSYC 201 | Core IV: Psychometry | 6 | | 5 | 25 | 75 | 100 |
| 23PSYC 202 | Core V: Behaviour Modification | 6 | | 5 | 25 | 75 | 100 |
| 23PSYC 203 | Core VI: Psychological Assessment – I ( Counselling and Psychotherapy ) | | 6 | 4 | 25 | 75 | 100 |
| CHOICE | Elective 3: Department Elective | 4 | | 3 | 25 | 75 | 100 |
| CHOICE | Elective 4: Department Elective | 4 | | 3 | 25 | 75 | 100 |
| CHOICE | Skill Enhancement Course (SEC) 1: Relationship Counselling | 4 | | 2 | 25 | 75 | 100 |
| | **Total Credits Semester II** | **30** | | **22** | **150** | **450** | **600** |

| Semester-III | | | | | | | |
|---|---|---|---|---|---|---|---|
| 23PSYC 301 | Core VII : Applied Social Psychology | 6 | | 5 | 25 | 75 | 100 |
| 23PSYC 302 | Core VIII : Advanced Cognitive Psychology | 6 | | 5 | 25 | 75 | 100 |
| 23PSYC 303 | Core IX : Psychological Assessment  - II ( Organizational Behaviour & HR) | | 6 | 5 | 25 | 75 | 100 |
| 23PSYC 304 | Core X : Industry Module | 6 | | 4 | 25 | 75 | 100 |
| CHOICE | Elective 5: Department Elective | 3 | | 3 | 25 | 75 | 100 |
| CHOICE | Skill Enhancement Course  II – Dynamic in Parenting | 3 | | 2 | 25 | 75 | 100 |
| | Institutional Training/Internship | | | 2 | 25 | 75 | 100 |
| | **Total Credits Semester III** | **30** | | **26** | **175** | **525** | **700** |
| **Semester-IV** | | | | | | | |
| 23PSYC 401 | Core XI: School Counselling | 6 | | 5 | 25 | 75 | 100 |
| 23PSYC 402 | Core XII: Human Resource Management | 6 | | 5 | 25 | 75 | 100 |
| 23PSYPJ 403 | Core XIII : Project with VIVA VOCE | 10 | | 7 | 25 | 75 | 100 |
| CHOICE | Elective 6: Department Elective | 4 | | 3 | 25 | 75 | 100 |
| | Skill Enhancement Course  III /Professional Competency Skill – Enhancement of Emotional Intelligence | 4 | | 2 | 25 | 75 | 100 |
| | Extension Activity | | | 1 | 25 | 75 | 100 |
| | **Total Credits Semester IV** | **30** | | **23** | **150** | **450** | **600** |
| | **Total Credits** | | | **91** | **600** | **1800** | **2400** |

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

**Note:**

1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.

2. Students may opt for any Value-added Courses listed in the University website.

**Elective Courses**
**Department Elective (DE)**
**Discipline Centric Elective**

| S. No | Course Code | Semester | Course Title | Hours/Week | | | C | Marks | | |
|-------|-------------|----------|--------------|------------|---|---|---|-------|---|---|
| | | | | L | T | P | | CIA | ESE | Total |
| 1 | 23PSYE104 | First | Geriatric Challenges & Development | 3 | | | 3 | 25 | 75 | 100 |
| 2 | 23PSYE105 | First | Psychological Intervention for Developmental Disorder | 3 | | | 3 | 25 | 75 | 100 |
| 3 | 23PSYE204 | Second | Addiction Counselling | 3 | | | 3 | 25 | 75 | 100 |
| 4 | 23PSYE205 | Second | Psychotherapy | 3 | | | 3 | 25 | 75 | 100 |
| 5 | 23PSYE304 | Third | Training & development | 3 | | | 3 | 25 | 75 | 100 |
| 6 | 23PSYE405 | Fourth | Corporate Counselling | 3 | | | 3 | 25 | 75 | 100 |

**Industry Entrepreneurship**

| S. No | Course Code | Semester | Course Title | Hours | | | C | Marks | | |
|-------|-------------|----------|--------------|-------|---|---|---|-------|---|---|
| | | | | L | T | P | | CIA | ESE | Total |
| 1 | | Third | Industry Module: Training & Development Module | 3 | | | 3 | 25 | 75 | 100 |

**Skill Enhancement Course**

| S. No | Course Code | Semester | Course Title | Hours | | | C | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | L | T | P | | CIA | ESE | Total |
| | | **Second** | Skill Enhancement Course (SEC) 1: Relationship Counselling | 4 | | 2 | | 25 | 75 | 100 |
| | | **Third** | Skill Enhancement Course  II – Dynamic in Parenting | 3 | | 2 | | 25 | 75 | 100 |
| | | **Fourth** | Skill Enhancement Course  III /Professional Competency Skill – Enhancement of Emotional Intelligence | 4 | | 2 | | 25 | 75 | 100 |

## SEMESTER I

**Course Name: CORE I: THEORIES OF PERSONALITY**

**Course Code: 23 PSYC 101**

**Year and Semester: I Year/ Semester I**

**Credits: 5**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|:---:|:---:|:---:|:---:|
| 7 | 0 | 0 | 0 |

**OBJECTIVES:**

**Major objectives of this course are:**

1. To make the student understand about personality and its determinants
2. To know the fundamentals of personality theory and its emergence to gain insight about 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 how its 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 significant concept of psychology

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

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

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

CO5 (K5): Adapt to apply principles of personality in counselling 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- Behavioural Analysis, Albert Bandura-Social Cognitive theory, Rotter & Mischel -Cognitive Social Theory, Seligman- Positive Psychology approach

**Recap:** Factors contribute to constitute personality, chronological and emergence of various personality theories, concept of human 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> Edn.)New Delhi: Thomson Publishers
2. Hall,S. Calvin & Garner Lindzey (2007). Theories of Personality(4<sup>th</sup> Edn.), 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.
3. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). Theories of Personality (4th Edition), John Wiley & sons

**Web Sources:**

- http://www.thetransformedsoul.com/additional-studies/miscellaneous-studies/the-four-human-temperaments
- https://sites.google.com/site/psychologyofpersonalityperiod8/home/type-and-trait-theories/sheldon-s-personality-theory
- https://www.mindler.com/blog/introverts-extoverts-careers/
- https://courses.lumenlearning.com/boundless-psychology/chapter/traitperspectives-on-personality

- https://www.psychologistworld.com/cognitive/carl-jung-analytical-psychology

**Out of Syllabus- Self Study**

- Recent research in personality theories
- Study about  Zuckermann, Murry,
- Kelly- Psychology of personal Constructs
- Personality profiles of famous personalities
- History and childhood experiences of each theorist's reflections on their conceptual framework and their approach to life.
- Indian theory on personality

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

**Course Code: 23 PSYC 102**

**Year and Semester: I Year/ Semester 1**

**Credits: 5**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|:---:|:---:|:---:|:---:|
| 7 | 0 | 0 | 0 |

**OBJECTIVES:**

**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 a 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 &amp; effect size. Data collection methods: Observational research –Survey research.

**Unit- III: Research Design:** Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant design – Baseline designs. Non- experimental designs: Quasi-experiments – Time-series design, non-equivalent groups 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 nd ed). Chennai: New Age International Publishers.
4. Shaughnessy, J.J., Zechmeister, E.B. &amp;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., &amp; Forzana, L.A.B. (2009). Research methods for behavioural sciences. Boston, MA: Wadsworth Cengage learning.

4. Mohanty, B., &amp; 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., &amp; 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

**Course Name: CORE III: COUNSELLING SKILLS AND TECHNIQUES**

**Course Code: 23 PSYC 103**

**Year and Semester:     I Year/ Semester 1**

**Credits: 4**

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

**OBJECTIVES:**

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

1. To acquire knowledge about skill based models of counselling.
2. To examine the ethical issues in counselling
3. To understand the skills and process of online counselling.
4. Practice the skills of attending, listening and responding with empathy using classroom activities and exercises.
5. To understand one' strengths and limitations in basic counselling skills.

**LEARNING OUTCOMES:**

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

CO1 (K2): Discuss the process of counselling offline and online and ethical issues.

CO2 (K3): Explain the basic counselling skills of listening, responding, challenging and formulating action plans.

CO3 (K4): Identify and differentiate skills at different stages of Counselling.

CO4 (K5): Evaluate the various counselling approaches that are skill based.

CO5 (K6): Apply the skills of counselling through classroom activities and practicum

**Lesson - Units**

**Unit- I: Counselling Skills and Ethical Issues:** The Helping relationship and process. Specific Counselling skills: Understanding the internal frame of reference, showing attention and interest, paraphrasing and reflecting feelings, structuring, probing, monitoring, challenging, self-disclosing. Managing resistances and making referrals. Facilitating problem solving. Improving client's perceptions, negotiating homework, conducting middle sessions and terminating helping. Ethical and Legal Issues in Counselling

**Unit- II: The Skill Based Models of Counselling**: Egan's problem management approach to helping. Stage I Problem clarification, Stage II Setting goals based on dynamic understanding, Stage III Facilitating action. Ivey and Ivey's Step by Step Micro skills model- Towards Intentional interviewing and Counselling. The Micro skills hierarchy. Drawing out client stories. Relationship-Story and Strengths- Goals- Re story- Action. Increasing skills and flexibility. Theory and Micro-skills.

**Unit- III**: **Listening & Empathy Building:** Qualities of the Effective Listener: Positive & Negative Listening– Proximity in Listening–Using Silence – Head nodding – Facial Expressions – Active Listening – Distraction –Assessing your own Listening. Clarifying empathy– Empathy building Statements–People who empathize –Simple reflection of content – Simple reflection of feeling – Selective reflection – Putting it all together – Using Empathy in everyday life – Empathy in difficult situations–Ethical issues

**Unit- IV: Activities in Counselling:** Information Activities: Types of information – Pros and cons of advice-giving – Breaking bad news – Confrontation I – Confrontation II – Checking for understanding. Facilitation Activities: Exploring facilitation – Types of facilitation– Learning to facilitate – Group facilitation – Limits to facilitation – Dealing with contingencies. Problem Solving Activities: Types of problem– Identifying problems– Problem- Solving Cycle–Clarifying Problems– Dealing with problems – Planning – Evaluation of Problem solving. Coping with Feelings: Types of feelings – Feeling words – Expressing feelings – Dealing with Paradox - Focusing –Preventing Burnout–Coping with stress

**Unit- V: Online Counselling Skills:** Establishing an online presence and online relationship, online expression and listening, establishing and maintaining an open dialogue. Professional considerations in online practice. Technological advances: Implications for Counselling Psychological research, training and practice Practicum: To practice basic skills of listening, responding, empathizing and summarizing in the classroom under supervised guidance.
**Recap:** Conducting quiz, class test, assigning students to do review sessions, "Question hour"

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

1. Egan, G. (2019).The skilled helper: A problem-management and opportunity-development approach to helping, 11th edition. Pacific Grove, CA: Brooks/Cole
2. Brown, S.D., & Lent, R.W. (2008).Handbook of Counselling psychology (4th Ed) Edison, NJ: John Wiley &amp; Sons, Inc.
3. Evans, J (2009) Online Counselling and Guidance Skills: A resource for trainees & practitioners, 1st Edition, Sage Publications India Pvt. Ltd., New Delhi
4. Ivey, A.E., Ivey, M.B.,& amp; Zalaquett, C.P.(2018). Intentional interviewing and counselling. 9th edition. Belmont, CA: Brooks/Cole Cengage learning Pub. Co.

5. Feltham, C.,& Horton, I.(2017).The SAGE handbook of Counselling and psychotherapy (4$^{th}$ ed.).Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson–Jones, R. (2011). Basic Counselling skills: A helper's manual (2$^{nd}$ Ed.). Chennai, India: Sage Publications India Pvt. Ltd.

**References:**

1. Burnard, P. (1995). Counselling skills training: A source book of activities for trainers. London, England: Kogan Page Ltd.
2. Nelson-Jones (2010). The theory and practice of Counselling and Therapy (5$^{th}$ ed). Sage.
3. Meier,A. & Boivin,M. (2010), Counselling & Therapy Technique, Theory and Practice (Sage)
4. Thompson,R.A.(2016). Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3$^{rd}$ ed. Routledge.

**Web resources**

- https://www.apa.org/education-career/ce/beyond-microskills.pdf
- https://cognella-titles-sneakpreviews.s3-us-west-2.amazonaws.com/82967-1A-URT/82967-1A_SP.pdf

**Out of Syllabus: Self Study**

- Cross-cultural differences in Counselling
- Counselling in the Indian context

**Department Elective -1**

**Course Name: GERIATRIC: CHALLENGES AND DEVELOPMENT**

**Course Code: 23PSYE104**

**Year and Semester:  I Year / Semester I**

**Credits: 3**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|:---:|:---:|:---:|:---:|
| 5 | 0 | 0 | 0 |

**OBJECTIVES:**

**Major objectives of this course are:**
1. Acquire an insight about the aging process
2. Envisage the physical and psychological changes of the aged people
3. Identify the symptoms of mental illness in old age.
4. List out the welfare policies and agents for elderly care.
5. Express the issues of care giving, case management and long term care regulations

**LEARNING OUTCOMES:**

**On successful completion the students will be able to:**
- CO1 (K2): Attain a comprehensive and scientific knowledge based on various aspects relating to geriatric care.
- CO2 (K3): Analyze the health issues arising during old age.
- CO3(K4): Illustrate the welfare needs of the aged
- CO4 (K4): Demonstrate skill development in managing elderly people in the family and community settings for the welfare of the elder persons.
- CO5 (K6): Identify and promote support systems and networking for care of the older persons.

**<u>Lesson - Units</u>**

**Unit- I: Physiological conditions of old age:** Understanding the physiological conditions of old age in context to life style, socio economic conditions, gender -Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

**Unit- II: Health issues in old age:** Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system.

**Unit- III: Mental illness in old age:** Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning – suicidal tendency – insomnia – substance abuse – falls .

**Unit- IV: Care and welfare needs of old age:** Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.

**Unit- V: Elderly care and management:** Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy and Counselling – finding the resources human and material.

**Recap:** Problems of old age people staying at home as well as old age homes can be reviewed. Responsible behavior of families and citizens towards old age people can be discussed.

**Learning Resources**

**Recommended Textbooks:**

1. Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.
2. Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.
3. Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

**References:**

1. Johnson. M. (2005). The Cambridge handbook of age and ageing. New York: Cambridge University Press.
2. Mc- Innis Dittrich, K. (2009). Social work with older adults: A bio psychosocial approach to assessment and intervention. Boston: Allen and Bacon.

**Web sources:**

- Educative videos on various welfare schemes, old age living conditions, Counselling old generations and the like can be shared with the students.
- https://www.youtube.com/watch?v=Z_LbsK6LelE problems of elderly in India.
- https://www.seniority.in/blog/10-government-schemes-launched-for-the-benefit-of-senior-citizens/ aging policies and welfare schemes in India.

**Out of Syllabus: Self Study**

- Visit to old age homes/senior citizen colony, terminally ill senior citizens can be observed a report submitted for gaining deeper understanding to the life of old people for their perspective,
- Students can adopt an old age home and provide psychological assistance to them to better understand how to function as a psychologist.

**Department Elective -2**

**Course Name: PSYCHOLOGICAL INTERVENTION FOR DEVELOPMENTAL DISORDERS**

**Course Code: 23PSYE105**

**Year and Semester:   I Year / Semester 1**

**Credits: 3**

| Lecture (L) | Tutorial (T) | Practical (P) | Project (P) |
|:---:|:---:|:---|:---|
| 5 | 0 | 0 | 0 |

**OBJECTIVES:**

On successful completion of syllabus students will be able to:

1. To introduce various Developmental Disorders

2. To understand the causal factors of childhood disorders.

3. To gain knowledge about the different types of assessment used in psycho diagnosis of childhood disorders.

4. To explain the psychological principles in management of childhood disorders.

5. To recommend suitable intervention strategies in hypothetical case studies.

**LEARNING OUTCOMES: -**

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

CO1 (K2): Describe the clinical picture of childhood disorders.

CO2 (K2): Explain the causal factors and prevalence of childhood disorders.

CO3 (K3): Compare the diagnostic criteria of different childhood disorders.

CO4 (K4): Identify the different types of psychological assessment of various childhood disorders.

CO5 (K5): Apply various behavioural management and remedial education strategies for the different developmental disorders through hypothetical case discussions.

**Lesson - Units**

**Unit- I: Intellectual Disability** - Definition, classification, prevalence, etiology, early identification, interpersonal deficits, behavior problems and management. Common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.

**Unit - II: Language and learning disabilities-** Definition, prevalence, etiology – social and motivational factors. Assessment- tests of intelligence and cognitive abilities - underlying psychological and cognitive deficits. Treatment approaches- individualized educational program, remedial teaching.

**Unit - III: Attention deficit hyperactivity disorder**- Diagnostic criteria – co morbid factors - academic, social &amp; conduct problems. Etiology - biological, family and social influences. Assessment -interviews, behavior rating scales. Treatment – medication, behavior modification, self-regulation and cognitive behavioural intervention.

**Unit- IV: Anxiety and other Disorders** - Generalized anxiety, separation anxiety, social phobias, school phobia, specific phobias, Obsessive Compulsive Disorder. Schizophrenia in children and adolescents. Childhood depression. Conduct disorder. Habit disorders-treatment

**Unit- V: Autism spectrum disorders**- Prevalence, psychological and behavioural functioning, etiology, assessment, comprehensive educational treatment and behavioural intervention. Presentation of case formulation and recommend suitable intervention strategies in hypothetical cases.

**Recap:** Conducting quiz, class test, assigning students to do review sessions, "Question hour"

**Learning Resources:**

**Recommended Text books:**

1. Wicks – Nelson, R., &amp; Israel, A. C. (1984). Behaviour disorders of childhood. Englewood Cliffs, New Jersey.
2. Malavika Kapur (2011). Counselling children with psychological problems. Pearson
3. Diagnostic and statistical manual of mental disorders: DSM-5TM (5th ed.). (2013) Arlington, VA, US: American Psychiatric Publishing, Inc.

**Reference**

1. Learner,J.&Kline,F. (2006) Learning Disabilities and related Disorders – Characteristics and Teaching Strategies 10th ed. Houghton Mifflin
2. Matson, A., & Matson (Eds.) (2009). Treating Childhood Psychopathology and Developmental Disabilities. Springer

3. Jacobson, M &Rojahn (2008). Handbook of Intellectual and Developmental Disabilities (Issues in Clinical Child Psychology). Springer.
4. Thambirajah& Ramanujan (2016). Essentials of Learning Disabilities and Other Developmental Disorders. Sage Publications.
5. Henderson,D.A.,&Thomson ,L.C.(2016) Counselling children (9<sup>th</sup> ed.) Cengage Learning, Boston
6. Thomas,P.H., Fedewa,A.L.(2021) Counselling & Psychotherapy with children & Adolescents-Theory &Practice for school & Clinical settings(5<sup>th</sup> ed.) John Wiley &Sons, Canada

**Web Resources:**

- https://alison.com/course/understanding-child-development-and-disabilities
- https://www.coursera.org/learn/child-development

**Out of Syllabus- Self Study**

- Ethical and legal issues in psychological interventions with children and adolescents.
- Play therapy with children

# SEMESTER II

**Course Name: CORE IV: PSYCHOMETRY**

**Course Code: 23PSYC201**

**Year and Semester:    I Year / Semester II**

**Credits: 5**

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

**OBJECTIVES:**

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

1. To understand the steps in construction of Psychological tests.

2. To gain knowledge of the procedures in standardization and development of norms.

3. To describe item writing procedures for different types of tests.

4. To explain item analysis procedures used in test construction

5. To understand ways to minimize error in test construction.

**LEARNING OUTCOMES:**

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

CO1 (K2): Describe the steps in test construction and standardization

CO2 (K3): Explain the requirements of item writing and methods in item analysis

CO3 (K4): Analyze test construction principles for different types of tests.

CO4 (K5): Summarize test standardization procedures such as reliability, validity and development of norms.

CO5 (K6): Plan test construction and/or standardization procedures for hypothetical tests

**Lesson - Units**

**Unit- I: The science of psychometrics.** Psychometrics in the 21st century. Defining the test– Classification of tests – Characteristics of standardized tests. Scaling-Selecting a scaling method. Representative scaling methods. Criterion referenced tests and norm referenced tests.

**Unit- II: 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- III: Construction of 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 Activation 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.

**Unit- IV: Item Analysis:** Important variables for item analysis. Two indices in item analysis- correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Re-writing items. Failure to form a test.

**Unit- V: Test Standardization:** An overview of the different types of reliability and validity. Factors affecting reliability and validity- Generalizability of test scores. 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. Practical difficulties in test construction.

**Recap:**

Conducting quiz, class test, assigning students to do review sessions, "Question hour"

**Recommended Textbooks**

1. Kline,P.(2015).A handbook of test construction: Introduction to psychometric design. NewYork, NY:Methuen.
2. Schultz,K. S., Whitney,D.J. &Zickar,M.J.(2021) Measurement theory in action-Case studies & Exercises,(3rd ed), Routledge, New York, Taylor &Francis
3. Rust,J.,Kosinski,M., Stillwell,D,(2021).Modern psychometrics: The science of psychological measurement(4th edn)

**References**

1. Anastasi, A.,& Urbina, S.  (2017). Psychological testing. (7<sup>th</sup> ed). Chennai, India: Pearson India Education Services, Pvt. Ltd.
2. Gregory, R.J.(2017).Psychological testing. (7<sup>th</sup> ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.

3. Husain, A.(2012). Psychological Testing. Noida, India: Dorling Kindersley(India)Pvt.Ltd

**Web references**

- https://files.eric.ed.gov/fulltext/EJ1083861.pdf
- https://www.egyankosh.ac.in/bitstream/123456789/73590/3/Unit-9.pdf

**Out of Syllabus: Self Study**

- Constructing own questionnaire and suggesting suitable methods of standardization.
- To follow steps given in Modern Psychometrics by Rust

**Course Name: CORE V: BEHAVIOR MODIFICATION**

**Course Code: 23PSYC202**

**Year and Semester:   I Year / Semester II**

**Credits: 5**

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

**OBJECTIVES:**

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

1. Learn the terminology, procedures, and techniques of Behavior Modification
2. Equip students to apply these principles within the real-world environment.

 **LEARNING OUTCOMES:**

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

CO1 (K2): Demonstrate knowledge of the basic principles and techniques in operant and classical conditioning.

CO2 (K3): Apply the behavioural model to the procedure and practical applications of various techniques to establish new behaviours

CO3 (K4): Distinguish between behavior modification techniques to increase desirable behavior and decrease undesirable behavior, and their practical applications

CO4 (K4): Distinguish between behavior modification techniques for anxiety induction and anxiety reduction, and their practical applications

CO5 (K5): Recommend individualized behavior modification plans based on the various techniques learnt

**Lesson - Units**

**Unit- I: Basic Concepts:** Definition and characteristics of behavior modification: Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviours, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning.

Introduction to a functional behavioural analysis. Basic behavioural principles of the A-B-C contingency. Formal behavioural assessment. A brief look at the areas of application.

**Unit- II: Procedures to Establish New Behaviours:** Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization, Shaping and its applications - How to use shaping, shaping of problem behaviours. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining . Examples of behavioural chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining Components of behavioural skills training procedures. Modelling, instructions, rehearsal, feedback.

**Unit- III: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior:** Differential reinforcement of alternative behavior, differential reinforcement of other behavior-Differential reinforcement of low rates of responding. Antecedent control procedures. Using antecedent control strategies. Using punishment. Timeout, Response Cost.

**Unit- IV: Other Behavior Change Procedures:** Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioural contract, components of a behavioural contract. Cognitive behavior changes procedures, Thought stopping. Introduction to third wave therapies–Dialectical Behaviour therapy, Metacognitive therapy.

**Unit- V: Overview of Assessment, Formulation and Intervention in Clinical Conditions:** Clinical Conditions– Depression, panic, OCD, GAD, eating disorders, PTSD. Anxiety reduction procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety–relaxation, systematic desensitization, in-vivo desensitization. Anxiety induction procedures – implosive therapy flooding, aversive counter conditioning –use of electric shock, covert sensitization.

**Recap:** Conducting quiz, class test, assigning students to do review sessions, "Question hour"

**Recommended Textbooks**

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6th ed.).Boston,MA:Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior Therapy: Techniques and Empirical Findings.* (3rd ed.).NewYork, NY: Harcourt Brace Jovanovich College Publishers.

**References:**

1. Kanfer, F.H., &Saslow, G. (1965). Behavioural analysis: An alternative to diagnostic classification.Archives Of *GeneralPsychiatry*,*12*(6),529-538.

2. Simos, G. (2002).Vol I &II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol1)London, England:Brunner-Routledge.

**Web resources**

- https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description
- https://onlinecourses.swayam2.ac.in/cec22_ed04/preview

**Self- study component**

- Observation of videos of case studies using different methods of behavior modification
- An overview of strategies to promote generalization in behavior change.
- Assertiveness training

Course Name: **CORE VI: PSYCHOLOGICAL ASSESSMENT – I (Counselling and Psychotherapy)**

Course Code: **23PSYC 203**

Year and Semester:     **I Year / Semester II**

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

**Department Elective 3**

**Course Name: ADDICTION COUNSELLING**

**Course Code: 23PSYE204**

**Year and Semester:     I Year / Semester II**

**Credits: 3**

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

**OBJECTIVES:**

**Major objectives of this course are:**

1. Gaining a basic understanding of addiction Counselling and addiction theory.
2. To familiarize with different types of drugs and their effects.
3. To enable students to use various addiction Counselling assessments & diagnosis
4. To equip to students to psycho educate family members of addicted  patients
5. To formulate appropriate treatment plan with respect to biopsychosocial environment of patients

**LEARNING OUTCOMES: -**

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

CO1 (K2): Distinguish various drugs and various types of addiction

CO2 (K3): Apply the knowledge relating to addiction Counselling, assessment and Interview techniques for making diagnosis

CO3 (K3): Able to Psycho educate family members to deal with addiction

CO4 (K4): Devise individualized treatment plan for addiction patients with respected to their bio-psychosocial environment

CO5 (K3): Apply various therapeutic techniques in addiction Counselling.

**Lesson - Units**

**Unit– 1: Introduction to Addiction Counselling & Therapy:** Counselling relationship, establishing a genuine helping relationship, Disease model vs. Moral model of Addiction, Contemporary Psychoanalytic models of addiction, Kohut's self-psychology approach to addiction, defense mechanisms and addiction theory, advantage and disadvantages of psychoanalytic theory and contemporary analytic theories.

**Unit– 2: Types of Drugs and Their Effect:** Drug categories, sedatives –hypnotics, stimulants, opiate, narcotics, hallucinogens, and psychotropic medications. Effects of drugs on the brain, factors affecting the response to drugs, Federal Drug Administration Schedule of Drugs. Contemporary Forms of addiction: Internet, shopping, work, sex, gambling, food, gadget. Social media addiction. Addiction cycle: Emotional Trigger, Craving, Ritual, Using, Guilt.

**Unit– 3: Drug and Alcohol Assessments, Diagnosis and Interview Techniques:** The counsellor as a Facilitative Gatekeeper, Components of a Comprehensive Assessment Alcohol and Drug Assessment Instruments, Psychological Information, Medical Information. Psychological applications to addiction Counselling, Assessments, techniques and Interviews, Clinical applications for counsellors.

**Unit– 4: Families and Addiction:** Bepko and Krestan Stage Theory, Family Life Cycle, Family Roles in Addicted Families, Al-Anon, Nar-Anon, Al-a-Teen, Families Anonymous, and ACOA Support Meetings, Intervention Strategies for Both Family and Addicted Member.

**Unit– 5: Developmental theories of Recovery, Relapse and Prevention Techniques:** Developmental theory, advantages and limitations, relapse prevention, Gorski's Relapse model, Marlatt's Relapse model, application to addiction Counselling, strengths and limitations. Biomedical model, Aversion therapy. Cognitive Therapy, Motivational Approaches to Addiction Treatment, Mindfulness based Therapies and Group Theory, Structure and Process**.**

**Learning Resources:**

**Recommended Text books:**

1. Cavaiola,A.A., & Smith,M.(2020).*A comprehensive guide to addiction theory and Counselling techniques. Routledge*.
2. Brook,F., & McHenry,B.(2015).*A Contemporary Approach to Substance Use Disorders and Addiction Counselling*. American Counselling Association
3. West, R. (2006). *Theory of Addiction*. Oxford: Blackwell.
4. Moss, A., & Dyer,K. (2010). *Psychology of Addiction*. London: Palgrave Macmillan.

**Reference**

1. Miller, W.R., Zweben, A., Di Clemente.,C.C & Rychtarik,R.G (1999).Motivational Enhancement Therapy Manual A Clinical Research Guide for Therapists Treating Individuals With Alcohol Abuse and Dependence. National Institute on Alcohol Abuse and Alcoholism Project MATCH Monograph Series.

**Web Resources**

- https://www.counselling-directory.org.uk/addictions.html#whatisaddiction
- https://www.youtube.com/watch?v=ZkLtnaBpxCk

**Out of Syllabus- Self Study**

- ICD classification mental and behavioural disorders due to use of psychoactive substances
- Creating profiles of patient with mental and behavioural disorders due to use of Psychoactive substances

**Department Elective 4**

**Course Name:  PSYCHOTHERAPY**

**Course Code: 23PSYE205**

**Year and Semester:     I / Semester II**

**Credits: 3**

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

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

1. To gain an understanding of the different types of psychological therapies

2. To describe the application of psychological therapies.

3. To explain the process of psychotherapy

4. To understand the application of Counselling and psychotherapy in groups and families.

5. To understand the procedures of certain alternative methods to psychotherapy

**LEARNING OUTCOMES: -**

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

CO1 (K2): Describe the basic concepts of different psychological therapies.

CO2 (K3):  Examine the process of psychological therapies.

CO3 (K4): Analyze skills and techniques used in specific groups/ problems.

CO4 (K5): Critically evaluate psychological therapies for specific groups/ problems.

CO5 (K5): Recommend suitable strategies to be used in hypothetical cases.

**Lesson - Units**

**Unit- I: Psychotherapy formulation**- Definition, types and purpose of formulation. Structured case formulation methods. Therapeutic process: transference, counter transference and resistance. Types of transference and counter transference.

**Unit- II: Group counselling and group therapy:** definition – assumptions underlying group work, Historical perspective of group counselling and therapy – group dynamics and development, Therapeutic factors – Process and outcome in group counselling and psychotherapy - ethical issues in therapeutic group work.

**Unit- III: Family therapy**: Family therapies that focus on background- Adlerian family therapy, multigenerational family therapy, Structural family therapy. Family therapies that focus on emotions, emotionally focused couples therapy- Experiential family therapy. Skill development: genograms.

**Unit- IV: Supportive Psychotherapy** –objectives, indications and contraindications. Supportive measures: Application of psychotherapy in certain areas: Psychotherapy for Obsessive Compulsive Disorder, personality disorders, post- traumatic stress disorder and psychoses

**Unit- V: Alternatives to counselling and psychotherapy:** Eye movement desensitization therapy, Mindfulness based therapy, Neuro linguistic programming, Yoga therapy and Art Therapy. Method: Workshops to be organized by experts on these topics.

**Recap:** Conducting quiz, class test, assigning students to do review sessions, "Question hour"

**Learning resources:**

**Recommended text books:**

1. Jacobs, Ed. E., Masson, R. L., &amp; Harvill, R.L. (2011). Group counselling –strategies and skills. (7th Ed.). Pacific Grove: Brooks/Cole.
2. Ells, Tracy.D. (2007). Handbook of psychotherapy –Case formulation (2nd Ed.)The Guilford Press, New York
3. Elsie,J.S. (2016), Theories of Counselling and Psychotherapy: an integrative approach, SAGE publication, Inc, (2nd ed.)
4. Feltham, C., Hanley, T., & Winter, (Eds.) (2017).The SAGE Handbook of Counselling and Psychotherapy. (4th Ed.) London: Sage Publications Ltd.
5. Seligman, L. and Reichenberg, L. (2014). Theories of Counselling and Psychotherapy: systems, strategies and skills. 4th ed. United States of America: Pearson Education.

**References**

1. Hersen, M., & Sledge, W. H. (2002). Encyclopedia of psychotherapy. Amsterdam: Academic Press.

**Web references**

- https://www.ericdigests.org/1992-1/basic.htm
- https://www.jfhc.co.uk/play-therapy-as-a-mental-health-intervention-for-children-and-ad
- https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/crisi https://www.healthissuesindia.com/mental-health/

**Out of Syllabus- Self Study**

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

## Skill Enhancement Course (SEC) 1

**Course Code:  RELATIONSHIP COUNSELLING FOR CHILDREN AND YOUNG PEOPLE**

**Year and Semester:   I Year / Semester II**

**Credits: 2**

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

**OBJECTIVES:**
On successful completion of syllabus students will be able to:

1. Familiarize concepts, models and theories related to Relationship Counselling
2. Acquire advanced theoretical understanding of Counselling with Children and Young People, integrating opportunities to develop professional and practical Counselling skills.
3. Apply Relationship Counselling skills in real time scenarios
4. To learn competences 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 recognise situations where they are finding it difficult to access these

**LEARNING OUTCOMES: -**

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

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

CO2 (K3): Employ strategies to address child and young people relationship with significant others

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

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

CO5 (K3): Implement evidence based practice that is ethically oriented and ensures 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 Counselling, Attributes of the Child's Counsellor, Combining Media and Activity with Counselling

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 Persons 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 Text books:**

1. Alan Carr (2006). Family therapy - Concepts, Process and Practice. 2$^{nd}$ 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. NewYork: 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. Bearsley-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 Counselling Skills: An Integrative Approach. Springfield, IL: Thomas
6. Donald, C., & Atkinson, R. D. (2002).*Counselling across 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$^{th}$ ed). Sage.
9. Rosemary A Thompson (2016).*Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment, 3$^{rd}$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 Counselling 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