



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 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.

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

$$CGPA = \frac{\sum_{i=1}^m \sum_{j=1}^n C_{ij} G_{ij}}{\sum_{i=1}^m \sum_{j=1}^n C_{ij}}$$

Where, C_{ij} is the Credit earned for the Course i in any semester;

G_{ij} 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. N o	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. N o	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. N o	Course Code	Semest er	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 (10th Edn.)New Delhi: Thomson Publishers
2. Hall,S. Calvin & Garner Lindzey (2007). Theories of Personality(4th Edn.), John Wiley & sons: US 137 (H)
3. Jess Feist and Gregory j Feist (2008) Theories of personality ,7th 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-extroverts-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 & 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. & 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 behavioural 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

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's 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 & 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.,& 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* (4th ed.). Los Angeles, CA: Sage Publications Pub. Co.
6. Nelson–Jones, R. (2011). *Basic Counselling skills: A helper’s manual* (2nd 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* (5th 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*, 3rd 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.

Lesson - Units

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_LbsK6LeIE 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 & 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., & 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 (9th ed.) Cengage Learning, Boston
6. Thomas, P.H., Fedewa, A.L. (2021) Counselling & Psychotherapy with children & Adolescents-Theory & Practice for school & Clinical settings (5th 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. (7th ed). Chennai, India: Pearson India Education Services, Pvt. Ltd.
2. Gregory, R.J.(2017).Psychological testing. (7th 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 General Psychiatry*, 12(6), 529-538.

2. Simos, G. (2002). Vol I & II *Cognitive behavior therapy: A guide for the practicing clinician* (Vol 1) 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*, 7th Edition, Pearson Education, USA
2. Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th 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., & Harvill, R.L. (2011). Group counselling –strategies and skills. (7th Ed.). Pacific Grove: Brooks/Cole.
2. Eells, 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/crisis> <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. 2nd 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. 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* (5th ed). Sage.
9. Rosemary A Thompson (2016). *Counselling Techniques-Improving relationships with others, ourselves, our families, and our environment*, 3rd 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

SEMESTER III**Course Name: CORE VII: APPLIED SOCIAL PSYCHOLOGY****Course Code: 23PSYC 301****Year and Semester: II Year / Semester III****Credits: 5**

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

OBJECTIVES: -**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 to gain insight in 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 on the cognitive, affective and behavioural process 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 appraise the role of applied social psychologist.

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

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

CO4: Demonstrate ability to articulate about 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.

Lesson - Units

Unit- I: Introduction: Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.

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- Schemas, sources of error in social 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 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 to one's own life: Applying social psychology: In Media, Legal System, Politics, Work settings, Community/Culture, Health and Environmental Psychology, social neuroscience Applying social psychology to personal relationships, to classroom and to good life - balance optimism and pessimism.

Recommended texts

1. Robert A. Baron & Nyla R. Branscombe, Social Psychology, 13th Edition, Pearson Education.
2. David G. Myers, Prem Sahajpal, Pushpita Behera. (2012) Social Psychology, 10th 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. 3ed 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

Out of Syllabus: Self Study

- Develop a semi structured interview schedule and conduct an attitude survey

Course Name: CORE VIII: ADVANCED COGNITIVE PSYCHOLOGY

Course Code: 23PSYC 302

Year and Semester: II / Semester III

Credits: 5

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

OBJECTIVES: -

Main objectives of this Course are:

1. To develop an understanding of Cognitive Neuropsychology
2. To give orientation about different methods in cognitive neuroscience
3. To explain brain structure and functions
4. To develop the concept behind the neurological functions of sensory, motor, attention and memory
5. To provide the understanding of brain functions related to executive functions, emotions and social cognition

LEARNING OUTCOMES:

On successful completion the students will be able to :

CO1 (K1): Recognize the importance of cognitive neuropsychology and its connections to human behavior

CO2 (K2): Explain about various methods in cognitive neuroscience and its applications

CO3 (K2): Understand the structure and functions of brain and its application in understanding various disorders

CO4 (K4): Discuss the importance of cognitive bases of perception and the neural bases of sensory motor functions

CO5 (K3): Explain the neural background for higher order cognitive functions, such as attention, language, executive functions, learning and memory, consciousness and emotion regulation.

Lesson - Units

Unit- I: Introduction to cognitive neuropsychology– Brief History of cognitive neuroscience – Present and existing future of cognitive neuroscience, experimental

approaches to Brain functions- localization and lateralization overview of methods in cognitive neuroscience - Invasive and non-invasive methods.

Unit- II: Introduction to brain- Structure and functions of the Neuron, Brain Anatomy and functions- the gross organization of the brain- lobes, cerebrum- cerebral cortex- subcortex- midbrain- hindbrain- connectivity of the brain- neurotransmitters and hormones.

Unit- III: Memory and Language: Working Memory – Process of Forgetting – Memory Distortions – Reconstructive Retrieval – Recovered Memory – Memory Illusion – False Memory – Eyewitness Testimony – Approaches to Memory- Information processing & connectionist. Defining Language – Origin of Language – Meaning, Structure and Use – Universal Language – Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production

Unit- IV: Problem Solving and reasoning: Types of Thinking – Well Defined and Ill-Defined Problems – Productive and Reproductive Problems – Model of Problem Solving - Reasoning and Decision Making – Categorical Syllogism – Conditional Syllogism – Errors in Deductive Thinking – Theories of Deductive Reasoning – Syllogistic Reasoning, Syllogistic Forms – Common Errors – Conditional Reasoning – Inductive Reasoning – General Inductions – Specific Inductions

Unit- V: Neuropsychological tests – principles of neuropsychological assessment- rationale and goals (orientation sensation, perception attention and concentration, motor skills, verbal functions and languages) overview of neuropsychological battery- domains and measures of tests- Halstead Reitan, Luria Nebraska, PGI BBP, NIMHANS battery

Recap: Importance of cognitive- Neuro- psychology , structure and functions of brain- neural basis for sensory, motor, attention, speech and language functions, memory, forgetting, reasoning, problem solving and decision making, Social and emotional cognition.

Learning Resources:

Recommended Text Books:

1. Jamie Ward (2015), “The Student’s Guide to Cognitive Neuroscience”- Third Edition, Psychology Press, London NewYork
2. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
3. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Liro P. Jaaskelainen (2015),”Introduction to Cognitive Neuroscience” – bookboon.com

References:

1. Kellogg, R. (2016). Fundamentals of cognitive psychology. Thousand Oaks: SAGE Publications.
2. Smith, E., Kosslyn, S., & Barsalou, L. (2008). Cognitive psychology. New Delhi [India]: Prentice Hall of India.
3. Sternberg, R., & Sternberg, K. Cognitive psychology (7th ed.). Wadsworth Publishing.
4. Groom, D. (2014). An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press.
5. 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=gdzmNwTLakg>
- 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

Course Name: CORE IX: PSYCHOLOGICAL ASSESSMENT – II (Organizational Behaviour & HR)

Course Code: 23PSYC 303

Year and Semester: II/ Semester III

Credits: 5

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

OBJECTIVES: -

Main objectives of this Course are:

1. To gain knowledge in assessment used at workplace
2. To familiarize with Psychometric properties of 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 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*, 7th Edition, Pearson Education, USA
2. Gregory.R.J. (2005). *Psychological testing, history, principles and applications*. 4th 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 the psychological research done using the above test
- They can conduct a research study using the tests .

Course Name: CORE X: INDUSTRIAL MODULE -PSYCHOLOGICAL TRAINING MODULE

Course Code: 23PSYC 304

Year and Semester: II / Semester III

Credits: 4

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

OBJECTIVES:

Major objectives of this course are:

1. To help students understand the method of preparing Psychological Training Modules using Counselling techniques.
2. To design customized training module for various target groups
3. To utilize the psychological principles in constructing training module
4. To apply psychological interventions in bringing constructive change in thinking, affect and behavior
5. To help students acquire necessary skills to conduct Training Programmes

LEARNING OUTCOMES: -

On successful completion the students will be able to :

1. Conduct needs assessment and prepares the concept background for the training programme.
2. Design a psychological training module with the detailed planning and structuring of a course to achieve specific instructional goals.
3. Infer a better understanding of practical knowledge, skills and attitude to conduct training programmes.
4. Adapt specific psychological techniques into a training module.
5. Analyze and design appropriate assessment and evaluation tools that accurately reflect the results of the training module.

METHOD: This paper is an extension of the theory paper Training and Development (PAPER XX - MP / ID / 306 – INTER DISCIPLINARY, CREDITS 3) offered in the third semester.

1. The Modules chosen by the students from the list given below will be oriented to the students in one or two (few) sessions.

2. Each Student has to develop 6 modules under the guidance of a supervisor (out of which 3 will be from self-help skills topics found below and 3 from interpersonal skills topics) using psychological concepts and Counselling techniques (BMT, CBT, REBT, etc could be used) for specific target populations.
3. Students are expected to submit a project report about the training procedures.

SELF-HELP SKILLS (Practical Oriented Teaching)

1. Self-Awareness
2. Stress Management & Relaxation Training
3. Self-Concept, Self Esteem Skills
4. Assertiveness skills
5. Anger management
6. Diary keeping and self-analysis
7. Goal setting behaviors
8. Time management skills
9. Physical disciplines - Exercise, etc.
10. Reading skills
11. Coping with Complexity And ambiguity
12. Coping Emotions
13. Coping with failures
14. Creative thinking
15. Self-efficacy skills

INTERPERSONAL SKILLS (Practical Oriented Teaching)

1. Communication Skills (Styles)
2. Facilitation and Moderation Skills.
3. Conflict management
4. Problem solving and Decision Making
5. Motivation and Leadership Skills
6. Peer Counselling
7. Relationship Skills (also with reference to opposite sex and Martial relationship)
8. Event Management Skills
9. Team Building
10. Empathy and interpersonal relationship skills
11. Negotiation and confrontation skills

Learning Resources:

Recommended text books:

1. Agochiya, D. (2002). *Every trainer's handbook* . Sage Publications .
2. Tony Bray (2012) *The training Design manual the Complete Practical Guide to Creating Effective & Successful training programmes* , Kogan

3. Blanchard, N. P. & Thacker, J. W. (2009). *Effective training: systems, strategies and practices*, Pearson Education.

References:

1. Hackett, P. (1998). *Introduction to training*, University Press India Ltd.
2. Colvin Clark (2010). *Evidence-Based Training Methods: A Guide For Training Professionals 2nd Edition*.
3. [Elaine Biech](#) (2015). *Training and Development for Dummies*, John Willey & Sons Ltd.
4. Rolf P. Lynton and Udai Pareek's (2011). *Training for Development*, 3rd Edition, Sage Publications.
5. Burnard, P. (1999). *Counselling skills training – A sourcebook of activities for trainers*, Viva Books Private Limited.

Department Elective 5**Course Name: TRAINING AND DEVELOPMENT****Course Code:****Year and Semester: II / Semester III****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	0	0	0

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

1. To introduce the fundamental concepts of training and development.
2. To identify the need for training and to develop appropriate skills to construct objectives.
3. To understand different approaches to training and plan training methods.
4. To examine different training styles and to apply the principles to conduct training programs and ensure quality management.
5. To build skills in evaluating the training program.

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

CO1 (K2): Differentiate training and development and describe its nature, need and scope.

CO2 (K3): Analyze and evaluate the reasons for training in the light of data collection methods, training design and learning style of participants.

CO3 (K4): Compare the merits and demerits of the experiential and non-experiential training techniques.

CO4 (K6): Formulate methods of improving productivity and quality in the workplace.

CO5 (K6): Recommend the techniques for evaluation of the training programme.

Lesson - Units

Unit- I: Nature and Meaning of Training and development: Training and Development – definition – difference between training and development activities– reasons for training skills – qualities of an effective trainer. Training as Performance Improvement practice.

Unit- II: Training and Assessment of needs: Training Need Analysis – reasons , method of data collection, criteria for data collection . Learning styles of participants , factors

influencing the learning process. Competence assessment and Skill gap analysis. Writing objectives: SMART objectives, ideas for writing objectives, task analysis.

Unit-III: Training methods, designing and conducting: Training Programs Non-experiential training techniques – lecture method, audio visual assisted method, programmed instruction and computer assisted instruction method – suitability, advantages and limitations. Experiential Training techniques: Experiential learning approaches, simulation, in basket techniques, case study, role playing, T – groups, group discussion- Business games – suitability, advantages and limitations. Coaching and Mentoring. Conducting training programmes- training styles, gauging group dynamics.- Training the professional - presentation skills, participation materials, questing, concluding the training session.

Unit-IV: Technical Training Systems: On the job and off the job technical training – training approaches to improve productivity and quality- TQM, TPM, 5-s concepts, Six Sigma, Quality circles and Kaizen. Agile Methodology, LEAN, SCRUM, Kan-Ban, Design of Experiments. Training and career planning.

UNIT V: Evaluation of Training: Purpose of evaluation, Kirkpatrick’s four levels of evaluation, guidelines for measuring the four levels, evaluation methods, ROI – process and benefits. Kaufman’s Five Levels of evaluation, The Philips ROI - process and benefits. Method of Validation, trainee validation, types of evaluation instruments - questionnaire/survey, interview, test, focus group, observation of participant, performance record.

Recap: Process and skills can be recalled through role play in class room set up, for example: To prepare mini training modules and test it in stimulated corporate settings in class room set up, Prepare a report of various training techniques and challenges faced during training sessions, Identify the essential skills for an effective trainer.

Learning Resources:

Recommended Textbooks:

1. Camp, R.R., Blanchard, N.P., & Huszycz, G.E. (1986). Toward a more organizationally effective training strategy and practice. New Jersey: Prentice Hall.
2. Goldstein. I., & Ford, K. (2001). Training in organizations. 4thed. CA: Wadsworth Thomson.
3. Landale. A. (2006). Advanced Techniques for Training and Development. New Delhi: Infinity Books.
4. Lynton, R. P., & Pareek, U. (2013). Training for Development. 3rded. New Delhi: India: Sage Publications.
5. Blanchard, N.P., & Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education.

References:

1. Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
2. Songh, P. N. (1996). Training management development. 4th ed. Mumbai: Suchandra Publications.
3. Hardingham, A. (1998). Training essential – Psychology for trainers. London, England: Chartered Institute of Personnel and Development.
4. Agochiya, D. (2009). Every trainer's handbook. 2nd edition. New Delhi: Sage Publications.
5. Rothwell, W., Hohne, C. and King, S., 2018. Human performance improvement. England.
6. Whitmore, J. and Lyddon, R., 2017. Coaching for Performance, 5th ed. Nicholas Brealey Publishing.
7. Singh P N. (1996). Training Management Development. Mumbai: Suchandra Publications.
8. Janakiram, B. (2007). Training and Development. New Delhi: Biztantra.

Web sources

- https://youtu.be/qBQqR_DBwlo
- <https://youtu.be/bNp7v2e4GRs>
- https://youtu.be/d_HHnEROyw
- <https://youtu.be/rT4XW9ogHD0>
- <https://youtu.be/wzicXbnmlc>

Out of syllabus - Self study

- Visit a training department and submit a report on the various activities undertaken by the department.

Skill Enhancement Course II

Course Name: DYNAMICS IN PARENTING

Course Code:

Year and Semester: II / Semester III

Credits: 2

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
3	0	0	0

OBJECTIVES:

The main objectives of the course are:

1. To understand the skills involved in parenting.
2. To familiarize the dynamic components of parents – child relationship
3. To explain the role parenting emotional regulation
4. To analyze the effects of reciprocal relationship between parents- Children and special
5. children
6. To evaluate the Nature of Couple Relationships on relationship distress

LEARNING OUTCOMES: -

On successful completion the students will be able to:

CO1 (K2): Discuss the facets of parenting.

CO2 (K2): Explain the dynamic processes in parent-child relationship

CO3 (K6): Develop an understanding effect of family structures and couple relationships on parenting.

CO4 (K5): Analysis various reciprocal relationship effect on children and special children

CO5 (K3): Apply various models of parenting to understand nature of couple relationship on children

Lesson - Units

Unit- I: Introduction: Parenting Styles and Practices, Functions of Parenthood, Parenting Tasks and Phases of Development, Parenting in Different Family Contexts.

Unit- II: Parent–Child Relationships and Attachment - A Model for Parent–Child Relationships, Attachment, Individual Differences in the Quality of Child Attachment, Child Attachment and Developmental Consequences, The Parent’s Perspective: Representations of

the Child and Relationship, Parental Interactive Behavior and Disorganized Child Attachment

Unit- III: Effects of Parenting on Emotion and Self-Regulation – Self Regulation and Emotional Regulation and its importance, Emergence of Self-Regulation and Emotion Regulation During Childhood, Effects of Parenting on Children’s Self-regulation, Effects of Parenting on Children’s Emotion Regulation.

Unit- IV: Child Characteristics and Their Reciprocal Effects on Parenting - Changing Conceptualizations of Child Development and Parenting, Child Individuality, Individual Differences in Temperament and Personality, Biological Underpinnings of Temperament, Temperament and Parenting, Gender Differences. Children with developmental disorders – Process of diagnosis, features of some developmental disorders, Issues related to parents, Parenting practices and child developmental

Unit- V: Family Structure and the Nature of Couple Relationships: Relationship Distress, Separation, Divorce, and Re-partnering - Process Model of the Determinants of Parenting, Family Systems Theory and Indirect Effect Models, Relationship Distress in Parental Couples, Separation and Divorce Among Parents, Re-partnering and Stepfamilies.

Recap: Dynamics of parenting in various setup, parenting models, couple relationship and its reflection on children’s distress, parenting and emotional regulation

Learning Resources:

Recommended Text books:

1. R. Sanders, M., & Morawska, A. (2019). HANDBOOK OF PARENTING AND CHILD DEVELOPMENT ACROSS THE LIFESPAN (1st ed.). Springer International Publishing AG.
2. Hurlock, E. (1981). Developmental psychology. New Delhi: Tata McGraw-Hill.

References:

1. Janet Levine (2003) “know your parenting Personality” John Wiley & Sons, Inc.
2. Lindsay C. Gibson (2015) “Adult Children of Emotionally Immature Parents”, New Harbinger Publications.
3. Marc H. Bornstein (2008) “Promoting Positive Parenting- An Attachment – Lawrence Erlbaum Associates.

Web Sources:

- <https://www.youtube.com/watch?v=hY29SPXCxLA>
- <https://www.youtube.com/watch?v=fyO8pvpnTdE>
- <https://www.youtube.com/watch?v=WjOowWxOXCg>
- <https://www.youtube.com/watch?v=A71OktxTPac>
- <https://www.youtube.com/watch?v=6fL09e8Tm9c>

Out of Syllabus- Self Study

- Case studies on various type of parenting
- Preparing short training modules on parenting
- Positive parenting model
- Counselling intervention for handling special children

Institutional Training / Internship

Course Objectives:

To enable the student to understand

1. The various research processes
2. The purpose of review of literature
3. the research design
4. the sampling and sampling method
5. The method of data collection and preparing research report

Among the 6 credits of the course, Dissertation is given 4 and Institutional Training 2 credits. Dissertation will have 100 marks and the thesis will be evaluated for 60 marks and the Viva-voce is for 40 marks. Both evaluation and Viva-voce will be done internally by two internal examiners of the Department as appointed by the Head of the Department.

Institutional Training will have 100 marks and the report is to be evaluated for 60 marks and the Viva-voce is for 40 marks. Both the report and Viva-voce will be done by two Internal Examiners as appointed by the Head of the Department.

The average of the Dissertation and Institutional Training marks will be the mark awarded to this course against the course credit of 6.

Course Outcomes:

The students will be able to explain

CO1. The various research processes

CO2. The purpose of review of literature

CO3. Research design

CO4. Sampling and sampling method

CO5. Method of data collection and preparing research report

SEMESTER-IV**Course Name: CORE XI: SCHOOL COUNSELLING****Course Code: 23PSYC 401****Year and Semester: II / Semester IV****Credits: 5**

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

OBJECTIVES: -**Main objectives of this Course are:**

1. To help students understand and identify with their role as School Counsellors
2. To enhance the knowledge on the distinct problem areas concerning school children
3. To learn the basic assessments pertaining to the problem areas of school children.
4. To enable efficient delivery of counselling services for the school children in individual and group settings
5. To learn the skill of collaboration with parents and teachers both for awareness and intervention, advocacy

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

CO1 (K2): Familiarize and conceptualize the issues pertaining to school-going children.

CO2 (K3): Employ Counselling techniques grounded in evidence based approaches to help school children

CO2 (K3): Adapt the delivery modality based on the developmental level and needs of the children

CO3 (K3): Facilitate the collaboration with parents and authorities to address the needs of children

CO4 (K4): Illustrate ethically informed practice, in both individual and group settings.

CO5 (K6): Formulate, Implement and Evaluate skill development program for school children.

Lesson - Units

Unit– I: Introduction to School Counselling: History of School Counselling: Pioneers, Evolution of Identity and Challenges: Organizational, Institutional and Political; the purpose of School Counselling program – A comprehensive program: facilities and resources – Varying roles of school of counsellors – training of school counsellors- culturally competent Counselling skills. Factors influencing school Counselling

Unit- II: Theories of School Counselling: Developmental considerations: Physical, Social and Cognitive Development of Children. Theories by Piaget, Vygotsky, Kohlberg and Bronfrenbrenner. Psychological Approaches and Methods to Counselling: Adlerian; Behaviorism; Rogerian; CBT; Reality Therapy with Choice Theory; Solution-focused; Strength Based.

Unit– III: Counselling Young Children: Children with Problems of Affect, Counselling Elementary and preschool Students for relationship problems, Counselling students with acting out behavior problems. Counselling the Middle School Students – Problems of Adolescents Counselling and Adolescent Identity Formation, Sexual and Gender Identity, Problems of Relationships, Problems of Affect. Counselling in High Schools – Adolescents and Relationships.

Unit– IV: Counselling Children with Special Needs: Role of School Counsellors as Advocates for Children with Disabilities. Counsellor’s Role with Parents of Children with Disabilities, Counselling Gifted Children. Counselling Children of Homeless Families, Truancy and School Refusal, Juvenile Justice System, Illegal Drug and Alcohol Use, Smoking, Self-Destruction Behaviours, Death and Grief.

Unit- V: Assessment, Collaboration and Advocacy: Student Assessment, Counselling Individual and Group Counselling, Consultation and Collaboration in School Counselling, Educational and Career Development, Evaluation of School Counselling Programs, Professional Ethics and Legal Issues. ASCA framework.

Recap: Develop a comprehensive skills development program for the students and facilitate a group discussion enlisting the challenges.

Recommended Text books:

1. Charles L. Thompson, Donna A. Henderson (2007) *Counselling Children* (Seventh Edition) International Students Edition. USA Thomson Brooks/Cole
2. Robert J. Wright, Widener University (2012) *Introduction to School Counselling*, New Delhi, Sage Publication
3. Susan C. Whiston, (3rd Edition) *Principles and Application of Assessment in Counselling*, (International Student Edition). USA: Brooks / Cole Cengage Learning.
4. Henderson, D. A., & Thompson, C. L. (2015). *Counselling children*. Cengage Learning.
5. Schmidt, J. J. (1999). *Counselling in schools – Essential services and comprehensive programs*, (3rd ed). Boston: Allyn & Bacon.

6. Theodore, L. A. (Ed.). (2016). *Handbook of evidence-based interventions for children and adolescents*. Springer Publishing Company.
7. Brown, N. W. (1994). *Group Counselling for elementary and middle school children*. Greenwood Publishing Group.
8. Dollarhide, C. T., & Lemberger-Truelove, M. E. (Eds.). (2018). *Theories of school Counselling for the 21st century*. Oxford University Press.
9. Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., & Hughes, T. L. (2016). *Introduction to professional school Counselling: Advocacy, leadership, and intervention*. Routledge.
10. Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to Counselling and guidance*. Pearson Education.

References:

1. D.Weist, Stewen E. Evas and Nancy A. Lever Springer (2003) *Handbook of School Mental Health - Advancing Practice and Research*, New York: Springer Publication.
2. Bowers, J., & Hatch, P. A. (2005). *The ASCA national model: A framework for school Counselling programs*. American School Counselor Association, 1101 King Street, Suite 625, Alexandria, VA 22314.
3. Curry, J., & Fazio-Griffith, L. (Eds.). (2013). *Integrating play techniques in comprehensive school Counselling programs*. IAP.

Web Resources:

- History: [One Hundred Years of School Counselling](#)
- Counselling Session Demo with Commentary: [Student's Problems and Counselling](#)
- The Elementary School Counselor: [The School Counselor](#)
- SWAYAM Course on School Counselling: CEC21 ED14
- <https://www.youtube.com/channel/UCGW1BH-tJncYqWVIPijDvyA/videos>
- IGNOU <https://www.egyankosh.ac.in/bitstream/123456789/23960/1/Unit-3.pdf>
- https://us.sagepub.com/sites/default/files/upm-binaries/42517_6_pdf.pdf
- https://us.sagepub.com/sites/default/files/upm-assets/5182_book_item_5182.pdf

Outside syllabus- Self Study

- Integrating play therapy techniques into school counselling
- Challenges in the field of school counselling: Critically Evaluate.

Course Name: CORE XII: HUMAN RESOURCE MANAGEMENT

Course Code: 23PSYC 402

Year and Semester: II / Semester IV

Credits: 5

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

OBJECTIVES: -

Main objectives of this Course are:

1. To introduce the fundamental concepts of the HR Department and its structure, personnel policies and principles.
2. To enable the students to learn the process and the sources of planning, recruitment, selection and identify appropriate performance appraisal methods.
3. To impart skills in designing training and development programs and explain the maintenance of Human Resources.
4. To understand the appraisal process and methods.
5. To investigate the causes of stress and describe the models of stress.

LEARNING OUTCOMES:

On successful completion the students will be able to:

CO1 (K1): Define and describe human resource management.

CO2 (K3): Examine the process and sources of recruitment.

CO3 (K4): Analyze the techniques of training.

CO4 (K5): Evaluate the different types of rewards.

CO5 (K6): Discuss the legal benefits and services provided by organizations.

Lesson - Units

Unit- I: Introduction to Human Resource Management- Scope- Objectives of human resource management-Structure and functions of human resource department - Image and qualities of HR managers - Evolution of human resource management –Personnel policies and principles –Human resource management model.

Unit- II: Acquisition of Human Resources- Human resource planning and forecasting - Job analysis - Job description and Job specification-Process and sources of recruitment- Selection process.

Unit- III: Development of Human Resources- Training and development– Designing training and development programme- Methods and techniques of training- Evaluation of training program.

Unit- IV: Motivation of Human Resources -Job design work scheduling and motivation- Job characteristics model- Job enrichment- Job rotation- Work modules- Flextime-New trends in work scheduling. Performance Appraisal – Appraisal process - Appraisal methods – Factors distorting appraisals. Rewarding the productive employee -Types of rewards- Qualities of effective rewards- Criteria for distribution of rewards.

Unit- V: Maintenance of Human Resources- Benefits and Services-Legal benefits and services provided by organizations. Disciplining the problem employee. Safety and health-The occupational safety and health act. Safety programme- Causes of accidents- Preventive measures. Health programmes- Causes of stress - A model of job stress - Causes of burnout – Reducing burnout.

Recap: Image and qualities of HR managers, Designing training and development programme, Factors distorting appraisals, Causes of accidents.

Learning Resources:

Recommended Texts:

1. Decenzo, D.A.,Robbins-D. A.,Verhulst,L.S. (2015).HumanResourceManagement(11th ed) India:Wiley.
2. Aswathappa K. (2006). Human Resource and Personnel Management (4th ed.). New Delhi:Tata McGraw Hill Publishing company limited.
3. Dessler D. & Varkkey B.,(2017). Human Resource Management, (16th ed.) India :Prentice,Hall Private Limited

References:

- 1.Mamoria-C. B (2007). PersonalManagement, Twelfth edition, Mumbai : Himalaya Publishing House
2. Durai.P.(2020). Human Resource Management (3rd ed).India: Pearson Education.
3. Decenzo - D.A. - Robbins - D. A. (2007). Personnel/ Human Resource Management India: Prentice-Hall Private Limited.

Web sources:

- <https://www.economicsdiscussion.net> › personnel-policies- Personnel Policies: Meaning, Definitions, Types, Importance
- <https://www.toppr.com> › human-resource-management- Recruitment Process : HRM, External and Internal Sources
- <https://safetyculture.com> › Topics- The Process of Evaluating Training Programs – Safety Culture
- <https://kitaboo.com> › training-evaluation-evaluate-training- 5 Best Ways to Evaluate Training Effectiveness and Impact

Outside syllabus- Self Study

- Equal employment opportunity
- Career development.
- Research in Human Research Management.

Course Name: Core XIII – PROJECT VIVA VOCE

Course Code: 23PSYPJ 403

Year and Semester: II / Semester IV

Credits: 7

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
0	0	0	10

OBJECTIVES:

Major objectives of this course are:

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

LEARNING OUTCOMES: -

On successful completion the students will be able to :

CO1 (K2): Identify gap in knowledge in 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 a 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, sample 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 with discussion

Unit- V: Summary and Conclusion

- 5.1 Summary (one and 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)

Department Elective 6**Course Name: CORPORATE COUNSELLING****Course Code:****Year and Semester: II / Semester 4****Credits: 3**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	0	0	0

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

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

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

CO1 (K1): Outline differentiates Counselling in workplace set up and relate to different models

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

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

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

CO5 (K3): Apply various Counselling interventions for employee specific issues in workplace

Lesson - Units

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

Unit- II: Overview of Models of Workplace Counselling: Counselling oriented models, brief therapy model, 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 Counselling in the workplace- preparation- assessment- contracting -Engaging in Counselling- termination- evaluation- Integrative model of individual employee Counselling - Training for Workplace Counsellors.

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

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

Recap: Importance of Counselling in corporate setup, professional relationship between counsellor and employee in workplace, various models of workplace Counselling and its significance, group Counselling techniques and process used in corporate set up and application of Counselling in workplace related issues.

Learning resources:

Recommended text books:

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

References:

1. Vardi,&Weitz.E (2004). Misbehavior in 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 Counselling process,5 TH edition. Brooks/Cole ,Thomson Learning.
4. Nelson - Jones, R. (2002). Essential Counselling and therapy skills, Sage Publications
5. Rosemary A Thompson (2016). Counselling 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

Out of Syllabus (Self Study):

- Trends in corporate Counselling
- Recent issues and challenges for corporate employees
- Digital detoxification
- Stress management group techniques – yoga, mindfulness meditation, Taichi , Zumba etc.
- Solution focused models in corporate set

Skill Enhancement Course III**Course Name: ENHANCEMENT OF EMOTIONAL INTELLIGENCE****Course Code: 23PSYCS 407****Year and Semester: II Year / Semester IV****Credits: 2**

Lecture (L)	Tutorial (T)	Practical (P)	Project (P)
4	0	0	0

OBJECTIVES:**The main objectives of this course are to enable students:**

1. To understand emotional intelligence and the skills of it.
2. To identify the emotions of self.
3. To know various methods of self-management.
4. To identify the emotions of other people.
5. To deal with Difficult Friends and Relatives.

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

CO1 (K1): Identify the impact and skills necessary for Emotional Intelligence

CO2 (K2): Describe the strategies essential for being aware of self.

CO3 (K3): Examine the techniques for self Management

CO4 (K5): Appraise the social awareness strategies for becoming emotionally intelligent.

CO5 (K6): Develop techniques for efficient relationship management.

Lesson - Units

Unit- I: Introduction to Emotional Intelligence- Meaning and definition - Impact of Emotional Intelligence — Four Skills of Emotional Intelligence: Self- awareness, Self-management, Social-Awareness and Relationship Management - Action Plan to increase Emotional Intelligence.

Unit- II: Strategies for Self-awareness - Definition of feelings -Identification of Emotions of Self — Recognition of Emotions: Interpreting behaviours, examining self-destructive

behaviours, Understanding body language and Identification of Emotions through other people- Changing Negative Emotions: Recognizing negative emotions.

Unit- III: Strategies for Self-Management-Acceptance of Emotions: Cognitive Restructuring, Methods of Distraction, Relaxation, Meditation and Similar Activities and Application of Mindfulness- Recognizing the Importance of Practice.

Unit- IV: Strategies for Social Awareness - Difference between Empathy and Sympathy - Identification of Emotions of Other People, Understanding Empathy, Listening, Facial Cues and Decoding body language- Practice Empathy: Determine Emotions of others- Usefulness of Empathy, Dealing with intimate Relationships, Dealing with Friends & Relatives and dealing with strangers.

Unit- V: Strategies for Relationship Management: Controlling the Reactions to Others Emotions: Being aware of the gut reaction and working through alternative responses - Influencing Other People's Emotions - Encountering Difficult People: Determining the best outcome with a difficult person, Techniques for dealing with difficult people - Dealing with Difficult Friends and Relatives.

Recap: Four Skills of Emotional Intelligence, Understanding body language and Identification of Emotions through other people, Difference between Empathy and Sympathy

Learning Resources:

Recommended Text books:

1. Stein. S. J. (2009). Emotional Intelligence for Dummies. Canada: John Wiley & Sons.
2. Bradberry, T., Greaves, J., Lencioni, P.M. (2005) The Emotional Intelligence Quick Book: Everything You Need to Know to Put Your EQ to Work. ISBN 978-0743273268: Touchstone
3. Stein. S. J., Book, H. E. (2011). The EQ Edge: Emotional Intelligence and Your Success. (3rd ed.). ISBN 978-0470681619: Jossey-Bass.

References:

1. Goleman. B. (2019). Emotional Intelligence: For a Better Life, success at work, and happier relationships. Improve Your Social Skills, Emotional Agility and Discover Why it Can Matter More Than IQ. (EQ 2.0). ISBN 978-1077972131: Independently Published
- 2 Goleman, D. (2011). The Brain and Emotional Intelligence: New Insights. (2nd ed.). : More Than Sound LLC
3. Segal. J. (2008). The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships (NTC SELF-HELP). ISBN 978-007154455: McGraw- Hill Education;

Web Sources:

- <https://www.verywellmind.com/what-is—emotional-intelligence-2795423>
- <https://brm.institute/strategies-increase-self-awareness/>
- <https://aliabdaal.com/self—management-skills/>
- <https://www.trainerbubble.com/downloads/emotional-intelligence-e-learning/>
- <https://elearningindustry.com/ways-facilitate-emotional-intelligence>
- <https://blog.neolms.com/how-online-courses-can-nurture-emotional-intelligence/>
- <https://www.coursera.org/learn/emotional-and-social-intelligence/>
- <https://positivepsychology.com/emotional-intelligence-training/>

Out of Syllabus- Self Study

- Measuring emotional intelligence.
- Finding happiness and happy people
- Identify the difference between EQ and IQ
- Investigating science behind emotional intelligence.
- Construct a simple emotional intelligence assessment