



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/MGJ-401/2024-25/641

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ಅಧಿಸೂಚನೆ

- ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಸ್ನಾತಕೋತ್ತರ ಎಂ.ಎಸ್.ಸಿ. ಮನೋವಿಜ್ಞಾನ -1 ರಿಂದ 4ನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಕುರಿತು.
- ಉಲ್ಲೇಖ: 1. ಡೀನರು ವಿಜ್ಞಾನ & ತಂತ್ರಜ್ಞಾನ ನಿಖಾಯ ಇವರ ಅಭಿಪ್ರಾಯಕ್ಕಾಗಿ ದಿನಾಂಕ: 27.07.2024  
2. ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಂ. KU/Aca(S&T)/MGJ-401/2024-25/613, ದಿ. 27.07.2024.  
3. ಅಧ್ಯಕ್ಷರ ಪತ್ರ ಸಂ. KU/PG/Grpy/2024-25/1284, ದಿನಾಂಕ: 29.07.2024.  
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 30/7/2024

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಸ್ನಾತಕೋತ್ತರ ಎಂ.ಎಸ್.ಸಿ. ಮನೋವಿಜ್ಞಾನ -1 ರಿಂದ 4ನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗುವುದು. ಸದರ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತಿಗಲು ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

  
ಕುಲಸಚಿವರು

ಗೆ,  
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು.

ಪ್ರತಿ:

1. ಡೀನರು, ಸಮಾಜವಿಜ್ಞಾನ ನಿಖಾಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಅಧ್ಯಕ್ಷರು, ಸ್ನಾತಕೋತ್ತರ ಮನೋವಿಜ್ಞಾನ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ನೊಡಲ್ ಅಧಿಕಾರಿಗಳು, UUCMS ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರ ಮಾಹಿತಿಗಾಗಿ ಹಾಗೂ ಮುಂದಿನ ಕ್ರಮಕ್ಕಾಗಿ.
5. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
7. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
8. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

**KARNATAK UNIVERSITY, DHARWAD**



**REGULATIONS**

**For**

**MASTER OF SCIENCE**

**IN**

**PSYCHOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**From**

**2023-24 Onwards**

# KARNATAK UNIVERSITY, DHARWAD

Regulations concerning Master Degree Programme

**Faculty of Science**

**Master Degree Programme in Psychology**

Regulations Governing the Post-Graduate Master Degree Programmes under Choice Based Credit System (KU-CBCS), framed under Section 44(1)(C) of K.S.U. Act, 2000

## **MASTER OF SCIENCE IN PSYCHOLOGY CHOICE BASED CREDIT SYSTEM (CBCS)**

**Title:** These Regulations shall be called “Karnatak University Regulations Governing Post-Graduate under the Choice Based Credit System” for Master Degree programmes.

**Commencement:** These Regulations shall come into force from the academic year 2023-2024.

**Definitions:** In these Regulations, unless otherwise mentioned:

- “University” means Karnatak University;
- “Post-Graduate Programmes” means Master’s Degree Courses.
- “Compulsory Course” means a fundamental paper which a student admitted to a particular Post-Graduate programme should successfully complete to receive the Post-Graduate Degree in the concerned subject.
- “Specialization Paper” means an advanced paper due to departmental choice for students wanting to receive Degree in the specialization area:
- “Open elective” means a course offered by Department for students of other Departments in the same Faculty. Students have freedom to choose from a number of optional courses offered by other Department/s to add to their credits required for the completion of their respective programmes: however, if in a P.G. Centre there is only one Department for the time being, the students of that Department should study that open elective course.
- “Credit” means the unit by which the course work is measured. For this Regulation, one Credit means one hour of teaching work or two hours of practical work per week. Normally a Semester is of 16 weeks duration in any given academic year. As regards the marks for the courses, 1 credit is equal to 25 marks, 2 credits is equal to 50 marks, 3 credits is equal to 75 marks and 4 credits is equal to 100 marks as used in conventional system.
- “Grade” is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each subject by the candidate after completing his/her Internal Assessment and Semester end Examinations. Each course carries a prescribed number of the marks of credits. These grades are awarded for each subject after conversion of the marks and after completion of the examinations in each semester.

- “Grade Point Average” of GPA refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester. The GPA depends on the number of courses student takes and the grades awarded to him/her for each of the subjects so chosen.

- “Cumulative Grade Point Average” or CGPA refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA is shown at the end of this regulation.

**Minimum Eligibility for Admission:**

The students who have successfully completed the three year/four-year Psychology Degree course of this University or of any other University recognized as equivalent there to by this University shall be eligible for admission to the Post Graduate Programmes under the KU-CBCS Programme provided they also satisfy the eligibility conditions like percentage of marks etc., as may be prescribed by the University and as per Ordinance of the course.

**Entrance Test:** Candidate seeking admission to the course shall be required to appear for entrance test conducted by the University, for the 1st Semester.

**Selection for Admission:** The selection of students shall be made on merit in each category of reservations as per the University rules for 1st Semester.

**Intake:** The total number of candidates to be admitted to the course would be 50 only for the 1st semester. Two seats are allocated to other University candidates of which one for other University within the state and one for Outside state. Eight seats are under enhanced fee. Total Seats is 50

**Course of Study:** The courses of study MSc in PSYCHOLOGY degree shall comprise of Theory and Practicals as noted in the syllabus.

**Duration of the Programme:**

The programme of study for the Post-Graduate Master Degree shall normally extend over a period of two academic years, each academic year comprising of two semesters, and each semester comprising of sixteen weeks of class work.

**Medium of Instruction:** The medium of instruction and examination is English.

**Minimum Credits and Maximum Credits:**

- There shall be three categories of courses viz., Compulsory course, Specialization Course and Open Elective Course. Compulsory and Specialization Course should be from the concerned department only. The Open Elective are the courses offered by other Departments in the same Faculty.

- Each course shall have a definite course objective, Eligibility criterion for taking the course, scheme of Evaluation including the components of Internal Assessment (IA) marks, Projects (if any), the number of contact hours, type of practical and the prescribed credits.

- The credits for each of compulsory course may vary from 3 to 4 credits; for specialization course it may vary from 1 to 4. In case of Open Elective Course, it shall be 1 to 3 credits for each paper.

- A student shall register for minimum of 18 credits and a maximum of 30 credits per semester. However, to qualify for the degree in any Department under any school and faculty, he/she should have registered and cleared a minimum number of credits, which vary from course to course.

### **Course Structure:**

- The students of Post-Graduate Programme shall study the courses as may be approved and prescribed by the Academic Council of the University from time to time.

- A typical Master Degree program consists of a number of courses. This number varies from discipline to discipline. The term course is used to indicate a logical part of a subject matter of the programme (also referred to as paper). In essence the courses are of three types:

\* Compulsory Course

\* Specialization Course or Optional Course and

\* Open Elective Course.

- Each programme shall have a set of compulsory course that a student must complete to get the degree in the concerned Department. These are distributed in each semester. There could be a minimum of such papers for each semester depending on the department.

- The students shall also choose a minimum number of specializations Course offered within the department. Each department will offer at least one specialization paper in the third and fourth semester. The Department, BOS and the Faculty may also have spell out the number of such specialization courses a student will have to take for the specialization. The Department offering of specialization course shall provide the flexibility in the system so that the student can opt for a variety of programmes depending upon their interest.

- Each department shall offer at least two Open Elective courses for the II and III Semester for students from other department. Student from the same department are generally not allowed to opt the courses offered as Open Elective course in the same department.

- Each course (paper) in this system is designed carefully to include lectures / tutorial/ Laboratory work/ seminars/ Project work/ practical training/ report writing/ Viva-voce etc., to meet effective teaching and learning needs and the credits are assigned suitably.

- Master Degree Programmes are essentially semester system Programmes. There shall be 4 semesters in each Programme. There shall be two semesters for each year of the Programme. Each of the Semester will be of 16 weeks duration including evaluation and grade finalization period. The academic session in each semester will provide 90 teaching days with 48 hrs of teaching / learning periods in six days session per week.

- The normal calendar for the semester would be as follows:

\* I and III semester - November to March

\* II and IV Semester - April to September

### **Attendance**

- Each paper shall be taken as a unit for the purpose of calculating the attendance.

- Each student will have to sign and mark his attendance for every hour of teaching of each paper. At the end of every month all teachers shall notify the attendance of every student on the Notice Board of the department during 2nd week of every month. Chairman shall certify the fulfilment of required attendance of every candidate in the Examination form.

- Certain proportion of the marks in Internal Assessment shall be awarded based on attendance as an incentive to the student for regularity in attendance.

- A student shall be considered to have satisfied the requirement of attendance for each paper, if he/she has to attend not less than 75% of the number of classes held up to the end of the semester including tests, seminars, group discussions, practical, tutorials, etc.

- However, if a student represents his/her institution, University, State or Nation in sports, NCC, NSS of Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a semester based on the specific recommendation of the head of the Department.

**Course Outline for the MSc in PSYCHOLOGY  
SEMESTER I**

Paper No.	Title of the Paper	SEM	IA	Total	Hours	Credits
PG51T101	Biopsychology	75	25	100	4	4
PG51T102	Theories of Learning	75	25	100	4	4
PG51T103	Theories of Personality	75	25	100	4	4
PG51T104	Research Methodology	75	25	100	4	4
PG51T105	Core paper: Positive Psychology	75	25	100	4	4
PG51P106	Practicum: Experimental Psychology- I	75	25	100	8	4
<b>Total marks/credits for the First Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>

**SEMESTER-II**

Paper No.	Title of the Paper	SEM	IA	Total	Hours	Credits
PG51T201	Cognitive Psychology	75	25	100	4	4
PG51T202	Psychological Statistics	75	25	100	4	4
PG51T203	Theories of Motivation and Emotions	75	25	100	4	4
PG51T204	Psychometrics	75	25	100	4	4
PG51P205(O)	OEC-Foundation of Human Behaviour	75	25	100	4	4
PG51T206	Practicum – Experimental Psychology-II	75	25	100	8	4
<b>Total marks/credits for the Second Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>

**SEMESTER-III**

Paper No.	Title of the Paper	SEM	IA	Total	Hours	Credits
<b>A. COUNSELLING PSYCHOLOGY SPECIALIZATION</b>						
PG51T301A	Foundations of Counselling & Psychotherapy	75	25	100	4	4
PG51T302A	Basic Counselling Skills	75	25	100	4	4
PG51T303A	Special Areas of Counselling	75	25	100	4	4
PG51I304A	Internship	75	25	100	4	4
PG51T305(O)	Developing Effective Self (OEC)	75	25	100	4	4
PG51P306A	Practicum for Counselling Specialization	75	25	100	8	4
<b>Total marks/credits for the Third Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>
<b>B. CLINICAL PSYCHOLOGY SPECIALIZATION</b>						
PG51T301B	Clinical Psychology	75	25	100	4	4
PG51T302B	Psychopathology & Behavior Dysfunction	75	25	100	4	4
PG51T303B	Child Psychopathology	75	25	100	4	4
PG51I304B	Internship	75	25	100	8	4
PG51T305(O)	Developing Effective Self (OEC)	75	25	100	4	4
PG51P306B	Practicum for Clinical Psychology	75	25	100	8	4
<b>Total marks/credits for the Third Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>
<b>C. INDUSTRIAL PSYCHOLOGY</b>						
PG51T301C	Industrial Psychology	75	25	100	4	4
PG51T302C	Organizational Behavior	75	25	100	4	4

PG51T303C	Human Resource Management	75	25	100	4	4
PG51I304C	Internship	75	25	100	8	4
PG51T305(O)	Developing Effective Self (OEC)	75	25	100	4	4
PG51P306C	Practicum for Industrial Psychology	75	25	100	8	4
<b>Total marks/credits for the Third Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>
<b>SEMESTER-IV</b>						
<b>Paper No.</b>	<b>Title of the Paper</b>	<b>SEM</b>	<b>IA</b>	<b>Total</b>	<b>Hours</b>	<b>Credits</b>
<b>A. COUNSELLING PSYCHOLOGY SPECIALIZATION</b>						
PG51T401A	Individual Techniques	75	25	100	4	4
PG51T402A	Group Counselling	75	25	100	4	4
PG51T403A	Assessment in Counselling	75	25	100	4	4
PG51D404A	Dissertation	75	25	100	4	4
PG51P405A	Practicum-1 for Counselling Psychology	75	25	100	4	4
PG51P406A	Practicum-2for Counselling Psychology	75	25	100	4	4
<b>Total marks/credits for the Fourth Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>
<b>B. CLINICAL PSYCHOLOGY SPECIALIZATION</b>						
PG51T401B	Clinical Assessment	75	25	100	4	4
PG51T402B	Clinical Intervention	75	25	100	4	4
PG51T403B	Child Counselling & Therapies	75	25	100	4	4
PG51D404B	Dissertation	75	25	100	4	4
PG51P405B	Practicum-1 for Clinical Psychology	75	25	100	4	4
PG51P406B	Practicum-2for Clinical Psychology	75	25	100	4	4
<b>Total marks/credits for the Fourth Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>
<b>C. INDUSTRIAL PSYCHOLOGY</b>						
PG51T401C	Consumer Psychology	75	25	100	4	4
PG51T402C	Interpersonal & Group Process in Organization	75	25	100	4	4
PG51T403C	Organizational Change	75	25	100	4	4
PG51D404C	Dissertation	75	25	100	4	4
PG51P405C	Practicum-1 for Industrial Psychology	75	25	100	4	4
PG51P406C	Practicum-2for Industrial Psychology	75	25	100	4	4
<b>Total marks/credits for the Fourth Semester</b>		<b>450</b>	<b>150</b>	<b>600</b>	<b>28</b>	<b>24</b>

**SEM: Semester End Examination      IA: Internal Assessment**

## Evaluation

\* Evaluation of the papers will have two components-

Internal Assessment, and Semester End examination. Total marks for the Internal Assessment are 25. In addition to 3 marks for attendance as shown in the table above (VIII C), the internal assessment shall consist of Two components-

Two written Tests of 8 marks each : 16 marks

Seminar (Presentation) : 6 marks

Two written tests of 11 marks each : 22 Marks

### For C.B.C. Students

\* The tests shall be written in separate designated answer booklet. The Departmental Council has decided that the course teacher has to conduct written test and seminars. The marks of all the components shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester. The Internal Assessment marks shall be taken into account for compilation of grades. In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment.

\* There shall be one Semester-End examination of 3 hours duration for every paper for 75 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.

## Completion of the Course

- A candidate is expected to successfully complete the Degree programme within two years from the date of admission.

- Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.

- The CBCS scheme is a fully carry-over system. However, the four-semester (two years course) should be completed by the student within a maximum period of 4 years.

### Declaration of Results:

- Minimum for a pass in each paper shall be 40% of the total 100 marks including both the IA and the semester end examinations. However, candidate should obtain at least 40% of the marks in the Semester End Examination. There is no minimum in the IA marks. However, after adding the IA and the semester end examination, the candidates should score a minimum of 40 % of the maximum marks for the subject.

- The candidates, seeking improvement of their results shall submit a representation along with a permissible fee to the Registrar (Evaluation) and surrender the degree certificate/ provisional pass certificate /original marks card of that semester within 15 days of announcement of result.

**The grading of successful candidate/s at the examination shall be as follows:**

Percentage of Marks	GPA/CGPA	Grade Letter	Class Awarded
75 and above	7.50 to 10.00	A	First class with Distinction
60 and above but less than 75	6.00 to 07.49	B	First Class
50 and above but less than 60	5.00 to 05.99	C	Second Class



40 and above but less than 50	4.00 to 4.99	D	Third Class
Less than 40	Less than 4.00	F	Pass

**Marks and Grade Points**

# **KARNATAK UNIVERSITY, DHARWAD**



**SYLLABUS**  
**For**  
**MASTER OF SCIENCE**  
**IN**  
**PSYCHOLOGY**

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

**(MSc IN PSYCHOLOGY-CBCS)**

**FIRST SEMESTER**

## PG51T101: Bio Psychology

### Course Outcomes:

1. Having basic knowledge about the structure of the human brain and its functions and impact on human behaviour.
2. Understanding biological mechanisms in the mental process such as learning, memory, and thinking.
3. Providing an applied perspective with regard to various neurological disorders.
4. Gaining thorough knowledge with regard to genetic mechanisms and evolutionary aspects of behaviour.
5. Becoming aware of the adverse effects of psychotropic medications and practising ethical issues in psychopharmacology.

### Syllabus

#### Unit:1 Brain Behaviour Dynamics

(10 Hrs)

Bio psychology- Nature and Scope, Methods of studying in brain- Ablation, Recording and Stimulation methods, Neurochemical methods. Nervous systems – Structure and functions, Divisions – Central and Peripheral NS. Brain and cognitive functions – intelligence, memory, learning, Endocrine system – functions and effects of endocrine glands

#### Unit : 2 Neuro psychology

(10 Hrs)

Neurons- Structure, types and functions of neuron, Neuronal conduction- communication between neurons, synaptic conduction. Neurotransmitters- categories and functions. Neurological disorders- Tumours, Seizures Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis

#### Unit : 3 Behaviour Genetics

(10 Hrs)

Behaviour Genetics: Nature and Scope, Methods of study and research techniques, Chromosomal functions, Hereditary determinations of behaviour, Genetic engineering

#### Unit : 4 Evolutionary Perspectives

(08 Hrs)

Principles of Evolution – human behaviour – Reflexes, Instincts, Environmental influences on behaviour- human and non-human species. Current researches in evolutionary bio-Psychology Controversial issues in evolutionary bio-psychology

#### Unit : 5 PsychoPharmacology

(10 Hrs)

Basic Principles of psychopharmacology, Classification of Psychotropic Medications – Antipsychotics, Antidepressants, Anxiolytics and sedatives, Mood stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous drugs. Adverse Effects of Psychotropic Medications- Drug-drug interactions, Side effects, Orthostatic, Hypotension, Sexual dysfunction and hyperprolactinemia, Liver/Kidney dysfunction. Ethical issues in Psycho-pharmacology.

### Books for References

1. Neil R, Carlson (2005): Foundations of Physiological Psychology, 6<sup>th</sup> Edition. Person
2. John P. J. Pinel (2007). Biopsychology, 6<sup>th</sup> Edition. Pearson
3. James W. Kalat (1998). Biological Psychology. Thomson publishing Europe
4. David M. Buss (2005): The Handbook of Evolutionary psychology, John Wiley and Sons
5. Handbook of Psychology- Sage Publications,
6. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/>-principles of psychopharmacology
7. <http://nursece4less.com/tests/materials/n075materilas.pdf>- classification, effects

## PG51T102: Theories of Learning

### Course Outcomes:

1. The pupil will be able to understand the nature and history of learning theories
2. The pupil will be able to understand different types of learning theories
3. The pupil will be able to acquire knowledge about concepts and principles of various learning theories.
4. The pupil will be able to distinguish between various learning theories and critically evaluate them.
5. The pupil will be able to choose appropriate techniques derived from any or many learning theories for clinical use, Industrial application or behavioural training purposes.

### Syllabus

#### Chapter 1: Introduction to Learning Theories:

(10 hours)

Definitions of Learning; Nature of Learning Theories, Problems Confronting Learning Theories. Early notions about learning theories: Plato to Hermann Ebbinghaus, Schools of Psychology: Structuralism; Functionalism; Behaviorism

#### Chapter 2: Functionalistic Theories:

(12 Hours)

**Thorndike:** Major theoretical notions; Connectionism - Trial-and-Error Learning; Laws before 1930; Secondary concepts; Laws after 1930; Thorndike's Views on Education, Science and Human values

**Skinner:** Major theoretical notions; Respondent and Operant behaviour; Operant Conditioning Principles- Shaping, Extinction, Spontaneous recovery, Superstitious behaviour. Secondary reinforcement; Chaining, Positive and negative reinforcers, Punishment, Schedules of reinforcement; Application: Programmed Learning, Contingency contracting. **David Premack:** Premack Principle, Experimental outcome

**Clark B. Hull:** Major Theoretical Concepts; 16 Postulates; Incentive Motivation (K); Stimulus –intensity Dynamism (V); Drive reduction to – Drive stimulus Reduction; Fractional antecedent goal response (rg); The Habit Family hierarchy

**Hobart Mowrer (1907-1982):** Avoidance conditioning; Two factor theory of Learning; Sign learning

**Kenneth W. Spence:** -Discrimination Learning; Latent learning experiments; Frustration-Competition Theory of Extinction. **Abram Amsel:** - Frustration Effect (FE); Partial reinforcement effect (PRE)

#### Chapter 3: Associationism theories:

(12 Hours)

**Ivan Pavlov's Classical conditioning:** Development of conditioned reflex; Experimental Extinction; Spontaneous recovery; Higher order conditioning; Generalization; Discrimination; Physiological explanation of conditioning; Application. **Watson's Behaviourism:** Experiment on Albert; Conditioned Fear. **Seligman's Theory of Learned Helplessness:** Experiment on Dog

**Guthrie's One Trial Learning:** The Recency principle; Movement-produced Stimuli; The Guthrie – Horton experiment; Forgetting. **Methods of Breaking Habits-** Threshold Method, Fatigue Method, Incompatible Response Method; Sidetracking a Habit; Punishment

#### Chapter 4: Cognitive theories:

(10 hours)

**Gestalt Theories:** Field Theory; Law of Pragnanz; Perceptual Constancies; Principles of Learning - The Resolution period, Insightful learning; Transposition; The memory Trace

**Tolman:** Molar Behaviour: Purposive Behaviourism; Vicarious trial and error; Learning versus Performance; Latent learning; Place learning versus Response learning.

**Bandura's Observational Learning:** Variables affecting Observational Learning-1. Attentional process, Retentional process, Behavioural production process, Motivational process; regulation of Behaviour; Applications of observational learning- Modeling, Influence of Media

#### Chapter 5: Neuropsychological Theories:

(6 Hours)

**Donald Hebb :** Cell Assemblies, Phase Sequence; Sensory Deprivation; Enriched Environments; The nature of fear; Arousal Theory, Recent studies on Neurological basis of learning

#### Books for Reference:

1. Ernest Hillgard (2011) Theories of Learning, 3<sup>rd</sup> edition. Surjeet Publication, Delhi.
2. Hergenhahn B.R. (1988) Introduction to Psychology of Learning, Prentice Hall, International edn. New Jersey
3. Richard Guy and Bruce Byrne (2013) Neuroscience and Learning: Implications for Teaching Practice [Journal of Experimental Neuroscience](https://doi.org/10.4137/JEN.S10965) 7:39-42 DOI: [10.4137/JEN.S10965](https://doi.org/10.4137/JEN.S10965)

# PG51T103: Theories of Personality

## Course Outcome:

1. The students will be able to understand different theoretical background related to personality.
2. Students will be able to understand the basics for personality development.
3. Students will understand the biological aspect involved in personality.
4. They will also develop skills to assess personality.

## Unit 1:Personality:

(10 Hrs)

Meaning, Nature, Historical foundations, Determinants of Personality. Personality perspectives: Biological, Person-Situation controversy, Modern interaction perspectives.

## Unit 2: PsychoanalyticalPerspectives:

(08 Hrs)

Freud's psychoanalytical theory; Jung'sanalytictheory. Neo-Freudian perspectives:Adler, Horney's Neurotic need theory; Erikson's contemporary perspective, Sullivan; interpersonal theory

## Unit 3: TraitPerspectives:

(08 Hrs)

Allport's trait theory: Cattell's trait theory: Eyesenck's Brain Arousal theory. Kurt Lewin's field theory/ Vector Psychology.

## Unit 4: Humanistic/Existential Perspectives:

(10 Hrs)

Goldstein's dynamics of personality;Maslow's self-actualization position; George Kelley's Personal Construct theory: Viktor Frankl's Existential approach, Rogers's person-centred theory. Social-Behaviouristic perspectives: Skinner; Bandura; Watson.

## Unit 5: Assessment and Interpretation Techniques:

(12 Hrs)

Scales; Inventories; Questionnaires; Interview; Projective Tests; Observer Data.Research Designs: Idiographic and Nomothetic research approaches; Case study method; Correlation research; Experimental research

## Books for References

1. John D. Mayer. (2005). Personality Psychology: A Systems Approach. New Delhi: Pearson CustomPublishing.
2. Richard M. Rickman. (1993). Theories of Personality. California: Brooks/Cole Publishing Company.
3. Pervin L. A. (1984). Personality Theory and Research. New York: JohnWiley.
4. Hall, C. S. & Lindsey G. (1998). Theories of Personality (4<sup>th</sup>Ed). New Delhi: John Wiley.
5. Aiken, L.R. (1993). Personality: Theories, Research and Applications. New Jersey: Prentice Hall.
6. Gatchel, R.J., & Mears, F.G. (1982). Personality: Theory, Assessment and Research. New York: St. Martin'sPress.
7. Hergenthan, B.R. & Mathew, Olson. (2006). An Introduction to TheoriesofPersonality (7<sup>th</sup> Ed.). New York: Prentice Hall.

## PG51T104: RESEARCH METHODOLOGY

### Course Outcomes:

1. Students will be able to design and carry out the research effectively at their master degree subsequently further also.
2. Students will come to know how to select the Research problem and how to formulate hypotheses.
3. Students will come to know how to design his research problem.
4. Students will come to know how to collect the data for his research problem.
5. Students will be able to design and carry out the research effectively at their master degree subsequently further also.

### Syllabus

#### Unit: 1 Meaning of Research

(08 Hrs)

Objectives of Research – Flow Chart, Significance of Research – Research Methods/s Methodology, Research Process: Criteria of good research, Problems encountered by researchers in India, concepts and constructs and their constitutive and operational definitions.

#### Unit: 2 Selecting the Research Problem

(12 Hrs)

Criteria of Research Problem, what is research problem, Selecting the problem, Necessity of defining the problem; Techniques involved in defining problem; Meaning and types of variables, Meaning and types of Hypotheses

#### Unit: 3 Research Design

(10 Hrs)

Meaning of Research Design; Need for Research Design, Features of good design; Purpose of Research Design, Important concepts relating to Research Design poor and good designs, Criteria of Research Design

#### Unit: 4 Sampling

(06 Hrs)

Meaning and Definitions, Principles and Purpose of sampling, Sample Size, Techniques and Types of Sampling, Sampling error

#### Unit: 5 A) Types of Research

(12 Hrs)

Ex post facto research, Laboratory Experiments, Field Experiments, Field studies and survey research

#### B) Methods of Data Collection

Interview and interview schedules, Observation of behavior, Projective methods, content analysis, sociometry, case study, Report writing, Ethics in Research.

#### Books for References

C.K. Kothari (1985); Research Methodology; Methods and Techniques, New Delhi; Wiley Eastern Ltd  
Kerlinger Fred N.: Foundations of Behavioural Research, Sargent Publications, New Delhi

## PG51T105: Core Paper: Positive Psychology

### Course Outcomes:

1. Student will develop insight of the aim and scope of Positive Psychology.
2. Student will be able to understand the distinction between Positive Psychology Principles and Other theoretical principles of Psychology.
3. Student will develop insight into the Dimensions of Subjective well-being and how to apply it.
4. Student will be able to apply the techniques to induce Happiness in real life setting.
5. Students will know how to anticipate upcoming changes and be prepared to face the crisis

### Syllabus

#### Unit: 1 An Introduction to Positive Psychology

(08 Hrs)

An Introduction to Positive Psychology The Dimensions of Positive Psychology, The Scope of Positive Psychology. Basic Themes of Positive Psychology

#### Unit: 2 Positive Psychology: Emotion and Motivation

(10 Hrs)

THE COMPONENTS OF EMOTION: The Biology of Emotions. Neurotransmitters and the Chemicals of Pleasure. Neuroplasticity. The Genetics of Emotion, Role of Genes, Genes in Emotional Lives. Social and Cultural Influences on Emotions. The Broaden-and-Build Model.

POSITIVE PSYCHOLOGY AND MOTIVATION: Intrinsic and Extrinsic Motivation, Motivation and the Pursuit of Goals, Strivings and Well-Being, Hope Theory

#### Unit: 3 Subjective Well-Being

(10 Hrs)

The Measurement of Subjective Wellbeing, Predictors of Subjective Well-being: Self- esteem, Sense of Perceived Control, Extroversion, Optimism, Positive relationships, A sense of Meaning and Purpose. Factors that Increase Subjective Well-being: Cognition, The pursuit of Goals, Evaluation theory. Increasing Happiness: Nostalgia, Depression as an Opportunity.

#### Unit: 4 Flow, Mindfulness, Peak Performance and Positive Health

(10 Hrs)

Definition of Flow, characteristics of flow, Flow and Well-being, Peak Performance: Peak Performance in Sports, Training for Peak performance. Additional Avenues to Well-being: Mindfulness and Savoring. Positive Health: Wellness, Vitality, Exercise, Vagal Tone and Heart Rate Variability (HRV). Psychoneuroimmunology, Music and Humour.

#### Unit: 5 Interventions for Enhanced Wellbeing

(10 Hrs)

The Dimensions of Positive mental health: Marie Jahoda and Positive mental health, Carol Ryff and Psychological well being, Richard Coan and the modes of Fulfillment, Keyes and Lopez and Complete mental health. Increasing Positive emotions, Increasing Happiness, Training for Forgiveness

### Books for References

1. Snyder, C & Lopez, J. (2002) Handbook of Positive Psychology, Oxford University Press
2. Linley, P. A., & Joseph, S. (2004). Toward a theoretical foundation for positive psychology in practice. In P. A. Linley & S. Joseph (Eds.), Positive psychology in practice (pp. 713- 731). Hoboken, NJ: John Wiley & Sons, Inc

### Books for Study:

1. Positive Psychology: The Science of Happiness and Flourishing. William Compton and Edward Hoffman 2012. Wadsworth Cengage Publishers.

## PG51P106: Experimental Psychology-I

### Course Outcomes;

1. The student will be able experience various Psychological phenomena
2. The student will be able to conduct experiments and assess personality of the clients.
3. The students will be able to conduct experiments to understand learning process.
4. The students will be able to assess personality of the clients using suitable tool .

### Syllabus

(Any 8 of the following)

#### A: Psychophysical Experiments

1. Scaling a set of stimuli using paired comparison and rank order method
2. Muller-Lyer Illusion using method of average error
3. DL for Tactual sensation using method of limits
4. Verification of Weber's law using method of constant stimuli
5. Signal Detection

#### B: Experiments on Learning

1. Maze learning
2. Masses v/s Spaced learning
3. Peterson's Rational Learning
4. Yerke's Mutlptiple Choice
5. Schedules of Reinforcement

#### C: Assessment of Personality

1. Neo-Five Factor personality Inventory
2. Edward's Personal Preference Schedule
3. Mysore Personality Inventory
4. 16-Personality Factor Questionnaire
5. Contact Personality Test



# **SECOND SEMESTER**

## PG51T201: Cognitive Psychology

### Course Outcomes:

1. The student will be able to develop an understanding of how the Cognitive Process is measured using specific Techniques
2. The student will understand the Various Attention model and use it to enhance it in their Academics.
3. The student will know how the Memory can be enhanced.
4. Students will get insight into the Transformation Grammar.
5. Students can understand how General knowledge can be organized for effective recall and higher cognitive process

### Syllabus

#### **Unit: 1 Approaches to Cognitive Psychology (8 Hrs)**

Meaning and Definition, A brief history of Cognitive Psychology, Approaches, Current Techniques in Cognitive Psychology: Brain Lesions, Positron Emission Tomography (PET), Functional Magnetic Resonance Imaging (fMRI), Event related Potential technique, Single Cell recording technique. Artificial Intelligence.

#### **Unit: 2 Perceptual Processes and Attention (10 Hrs)**

A. The Visual system: Theories of Visual object Recognition: Template-matching theory, Feature Analysis theory, The recognition by components theory. Top down processing and Bottom up processing.  
B. Divided attention, Selective attention, Neuroscience research on Attention: the orienting attention network, the executive attention network. Theories of Attention: Bottleneck theory and Capacity theory

#### **Unit: 3 Memory (10 Hrs)**

A. Alan Baddley's Model of working memory: Phonological loop, Visual sketchpad, Central executive, Episodic Buffer. Craik and Lockhart's Levels of Processing approach, Autobiographical Memory, Flashbulb Memories, Eyewitness Testimony.  
B. Semantic Memory: The feature comparison model, Approach Prototype, Exemplar and Networks Models

#### **Unit: 4 Language and Language Comprehension (10 Hrs)**

Background on the structure of Language, Psycholinguistics, factors affecting Comprehension. Basic Reading Process: Comparing Written and Spoken language, Discovering the meaning of unfamiliar words. Reading and working memory

#### **Unit 5: Higher Cognitive Processes (10 Hrs)**

A. Problem Solving- Methods of representing the Problem; Symbols, Matrices, Diagrams, Visual Images. Problem Solving Strategies: Analogy Approaches, Means-Ends Heuristic, Hill-Climbing Heuristic  
B. Creativity- Definitions, Approaches to Creativity, Divergent Production, Investment Theory of Creativity.  
C. Reasoning- Inductive Reasoning and Deductive reasoning, The Confirmation Bias.  
D. Decision Making- Representatives Heuristic, Availability Heuristic, Anchoring and Adjustment Heuristic, Framing Effect and Over confidence.

### Books for References

1. Margaret W. Matlin (2009) Cognition, Seventh Edition, Wiley Publication, US.
2. Mark Ashcraft and Gabriel Radvansky (2006). Cognition Fifth Edition. Prentice Hall. USA
3. Stephen Reed (2005) Cognition Theory and Applications. Seventh edition. Thomson Wadsworth. US

## PG51T202: Psychological Statistics

### Course Outcomes:

1. Students will be able to analyze the research data with appropriate statistical techniques.
2. Developing skills to use quantitative techniques to analyze the data.
3. Grasping concepts related to hypothesis testing and developing related computational skills
4. Learning basic techniques of descriptive and inferential statistics (parametric and non-parametric).
5. Learning to use the SPSS package for data analysis

### Syllabus

#### Unit1: Introduction to statistics: Descriptive and inferential statistics; (10 Hours)

- A. Frequency, distribution proportion, of frequency tables-graphic representation.
- B. Measures of central tendency and normality: The mean, mode and median; when to use various measures of central tendency.
- C. Measures of variability, range quartile deviation, mean deviation, standard deviation and percentile ranges

#### Unit 2: Tests of Significance: (12 Hours)

- A. Testing Hypothesis: Significance of mean, SD; difference between means, SDs
- B. The t Test for two independent samples: Hypothesis test and effect size with independent measures t Statistics, assumptions underlying independent measures of t test
- C. The t Test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t test
- D. Analysis of variance (ANOVA): one-way, two-way and Factorial ANOVA

#### Unit 3: Correlation and Regression: (10 Hours)

- A. Pattern of correlation, correlation coefficient, Significance of correlation, Scatter diagram, Correlation and Causality.
- B. Regression: Predictor and criterion variables, The linear prediction rule, The regression line, The Multiple regression
- C. Factor analysis: Meaning, Factor loading, Factor Extraction. Factor rotation.

#### Unit 4: Nonparametric Statistics: (10 Hours)

- A. Chi-square; test for goodness of fit and test for independence
- B. The Mann-Whitney U test
- C. Wilcoxon's signed-ranks test
- D. Kruskal-Wallis ANOVA on ranks

#### Unit 5: Computer applications: (6 Hours)

Use of MS excel, SPSS, and R. Data analysis in SPSS- Basic concepts and processes.

### References

1. Aron Arthur, Aron Elaine N. And Elliot Coups (2012) Statistics for Psychology. 4<sup>th</sup> Edition. Pearson
2. Garret(1966) Statistics in Psychology and Education. ND: Paragon International Publishers
3. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.

## **PG51T203:Theories of Motivation and Emotion**

### **Course Outcomes:**

- 1.The students will be able to understand and able to deal problems related to motivation and emotion of the citizens in the society.
- 2.Students will be able to understand theories related to motivation and emotion.
- 3.Students will be able to gain skills to assess motivation and emotion.
- 4.Students will gain ability to recognize, express and control emotions.
- 5.Students will gain ability to understand theory of emotional expressions.

### **Syllabus**

#### **Unit: 1 Motivation**

**(8 Hrs)**

Nature; Definition; Origin of instinct concept; Species specific behaviour; Ethological approach: Tinbergen; Lorenz; Darwin's theory; Mendel's theory.

#### **Unit: 2 Drive and Reinforcement Theories**

**(10 Hrs)**

Drive reduction theory: Hull; Spence. Cognitive theories: Heider's balance theory; Festinger's cognitive dissonance theory; Aronson's expectancy interpretation theory; Bem's self-perception theory.

#### **Unit: 3 Achievement Motivation Theories**

**(10 Hrs)**

McClelland's Achievement Motivation theory; Atkinson's Need Achievement theory. Lewin's field theory; Rotter's concept of locus of control. Growth theories: Maslow; Allport.

#### **Unit: 4 Emotion**

**(10 Hrs)**

Nature; definition and classification. Experience of Emotion: James-Lange; Cannon-Bard theories. Cognitive and cognitive-appraisal theories: Schachter and Singer; Arnold; Lazarus; Mandler, Darwin's evolutionary theory of emotion, Theories of Emotional Intelligence.

#### **Unit: 5 Physiology and Emotion**

**(10 Hrs)**

Physiological basis of emotion: Nervous system and Hormones; Physiological response patterns; Activation theory of emotion; Optimal arousal theory. Arousal and performance; Interrelation between motivation and emotion

### **Books for References**

1. Weiner, B. (1972). Theories of Motivation. New York: Rand McNally Publishing Co.
2. Coffey, C.N., & Atkinson, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
3. Robert C. Beck. (2000). Motivation: Theories and Principles (4<sup>th</sup> Ed.). New Delhi: Pearson Education.
4. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
5. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
6. John Jung. (1978). Understanding Human Motivation: A Cognitive Approach. New York: MacMillan Publishing Co., Inc.
7. Strongman, K.T. (1981). The Psychology of Emotion (2<sup>nd</sup> Ed.). Toronto: John Wiley & Sons.
8. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth

## PG51T204: Psychometrics

### Course Outcomes:

1. The pupil will Understand the nature of Psychological tests and measurement.
2. The students will understand and elaborate the properties of Psychological tests
3. The students will explain the steps involved in test construction.
4. The pupil will analyze the threats and challenges in using Psychological tests
5. The students will be able to apply Psychological tests in different setup.

### Syllabus

#### Unit 1: Introduction to Psychometric assessments (10 hours)

- a. Definition and Nature of assessment and testing, Origins of Psychological Testing
- b. Levels of measurement scales,
- c. Types of psychological tests and assessments.
- d. Uses and Limitations of Psychological Tests
- e. Ethics and future of Psychological Testing

#### Unit 2: Properties of Psychological measurement (10 Hours)

- a. Reliability: Meaning, types, and sources of reliability; Generalizability Theory.
- b. Validity: meaning, types, and factors affecting validity.
- c. Standardization and Norms- Meaning, Standardization process
- d. Norms: Meaning, types of Norms- Developmental Norms, Within- Group Norms, Relativity of Norms;
- e. Computer use in interpretation, Domain-Referenced test Interpretation.

#### Unit 3: Test Construction (10 hours)

- a. Overview of the general steps in Test Construction; Theoretical basis of Test Developments- Classical Test Theory(CTT) and Item Response Theory(IRT)
- b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats
- c. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty,
- d. Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve
- e. Establishing Norms of the test. Response set in Test Score.

#### Unit 4 – Threats to Psychometric Quality (08 hours)

- a. Response Biases: Meaning ; Types of Response Biases- Acquiescence Bias, Extreme and Moderate Responding, Social Desirability, Malingering, Careless or Random Responding and Guessing.
- b. Methods for Coping With Response Biases.
- c. Minimizing the Existence of Bias by Managing the Testing Context
- d. Minimizing the Existence of Bias by Managing Test Content
- e. Minimizing the Effects of Bias by Managing Test Content or scoring

#### Unit 5. Application of Tests (10 hours)

- a. Need for testing
- b. Application in clinical and counselling settings:
- c. Application in organizational and military settings
- d. Application in education and career guidance.

### References:

1. Anastasi A & Urbina S. (2005). Psychological testing. (12th ed)
2. Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) Psychological testing and assessment: an introduction to tests and measurements (3rd ed)
3. Cozby. P. C. (1997) Methods in behavioural research (6th ed)
4. Cronbach. L. J. (1990) Essentials of psychological testing (5th ed)
5. Heiman. G. W. (1999) Research Methods in Psychology 2nd ed)
6. Kaplan. R. M. & Saccuzzo. D. P. (2005) Psychological testing: principles, applications, and issues (6th ed).
7. R. Michael Furr and Verne R. Bacharach (2014) **Psychometrics: An Introduction**, Second Edition, Sage Publication

## **PG51T205 (O): FOUNDATIONS OF HUMAN BEHAVIOUR (OEC)**

### **Course Outcomes:**

1. Understand the key theories and concepts underlying human behavior, including those from psychology, sociology, anthropology, and biology, and their interrelationships.
2. Analyze how individual differences, such as personality traits, cognitive abilities, and genetic predispositions, influence human behavior in various contexts.
3. Evaluate the impact of environmental factors, including culture, social norms, socioeconomic status, and historical events, on shaping human behavior and societal structures.
4. Apply theoretical frameworks to explain and predict human behavior in real-world scenarios, such as interpersonal relationships, group dynamics, organizational behavior, and societal changes.
5. Critically assess ethical considerations and implications related to the study and application of theories of human behavior, including issues of diversity, inclusion, power dynamics, and social justice.

### **Syllabus**

#### **Unit: 1 Introduction:**

**(8**

**Hrs)** Psychology: Meaning and Definition; Scope; Methods; Psychology as science; Approaches to study of Psychology.

#### **Unit: 2 Physiology of Behavior**

**(8 Hrs)**

Human evolution; Principles of genetics; Behaviour genetics; Chemistry of behaviour; Hormones; Neurotransmitters;

#### **Unit: 3 Perception and Attention:**

**(10 Hrs)**

A. Perception: Sensory process; Perceptual processes; Principles of perceptual organization; factors affecting perception.

B. Attention: Nature; Types, Determinants, Division of attention, Sustained attention

#### **Unit: 4 Learning and Memory:**

**(10 Hrs)**

Nature; types: Classical conditioning; Operant conditioning, Cognitive learning; Factors affecting learning. Memory: Nature; types: Sensory, Short-term and Long-term memory. Forgetting: Nature; Reasons for forgetting; Techniques for improving memory

#### **Unit: 5 Emotions and Motivation**

**(12 Hrs)**

a. Emotion: Nature; Components of emotions; Physiology of emotions; Theories of emotions; Emotional intelligence.

b. Motivation: Needs; Drives; Incentives; Theories of Motivation: Maslow; McClelland; Atkinson.

### **References**

1. Morgan, C.T, King, R.A, Weisz, R.A. & John Schopler. (2005). Introduction to Psychology. New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Munn, N.L. (1993). Introduction to Psychology. New York: Wiley Eastern Print.
3. Fernald, L.D & Fernald, P.S. (2010). Munn's Introduction to Psychology. Delhi: AITBS Publishers.
4. Hilgard, E.R, Atkinson, R.C. & Atkinson, R.L. (1975). Introduction to Psychology (6<sup>th</sup> Ed.). New Delhi: Oxford & IBH Publishing Co, Pvt. Ltd.
5. Mangal, S.K. (2011). General Psychology. New Delhi: Sterling Publishers Pvt. Limited.
6. Witney Wayne. (1995). Themes and Variations (3<sup>rd</sup> Ed.). New York: ITP International Thomson Publishing Company.
7. Weiner, B. (1972). Theories of Motivation. New York: Rand MaNalley Publishing Co.
8. Coffey, C.N., & Apply, M.H. (1960). Motivation: Theory and Research. New York: Wiley Eastern Print.
9. Robert C. Beck. (2000). Motivation: Theories and Principles (4<sup>th</sup> Ed.). New Delhi: Pearson Education.
10. Robert C. Bolles. (1969). Theory of Motivation. New York: Harper & Row.
11. Atkinson, J.W. (1964). An Introduction to Motivation. New York: D. Van Nostrand Company.
12. Strongman, K.T. (1981). The Psychology of Emotion (2<sup>nd</sup> Ed.). Toronto: John Wiley & Sons.
13. Kalat, J.W., & Shiota, M.N. (2007). Emotion. Brazil: Thomson Wadsworth.

## **PG51P206: EXPERIMENTAL PSYCHOLOGY-II**

### **Course Outcomes:**

1. The student will be able to Understand and Experience Cognitive processes.
2. The students will be able to assess emotions and motivation in the individuals.
3. The student will be able to Understand and Experience Memory processes.
4. The students will be able to assess emotions and motivation in the individuals.

### **Syllabus**

**(Any 8 of the following)**

#### **A: Experiments on Perception**

1. Depth Perception
2. Perceptual Constancy
- 3.** Phi phenomena
- 4.** Time perception

#### **B: Experiments on Memory**

1. N-Back Test for verbal working memory
2. Effect of Interference on Memory (Retroactive / Proactive)
3. Zeigarnick effect
4. Levels of processing

#### **C: Assessment of Emotions and Motivation**

1. Emotional competence scale
2. Emotional intelligence
- 3.** Need for Achievement test
- 4.** Level of aspiration

#### **D: Experiments on Thinking and Problem solving**

1. Concept Formation
2. Tower of Hanoi
3. Effect of mental set on Problem solving
- 4.** Cognitive style – Embedded Figures Test

# **THIRD SEMESTER**



# A. COUNSELLING PSYCHOLOGY SPECIALIZATION

## PG51T301A: Foundations of Counseling and Psychotherapy

### Course Outcomes:

1. Students will demonstrate a deep understanding of the fundamental theories and models that underpin the field of counseling and psychotherapy, including their historical development and key proponents.
2. Upon completion of the course, students will be able to apply ethical principles and professional standards in counseling and psychotherapy practice, including issues related to confidentiality, boundaries, and informed consent.
3. Students will develop effective communication and active listening skills, enabling them to establish rapport, build therapeutic relationships, and engage in empathetic and nonjudgmental interactions with clients.
4. Graduates of the course will demonstrate cultural competence by recognizing and respecting the diversity of clients and integrating culturally sensitive approaches into their counseling and psychotherapy practice.
5. By the end of the course, students will have the ability to conduct client assessments, diagnose common mental health issues, and formulate evidence-based treatment plans tailored to the unique needs and goals of individual clients.

### Syllabus

#### **Unit 1: Personal and Professional Aspects of Counseling:** (10 Hrs)

The Ethical and Legal Aspects of Counseling, Counseling in Multicultural Society.

#### **Unit 2. The Counseling Process:** (10 Hrs)

Building Counseling Relationship, Working and Closing a Counseling Relationship.

#### **Unit 3: Theories and Techniques of Counseling:** (08 Hrs)

Psychoanalytic, Adlerian Therapy, Existential therapy, Person-centred therapy and Gestalt.

#### **Unit 4: Theories and Techniques of Counseling:** (10 Hrs)

Behavior Therapy, Cognitive Behaviour Therapy, Choice/Reality therapy, Family systems therapy.

#### **Unit 5: Neurotherapy:** (10 Hrs)

Neuroscience and Psychotherapy, Neural correlates of Mental disorders, Implications for Psychotherapy. Using Neuroscience in Trauma therapy.

### Books for Study:

1. Samuel Gladding (2018): Counseling a Comprehensive Profession. . 8<sup>th</sup> Edition Pearson Education.
2. Gerald Corey (2017) Theory and Practice of Counseling and Psychotherapy. 10<sup>th</sup> Edition Cengage Publishers.
3. Klaus Grawe (2007) Neuropsychotherapy : How the neuroscience inform effective psychotherapy. Psychology Press.
4. Julie A. Uhernik. (2017) Using Neuroscience in Trauma therapy: Creative and Compassionate Counseling. Routledge Publishers.

### Books for Reference:

1. Diane Gehart (2016) Theory and Treatment Planning in Counseling and Psychotherapy. 2<sup>nd</sup> Edition Cengage Learning Publishers.
2. David Capuzzi and Douglas R. Gross. (2011) Counseling and Psychotherapy theories and Interventions. American Counseling Association.

## PG51T302A: Basic Counseling Skills

### Course Outcomes:

1. Student will be able to develop the micro skills essential for a Counsellor and adapt these skills in counseling.
2. Students will imbibe the Challenging skills to assist the clients to confront their issues
3. Students will be able incorporate Reflecting skills in Counseling sessions
4. Students will learn to utilize Assessments tools in Counseling
5. Students will learn the skill of Goal Setting for their Clients

### Syllabus

#### Unit 1: Psychological Helping:

(08 Hrs)

Challenges in learning the art of Helping. The stages of Helping Process. The Therapeutic Relationship. Challenges for the Helpers.

#### Unit 2: Invitational Skills:

(12 Hrs)

Nonverbal skills, Opening Skills, Listening Skills, Reflecting Skills: Paraphrasing, Common problems in Paraphrasing. Reflecting Skills: Reflecting feelings, Common problems in reflecting feelings.

#### Unit 3: Advanced Reflecting skills:

(12 Hrs)

Reflecting Meaning, Summarizing. Challenging Skills, Confrontation.

#### Unit 4: Assessment and Goal Setting:

(10 Hrs)

Need for Assessment, Goal-setting skills. Evaluation: Evaluating the effectiveness of helping, Basic outcome evaluation methods, Termination and Prevention of relapse following Termination.

#### Unit 5: Skills for helping Someone who is different:

(06 Hrs)

Skills for helping someone who is culturally different, Skills for dealing with Gender issues and skills for helping a child.

#### Books for Study:

1. Learning the Art of Helping: Building Blocks and Techniques. Mark E. Young 2017. 5<sup>th</sup> Edition. Pearson Merrill Counseling Series
2. Counseling Strategies and Interventions for Professional Helpers. Sherry Cormier. 2016. 9<sup>th</sup> edition. Pearson

#### Books for Reference:

1. The World of Counselor: An introduction to the Counseling Profession. Ed Neukrug 2012. Brooks/Cole Cengage Learning.
2. Skilled Helper : A Problem-Management and Opportunity Development Approach to Helping. Gerard Egan and Robert J Geese. 2019. Brooks/Cole Cengage Learning.

## PG51T303A:SPECIAL AREAS OF COUNSELLING

### Course Outcomes:

1. Students will be able to practice counselling confidently to deal with various cases including that of children, adults and women.
2. Preparing the student to deal with psychological problems of children and adolescence
3. Training the students to identify the psychological problems and provide counseling to drug addicts' alcoholics and cases of attempted suicide.
4. Developing the competency to provide counseling for family problems, problems of aged as well as health related issues.
5. Preparing the students to manage effectively the disasters'.

### Syllabus

#### **Unit: 1 Counselling Children and Adolescents :** (10 Hrs)

Emotionally disturbed, learning disabled, slow learners, socially disadvantaged.

#### **Unit: 2 Counselling for drug addicts, alcoholic and cases of attempted suicide: 10 Hrs**

Identification of psychological problems and counselling, Criminals and Juvenile Delinquents

#### **Unit: 3 Marriage and Family Counselling:** (10 Hrs)

Defining marriage and family, Family Life and Family life cycle, Marriage and couples Counseling, Family counselling.

#### **Unit: 4 Counselling for Special Population:** (10 Hrs)

Psychological and vocational evaluation and rehabilitation of physically and mentally challenged; Women and Aged: Identifying problems and Counselling, Speech and Language Problem.

#### **Unit: 5 Counselling for promotion of health and Management of Disaster: (10 Hrs)**

Cancer and HIV/AIDS: Issues, problems and Counseling; Disaster Management: Trauma, Loss, Grief, Post – Traumatic Stress.

### Reference

- Mark S. Kiselica, Matt Englar-Carlson, and Arthur M. Horne (2008 ) Counseling the Troubled Boys. Routledge Taylor & Francis Group.
- Andrew J. Weaver / Laura T. Flannelly / John D. Preston( 2003) Counseling the Survivors of Traumatic Events. A Handbook for Pastors and Other Helping Professionals . Abingdon Press
- Sheri Bauman Linda R. Shaw (2016 ) Group work with People with Disabilities. American Counseling Association.
- Charlene M. Kampfe (2015) Counseling Older People opportunities and challenges. American Counseling Association.
- Gerald A. Juhnke and W. Bryce Hagedorn( 2006) Counseling Addicted Families An Integrated Assessment and Treatment Model. Routledge Taylor & Francis Group
- Edward S. Neukrug(2015) The SAGE Encyclopedia of Theory in Counseling and Psychotherapy. Vol 1.Sage Publishers.
- Edward S. Neukrug(2015) The SAGE Encyclopedia of Theory in Counseling and Psychotherapy. Vol 2. Sage Publishers.
- Matt Englar-Carlson Marcheta P. Evans Thelma Duffey (2015) A Counselor's Guide to Working With Men. American Counseling Association.
- J. William Worden ( 2009) Grief Counseling and Grief Therapy A Handbook for the Mental Health Practitioner Fourth Edition Springer Publishing Company.
- Jon Carlson Shannon B. Dermer (2017) The SAGE Encyclopedia of Marriage, Family, and Couples Counseling. SAGE Publications.
- Kenneth J. Doka (2014) Counseling Individuals With Life-Threatening Illness Second Edition. Springer Publishing Company.
- Lydia V. Flasher, Ph.D. and Paul T. Fogle (2012) Counseling Skills for Speech-Language Pathologists and Audiologists, Second Edition Delmar Cengage.

## PG51I304A: Internship

### Course Overview:

This one-month internship provides students with a comprehensive, hands-on experience in the fields of counselling psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in various psychological settings. Participants will engage in real-world scenarios, supervised practice, and professional development activities that enhance their understanding and proficiency in psychological interventions, assessments.

### Learning Objectives:

By the end of this internship, students will:

1. Apply theoretical concepts from counselling psychology to practical situations.
2. Develop and refine skills in psychological assessment, diagnosis, and intervention.
3. Gain exposure to different therapeutic approaches and techniques in individual and group settings.
4. Understand the ethical and professional standards of practice in various psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client interactions.

### Format for Internship Report

#### ► Introduction (To the field of clinical psychology/mental health services)

- Brief History
- Vision and Mission of the organization
- Various Departments
- Services offered
- Mental health service team
- Major observations about the organization

#### Activities involved & conducted

- The Schedule of posting in various wards
- Activities conducted (Case Work Up, Assessments & Interventions, Sessions for Patients/ Bystanders/ others Conducted)
- Academic Sessions (Specify)
- Activities involved / additional activities undertaken (any activities of hospital that you were a part of during the placement)

#### Personal & Professional Development

- Learning experiences
- How goals were accomplished
- Transference or counter transference experiences
- Case Histories Taken/Assessments/Interventions Conducted (Specific therapy & counseling)
- Discovery of Blind Spots

#### Challenges Faced

- Areas need to worked upon
- Questions still unanswered Appendices
- Case Submission (With assessment protocol)
- Therapy Record submission (with protocol)
- Counseling verbatim report
- Reports of other works undertaken

(Should submitted in a hard/spiral bound format)

**Prerequisites:**

- Completion of foundational courses in psychology.
- Demonstrated interest in counselling psychology.
- Approval from the academic advisor or internship coordinator.

**Enrollment:**

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

**Assessment and Evaluation:**

<b>Supervised Practicum- Internal Assessment (IA)</b>	
<b>Component Marks</b>	<b>Component Marks</b>
<b>Overall performance</b>	<b>10</b>
<b>Completion of the task assigned by the supervisor</b>	<b>05</b>
<b>Daily observational report to the supervisor</b>	<b>05</b>
<b>Attendance</b>	<b>05</b>
<b>Total Marks</b>	<b>25</b>

- **Overall performance:** the external supervisor's evaluation of overall performance of the trainee during the period of internship. This assessments to be done based on the punctuality, self initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during the course of internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee's performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

**Supervised Practicum- Semester Exam (MSc III Clinical/Counselling)**

<b>Component of Report</b>	<b>Break up</b>	<b>Marks</b>	<b>Remarks</b>
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported. Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.	15	Along with the final report
Complete internship report		15	
Presentation & Viva		15	
<b>Total Marks</b>		<b>75</b>	

## PG51T306A: PRACTICALS FOR COUNSELING SPECIALIZATION

### Course Outcomes:

1. Students will develop the skills to administer, interpret and write report based on the different scales.
2. Students will develop the demonstration skills necessary for Counselling

### Syllabus

#### A: Administration(Any 8 of the following)

1. Assessment of Intelligence using WAISAdults
2. Assessment of Intelligence using WISCChildren
3. Assessment of Aptitude using David's Battery of DifferentialAptitude Test
4. Assessment of Aptitude using Multidimensional AptitudeBattery-II
5. Assessment of General Health Using Goldberg's GeneralHealth Questionnaire
6. Assessment of Dydaic Adjustment and MaritalAdjustment
7. Assessment of Interest using Holland's Interestinventory
8. Assessment of Career Maturity usingCrites'
9. Assessment of SelfImage
10. Assessment of Old ageDepression
11. Assessment of Quality of Life of CancerSurvivors
12. Assessment of Addiction: Drinking orSmoking

#### B: Demonstration (Any 04 of the following)

Developing Micro-And Macro-Skills:

*Listening/ Identifying / experiencing / Eliciting/ exercising and responding: employing the following skills: Attending, Observing, Paraphrasing, Reflective feelings, Empathy, Positive assets search, Questioning, Analyzing consequences, Interpreting and Feedback, Summarization, Focusing, Reflective meaning , Self-disclosure, Confrontation.*

1. InvitationalSkills
2. ReflectingSkills
3. ChallengingSkills
4. Goal SettingSkills
5. TerminationSkills

# B. CLINICAL PSYCHOLOGY SPECIALIZATION

## PG51T301B: Clinical Psychology

### Course Outcomes:

1. Students will be able to diagnose the case thoroughly in the background of theories discussed in the paper.
2. Students will learn to use the different methods in the Clinical Setup.
3. Students will learn to apply the DSM and ICDS classifications.
4. Students will get to know to maintain the Professional standards and ethics in the Clinical Setup
5. Students will learn that Psychological disorders have multiple causes and not single factor

### Syllabus

#### Unit: 1 Abnormal Behaviour:

(10 Hrs)

Historical Conceptions – Supernatural tradition; Biological traditions; Psychological traditions – Psychoanalytic model; Behavioural model; Cognitive model; Humanistic, existential model; Modern scientific multidimensional model

#### Unit: 2 Contributors to Psychopathology:

(10 Hrs)

Genes and genetic models; Nervous system and neurotransmitters; Psycho-social Influences on brain; Behaviour and cognitive Factors; Socio-cultural and Interpersonal factors.

#### Unit: 3 Nature and Classifications of Psychopathology

(10 Hrs)

Meaning of normality and abnormality; Criteria of mental health; Mental health and illness; Stress, vulnerability and coping; Need for and types of classification of mental disorders; multi-axial approach: DSM and ICD systems of classification.

#### Unit: 4 Research on Clinical Psychology

(10 Hrs)

Hypotheses; Studying individual cases; Research by correlation; Experimental research; Studying genetics; Cross-sectional designs; Longitudinal designs; Studying behaviour across cultures; Research ethics.

#### Unit: 5 Profession of Clinical Psychology:

(08 Hrs)

Becoming a clinical psychologist; Professional issues; Ethical standards; Clinical psychology as science and profession; Future of clinical psychology.

### Books for reference

1. Bellack, A.S. & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
2. Bernstein, D. A. & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.
3. Choca, J.P. (1986). Manual for Clinical Psychology Trainees. New York: Brunner/Mazel.
4. Hersen, M., Kazdin, A.E. & Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergamon Press.
5. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.
6. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill.
7. Barlow, D.H. & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.

## **PG51T302B: PSYCHOPATHOLOGY AND BEHAVIOUR DYSFUNCTION**

### **Course Outcomes:**

1. By the completion of this course the students will gain knowledge about the nature and types of various adult abnormal behavior.
2. They will also be able to find the causes of abnormal behaviour.

### **Syllabus**

#### **Unit 1: Anxiety Disorders:**

**(08 Hrs)**

Anxiety, fear and panic disorders; Generalized anxiety disorder; Obsessive-Compulsive disorders; Phobic disorders: Specific and Social Phobia.

Dissociative disorders: Nature and Causes. Somatoform disorders: Hypochondriasis; Somatisation and conversion disorders; Pain and body dysmorphic disorders.

#### **Unit 2: Psychotic Disorders:**

**(12 Hrs)**

Clinical features, types and causes of schizophrenia. Unipolar Mood disorders: Dysthymic disorder and Major depression – Clinical features and causes. Bipolar disorders: Clinical features and causes. Clinical features and causes of suicide.

#### **Unit 3: Cognitive Disorders:**

**(10 Hrs)**

Organic mental disorders: Clinical features and causes of Amnesic disorders, delirium, dementia, Parkinson and Alzheimer's disease.

#### **Unit 4: Eating, Sleep and Substance Abuse Disorders:**

**(08 Hrs)**

Eating disorders: Anorexia Nervosa, Bulimia Nervosa – Clinical features and causes; Other forms of eating disorders. Sleep disorders: Clinical features, types and causes.

Substance Abuse Disorders: Clinical features and causes of alcohol and drug abuse.

#### **Unit 5: Sexual and Gender Identity Disorders:**

**(08 Hrs)**

Clinical features, types and causes of sexual disorders; gender identity disorders in adults.

Childhood Sexual Abuse: Pedophilia, Incest and Rape; Stress and adjustment disorders; Effects of stressors on health; post-traumatic stress disorders.

### **Books for reference**

1. Barlow, D.H., & Durand, V.M. (2011). Textbook of Abnormal Psychology. New Delhi: Centage Learning.
2. Sarason, I.G., & Sarason, B.R. (1993). Abnormal Psychology: The Problem of Maladaptive Behaviour. New Jersey: PrenticeHall.
3. Korchin, S.J. (2004). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers.
4. Carson, R.C., Butcher, J.N., Mineka S., & Hooley, J.M. (2007). Abnormal Psychology (13<sup>th</sup> Ed). Noida: Pearson Publishing.
5. Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford: Oxford University Press.
6. Bernstein, D. A., & Nietzel, M.T. (1980). Introduction to Clinical Psychology. New York: McGraw Hill.
7. Walker, C.E. (1991). Clinical Psychology. New York: Plenum Press.
8. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill



## PG51T303B: CHILD PSYCHOPATHOLOGY

### Course Outcomes:

1. The students are in position to understand the nature and find the causes of childhood Psychopathology.
2. Further this enables the students for accurate diagnosis of childhood psychopathology

### Syllabus

#### **Unit 1: Nature and Causes of Neurotic and Psychotic Disorders (10 Hrs)**

Generalized anxiety disorders; Obsessive-compulsive disorders; Childhood phobia; Neurotic-anxiety disorders. Nature and Causes of Childhood Psychosis: Schizophrenia; Mood Disorders; Depression.

#### **Unit 2: Nature and Causes of Speech and Developmental disorders (10 Hrs)**

Speech and language disorders; Stammering, Developmental disorders –Mental Retardation, Autism; Learning disability; Tic and movement disorders.

#### **Unit 3: Nature and Causes of Behaviour Disorders (10 Hrs)**

ADHD; Oppositional defiant disorders; Conduct disorders; Stealing; Juvenile delinquency; Temper-tantrums; Aggressive and emotional disorders; Withdrawal; Personality disorders.

#### **Unit 4: Nature and Causes of Habit Disorders (10 Hrs)**

Eating disorders; Enuresis and Encopresis; Sleep disorders. Manipulative disorders: Rocking; Head-banging; Hair-pulling; Thumb-sucking; Nail-biting; Sexual perversions.

#### **Unit 5: Substance Related Disorders (08 Hrs)**

Nature and causes of smoking; drinking and drug use

### Books for reference

1. Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3<sup>rd</sup> ed. New York: Wiley John B Sons, Inc.
2. Heward W.L. & Orlansky M.D. (1996). Exceptional Children: An Introductory Survey to Special Education (5<sup>th</sup> Ed.). Ohio: PrenticeHall.
3. Mask E & Wolfe D. A. (1998). Abnormal Child Psychology. New York: Addison.
4. Reinhardt H & Schmidt M. H. (1992). Developmental Psychopathology. New York: Hogrefe & Huber publishers.
5. Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. New Delhi: McGraw-Hill.
6. Benjamin B. Lahey & Alan E. Kazdin. (1977). Advances in Clinical Child Psychology. New York: Plenum Publications.
7. Wiener J. M. (1999). Textbook of Child and Adolescent Psychiatry. American Psychiatric Press.
8. Mary Engel. (1970). Psychopathology in Childhood: Social, Diagnostic and Therapeutic Aspects. New York: Harcourt Brace Jovanovich, Inc.
9. Dutta Ray. S. (1980). Psychological Disorders of Young Children. New Delhi: Sterling Publishers.
10. Anthony Davids. (1974). Child Personality and Psychopathology: Current Topics. New York: John Wiley & Sons.
11. Philip Barker. (1971). Basic Child Psychiatry. London: Staples Press.

## **PG51I304B: Internship**

### **Course Overview:**

This one-month internship provides students with a comprehensive, hands-on experience in the fields of clinical psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in various psychological settings. Participants will engage in real-world scenarios, supervised practice, and professional development activities that enhance their understanding and proficiency in psychological interventions, assessments, behavior.

### **Learning Objectives:**

By the end of this internship, students will:

1. Apply theoretical concepts from counselling, clinical, and industrial psychology to practical situations.
2. Develop and refine skills in psychological assessment, diagnosis, and intervention.
3. Gain exposure to different therapeutic approaches and techniques in individual and group settings.
4. Understand the ethical and professional standards of practice in various psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client interactions.

### **Format for Internship Report**

#### **► Introduction (To the field of clinical psychology/mental health services)**

- Brief History
- Vision and Mission of the organization
- Various Departments
- Services offered
- Mental health service team
- Major observations about the organization

#### **Activities involved & conducted**

- The Schedule of posting in various wards
- Activities conducted (Case Work Up, Assessments & Interventions, Sessions for Patients/ Bystanders/ others Conducted)
- Academic Sessions (Specify)
- Activities involved / additional activities undertaken (any activities of hospital that you were a part of during the placement)

#### **Personal & Professional Development**

- Learning experiences
- How goals were accomplished
- Transference or counter transference experiences
- Case Histories Taken/Assessments/Interventions Conducted (Specific therapy & counseling)
- Discovery of Blind Spots

#### **Challenges Faced**

- Areas need to worked upon
- Questions still unanswered Appendices
- Case Submission (With assessment protocol)
- Therapy Record submission (with protocol)
- Counseling verbatim report
- Reports of other works undertaken

**(Should submitted in a hard/spiral bound format)**

**Prerequisites:**

- Completion of foundational courses in psychology.
- Demonstrated interest in clinical psychology.
- Approval from the academic advisor or internship coordinator.

**Enrollment:**

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

**Assessment and Evaluation:**

<b>Supervised Practicum- Internal Assessment (IA)</b>	
<b>Component Marks</b>	<b>Component Marks</b>
<b>Overall performance</b>	<b>10</b>
<b>Completion of the task assigned by the supervisor</b>	<b>05</b>
<b>Daily observational report to the supervisor</b>	<b>05</b>
<b>Attendance</b>	<b>05</b>
<b>Total Marks</b>	<b>25</b>

- **Overall performance:** the external supervisor's evaluation of overall performance of the trainee during the period of internship. This assessments to be done based on the punctuality, self initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during the course of internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee's performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

**Supervised Practicum- Semester Exam (MSc III Clinical/Counselling)**

<b>Component of Report</b>	<b>Break up</b>	<b>Marks</b>	<b>Remarks</b>
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported. Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.	15	Along with the final report
Complete internship report		15	
Presentation & Viva		15	
<b>Total Marks</b>		<b>75</b>	

## **PG51P306B: PRACTICUM FOR CLINICAL PSYCHOLOGY**

**Course Outcomes:** The students will develop skills to make accurate assessment of various mental abilities and personality functioning of the individual

### **Syllabus**

#### **PART A - Administration: (Any 08 of the following)**

1. Case History and Mental Status of Examination
2. PGC Memory Scale
3. Advanced Progressive Matrices
4. Bhatia's Battery of Performance Test
5. Jalota's General Mental Ability Test
6. Assessment of Intelligence using WISC
7. Bell's Adjustment Inventory
8. Medico-psychological Questionnaire
9. Screening Subjects on the GHQ
10. Assessment of memory using Benton's Visual Retention Test
11. Emotional Maturity Scale

#### **PART B - Demonstration: (Any 04 of the following)**

1. Observation
2. Sociometry
3. EMG Biofeedback
4. Screening for Development Psychopathology using DPCL – (Malavika Kapoor)
5. Developmental Screening test (BharatRaj)
6. Behavioural analysis

# C. INDUSTRIAL PSYCHOLOGY SPECIALIZATION

## PG51T301C: INDUSTRIAL PSYCHOLOGY

### Course Outcomes:

1. The students will be able to apply basic psychological principles in 32 Counseling the stakeholders of industries.
2. The students will come to know the application of psychology in Industry.
3. The students will come to know Historical development of Industrial Psychology.
4. The students will come to know the man power planning in industry.
5. The students will come to know the performance appraisal in Industry.

### Syllabus

#### Unit1: Introduction to Industrial Psychology:

(10 Hours)

Historical Development: Social Economic and Psychological foundations of Industrial Psychology; Research methods in I/O Psychology- Laboratory Experiments, Field Experiments, Field study, Sample survey; Ethical problems in research.

#### Unit 2.Human abilities:

(10 Hours)

Personality and Interests: The nature of basic human abilities;Mental abilities; Mechanical ability, Psychomotor abilities, Visual skills, Jobspecific abilities

#### Unit 3. Jobs and their requirement:

(10 Hours)

Terminology; Job determinants; uses of Job information;Job Analysis, Methods of Job Analysis, Structured job analysis questionnaire, JobDimension, Job requirements.

#### Unit 4: Selection and Placement:

(10 Hours)

Basic selection model, Correlation, Regression; Statistical Significance; Characteristics of predictors, determining the utility of a selection instruments. Problems of selection, application blank, Biographical Data, Selection by means of interview and psychological tests; Procedure forplacement.

#### Unit 5: Personnel Training:

(08 Hours)

Training and Learning, Relationship to organizational and individual goals, Stating Training objectives, Deterrents to effective training, Assessing training needs. Methods of training, Evaluation of training program.

### Books for References:

1. Paul Muchinsky (1993) Psychology Applied to work. 4<sup>th</sup> edition. Brooks/cole Publishing co.
2. Milton L. Blum and James C. Naylor: Industrial Psychology
3. Ernest J.M. McCormick, Daniel ilgen : Industrial Psychology
4. Ghosh and Ghorpade: Industrial and Organizational Psychology

## PG51T302C: ORGANIZATIONAL BEHAVIOR

### Course Outcomes:

1. The pupil will understand the nature and dynamics of Organizations.
2. The pupil will be able to apply principles and methods of Psychology to form groups/teams, systems and to solve problems in the organizational setting.

### Syllabus

#### Unit 1: The Foundations of Organizational Behaviour: 10 hours

Introduction to Organizational Behaviour-Historical Background: The Hawthorne Studies- Defining Organizational Behaviour-Theoretical framework. Research Methods in O. B. Today's organizations: Information technology, The role of information Technology Contemporary challenges: The nature of Diversity-Managing Diversity-Ethics and Behaviour in Organizations.

#### Unit 2: Perceptual Processes in Organization: 10 hours

Nature and importance of Perception in Organisation. Perceptual selectivity, Perceptual Organization. Social perception, Impression formation, Impression management.

#### Unit 3: Motivation: 08 hours

The Meaning of Motivation. Types of Motives, Theories- Content Theories of work motivation, Process Theories of work motivation, Contemporary Theories of work motivation

#### Unit 4: Personality and Attitudes: 10 hours

Meaning and Types of personality, Person –situation interaction, Nature and dimensions of attitude; Functions of attitude, Changing Attitudes, Antecedents of work related attitudes.

#### Unit 5: Positive organizational behavior: 10 hours

Self-Efficacy / Confidence; theoretical background, process and impact of self-efficacy, Sources of self-efficacy, Optimism, Hope, Resilience and Psychological capital

### Reference:

- Green berg J and Baron R. (1999). Behaviour in organizations, Pearson Higher Education. New Delhi. 9<sup>th</sup> edn.
- Luthans. F (2008).. Organizational Behaviour, 11<sup>th</sup> ed Irwin Me Graw Hill.
- Robins S. (1996). Organizational behaviour. PHI, New Delhi. 9<sup>th</sup> ed
- Ricky W. Griffin and Gregory Moorhead (2008) Organizational Behaviour, 10<sup>th</sup> ed. South-Western, Cengage Learning.

## PG51T303C: Human Resource Management

### Course Outcomes:

1. Demonstrate a solid understanding of the fundamental concepts, theories, and principles of human resource management, including its historical development and evolution.
2. Develop the skills necessary to effectively recruit, select, and hire employees, including the ability to create job descriptions, conduct interviews, and evaluate candidates.
3. Analyze and apply strategies for employee development and training, including assessing training needs, designing training programs, and evaluating their effectiveness in improving employee performance.
4. Explore various approaches to managing employee relations, including conflict resolution, employee engagement, and communication strategies to maintain a positive work environment.
5. Understand and apply relevant employment laws, regulations, and ethical principles in HRM practices, including topics such as equal employment opportunity, diversity and inclusion, and workplace safety.

### Syllabus

#### Unit I: Introduction to HRM & HRD

(10 Hrs)

Defining HRM & HRD. Evolution of HRD. Relationship between HRM & HRD. Roles and Competencies of HRD professionals. Strategic HRD – its objectives and process. Current trends- Technology & HR, HR data analysis- Digital HR, International HRM. Challenges and ethics in HRD. **Functions of HR:** Human Resource Planning; Job Analysis and Design; Recruitment; Interviewing; Orientation; – its definitions- objectives, process, and techniques.

#### Unit II: Performance appraisal, Job Evaluation and Employee coaching

(10 Hrs)

360-degree performance appraisal - its method, advantages and limitations. Errors in appraisals. Job evaluation – definition, objective and process. Employee coaching – definition, types of employee coaching, employee coaching process. Relation between employee coaching, mentoring and counselling.

#### Unit III: Career planning and Development

(10 Hrs)

Defining career planning and career development- objectives of career planning and career development. Career planning process. Talent Management Definition, Process, Talent profiling. Role of HRD function in career planning and development of employees.

#### Unit IV: Quality management, Knowledge management

(10 Hrs)

Total quality management – definition, objective, process, advantages. Kaizen method of quality management – its process and benefits. 6 Sigma and Black belt – its process and advantages. Knowledge management and knowledge worker – definition, dimensions of knowledge, knowledge management process, difference between explicit and tacit knowledge.

#### Unit V: Enhancing Employee-Management relationship:

(08 Hrs)

Employee rights and Privacy- Employee rights vs employer responsibilities, Privacy rights, Disciplinary policies and procedures.

#### References:

1. Ashwathappa. (2005). Human Resource and Personnel Management. New Delhi: Tata McGraw Hill Publishers.
2. Bolander George and Scott Snell (2005) Managing Human Resources, 13<sup>th</sup> edn. Thompson-South- western
3. Charantimath, P. M. (2006). Total Quality management. New Delhi: Pearson Education.
4. Deb. J. (2012). Human Resource Development – Theory and Practice. New Delhi: Ane Books P Ltd.
5. Dorai, P. (2010). Human Resource Management. New Delhi: Pearson Education.
6. Gary Dessler. (1999). Human Resource Management. New Delhi: Prentice Hall of India.
7. Rao , T.V. (2010). Performance management and appraisal systems – HR tools for global competitiveness. New Delhi: Response Books.
8. Werner, J.M. and Desimone, R. L. (2006). Human Resource Development. New Delhi: Cengage Learning.
9. Wilson, J.P. (ed). (2005). Human Resource Development – Learning and Training for individuals and organizations. London: Kogan page.

## **PG51I304C: Internship**

### **Course Overview:**

This one-month internship provides students with a comprehensive, hands-on experience in the fields of industrial psychology. The program is designed to bridge the gap between theoretical knowledge and practical application, equipping students with the skills necessary to excel in various psychological settings. Participants will engage in real-world scenarios, supervised practice, and professional development activities that enhance their understanding and proficiency in organizational behavior.

### **Learning Objectives:**

By the end of this internship, students will:

1. Apply theoretical concepts from counselling, clinical, and industrial psychology to practical situations.
2. Develop and refine skills in psychological assessment, diagnosis, and intervention.
3. Gain exposure to different therapeutic approaches and techniques in individual and group settings.
4. Understand the ethical and professional standards of practice in various psychological contexts.
5. Enhance communication, empathy, and problem-solving skills through direct client and organizational interactions.

### **Format for Internship Report**

#### **► Introduction (To the field of clinical psychology/mental health services)**

- Brief History
- Vision and Mission of the organization
- Various Departments
- Services offered
- Mental health service team
- Major observations about the organization

#### **Activities involved & conducted**

- The Schedule of posting in various wards
- Activities conducted (Case Work Up, Assessments & Interventions, Sessions for Patients/ Bystanders/ others Conducted)
- Academic Sessions (Specify)
- Activities involved / additional activities undertaken (any activities of hospital that you were a part of during the placement)

#### **Personal & Professional Development**

- Learning experiences
- How goals were accomplished
- Transference or counter transference experiences
- Case Histories Taken/Assessments/Interventions Conducted (Specific therapy & counseling)
- Discovery of Blind Spots

#### **Challenges Faced**

- Areas need to worked upon
- Questions still unanswered Appendices
- Case Submission (With assessment protocol)
- Therapy Record submission (with protocol)
- Counseling verbatim report
- Reports of other works undertaken

**(Should submitted in a hard/spiral bound format)**



**Prerequisites:**

- Completion of foundational courses in psychology.
- Demonstrated interest in industrial psychology.
- Approval from the academic advisor or internship coordinator.

**Enrollment:**

Limited spots are available to ensure personalized attention and effective supervision. Interested students must submit a resume, cover letter, and a statement of purpose outlining their career goals and how this internship aligns with their aspirations.

**Assessment and Evaluation:**

<b>Supervised Practicum- Internal Assessment (IA)</b>	
<b>Component Marks</b>	<b>Component Marks</b>
<b>Overall performance</b>	<b>10</b>
<b>Completion of the task assigned by the supervisor</b>	<b>05</b>
<b>Daily observational report to the supervisor</b>	<b>05</b>
<b>Attendance</b>	<b>05</b>
<b>Total Marks</b>	<b>25</b>

- **Overall performance:** the external supervisor's evaluation of overall performance of the trainee during the period of internship. This assessments to be done based on the punctuality, self initiated learning and performance during the internship period.
- **Completion of task assigned by the supervisor:** during the course of internship trainees will be assigned certain tasks such as reading, writing reports, involving in community activity and camps, assessment, seminar/presentations, dealing with patients and caregivers etc. External supervisor evaluates the trainee's performance in such activities.
- **Daily observational report to the supervisor:** all the trainees are supposed to maintain a daily observational report throughout the internship period and submit to the external supervisor. This will be evaluated later by the examiners based on the learning inputs reported.

**Supervised Practicum- Semester Exam (MSc III Clinical/Counselling)**

<b>Component of Report</b>	<b>Break up</b>	<b>Marks</b>	<b>Remarks</b>
Case Submission	3 cases (Case history, MSE, diagnosis, assessments and proposed management plan)	15	Along with the final report
Assessments protocol submission	2 cases- detailed work up of intake, assessments done and findings	15	Along with the final report
Other assignments assigned/ undertaken	Additional work assigned by supervisor/ personally undertaken during the course has to be reported. Components may be assignments submitted/ classes taken/ presentations/ community programs/ writing article etc.	15	Along with the final report
Complete internship report		15	
Presentation & Viva		15	
<b>Total Marks</b>		<b>75</b>	

## **PG51P306C: Practicum for Industrial Psychology**

**Course Outcomes:** The students will be able to assess aptitude and abilities and use it in their field.

### **Syllabus**

#### **A: Administration (Any 08 of the following)**

1. Assessment of intelligence using the Raven's Standard Progressive Matrices
2. Assessment of intelligence using WAIS
3. Assessment of Performance Quotient using Bhatia's Battery of Performance test
4. Assessment of verbal intelligence using the General mental Ability Test
5. Assessment of aptitude using David's Battery of Differential Aptitude (DBDA)
6. Assessment of aptitude using Multidimensional Aptitude Battery-II (MAB-II)
7. Assessment of interest using Comprehensive Interest Schedule
8. Assessment of interest using Thurstone's interest Schedule
9. Assessment of interest using Holland's career maturity scale
10. Assessment of Health status using GHQ
11. Assessment of values
12. Assessment of Stress using Hassel scale

#### **B: Demonstration (Any 04 of the following)**

1. Finger and Tweezer dexterity
2. Minnesota rate of Manipulation Test
3. Two-hand Coordination test
4. Steadiness tester
5. Test of Creativity

# Open Elective Course

## PG51T305 (O): DEVELOPING EFFECTIVE SELF (OEC)

### Course Outcomes:

1. The students will be able to develop self-awareness.
2. The students will be able to manage their intrapersonal issues and interpersonal relationseffectively.
3. Students will learn the technique to overcome their Worry Habit
4. Students will be able to handle their Self Esteem Issues
5. Students will recognize their Strength and utilize at workplace
6. Students will learn the skills to set goals and work towards it

### Syllabus

- Unit: 1 Self Awareness:** (10 Hrs)  
Johari Window, Self-Awareness through feedback of others. Worry, Basic Techniques in AnalyzingWorry, how to break the Worry Habit Interpersonal effectiveness. Increasing Communication Skills: What is Communication, sending messages effectively, Theory on listening and responding
- Unit: 2 Identifying the Core Competency:** (10 Hrs)  
Strength spotting Tips: Realizing the Best in You. Maximize unrealized strengths for GrowthandDevelopment; Weakness: Techniques for minimizing weakness.
- Unit: 3 SelfEsteem:** (10 Hrs)  
Definition, Influences on Self-Esteem, Seeing Yourself through Clear Glasses, Self-esteem for life.Emotions: Importance of Emotions in Life, Expressing your feelings verbally. Managing your FeelingsEffectively
- Unit: 4 Resolving Interpersonal Conflicts:** (10 Hrs)  
Strategies for managing Conflicts. Conflict strategies: what you are like? Turtle, shark, Teddy Bear,Fox, Owl. Dimensions of Conflict Situations. Defining Conflicts Constructively. Confrontation and Negotiation
- Unit: 5 Management ofChange** (08 Hrs)  
Ten essential Cornerstones for Success in a Changing World, Basic truths about Academic Success,Creating Success through Positive Change. Eliminating Roadblocks to Success, Goal Setting

### References

1. David W Johnson (1981) Reaching Out: Interpersonal effectiveness andSelf-Actualization. Second edition. Prentice Hall Inc NewJersery.
2. Robert M. Sherfield (2004) The Everything Self-Esteem Book: Boost your confidence,achieve inner strength and learn to love yourself. Adam Media. AvonUSA.
3. Alex Linley, Janet Willars & Robert Biswas-Diener (2010) The Strengths Book: BeConfident, be successful and enjoy better relationships by releasing the Best in You. CAPP Press. CoventryUK.
4. Robert M. Sherfield, Rhonda J. Montgomery and Patricia G. Moody (2008). Cornerstone: Discovering Your Potential, Learning Actively and Living Well. Fifth edition. Pearson-Prentice Hall. New JerseyUSA.
5. Dale Carnegie (2009) How to stop Worrying and Start Living. Mini books Publishers. Meerut India.

# **FOURTH SEMESTER**

## **A. Counselling Specialization**

### **PG51T401A Individual Counselling Techniques**

#### **Course Outcomes:**

1. The student will learn how to use the techniques in Adlerian and Psychodynamic approaches effectively.
2. The student will learn how to use the techniques in Gestalt and Psychodrama approaches effectively.
3. The student will learn how to use the techniques in Humanistic and Phenomenological approaches effectively.
4. The student will learn how to effectively use the techniques in Cognitive-Behavioural approaches.
5. The student will learn how to effectively use the techniques in Behavioural approaches.

#### **Syllabus**

**Unit 1: Techniques based on Adlerian and Psychodynamic Approach (10 Hours)**

I-Messages, Spitting in the Soup, Paradoxical Intention

**Unit 2: Techniques based on Gestalt and Psychodrama Approach: (10 Hours)**

Empty chair, Body Movement and Exaggeration, Role Reversal

**Unit 3: Techniques based on Humanistic and Phenomenological Approach: (10 Hours)**

Self-disclosure, Confrontation, Motivational Interviewing

**Unit 4: Techniques based on Cognitive-Behavioural Approach: (10 Hours)**

Self-talk, Thought stopping, Cognitive Restructuring, REBT.

**Unit 5: Techniques based on Behavioural Approach: (08 Hours)**

Premack Principle, Token Economy, Behaviour Chart

#### **References:**

1. Rosemary A. Thompson (2003) Counseling Techniques. Taylor & Francis Group, LLC
2. Pearl S. Berman and Susan Shopland(2005) Interviewing and Diagnostic Exercises for Clinical and Counseling Skills Building. Lawrence erlbaum associates.
3. Howard G. Rosenthal (2010) [Favorite Counseling and Therapy Techniques](#) Routledge.

## PG51T402A Group Counseling

### Course Outcome:

1. The student will be able to develop basic ideas of Group work and it's effectiveness
2. The student will understand the Techniques in Psychoanalytical, Adlerian and Psychodrama
3. The student will develop an insight in Existential, Person Centred, Gestalt
4. The student will develop an insight in Cognitive behavioural, REBT, Reality therapy and Solution focused Brief therapy.
5. The Student will learn the process of Integration and Applications of Group Counseling.

### Syllabus

#### **Unit 1: Basic Elements of Group Work: (10 Hours)**

Introduction, Group leadership, Ethical and Professional issues in Group Practice, Early stages in Development of Group and Later stages in Development of Group.

#### **Unit 2: Theoretical Approaches to Group Counseling: (10 Hours)**

Psychoanalytical, Adlerian and Psychodrama.

#### **Unit 3: Theoretical Approaches to Group Counseling 2: (08 Hours)**

Existential, Person Centred and Gestalt.

#### **Unit 4: Theoretical Approaches to Group Counseling 3: (10 Hours)**

Cognitive behavioural, REBT, Reality therapy and Solution focused Brief therapy.

#### **Unit 5: Integration and Application: (10 Hours)**

Comparisons, Contrast and Integration, Evolution of a Group: an integrative Perspective.

### References:

1. Gerald Corey(2012). Theory & Practice of Group Counseling. 8<sup>th</sup> Edition. Brooks/Cole, Cengage Learning.
2. Ed e. Jacobs, Robert l. Masson, Riley l. Harvill, Christine j. Schimmel (2012) Group Counseling Strategies and Skills. 7<sup>th</sup> Edition. Brooks/Cole, Cengage Learning.

## PG51T403A Assessment in Counselling

### Course Outcomes:

1. The student will understand the need and Principles of Assessment in Counseling context.
2. The student will understand the different tests to be used in Academic assessment.
3. The student will understand the different tests to be used in Personal assessment.
4. The student will learn the Applications and Ethical issues in Assessment
5. The student will understand the issues related to diverse Population and use of Technological Applications in Assessment.

### Syllabus

#### **Unit 1: Principles of Assessment: (10 Hours)**

Assessment in Counseling, Basic Assessment Principles, Reliability, Validity and Item Analysis, Instrument Selection, Administration, Scoring, and Communicating Results.

#### **Unit 2: Overview of Assessment Areas: (10 Hours)**

Initial Assessment in Counseling, Intelligence and General Ability Testing, Assessing Achievement and Aptitude,

#### **Unit 3: Overview of Assessment Areas 2: (08 Hours)**

Applications for Assessment in Career Counseling, Appraisal of Personality, Assessment in Marriage and Family Counseling

#### **Unit 4: Applications and Issues: (10 Hours)**

Assessment and Diagnosis, Using Assessment in Counseling, Ethical and Legal Issues in Assessment,

#### **Unit 5 Application and Issues 2: (10 Hours)**

Issues Related to Assessment with Diverse Populations, Technological Applications and Future Trends.

### References:

1. Susan C. Whiston (2009) Principles and Applications of Assessment in Counseling. 3<sup>rd</sup> Edition. Brooks/Cole, Cengage Learning
2. Danica G. Hays (2013) Assessment in Counseling. 5<sup>th</sup> Edition. American Counseling Association

## **PG51T405A Practical for Counselling Specialization-1**

### **Course Outcome:**

1. Students will develop the skills to administer, interpret and write report based on the Different Scales.
2. Students will develop the skills necessary for Counselling

### **Syllabus**

(Any 8 of the Following)

#### **A: Administration**

1. Assessment of General Well being
2. Assessment of Spirituality
3. Assessment of Health
4. Assessment of Personal Stress Source
5. Assessment of Behavioural Checklist for Screening Learning Disabled
6. Assessment of Empathy
7. Assessment of Reasoning Ability
8. Assessment of Student Stress
9. Assessment of Problem-Behaviour
10. Assessment of General Mental Ability
11. Assessment of Interest Questionnaire
12. Assessment of Adult Self-Report Inventory



## **PG51T406A Practical for Counselling Specialization 2**

### **Course Outcome:**

1. Students will develop the skills to administer, interpret and write report based on the Different Scales.
2. Students will develop the skills necessary for Counselling

### **Syllabus**

(Any 8 of the Following)

#### **B: Administration**

1. Developing the essential skills for the therapy
2. I-Messages
3. Role-Reversal
4. Confrontation
5. Thought stopping
6. Premack Principle
7. Self-disclosure
8. Self-talk
9. Benson Mental Relaxation therapy
10. Cognitive Restructuring
11. Token Economy
12. Behaviour Chart
13. Jocabson Progressive Relaxation therapy

## **B. Clinical Psychology**

### **PG51T401B: CLINICAL ASSESSMENT**

#### **Course Outcomes:**

1. Students will develop the Mastery over the conducting tests and interpreting the test results related to various mental disorders.
2. Students will learn the skills to take up Cases and write Case studie
3. Students will know about the different assessment which can be utilized in Clinical setup
4. Students will know how to use Projective techniques at clinical set up
5. Students will learn how to interpret the clinical data and write Psychological Report

#### **Syllabus**

#### **Unit: 1 Diagnosing Psychological Disorders: (10 Hours)**

Classification issues; Diagnosis before 1980; DSM and ICD classification; Multiaxial approach of DSM IV classification; Criticisms of DSM IV

#### **Unit: 2 Assessing Psychological Disorders: (10 Hours)**

Importance; Clinical interview and mental status examination; Stages in the Assessment Interview: Communication and language; Non-verbal communication; Clinical observation.

#### **Unit: 3 Other Assessments: (10 Hours)**

Physical examination; Neurological examination, Behavioural assessment; Neuropsychological testing; Neuro-imaging; Psycho-physiological assessment; Cognitive assessment; Relational and body assessment

#### **Unit: 4 Psychological Testing: (10 Hours)**

Projective Testing – Meaning, Nature, and Principles; Tests: Rorschach ink blot, Thematic Apperception Test (TAT); Sentence completion and other projective tests. Personality Inventories – MMPI. Screening – General health questionnaire; General Intellectual functioning – WAIS

#### **Unit: 5 Clinical Interpretation: (08 Hours)**

Process; Sources of error in interpretation; Computer application in interpretation; Psychological report writing

#### **References:**

1. Gilbert, I. (1980). *Interpreting Psychological Test Data*. Vol I & Vol II. New York: Van Vorstrand Cp.
2. Goldstein, G., & Hersen, M. (1984). *Handbook of Psychological Assessment*. New York: Pergammon Press.
3. Hunt, S.W., Clarkin, J.F., & Reznikof, M. (1983). *Psychological Assessment, Diagnosis and Treatment Planning* (1<sup>st</sup> Ed.). New York: Brunner Maze.
4. Sattler, J.M. (1986). *Assessment of Children*. New York: Plenum Press.
5. Barlow, D.H. & Durand, V.M. (2011). *Textbook of Abnormal Psychology*. New Delhi: Centage Learning.
6. Sarason, I.G., & Sarason, B.R. (1993). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. New Jersey: Prentice Hall.
7. Korchin, S.J. (2004). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers.
8. Carson, R.C., Butcher, J.N. Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13<sup>th</sup> Ed). Noida: Pearson Publishing.
9. Bellack, A.S., & Hersen, M. (1980). *Introduction to Clinical Psychology*. Oxford: Oxford University Press.
10. Choca, J.P. (1986). *Manual for Clinical Psychology Trainees*. New York: Brunner Mazel.

## PG51T402B: CLINICAL INTERVENTION

### Course Outcomes:

1. The students will be able to adopt different intervention strategy for various psychological disorders.
2. They will also be able to gain knowledge and skills related medicinal treatment and psychotherapy according to the requirements of the clients
3. To understand the behavior and somatic therapy.
4. Students will able to demonstrate the humanistic therapies.
5. To understand the community based intervention.

### Syllabus

#### Unit: 1 Intervention: Introduction;

(10 Hours)

Definition; Goals of intervention. Professional Issues: Training, Ethical issues; Personal characteristics of therapists. Psychotherapy in India; Development and current issues

#### Unit: 2 Somatic Therapy:

(10 Hours)

A. Evidence-based treatments; Pharmacological Treatments: Antipsychotic drugs; Antidepressant drugs; Antianxiety drugs; Lithium and other drugs; Electroconvulsive therapy; Neurosurgery. B. Psychodynamic Therapies: Freudian psychoanalysis; Neo-Freudian approach. Ego analytical therapies; Combined treatments

#### Unit: 3 Behaviour Therapy:

(10 Hours)

A. Exposure; Aversion; Therapies based on classical; operant and modelling theories, Behaviour modification techniques. B. Cognitive and cognitive-behavioural therapy: Therapy based on Ellis, Beck and Meichenbaum. Rational-emotive behaviour therapy

#### Unit: 4 Humanistic-Existential Therapies:

(08 Hours)

A. Rogerian client-centred therapy; Gestalt therapy and process-experiential therapy. B. Group approaches: Marital and family therapy; types and need

#### Unit: 5 Community Based Intervention:

(10 Hours)

Difference between therapeutic and community health models; Concepts of prevention; Crisis intervention and rehabilitation. Special Issues: Intervention in mental retardation; learning disability, autism and school problems of children

### References:

1. Aveline, M & Shapiro, D. A. (1995) Eds. Research for Psychotherapy Practice. New York: John Wiley & Sons.
2. Bellack, A.S; Hersen, M & Kazdin, A.E. (1983). International Handbook of Behavioural Modification and Therapy. New York: Plenum Press.
3. Bergin, A.E & Garfield, S.L. (1994) Eds. Handbook of Psychotherapy and Behavioural Change (4<sup>th</sup> Ed.). New York: John Wiley & Sons.
4. Jones, C.C. (1993). Family Systems Therapy. New York: John Wiley & Sons.
5. Norcross, J.C. (1980). Handbook of Psychotherapy Integration. New York: Basic Books.
6. Spielberger, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications.
7. Steven J. Lynn & John P.G. (1985). Contemporary Psychotherapeutic Models and Methods. Ohio: Charles E. Merritt.
8. Wolberg, L.R. (1989). The Technique of Psychotherapy (Vol I & II). London: Warburg & Heinemann.

## **PG51T403B: CHILD COUNSELING AND THERAPIES**

### **Course Outcome:**

1. The students will develop skills for intervention techniques to intervene with children facing psychological problems
2. Students will learn the skills and strategies to carry out Individual Counseling session
3. Students will learn the skills, and strategies to execute a Group Counseling Session
4. Students will learn the utilization of the various Counseling techniques on children.
5. Students will learn to incorporate the Ethical Values at workplace

### **Syllabus**

#### **Unit: 1 Therapies for Childhood Psychoses: (10 Hours)**

Educational approaches; Milieu therapy; Psychoanalytic approaches; Intensive psychotherapy; Organic therapies; Family and group therapy; Conjoint family therapy; Psychodynamic therapy; Behaviour and humanistic therapies; Cognitive-behaviour therapy

#### **Unit: 2 Therapies for Psychoneurotic Disorders: (10 Hours)**

Positive reinforcement; Shaping; Contingency contracting; Token economies; Systematic desensitization; Aversion therapy; Training through observation; Implosive therapy; Relaxation and emotive therapy; Modelling and imitation; Cognitive-behavioural approaches

#### **Unit: 3 Therapies for Developmental Disorders: (10 Hours)**

Ability training; Skill training; Self-management skills; Normalization and Developmental programmes; Public school programs; Mainstreaming; Behaviour modification. Speech therapy; REBT in group settings at schools

#### **Unit: 4 Therapies for Behaviour Disorders: (10 Hours)**

Drug therapy; Imitation; Feedback; Non-directive Play therapy; Self-regulation training; Anger management; Cognitive-behaviour therapy; Psycho-educational approaches.  
Therapies for Delinquency and Conduct disorders: Institutionalization;  
Psychotherapy; Therapeutic Milieux; Behaviour modification; Cognitive-behavioural approaches; Prevention

#### **Unit: 5 Therapies for Substance Abuse Disorders: (08 Hours)**

Aversive conditioning; Drug treatments; Detoxification program; Cognitive-behavioural/Art therapy; Prevention. Relational-cultural therapy with cognitive-behavioural approaches for eating disorder

### **Reference:**

1. Freedheim, D.K. (1999). The Child Clinical Documentation Source Book: A Comprehensive Collection of Forms and Records for Mental Health Practices with Children. London: Cambridge University Press.
2. Dulark. (1993). School Based Prevention Program for Children and Adolescents. New Delhi: Sage Publication.
3. Hoghough, M. (1997). Assessing Child and Adolescent Disorders: A Practice Manual. New Delhi: SAGE Publications.
4. Howlin, P. (1998). Behavioural Approaches to the Treatment of Children. New Delhi: SAGE Publications.
5. Jones, C.C. (1993). Family Systems Therapy. New Delhi: John Wiley.
6. Lane, D & Miller, A. (1992). Child and Adolescent Therapy: A Hand Book. Milton Keynes Open Uni. Press.
7. Norcross, J.C. (1980). Handbook of Psychotherapy Integration (Ed.). New York: Basic Books.
8. Spiegler, M.D. (1997). Contemporary Behaviour Therapy. New Delhi: SAGE Publications.
9. R.W.Christner; J.L. Stewart & Arthur Freeman. (2007). Cognitive-Behaviour Group Therapy with Children and Adolescents. New York: Routledge.
10. Thomas M. Achenbach. (1982). Developmental Psychopathology (2<sup>nd</sup> Ed.). New York: John Wiley and Sons, Inc.

11. Kathryn Geldard & David Geldard. (2008). *Counselling Children: A Practical Introduction* (3<sup>rd</sup> Ed.). New Delhi: SAGE Publications.
12. J. C. Marfatia. (1971). *Psychiatric Problems of Children*. Bombay: Popular Prakshan.
- 13.** Heward W.L. & Orlansky M.D. (1996). *Exceptional Children: An Introductory Survey to Special Education* (5<sup>th</sup> Ed.). Ohio: Prentice Hall.
- 14.** Hersen Van Hessel. (1987). *Behaviour Therapy with Children and Adolescents: A Clinical Approach*. New York: John Wiley & Sons.

## **PG51P405B: PRACTICAL – I FOR CLINICAL PSYCHOLOGY**

### **Course Outcome:**

**The students will develop skills to make accurate assessment of various mental disorders and behaviour dysfunctions of the individuals.**

### **SYLLABUS**

**(Minimum 08 Practicals have to be conducted)**

1. Type – A Personality Test
2. Cattell's Neuroticism Scale
3. Beck's Depression Inventory
4. Beck's Anxiety Inventory
5. Eysenck Personality Questionnaire
6. Self Analysis Form
7. Singh' Stress Scale
8. Suicide Ideation Scale
9. Sinha's Comprehensive Anxiety Scale
10. Thematic Apperception Test (TAT)
11. Minnesota Multiphasic Personality Inventory (MMPI)

## **PG51P406B: PRACTICAL – II FOR CLINICAL PSYCHOLOGY**

### **Course Outcome:**

**The students will develop skills to make accurate assessment of various mental disorders and behaviour dysfunctions in children.**

### **SYLLABUS**

(Minimum 08 Practicals have to be conducted)

1. Developmental Screening Test
2. Screening for School Readiness
3. Screening for Learning Disability
4. Screening for Intellectual Deficiency using NIMH Protocol
5. Assessment of Intelligence using Seguin Form Board
6. Screening for Developmental Psychopathology using DPCL(Malavika Kapoor)
7. Draw a Man Test
8. Children Apperception Test (CAT)
9. Pre-adolescent Adjustment Inventory
10. Case History and Mental Status of Examination
11. Behaviour Problem Checklist

## **C. Industrial Psychology Specialization**

### **PG51401C: Consumer Psychology**

#### **Course Outcomes:**

1. By the end of the course, students should be able to demonstrate a comprehensive understanding of key consumer behavior theories, including but not limited to cognitive dissonance, social influence, perception, and decision-making processes.
2. Students should be able to apply psychological principles to real-world marketing scenarios. They should be able to analyze and critique marketing campaigns, advertisements, and product designs from a consumer psychology perspective, identifying the strategies employed and their impact on consumer behavior.
3. Upon completion of the course, students should be proficient in assessing consumer motivations and needs. They should be able to conduct consumer research, surveys, and interviews to gather data on consumer preferences, desires, and pain points.
4. Students should be equipped to evaluate and discuss ethical considerations related to consumer psychology, such as the use of persuasive techniques, privacy concerns, and the responsibility of marketers in shaping consumer behavior.
5. By the end of the course, students should be able to develop effective marketing strategies that align with consumer psychology principles. They should be capable of designing marketing campaigns and product/service innovations that resonate with target audiences and drive desired consumer behaviors.

#### **Syllabus**

##### **Unit-I: introduction - Consumer Behavior:**

**(10 Hrs)**

Five visions of the consumer, Consumer as Problem Solver , Consumer as Economic Creature, Consumer as Computer, Consumer as Shopper, Consumer as Reveler.

What Is Consumer Behavior? Needs And Wants; Exchange, Resources, And Value —Three Essentials of Consumer Behavior— meeting consumers' latent needs; marketing is all about satisfying a consumer need .

##### **Unit2: Consumer Motivation, Emotion, and Involvement:**

**(10 Hrs)**

Consumer Motivation- The Fundamental Inner Force; Innate versus Learned Needs unconscious consumption motives; Consumer Emotions - Lust, Love, And Longing, Measuring Emotions; Consumer Moods ; Consumer Involvement

##### **Unit 3: Consumer Values, Personality, and Attitudes:**

**(10 Hrs)**

Personal Values - linking product attributes to consumer values, Means-End Chains; Consumer Personality- Freudian Theory - Defense Mechanisms Trait Theory; The influence of personality on consumer behavior; Psychographics. The Model Of Attitude; Hierarchies In Attitude

##### **Unit 4: Consumers' Culture and Reference Group:**

**(10 Hrs)**

Elements Of Culture, Cultural Values, Cultural Practices: Rituals, Customs, And Myths; Reference Group - Three forms of referent influence Susceptibility To Interpersonal Influence, Social Comparison Theory, and Social Loafing.

##### **Unit 5: Consumer Decision Making:**

**(08 Hrs)**

The Consumer Decision Process; Decision Models, Involvement—The Pervasive Arbiter of Choice Processes, Paradox of Choice, Four Types of Deciders; Consumer Post-Choice Experience- The psychology of consumer satisfaction.

#### **Reference:**

1. Jill Avery, Robert V. Kozinets, Banwari Mittal, Priya Raghubir, and Arch G. Woodside (2021)
2. Consumer Behaviour Consumer Psychology 5th Edition, OpenMentis.COM
3. Michael R. Solomon (2004). *Consumer Psychology*, Encyclopedia of Applied Psychology, volume 1



## PG 51T402C Interpersonal and Group Processes in Organization

### Course Outcome:

1. The pupil will understand the nature and dynamics of Organizations
2. The pupil will be able to apply principles and methods of Psychology to form groups/teams, systems and to solve problems in the organizational setting.

### Unit 1:

(10 hours)

**Group Dynamics:** The Nature and types of Groups-The Dynamics of Informal Groups-The Dynamics of Formal Work Groups-Teams in Modern Workplace.

### Unit 2: Communication in Organizations:

10 hours

**Communication:** Nature and Types of communication – Written , oral, nonverbal communication; Interactive communication in Organization. communication technology.

**Unit 3: Decision Making in Organization:** Nature of Decision Making, Behavioural Decision Making techniques, group Decision Making techniques and Creativity.

### Unit 4: Leadership and Power:

08 hours

**Leadership:** What is Leadership? - The historically important studies in Leadership-Traditional theories of Leadership-Modern theoretical process of leadership. Leadership styles, activities and skills.

**Power and politics:** The Meaning of Power – Political implications of Power.

### Unit 5. Stress, Conflicts and Negotiation:

10 Hours

Stress; Work stress, Nature and Causes. Stress Management

Interactive conflict, Intra Individual Conflict, interpersonal Conflict-Inter group Behaviour and Conflict- organizational conflict, Negotiation Types and skills

### Books for Reference:

Greenberg J. and Baron R. (1999). Behaviour in organizations, Pearson Higher Education. New Delhi. 9<sup>th</sup> edn.

Luthans. F (1998).. Organizational Behaviour, 11<sup>th</sup> ed Irwin Me Graw Hill.

Robins S. (1996). Organizational behaviour. PHI, New Delhi. 9<sup>th</sup> ed

Ricky W. Griffin and Gregory Moorhead (2008) Organizational Behaviour, 10<sup>th</sup> ed. South-Western, Cengage Learning.

## PG51T403C: Organizational change and Development

### Course Outcome:

1. The pupil will understand the concepts of organizational culture and development
2. The pupil will be able to understand and apply various methods of diagnosis and interventions
3. The pupil will be able to Plan and develop suitable strategies of organizational development interventions.

### CONTENTS:

**Unit 1. Introduction to Organizational Development:** Definition of Organizational Development; History of Organizational Development; Laboratory Training Stem; Survey Research and Feedback stem; Action Research Stem; Socio technical and Socio clinical Parallels; Extent of Application. Underlying assumptions and values: Relevant systems concepts. **8 hours**

**Unit 2. Organizational Theory and Design :** Classical organization Theory and Design; Modifications of Bureaucratic structuring; Modern organization theory; Modern organization designs. Virtual organizations. **8 hours**

**Unit 3. Foundations of Organizational Development Process :** Models and theories of planned change: Kurt Lewin's Three-stage Model, Burke-Litwin Model, System theory, Socio technical system theory, participation and Empowerment.

OD is an ongoing Interactive Process; Parallel Learning Structures, Normative Reductive strategy of changing, Applied Behavioural Science; **10 hours**

**Unit 4. Organizational culture:** Nature of organizational culture; Definition and characteristics; Uniformity of culture; strong and weak cultures; Types of cultures; Creating and Maintaining a culture; How organizational culture starts? Maintaining cultures through steps of socialization; changing organizational culture. **12 hours**

**Unit 5. Organization Development Interventions -** An overview: Definition of OD Interventions; Inter group interventions: A descriptive inventory of OD interventions – personal, interpersonal, and group process; Intervention Process; Consultation Interventions - Third party Peacemaking Interventions; Sensitivity Training Laboratories; Transaction Analysis; Life and career - Planning Interventions. **10 hours**

### Books for References

1. French, W. L. and Bell, C. H. and Veena Vohra (2006): Organization development, sixth edition, Pearson, New Delhi.
2. French, W.L.; Bell, C.H. and Zawalci, R.A. (1989) Organization development - theory practice and research; Richard grin Inc. Universal Book Stall, New Delhi.
3. [Thomas G. Cummings](#) and [Christopher G. Worley](#) (2014) Organization Development and Change . 10th Edition Cengage Learning,

## **PG51P405C: Practical's for Industrial Psychology-1**

### **Course Outcomes:**

1. Design effective employee satisfaction and engagement surveys.
  2. Analyze survey data to draw meaningful conclusions and make recommendations for improvement.
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1. Assessment of Interpersonal Relationships using FIRO-B
  2. Assessment of Burn out using MBI
  3. Assessment of Stress
  4. Leadership Style
  5. Group decision making
  6. Assertiveness training
  7. Stress management techniques
  8. Sociometry
  9. Johari-window
  10. Cooperation Vs competition (Win as much as you can)

## **PG51P406C: Practical's for Industrial Psychology-2**

- 1. Assist in planning and implementing organizational change initiatives.**
- 2. Utilize change management theories and practices to support smooth transitions within the organization.**

### **Syllabus**

1. Assessment of work motivation
2. Assessment of
3. Assessment of Personality
4. Assessment of job satisfaction
5. Assessment of Organizational climate
6. Assessment of job commitment
7. Assessment of values

**Question Paper Pattern for Semester End Examination  
MSc Psychology (I to IV Semester)**

**Max. Marks: 75**

**Time: 3.00 Hrs**

**Note:** 1. All questions are compulsory  
2 All questions carry equal marks

**Q.No 1. a) \_\_\_\_\_ 15 Marks**

**OR**

**b) \_\_\_\_\_ 15 Marks**

**Q No 2. a) \_\_\_\_\_ 15 Marks**

**OR**

**b) \_\_\_\_\_ 15 Marks**

**Q No 3. a) \_\_\_\_\_ 15 Marks**

**OR**

**b) \_\_\_\_\_ 15 Marks**

**Q No 4. a) \_\_\_\_\_ 15 Marks**

**OR**

**b) \_\_\_\_\_ 15 Marks**

**Q No 5. Write short notes on any three of the following: 3x5=15**

**a**

**b**

**c**

**d**

**e**